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**The Effectiveness Of Formative Assessment In Enhancing L2 Writing.**

The Case Of Fourth Year Middle School Students Of Ibn El Jarir Atabari In Ouargla

**Dissertation Submitted to the Department of Letters And English Language in  
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## **Dedication**

We dedicate this work to our particular people

To our beloved parents for their endless of prayer, love and support

To our dear sisters and brothers who believe and encourage us

We would like to thank our families and many friends for their support

## **Acknowledgments**

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## **Abstract**

The aim of this study is to investigate the effectiveness of formative assessment in enhancing second language writing in Ibn El Jarir Atabari school. In order to test the hypothesis that suggests the probability of improving the writing skill through the use of formative assessment. By a descriptive analytical method, we have designed three research instruments to collect data. First, a questionnaire was administered to twenty-five students of fourth year middle school. Second semi-structured interview was designed to four English teachers of the same school. Third, the analysis of fourth year middle school textbook. The results showed that formative assessment has a positive effect on developing learners writing skill. In addition, formative assessment helps learners to assume responsibility for monitoring and supporting their learning (writing), as well as helping teachers in evaluating learners' performance.

**Key words:** Assessment, Formative Assessment, Summative Assessment, Evaluation, L2 writing.

## **List of abbreviations**

**CBA** : Competency Based Approach

**EFL** : English as a Foreign Language

**FA** : Formative Assessment

**L2** : Second Language

**SA** : Summative Assessment

**SLT**: Second Language Teaching

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##### **résumé**

##### **ملخص**

# **General Introduction**

## **General Introduction**

### **1-Background of the Study**

Teaching English as a foreign language (EFL henceforth) becomes a challenge that faces teachers . Assessment is an integral part in language teaching and learning process, it helps determining student's performance. In this regard, most efforts in second language teaching (SLT) deal with the enhancement of the four skills (listening, reading, writing and speaking). Mainly the productive one's; speaking and writing.

Recently, teaching writing becomes a fundamental part in the field of investigation. It is considered to be an important mean of communication and expressing thoughts. For this, teachers need to create for learners the right atmosphere, and provide the support for learning a writing skill by adopting different approaches and techniques. All these are under formative assessment.

Formative assessment (henceforth FA) is one of the procedures that teachers need to know students' weaknesses and strengths, it helps them to adjust their teaching and improve the professional quality; by providing different types of tasks and activities which suit learners in developing their writing. Due to the shift in language teaching methods, since the last decades, Communicative language teaching has emerged followed by competency based approach (henceforth CBA) as one of its main principles.

CBA is new teaching approach aims at verifying students' achievements in terms of resolving concrete situation. it guides teachers to use the right strategies, methods, and tasks to enhance learners' skills and make them develop their competencies in second language ( henceforth l2).

### **2-Statement of the Problem**

In the light of what has been said earlier, teachers may find it difficult to teach and assess writing .Most student face many difficulties when trying to show their learning via writing different types sentences, paragraphs and essays. They always struggle to express their thoughts and ideas effectively and fluently. In this regard, specialist emphasize on the role of FA in teaching writing. It gives students evidence of their current progress to actively manage and adjust their own learning. It also provides them

the ability to track their educational goals. Furthermore, FA tasks and strategies give a wide range of occasions where teachers provide constant constructive feedback.

### **3-Objectives of the Study**

The aims of this study are:

- 1- To examine teachers' view towards implementing FA.
- 2- To investigate student's attitudes towards FA and its impact on writing.
- 3- To investigate the extent to which FA is effective in enhancing EFL writing.
- 4- To provide teachers with insights about FA that can help in teaching writing.

### **4-Research Questions**

Trying to achieve the aforementioned objectives, this research attempt to answer the following research questions:

- 1- How can formative assessment tasks affect students' writing?
- 2- How FA provide teachers with constant feedback?
- 3- To what extent FA is useful for teachers in evaluating students' writing?

### **5-Research Hypotheses**

- 1- The students' writing improves by self- assessment; when they are assessed formatively
- 2- FA provides teachers with constant feedback.
- 3-the use of FA helps teachers in evaluating students' writing.

### **6-Significance of the Study**

This study intends to underling the effectiveness of using formative assessment in enhancing L2 writing of fourth year middle school students. For teachers who are using formative assessment, this thesis might help them reflect on different activities and tasks they use. Also, for those who are or will be teaching EFL, it might help them in supporting writing skill of their student.

## **7-Methodology**

In order to answer the research questions, we opted for a qualitative quantitative approach. This research describes the effectiveness of FA tasks in enhancing L2 writing, and to clarify how FA can be helpful. The research instruments based on three data gathering tools: teachers' interview, students' questionnaire and textbook analysis. So as to confirm our hypothesis, and to identify the effectiveness of FA in enhancing L2 writing.

## **8-Limitation of the Study**

During the investigation of our study we faced some obstacles that affected our research process. For example, students face difficulty in expressing and writing their ideas since, the questionnaire is written in English. Also we could not gather all the participants at the same time, due to corona virus students were divided into groups, timing of classes was reduced. In addition, questionnaire and interview were distributed after exams; that is why teachers were busy by the correction and some of students were absent.

## **9-The Structure of the Dissertation**

Our thesis contains three main chapters. First Chapter attempts to review the literature of FA process in the EFL context .In the second chapter, we introduce L2 writing, its nature and, importance. For the third chapter, is concerned with the data analysis, discussion of the findings as it includes a set of recommendations.

## **10-Defintion of Terms**

**-Assessment:** Is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

**-Formative Assessment:** Refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning need and academic progress during a lesson, unit, or course.

**-Second Language:** Is any language learned by a person after his/her first language (mother language).



**-Writing Skill:** Is the process using symbols (letters of alphabet)in order to communicate and express your ideas.

**Chapter one**

**Overview of Formative  
Assessments in EFL Context**

## **Introduction**

The present chapter will review the key concept related to the assessment, dichotomies, FA its types, strategies and importance. also FA difficulties and its use in practical setting.

### **1-1: Assessment Vs Evaluation**

It is important to make a clear distinction between assessment and evaluation. Since both terms have been used interchangeably. In fact, they are the same but they differ in some points. Williams (2003,p.297) states “although assessment and evaluation are often used synonymously, they are not exactly the same”.

Assessment is the systematic process of documenting and using empirical data to measure knowledge, skills, attitudes and beliefs. By taking the assessment, teachers try to improve the students’ path towards learning. “Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development” ( Palomba and Banta,1999 ,p.4,quoted in Madani ,2012,p.8). However evaluation focuses on grades and might reflect classroom components other than course content and mastery level.

Evaluation can be used as a final review to gauge the quality of instruction. According to Galbraith and Jones “assessment refers to the collection of information, and it measures levels of achievement without comparison to a set of standards. Evaluation, however, indicates application of the assessment findings to the continued development of student learning or program achievement”. Assessment gives a formative content (feedback) from the student to the instructor about the students’ learning, whereas evaluation provides a summative content, it means provides feedback from the instructor to the student. Black and William (1998) regard “assessment as an integral process of gaining information about students learning and making value judgment about their progress”.

Assessment identifies areas for improvement and it conduct during the learning process, whereas evaluation arrives at an overall score, it held at the end of the learning process. Williams (2003) stated “evaluation designates the judgment we have about student learning process and the outcomes they achieved on the basis of assessment

information". Dominic & Gullo (2007, p.4) state: "Evaluation is the process of making judgments about the merit, value, or worth of educational programs, projects, materials, or techniques."

Besides the differences, there are also some similarities between assessment and evaluation; both require the collection of data and evidence, sharing the same criteria and the use of measures.

Assessment is a fundamental task for all teachers it helps in improving goals, objectives and learning skills. In this research assessment and evaluation as terms will be used interchangeably.

## **1-2 Formative Assessment Vs Summative Assessment**

Hyland's (2003) defined assessment as "the variety of ways used to collect information on a learners' language ability or achievement". There are many forms of assessment in teaching, the most common ones are: FA and Summative assessment (henceforth SA).

FA is an ongoing process that encompasses reviews, and observations in a classroom, it is used by Teachers to improve instructional methods and provide students with feedback, on how they have achieved particular objectives at a particular point in time and what they need to do in order to improve learning, throughout the teaching and learning processes. By contrast, SA is used to collect evidence at the end of a course or program to examine whether or not educational objectives were achieved. Douglas & Nancy Sates that: "Summative assessments are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a predetermined time."(2007, p.4)

FA aims to evaluate student in the process of forming their skills in order to help them to continue learning process. It is a great resource to see what student knows, and what needs to be learned and helps to prepare student for SA. Whereas, SA aims to measure, or summarize, what a student has grasped, and typically occurs at the end of the course or unit of instruction.

Torrance and Pryor (1998) add formative assessment is about discovering what the learners know , understand or can do .summative assessment in contrast is about whether the learners know , understand or can do a predetermine thing. (P.153)

The main distinction between FA and SA is that, the former is assessment for learning and the latter is assessment of learning. Assessment of learning is the purpose of providing evidence of achievement for reporting. The teachers' role in assessment of learning is to follow tests' and exams' results to help student reach their aim at the end. On the contrary, assessment for learning is used for continuing planning for the purposes of learning achievement. Teachers' role is to inform students' targets, modify instruction that matched students' need.

**Table.1. Comparison of Formative Assessment and Summative Assessment**  
(Douglas and Nancy, 2007,p.4).

Comparison of Formative and Summative Assessments		
	Formative assessment	Summative assessment
<b>Purpose</b>	To improve instruction and provide student feedback	To measure student competency
<b>when administrated</b>	Ongoing throughout unit	end of unit or a course
<b>How students use results</b>	To self-monitor understanding	to gauge their progress toward course or grade-level goals and benchmarks
<b>how teachers use results</b>	To check for understanding	For grades , promotion

In the light of table 1 FA is during the instruction like (quizzes, writing essay ...) in order to check learners' understanding and improve their level. While, SA comes after the instruction for example, tests, exams. To decide about learners level." FA is defined as taking place during a course with the express purpose of improving pupil learning". ( Torrance & Pryor(2002)

### **1-3 The Process of FA**

The Formative Assessment Process is an intentional process used by teachers and students during instruction that provides actionable feedback. It involves eliciting, interpreting and acting on assessment information.

#### **1-3.1 Eliciting Information**

It is a term which describes a range of techniques that enable the teacher to elicit information from rather than give it directly to them. "The strategies used need to be able to gather information on the outcomes of student learning, as well as to gather the transient and ephemeral information which is produced during the process of learning. As different students are prepared and able to display their understandings in different

ways, different modes for gathering information are required"(crooks,1988; stiggins,1991 cited in Bell & cowie)

Elicit engage in a learning event or activity that promotes evidence of learning. And it provides also information that determine where students are in their progress; teachers gather data on the learners while observation, questioning, and by looking at the written work.

### **1.3.2 Interpreting Information**

The second attribute of FA process is interpreting information, it concern learners when they gather information and make decisions about its usefulness and meaning. "This involves making judgments, and the criteria used in interpreting formative assessment are an important consideration. Some writers agree formative assessment needs to be criterion-referenced and student-referenced if it is to be able to provide teachers with the information they need help student improve their learning" (Black & Harlen, 1995 cited in Bell & Cowie,1999).In this sense criterion-referenced is a process that test students' knowledge or skill with a pre-determined set of criterion, it is usually made to measure whether a student has mastered the material taught in specific course. Whereas student-referenced enables teachers to take into consideration students' learning approach, efforts, progress and their particular circumstances, as well as it pouches teachers to provide supportive feedback to learners. The combination of criterion-referenced and student-referenced helps teachers interpret FA.

### **1.3.3. Acting on the Information**

The third attribute of FA is acting on the information to improve student learning. "Both teachers and students may take action, but it is students' action which is critical as they do the learning." By using FA information the teacher interact with students, such interaction provides students with feedback; this feedback enables teachers to take action at different times immediately by providing more activities, moving to another topic or delay their action. While students' action expressed through self-assessment, which is used by students to encourage them to think then act in order to improve their learning. In addition, peer assessment is another way to provide students with quick feedback; it supports development of students' social and co-operative skill.

Acting on the information is the most important aspect that distinguishes FA from SA.

## **1.4- Characteristics of Formative Assessment**

The main aim behind FA is improving learning throughout collecting data about learners. In this regard, Cowie and Bell (2002,p.62) suggest ten characteristics of formative assessment.

### **1.4.1 Responsiveness**

The essence of FA is the responsiveness of the teacher and students to the assessment information gathered. There are different aspects of responsiveness were discussed by teachers. FA is responsive in that it is on-going and progressive, it is dynamic and flexible in term of process. For example, a teacher gives an activity to students, based on data collected from the students' answer, s/he decides to change the way of teaching or s/he tries another method. According to Cowie and Bell” Without formative assessment, teachers do not function effectively. So its your ongoing, day-by-day, every-day assessment”.

Moreover, Cowie and Bell explain FA is responsive in that is interactive, in the way of the information gathered that was used in the interaction between teacher and students in the classroom, the teacher do not assess students at the end of units ,s/he should include students as a part of the interaction process.

It is also responsive in term that it can be unplanned as well as planned, unplanned FA is often used at the beginning of the unit, it arises from the students' responses which often could not be predicted and planned for in advance. Planned FA also is used to start the FA process within a lesson. As an example, at the end of the unit or lesson students ask questions and comment so the teacher planned for these questions, but s/he never know what are going to happen after asking (unplanned).

FA is responsive in that it can be productive or reactive, the teacher could be productive in seeking FA information from student or s/he can be reactive.

### **1.4.2 The Source of Information and Evidence**

. The second characteristic of FA as Cowie and Bell mention is the source of information and evidence relies on non-verbal and verbal information. For example, it includes teachers' observation of students working, when students answering a question the teacher observe at the level of his/her body language, prior knowledge and new understanding.

### **1.4.3 Student Disclosure**

A third characteristic of FA according to Cowie and Bell is student disclosure. Disclosure is a crucial aspect of Formative assessment that was highlighted in student comments and actions. It refers to the information disclosed by students which can be used in the assessment process. It is also when tasks produce evidence about students' performance or thinking, so tasks are used by teachers to elicit students' ideas and disclose their thinking by asking questions and discussing their ideas.

### **1.4.4 Tacit Process**

Cowie and Bell states another characteristic of FA is tacit process, teachers are not always consciously aware of doing FA in classroom, they are tacitly undertaking FA.

### **1.4.5 Using Professional Knowledge and Experience**

The fifth characteristic of FA is the professional and teachers' experience; they are seen important in attending to some sources of information. The two include teachers' experience about the topic and seeing student as learner also explained by Cowie & Bell.

### **1.4.6 An Integral Part of Teaching and Learning**

The sixth characteristic of FA also mentioned by Cowie and Bell that is an integral part of teaching and learning, it refers to the action that is taken by teachers and students as a result of the information gathered. The teacher comments on the variety of actions take in response to FA information as well as the way in which they evaluate their actions. For example, the teacher gets data from students' answer, based on it s/he tries to interrupt and decide to take an action then it may or may not work, s/he reacts and thinks about new experience.

### **1.4.7 Who is Doing FA**

Another characteristic explained by Cowie and Bell is when The teacher comments highlighted the involvement of students as an assessor so that both teachers and students are doing the assessing. FA is not just for teachers, it is for the students to know their progress.

### **1.4.8 The Purposes of FA**

The eighth characteristic of FA also explained by Cowie and Bell is the purpose, there are two main purposes. First, it is to inform students' learning, it includes monitoring learners' progress during teaching and learning also giving feedback to students about what is valued in the classroom. Second, it is to inform students' teaching, it includes



planning in the current lesson and unit, knowing what to add or to change, when to introduce a task to maintain students' interest and motivation.

### 1.4.9 The Contextualized Nature of FA

The ninth characteristic of FA explained by Cowie and Bell is the contextualized nature, it refers to the contextualized actions that are taken by teachers and students which include the elicited information, the purpose and interpretations made. The actions are depending on many contextual factors. For example, in choosing an activity to students it is important to take into consideration their learning situation (individuals, groups) and learning activities chosen (brainstorm, watching video, games).

### 1.4.10 Dilemmas

The last characteristic of FA mentioned by Cowie and Bell is the dilemmas faced by teachers when doing FA. The dilemmas are used when there is no solution to the situation.

## 1.5. Types of Formative Assessment

FA is a continues process of measuring students' understanding in order to improve their learning. It takes a verity of forms.

### 1.5.1 Planned Formative Assessment/InteractiveFormative Assessment

Cowie and Bell (1999) states that planed FA used to show the ability of learners in thinking. Planed FA involved eliciting assessment information using planed specific assessment activities, interpreting and acting on the information .it was used mainly with the whole class and it happens at the beginning and at the end of the topic. Interactive FA, which took place during student-teacher interaction. It is not a planned activity. For example, a teacher organize a small group to do an activity (fill in the gaps), s/he notices that the learners acts on the base of their prior knowledge through comments and asking questions ,s/he notice again how the students interact with each other. At the end s/he recognizes the significance of the information for the matter of improving learning. Interactive FA involved noticing in the context of the learning activities, recognize and responding.

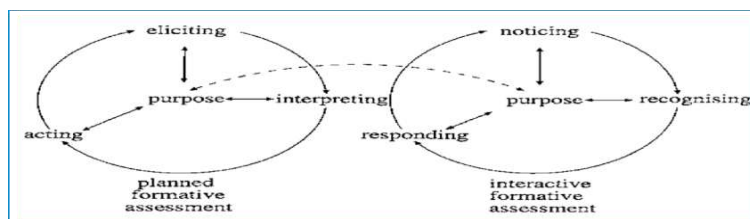


Figure1:A Model of Formative Assessment (Bell and Cowie(1999,p.91)

Formative assessment is defined as the process used by teachers and students to recognize and respond to student learning in order to enhance that learning, during the learning. These two types of formative assessment, how they are related, how they are integral to teaching and learning processes, and how they are dependent on teachers' pedagogical knowledge.

### 1.5.2 Formal/Informal Formative Assessment

Formal FA is an exercise or procedure which is specifically to evaluate students' knowledge and skills. It is meant to be any systematic, planned sampling techniques which are constructed to give teachers and students an appraisal of students' achievements. As an example, exams and tests. Formal FA occurs periodically in the course. In contrast, informal FA designed to elicit students' performance in the classroom without recording the results. It uses everyday learning activity as potential assessment that provide evidence of students' learning such as excellent, I think you meant to say took the book instead of take. According to brown's definition(2003.p,5).

### 1.5.3 Long/Medium/Short Cycle Formative Assessment

According to William & Thompson,( 2007 ) he divided types of assessment into three parts based on time cycle; long ,medium and short cycle (illustrated in the figure 3 ).it refers to how long time it takes from the system to use the information gathered. First, long cycle FA is described as a supervisor results from state-tests to inform a plan of workshop for teachers. Then, medium length has a timescale of one to four weeks, it is exemplified when teachers use a pre-test to make adjustment in instruction for an individuals or a class before the actual test. Finally, short cycle FA is described as either day-by-day or minute-by-minute. The former is when the elicited information is used between lessons with responsiveness to two days; this enables the teachers to use the elicited information as a base when planning to next session. Whereas, the latter is when the feedback systems' responsiveness is immediate, within the lesson.

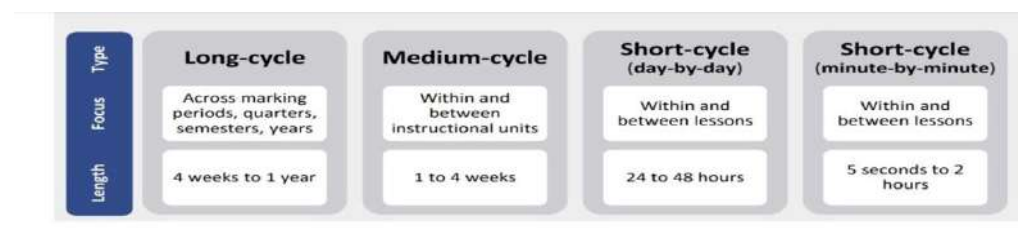


Figure 2: cycle times for formative assessment adopted from (William and Thompson,2007)

## **1-6 Strategies :**

Heritage(2007) categorizes FA into three broad strategies, as follows:

### **1.6.1- On-the –Fly:**

On-the-fly FA occurs spontaneously during the course of a lesson. Pinchok and Consultant (2009) defined on-the-fly FA as "the teacher changes course during a lesson to address misconception before proceeding with the designed instructional sequence." (p.5). For example, when a teacher notices a student misconception about an important issue, s/he quickly gives a question, exercise or a home-work in order to overcome this misconception. In this sense, the teacher gives a glance about this particular issue to know the source of it, and to make the student thinking again.

### **1.6.2- Planned-for Interaction:**

Planned-for interaction FA as Heritage mentioned refers to a teacher planning in advance, how to pull students' thinking during the lesson. S/he also plans for ways and methods to find the gap between what students know and what they need to know. For example, a teacher may prepare beforehand a set of questions, or tasks that helps in perceiving the students' conception through activities. So, planned-for interaction assessment is when teacher plans the lesson before s/he teaches the learners.

### **1.6.3- Curriculum-Embedded:**

Curriculum-embedded FA is formal and immediate activity integrated into curriculum. It is prepared to help teachers to check students' understanding during the instruction; embedded assessment gives information about what the student know and what they still need to know, which make the task of providing feedback at the appropriate time easy and clear. According to Heritage Curriculum developers and teachers can include assessments in the ongoing level curriculum, in purpose to improve learning.

## **1-7 the Importance of Formative Assessment:**

Assessments are an important part of the teaching-learning process. FA and SA are regularly used by teachers to check and grade the progress of their learners. FA is a

great way to measure a student's performance during instruction, and usually occurs regularly throughout the instruction process.

Andrade and Cizek (2010, p.4) states " the primary purpose of formative assessment is one or more of the following: to identify the student's strengths and weaknesses; to assist educators in the planning of subsequent instruction; to aid students in guiding their own learning, revising their work, and gaining self-evaluation skills; and to foster increased autonomy and responsibility for learning on the part of the student."

When talking about studies, the teacher who applies FA all the time in the classroom will detect the strengths, weaknesses and competences that his student have. This automatically enables the teacher to evaluate his teaching methods and the kind of activities used in the classroom. In order to create an atmosphere full of participation, satisfaction and discussion between students.

For formative purposes teachers provide their students with tasks with no final mark, like a meaningful homework, a classroom activity. Providing feedback to students on their performance is a useful strategy in FA, providing content feedback to students gives them an opportunity to develop self-assessment and make them as a part of the learning process. Providing a continuous FA activities for learners create a student-teacher link to achieve their goals, it also, facilitate in assessing the students different opinions, level and their learning progress, Heritage states that " Formative assessment is a great way to measure a student's performance during instruction, and usually occurs regularly throughout the instruction process."(2010, p.7)

The assessment is used to feed student back on improving their performance and it is useful to the teachers in facilitating learning process by the use of assessment, FA is a tool for them to draw up different assessment according to the needs of students. It is applied before, during, and after class since, it identifying relevant information about students ,and it must continue to be treated as a essential process within the learning process.

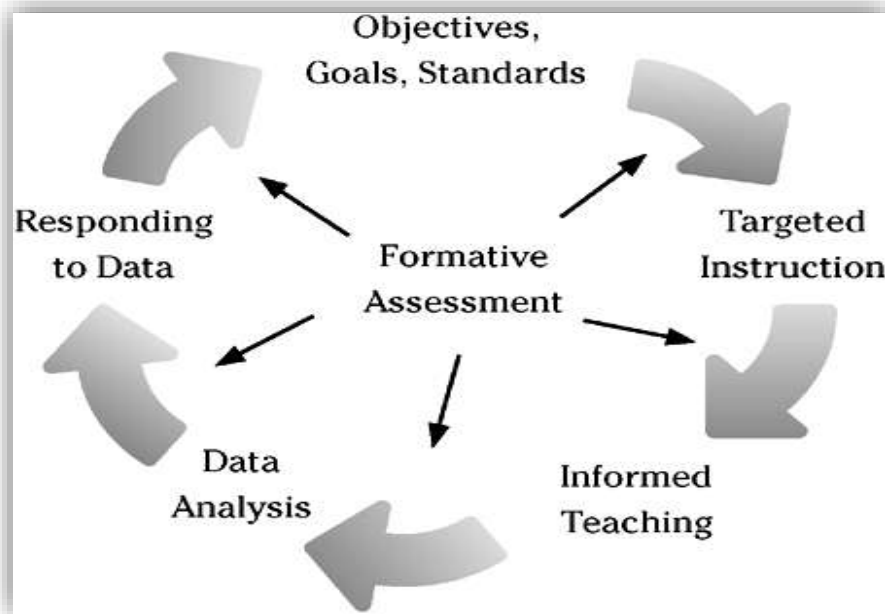


Figure 3: the cycle of formative assessment (Greenstein, L. (2010, p.7)

From figure, it is confirmed that FA is cycle in which it includes systematic steps for instance, when the teacher presents a lecture, s/he collects information from learning experience; then analyze data on basis what students understand and what they not understand, moreover s/he respond to the data via actions; provides more examples, gives extra activities or moves to the next lecture.

## 1.8 Practical Difficulties in Formative Assessment

Although, FA represents one of the best methods, which help in developing student learning. Many difficulties and challenges face assessment whether, for teachers or students both in the classroom. Also the non understanding of FA concept is a problem in fact. These challenges are stated below.

### 1.8.1. Preparation

It has been well documented that training in assessment is woefully lacking for teachers, principals, and nearly all educators who use assessments or rely on assessment information (Hills, 1991; O’Sullivan & Chalnick, 1991; Popham, 2009.cited in H.Andrade et al, p. 6). Much of that research has been conducted largely with respect to training in traditional.

psychometric concepts and summative assessment practices. Though, that much researchers work on minimize summative assessment practices, and taking FA in account and ensure that teachers are being prepared adequately to use and active FA in

the class but, this is still not sufficient, the gap between FA and its' preparation still exists.

### **1.8.2 Time**

Heidi Andrade et al (2010. p, 11) stated that "a major challenge for implementing and sustaining formative assessment will be the reallocation of time and effort to support instructional planning, modified instructional practices, and individualization of instruction on the part of teachers and students". For an effective FA application a high quality of assessments, should be in the classroom. Time plays an essential role in making FA successful; teachers are struggling to provide students with instructed activities that fit their needs. For instance, one hour is a session of an English course, and the teacher is obliged to do a lesson in grammar or writing production with one activity or two, we notice here that time is no suffusion for all these.

### **1.8.3 Validity:**

“Validity refers to the degree to which evidence supports the interpretations or inferences that are intended to be drawn from assessment information (Cizek, 2009). Many sources of invalidity threaten the confidence that can be placed in an intended inference. One threat to validity seems particularly powerful and under researched in the classroom assessment context...”.(Andrade and cizek,2010,p 9). Validity does not really give teacher information about how well students solve problems or answer a question. It makes judgments based on just one observation or a piece of information.

According to Harmer (2004) teacher face different problems in the classroom in applying FA such as level, a large number of students...etc.

### **1.8.4 What if Students are all at Different Levels?**

“One of the biggest problems teachers face is classes where the students are at different levels - some with quite competent English, some whose English isn't very good, and some whose English is only just getting started. Even if things are not quite so extreme, teachers of English - along with teachers of other curriculum subjects - regularly face **mixed-ability groups** where different individuals are at different levels and have different abilities”.(harmer,2007.p,176).

In one class students' level differs from one student to another, this what make the application of FA difficult for teachers, they all the time face learners from highest level to the less one. This obstacle lead teacher to create an atmosphere full of different FA

tasks such as forming different groups, while one group is working on grammatical concept of language, the other one is extracting general and secondary ideas of a story.

### **1.8.5 What if the Class is very Big?**

Harmer claimed "In big classes, it is difficult for the teacher to make contact with the students at the back and it is difficult for the students to ask for and receive individual attention."(p.177) .It is hard for teachers to manage a class of 45 students, to have their attention, answer their questions and provide activity and control all the students' responses. Big classes mean students walking around, changing places and making noise; which it create a big challenge for inexperienced teachers.

### **1.8.6 What if Students keep Using their own Language?**

the need of students to communicate in best way push them to use their mother language (Harmer.2007.p,180). This challenge put the teacher in a very difficult position since, he/she is teaching English course while the students are using their mother language in order to communicate, and this is less appropriate for learning which make assessment tasks non workable.

## **1.9 The Place of Formative Assessment and Teaching Methods**

Making assessment an integral part of daily instructions is a challenge. It requires planning specific ways to use assignments to reveal what students do and need.

Traditional assessments referring to formal tests that check students' performance, with closed answers and on its final score. There are a range of methods which present the language to be learned According to Richards and Rodgers (2001) "Methods appear to be based on very different views of what language is and how a language is learned". A method is theoretically realized in procedure in this context, how does this methods view assessment and what are the strategies taken in account to realize learning.

Grammar-translation method was the offspring of German scholarship, it construct learning as essential process. Richards and Rogers(2001.p,3) cited "Grammar translation is a way of studing a language that approaches the language first through detailed analysis of its grammar rules followed by application of this knowledge of the task of translating sentences and texts into and out of the target language". The principles were that the goal of foreign language study in order its literature, and assess

students' vocabulary and grammar in the learning progress. The main focus was in reading and writing and little attention is giving to speaking and listening.

According to Richards and Rogers (2001,p,11) “ Its mains focus was on the exclusive use of the target language in the classroom, but it failed to address many issues that sweet thought more basic”. The direct method was developed as a response to the Grammar translation method, it is based on the idea that learning l2 must imitate the natural way humans learn any language. The main principle is that language is for oral use, students were assessed by oral activities in order to communicate well and the exchange between teacher and student by question-answer.

Behaviorism perspective emphases on human cognition, in term of stimuli and response. The central belief of a behaviorist is that students learn through repetition, reinforcement and constant feedback that tells them whether what they are doing is right or wrong. This comes in the form of test scores, homework marks and more. Teacher assesses students all the time, to check the students' performance in class.

The communicative approach in language teaching (CLT) starts from a theory of language as a communication. The goal of language teaching is to develop communicative competence. An approach to teaching foreign language emphasizes on interaction, its main goal is the ability to communicate in the target language. Several roles are assumed for teacher in CLT, Breen and Candlin (p.76,77) “describes teacher role as a facilitator in the classroom, as an independent participant participate and cooperate with all the student in the class, by using a range of social interaction activities for instance, complete a map, solve a problem or complete a dialogue... “

The learner Emphasizes on communication rather than masters language forms, they contribute to learn and achieve their objectives, those new techniques and activities allow students to 'self assess'.

Competency-based approach this method teaches competencies that learners are required to do and tries to bring real life into the classroom.CBA is a framework teaching and assessment of learning, the concept of competence is essential in the



curriculum. It trailed to meet different learning abilities and can lead to more efficient students' outcome.

From the perspective of the methods mentioned above, assessment is present in teaching and learning process and it is not restricted only for graded tests and exams. Teachers provide different activities for their learners in the classroom in order to clarify the lessons and check the students' understanding.

### **Conclusion:**

FA gives the teachers data about the students' performance. Also, it improves instructional methods, and permit teachers to provide feedback to their students. We highlighted in this chapter of our research the basic elements related to the field of FA. The difference between assessment, and evaluation; also between SA and FA. We mention FA types, strategies and importance; in addition to the particular difficulties that teacher faces in using FA in different setting.

**Chapter Two**  
**Second Language**  
**Writing**

## **Introduction**

In this chapter, we attempt to investigate pertinent concepts related to L2 writing. First, it includes the nature of writing and its importance .then; it aims to review writing approaches. Also it will deals with types of writing. Moreover, the chapter will present ways of assessing writing. Finally, we will tackle formative assessment tasks in assessing writing.

### **2.1 the Nature of Writing**

English language skills are classified into two main categories: the receptive skills (reading and listening ) and the productive skills (speaking and writing ).however, their nature is not based on the division since listening and speaking are naturally acquired, while writing and reading must be learned and practiced at schools.

Writing is an important basic skill that students should master in their language learning efforts. It is the activity of producing a piece of written language which designed to be read. According to Collins (2003) writing is a group of letters or written symbols that marked on a surface as a means of communicating ideas.

Comparing writing to speaking, writing is difficult activity in both first and second language learning .its difficult is classified by Byrne (1988) into three categories which overlap to some extent: psychological, linguistics and cognitive factors. The Psychological factors are related to the lack of interaction between the writer and the reader such as anxiety, motivation. Whereas, the linguistic factors are refers when writing lacks paralinguistic devices as gestures, eye movements/body language and facile expressions. Concerning, the cognitive factors are about the formality of the writing instruction. Harmer(2007,p.251) pointed out that “there are a number of reasons why students find language production difficult.” The main difficult is at the stage of writing process, when writing students may have lack of knowledge in the subject matter.

Writing is a complex skill for both native speaker and language learner because it includes more elaborated linguistic system (morphology, syntax, semantics, pragmatics and discourse).

In expressing an idea the writer must consider at least four structural levels: overall text structure, paragraph structure, sentence structure (syntax) and word structure. Clearly they

attempt to coordinate all these requirements are a staggering job.

Collins and Gentler (1980,cited in ouskout,2008,p.62)

In this context, writing is a complex cognitive activity which requires different elements; it requires a complete acquisition of letters and understanding how they are combined to form words and the relationship between the word and its meaning. Mastery the rules that govern sentence mechanics of capitalization and punctuation. Moreover, it requires also the ability of combining sentences to build an effective paragraph then essay and at the end formulating to achieve coherence and cohesion. Bell and Burnaby (1984 as cited in Nunan,1989)

Writing is an extremely complex cognitive ability in which the writer is to demonstrate control of content, format, sentence, structure, vocabulary, punctuation, spelling and letter formation.beyond this sentence, the writer must be able of structure and integrate into cohesive and coherent paragraphs and texts.(p.36)

The ideas we draw from previous definitions is that Writing is a process of expressing ideas and sharing thoughts through interacting with the reader as writing is a message-oriented. It is a complex process that involves mastery on almost all language levels.

## **2.2 The Importance of writing**

Writing is an integral part in language learning since it helps students in a way of gaining control over thoughts and encourages them to focus on accurate language use, practicing it with engaging activities in school can foster self-expression and communication. Mastering writing skill is important due to its need in almost all the subject concerning learning. Its important cover severl aspects concerning EFL students.

Provide students with writing exercise develop their critical thinking and problem solving skill, also reinforce their grammatical structure and vocabulary.

Mc Arthur, et al. (2008, p. 11) states “The power of writing is so strong that writing about one’s feelings and experiences can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system. Due to writing students can discover their identities and express their ideas. Moreover, writing helps students to connect to the world around them, Since it requires students to consider readers and purpose. Hyland(2003) pointed out that

“writing is one of the main ways that we create a coherent social reality through engaging with others”.

Regular practice facilitate for students to write effectively; plan their writing by picking ideas, organizing their notes into a logical sequences and then being able to take the idea and write it down. In contract, some students neglect the importance of writing and consider it as a mean of passing tests and exams. Doff (1995) argues If we think only of long-term needs, writing is probably the least important of the four skills for many students, they are more likely to need to listen to, read and speak English than to write it. Their need for writing is most likely to be for study purposes and also as an examination skill. (p.148) Cumming (1995) sates "the main importance of writing in that level is that it helps students to learn, writing new words and structures help student to remember them, and as writing practice helps to focus student attention on what they learn.

## **2.3 Approaches to Teaching of Writing**

Writing approaches are crucial in every writing lesson, in order to see an effective outcomes; EFL teacher should determine the approach needed to be applied in one particular lesson Selvaraj, & Aziz ( 2019) have divided approaches into three categories: the product approach, the process approach and the genre approach.

### **2.3.1 The product approach**

The aim of this approach is to measure student’s final product. As Young (1978) stated that the main focus of this approach is the final written product saying that within this approach “the emphasis on the composed product rather than the composing process...” (Cited in Matsuda, 2003, p.70). for example teacher of writing provide a model for the students ,they will imitate it and provide a similar modal based on the first one. There are four steps in order to apply this approach as sevarj & azizi mentioned first, students should read the model and pay attention to the order of ideas and language structure. Second, student practice the element outlined in the model. Third, student mimic the model and prepare a pre-set thoughts to suit the model. Fourth, students perform the task by using their own skill. Some advantages of these approach are students start learning how to use particular pattern-product methods in writing composition systematically specially in writing narrative descriptive and persuasive essays. In addition, students learn to correct vocabulary and various sentence patterns

for these text types and improve students' grammatical awareness. (Tangpermpoon 2008)

### **2.3.2 The Process Approach**

In contrast to the product approach, the process approach which the focus is placed on writing as a process rather than as a final product. It is popular due to its benefits as it is seen as a dynamic approach as recursive process takes place in it. As Arndt (1991) stated that process approach regarded writing " as a complex process that requires sustained intellectual efforts" it focuses on the cognitive aspects of writing ." there are four processes involved in the writing process; planning, drafting, revising and editing " adopting the process approach enable writers to move back and forward ones he needs to review. Raimes (1991)stated that " at this level students tend to revise their production many times based on their teacher feedback "

### **2.3.3 The Genre Approach**

The genre approach is considered as an extension to the product approach. Swales (1990 cited in Tribble, 1996) defined genre as: "a class of communicative events, the members of which share some sets of communicative purposes"(p. 46). the writers follow certain conditions to organize their passages so that the reader understand their purposes. The genre approach looks "writing as pre-dominantly linguistic but , emphasize that writing varies with the social context in which it is produced producing texts based on social context." (badger and white 2000,p.155) It gives importance to different types of writing ,text types, and intertwined with social needs. Following the genre approach make students learn variety of sentences structure and different text types or genre .the objective of this approach is knowledge and certain genre and the communicative reason which will enable writers communicate with the community . (Tangpermpoon 2008, p.6)

## **2.4 Features of Academic Writing**

Academic writing is the formal writing style used in colleges, universities and schools, it is also what the students are expected to produce for classes. Below are some features of academic writing according to Jeremy Harmer (2004), which make the students 'writing effective.

### **2.4.1 Cohesion**

According to Harmer one way to “tying words, sentences together” is through the use of cohesion that is divided into lexical and grammatical cohesion. To create a unified piece of writing firstly, lexical cohesion is achieved in it, by the use of its two main devices: repetition of the words ( the use of synonyms and antonyms..). And lexical set “chains” means the combination of vocabulary items in the same topic area. Secondly, grammatical cohesion should be achieved in a number of different ways such as: pronoun and possessive reference (anaphoric, cataphoric...), also the use links that delive a well structured text for example, addition (and, also, moreover..) of contrast (however, on the other hand, but..) of time (first, then, later..). Here is an example of cohesive sentences: I am a doctor. A doctor work on the hospital. A hospital is a place where patients go. A patient is a person who sick. The words in the sentences are connected together however; they make no sense (no coherence).

### **2.4.2 Coherence**

It is completely possible to construct a piece of writing with the cohesive devices discussed above but, with clarity of expressions and logical bridge between words, sentences. Coherence is about making everything in a text flow smoothly, means that the reader can easily understand it. Harmer (2004.p,25) cited “when a text is coherent the reader can understand at least two things: the writer’s purpose and the writer’s line of thought”. First, the writer’s purpose this denote that the writer should made the text clear in order to make the readers understand what he/she referred to, and allow them to give a suggestions, judgments..etc. Second, the writer’s line of thought the reader should be able to see the link between ideas and main points that are mentioned in the piece of writing.

Coherence in writing is important for covering the main ideas of any piece of writing, this example represent a coherent paragraph

I like reading novels because they tell interesting and moving stories. Moreover, some stories are instructive by describing good and evil people, and the bright side and dark side of life, such stories help me to distinguish between right and wrong, and understand people and life. As a result reading them has perhaps made me wise.

### **2.4.3 Register**

It is the use of language for a particular purposes focusing on the level of formality in a piece of writing. Topic vocabulary referrers to the use of appropriate words in a typical subject of writing, by the writer to achieve the register. .

It is also about tone of a piece, that illustrated through words, emotions about what you are communicating. Register can be formal (in academic or professional contexts) and informal (as in conversations between friends). “Register, then, involves the choice of topic vocabulary to suit the subject matter of the piece. However, register is not about topic-vocabulary choice. It is also about the tone of a piece – how formal or informal it is”. Harmer ( 2004.p, 26). An example about formal register. Accesses to our facebook ccounts and some areas of the site is restricted to users who have registered their details. You must not use a false name or email or provide any false information nor impersonate another person when registering for use of the facebook account. They instruct users on what they can and cannot do in a formal way.

## **2.4 Types of Writing**

While there are many reason why you might be putting pen to paper or tapping away on the key board, there are main types of writing according to Micheal O’malley (1996 ) such as: Expository, Persuasive and Narrative or Expressive.

### **2.4.1 Expository Writing Skill**

As the title suggests, is expected on exposition, or the information and explanation of a particular subject.

O’malley states expository writing is one of the most common types of writing. It deals with explaining a concept or important information for the readers. In addition to answering questions that the readers have such as; what, why, how. The writer’s opinion is totally separated from what they are sharing, for example: educational articales, newsletters and textbook..etc.



### **2.4.2 Persuasive Writing Skill**

As the name implies, persuasion is the primary goal. The passage should be convincing, argumentative and logic. In an persuasive academic paper the writer tries to convince the audience of his belief and opinion. According to O'malley This rely heavily on reaching the audience's emotions, with the combination of strong evidence and logical reasoning. Persuasive writing style can be found in cover letters, advertisements and letters of recommendation ...etc.

### **2.4.3 Narrative Writing Skill**

Narrative writing skill is used in almost every longer piece of writing, whether is fact or fiction. The purpose of narrative writing is to narrow or tell a story. It includes a lot like: the writer's purpose, tone, characteristic and word choice..

O'malley mentioned that this type of writing is based on the writer imagination and his life experience. Those are examples of the narrative writing style: novels, poetry, short stories...etc.

## **2.5 Assessing Writing**

Considering writing in a first language is a challenge, complex task; it is more and more in second language since, it is a convention for recording speech and for reinforcing the grammar, lexis of language. Mastering the ability to write well is difficult feature in foreign and even in our own native languages. Writing has become substantial in communicative language teaching. For this, teaching language as a mean of communicative rather than as an object of study. It is necessary that writing have to be well done, coherent and cohesive. The teacher role is to judge or assess the student's writing performance, by different instructional activity; whether are formal or informal that he use every day, which their purposes is summative or formative.

As one considers students writing as ability, the assessment of writing is not a simple task for teachers to do. Te teacher should precise want he/she want to test: the handwriting, spelling correction, grammatical mistakes correction, Paragraph structure. All of this is possible objective that the teacher may head for; each one of those objectives can be assessed through several formative tasks. Taken the genre

(Context and purpose), types of writing (stages of the development are clear), micro- and macro skills (objectives are precise) as a criterion in written language give the teacher a clear picture when correcting a piece of writing Brown( 2003).

Weigle (2002) states that “wherever the acquisition of a specific language skill is seen as important, it becomes equally important to test that skill and writing is no exception. Thus, as the role of writing in second language education increases there is an ever greater demand for valid and reliable ways to test writing ability both for classroom use and as a predictor of future professional or academic success”. Assessing the four skills is required in order to have an over view of the learners’ competences, assess student’s writing production is important too. It can be assessed in many different ways as, multiple choice technique, picture description, defining, use a word in a sentence...etc. Before assessing students the teacher should bare in mind the student’s level, needs in order to select suitable tasks. There are an infinite assessment techniques and activities, it is the teacher efforts in design a unique assessments for writing.

## **2.6 Formative Assessment Tasks Assessing Writing**

Assessment is more just about grades- it is about our student level and future. Though FA is neglected from the part of students; however, it helps them in learning. Frey and Fisher states" checking for understanding must occur simultaneously with instruction, rather than after instruction has been given. Once the purpose has been established and instruction has begun, the teacher must continuously monitor students’ understanding". The use of FA every day helps teachers to discover the learner’s needs and also their capacities in addition, to give an opportunity for students to assess themselves and their partners. It is the role of teacher to make the students in the core of FA, by choosing the right and effective tasks, activities according to the students’ needs. Using oral language (questioning), tests (short quizzes), and writing (summaries a piece of writing) those are some techniques to check the student’s understanding. Also the teacher’s method was it clear, understandable.

Teachers should afford sufficient instructions and appropriate activities to the EFL learners to develop their writing skill. Hence, teachers tend to use multiple ways and tasks to improve the students ‘writing skill. Dodge, Judith 2009 stated different FA tasks in assessing writing.

### **2.6.1 Write About**

" Students use key content area vocabulary terms to synthesize key ideas in a paragraph as well as represent key ideas graphically." In other words, each student in the class write down a list of different key terms, then each student pitch one word, and he/she is asked to draw a picture with a sentence about. For example: the list of terms (box, ball, flour, book, cat, tree..)

Choosing the word "flower" then drawing the picture with a sentence down," **Flowers** are of different colors".

### **2.6.2 Factstorming**

“A brainstorming activity that can be used individually, in pairs, or groups. Students generate and record a list of facts, events, concepts, characteristics, documents, etc. about the topic being studied. The teacher then offers a choice of high level writing activities that provide students different ways to organize the information and think about it critical “. For example, the session is about the landmarks in the world. Students should mention five facts about one of the landmarks (the place, construction year, its length..)

### **2.6.3. Noting What I Have Learned**

“An adaptation of two column notes where a page is divided and main ideas go on one side with details on another; this activity has students draw a nonlinguistic representation of the main idea, question or key word on one side and then write what he/she has learned about on the other side of the page." In other words noting what i have learned is about examine the students prior knowledge about a specific topic in order, to write a well structured piece of writing.

## **Conclusion**

Writing is an important area of investigation. When it comes to second language perhaps, it is the most difficult language skill to be learned. For this we highlighted in this chapter the basic components related to the second language writing, the nature of writing, its importance in learning a language, and their approaches. The term “writing” is a process that we point out its types previously and assessing writing, with different FA tasks that can assess the student’s performance.

# Chapter Three

## Field of Investigation

## **Introduction**

This chapter is concerned with research methodology and data collection analysis and discussion as well as the analysis of fourth year middle school textbook. We have opted for choosing the descriptive analytical method. This study's aim is to investigate FA effectiveness in enhancing L2 writing. The mixed method is chosen to best answer the research questions, moreover to achieve the stated objectives.

### **3.1 Research Design and Methodology**

Our descriptive and non-experimental study aims at investigating the effects of FA to enhance L2 writing .Hence, it is both qualitative and quantitative adopted in an attempt to answer the research questions and to achieve the already stated objectives. Adopting such mixed method permits us to use a variety of tools to different data.

### **3.2 Population**

Our study's target population is EFL teachers and students of middle school in Ouargla city.

### **3.3 Sampling**

Our study adapts the non-probability sample which is based on non-random selection. The informants of our study are EFL teachers and student of middle school Ibn El Jarir Atabari.

#### **3.3.1 Teachers**

On the basis of non-random selection 4 teachers are selected, they belong to the same school Ibn El Jarir Atabari.

#### **3.3.2 Students**

We have chosen four year middle school students of Ibn El Jarir Atabari. 25 of participants are chosen selectively out of the total number102, who belong to different classrooms and taught by different English teachers.

### **3.4 Data Collection Instrument**

For data gathering, a questioner is designed and administrated to students of middle school Ibn El Jarir Ataabri in Ouargla to collect the information about the implementation of FA in classroom. A semi-structured interview is also adopted and administrated to teachers to

#### **3.4.1 Description of Students' Questionnaire**

The students' questionnaire has been distributed to 25 students of the fourth year middle school Ibn El Jarir Atabari school in Ouargla. It has been administrated from 1 to 8 March 2021. The questionnaire is composed of ten questions divided into two sections. The first includes personal information, concerning gender, studying English, level of English, and studying English out the classroom. The second deals with educational development, from question one to four investigate students' opinions about assessing formatively. Questions four, five and six are about if students receive feedback, their impacts in improving writing skill and their challenges that are facing in such type of activities.

#### **3.4.2 Description of teachers' interview**

The teacher's interview has been distributed to 4 middle school EFL teachers in Ibn El jarir Atabari Ouargle from 8 Match to 25 April 2021. The interview is composed of seventeen questions divided into three sections. The first, concerning gender, experience in teaching at middle school and the type of qualifications. While the second, from question one to question nine, investigates the teachers' awareness of FA and its different conceptions, types of activities employed in their classroom and on what basis they select them, as well as the challenges the teacher face in applying FA. The third from question one to question four, concerns the FA of writing, the time allotted to writing in the classroom and how feedback is beneficial.

#### **3.4.4 Description of Textbook**

In 2018, the ministry of national education announced for a second generation EFL program, which is based on learner-centered approach. This approach has called for a new techniques and procedures that place the learners at the center of learning and make them responsible for their learning.

A text book designed for pupils of middle school year four; this stage in Algerian middle schools considered as a final step ended by BEM exams.

The textbook is divided into three sequences named respectively: Me, universal landmarks and outstanding figures in history, literature and arts; Me, my personality and life experience; and Me, my community and citizenship. Each sequence contains two main objectives: communicative objectives aim setting students for communication by referring to the target focused. Linguistic objectives focus on the four skills and language forms. Sequences comprises of the same sections which are as follow:

- Project
- I listen and do
- My pronunciation tools
- I pronounce
- My grammar tools
- I practice
- I read and do
- I learn to integrate
- I think and write
- Now, I can
- I play and enjoy
- I read for pleasure
- I get ready for my BEM exam

**Project section** consists of project task as well as list of procedures and guidelines for the execution of the project. It is done in groups.

**I listen and do** aims to make the learner exposed to a specific vocabulary, it contains different listening activities.

**My pronunciation tools** is intended to introduce the learners to some pronunciation elements.

**I pronounce** contains numerous tasks aiming to make the learners put into practice.

**My grammar tools** aims to introduce language forms to the learners.

**I practice** aims to practice the language forms studied in the grammar tools.

**I read and do** aims to help students develop reading strategies and skills.

**I learn to integrate** aims to integrate learners in learning.

**I think and write** aims to activate student's thinking and make them practice writing.

**Now, I can** aims to make sure that items introduced in the sequence have been probably acquired by the students.

**I play and enjoy** is the moment where learning have fun in order to prepare to the next sequence, it includes poems, games.

**I read for pleasure** aims to provide extra knowledge for learners and motivate them to success.

**I get ready for my BEM** exam this section provides students with exam sample in order to train them and assess their understanding.

Without textbook a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed. Textbook is a visually appealing that helps standardized instruction by provides effective language models and input. However, it may contain non-authentic language and perhaps mistakes.

### **3.5 Data Analysis/ Discussion of Results**

This section includes analysis of students' questionnaire, teachers' interview and textbook; then discussion of results.

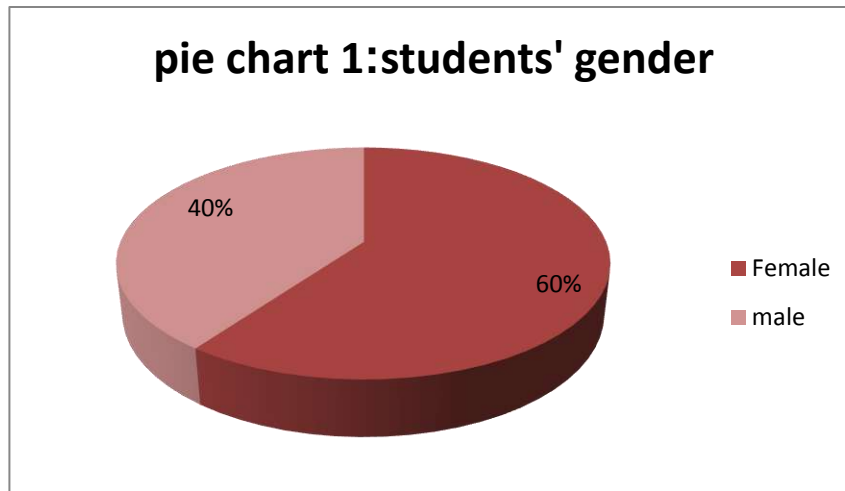
#### **3.5.1 The Analysis of Students' Questionnaire**

This section provides analysis of students questionnaire including: gender, desire to study English, level and if studying English outside the school. (see appendix A)



## a. Section One :Personal Information

### Question one :students' gender

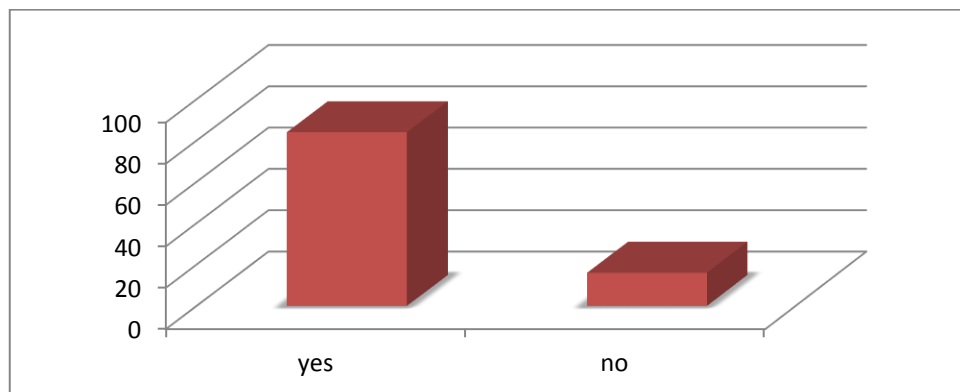


The participants of study are 25 fourth year middle school students .twelve (60%) of the sample were females and ten (40%) were males. The majority of respondents are females as it is explain in pie chart 1.

### Question Two: Do you like studying English ?

**Table.2. The Desire of Studying English .**

Responses	Number	Percentage
Yes	23	92%
No	2	8%
Total	25	100%



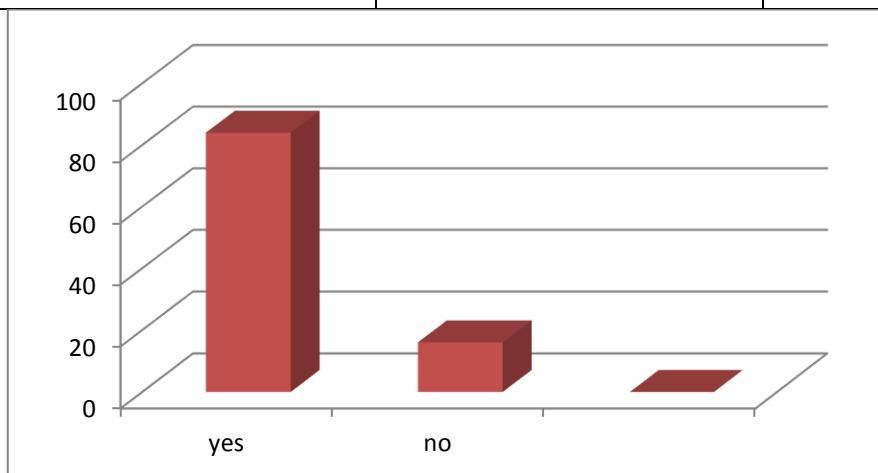
**Graph 1:The Desire of Studying English**

From graph 1 the result shows that 8% of the students do not like studying English that can be related to students themselves or getting bad marks in English evaluations. In contrast, 92% of the rest like studying English.

**Question Three : English level**

**Table.3.students' level**

Options	Numbers	Persencages
Beginner	4	16%
Average	21	84%
High	0	0
Total	25	100%



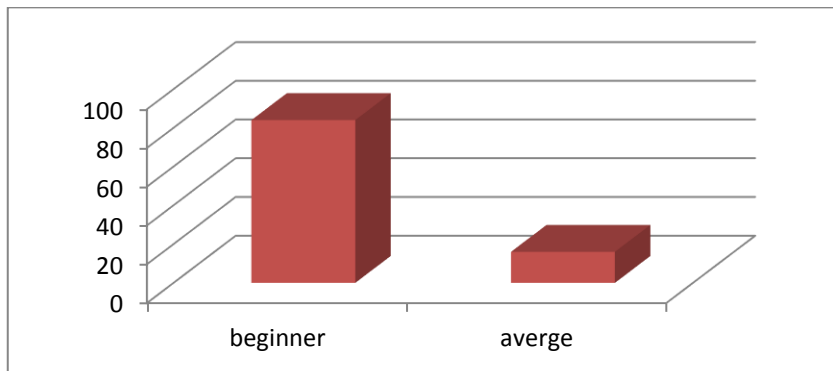
**Graph 2 :Students' Level**

From the result achieved from this table that 16% of the participants are beginners , whereas the rest 84% have an average level explained in graph 2 , this can be linked to many factors such as students motivation, classroom atmosphere and teacher's experience.

**Question Four:** Do you study English outside the School ?

**Table.4.Studying English outside**

Responces	Numbers	Percentages
Yes	4	16%
No	21	84%
Total	25	100%



**Graph 3:Studying English Outside**

From the table 4 and the graph 3 above, the result shows 16% of the students study English out side the school , however the rest 84% do not .

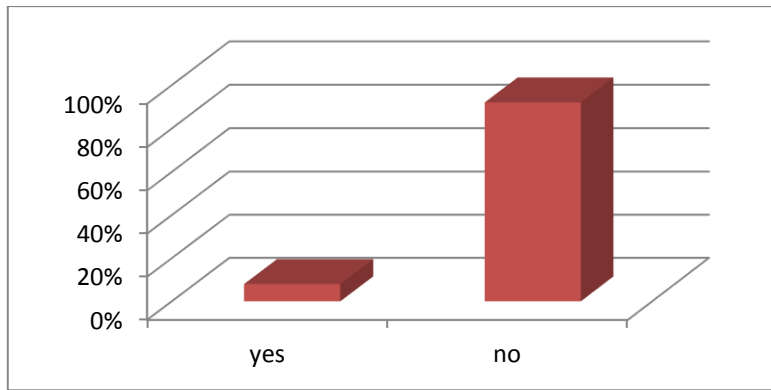
## **Sction Two: Students' Educational Development**

This section seeks to gauge students' awareness towards the impact of FA on their writing.

**Question One:** Do you like having tests without grades ?

**Table.5.students' opinions toward having tests without grades**

Responces	Numbers	Percentages
Yes	2	8%
No	23	92%
Total	25	100%



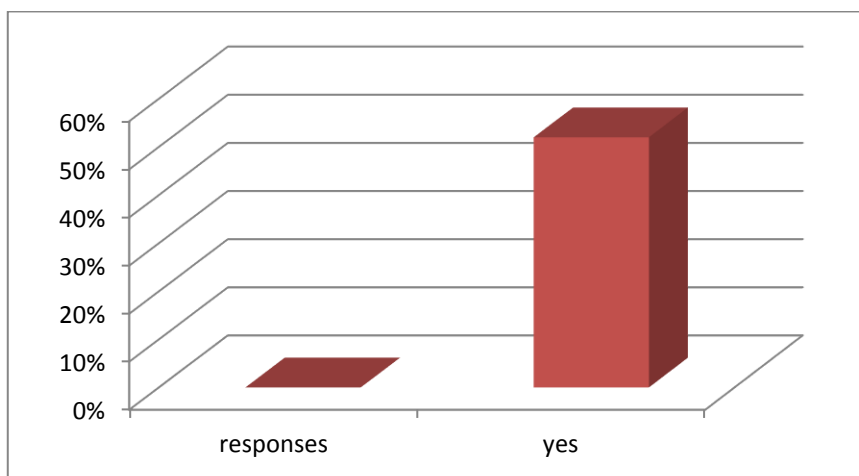
**Graph 4: Students' Opinions toward having Tests without Grades**

The result of this question shows that 8% of the respondents like having tests without grades because bad grades discourage them. however, the rest 92% of the respondents dislike having tests without grades their justification; was to know their marks, mistakes and level. As it is shown in graph 4 and table 6.

\*Are grades important to you ?

**Table.6.The Importance of Grades.**

Responses	numbers	Percentage
Yes	25	100%
No	0	0
total	25	100%



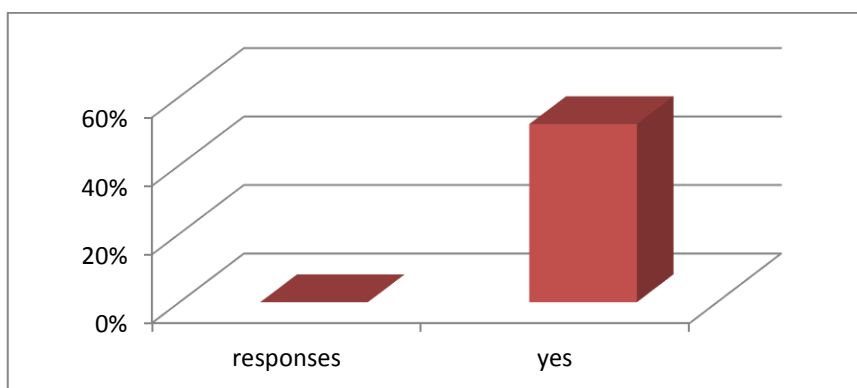
**Graph 5:the importance of grades.**

The table 6 and graph 5 above shows that all the respondents 100% give a great importance to the grades because the majority of students want to know their level.

**Question two** :Do you like correcting your own work ?

**Table.7.the use of own correction**

Responses	Numbers	Percentage
Yes	22	88%
No	3	12%
Total	25	100%



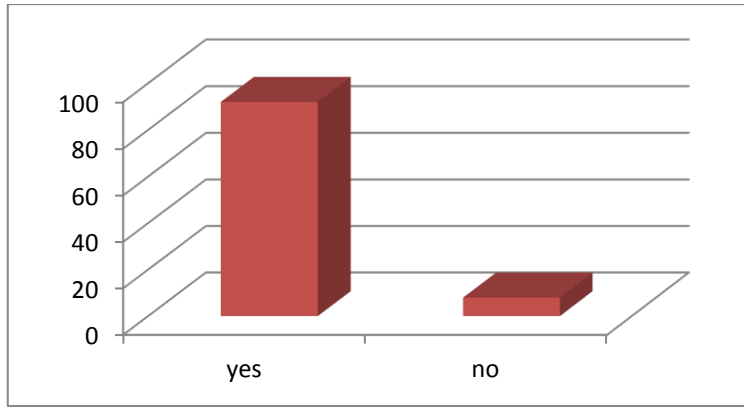
**Graph 6: the use of own correction**

The result from the table 7 and graph 6 above shows that 88% of the students like correcting their own work. Whereas, the rest 12% do not like, their justification was; the correction of tasks and activities are teachers' role and their level does not allow them yet .

**Question three**:do you like correcting your peers work ?

**Table.8. the use of peer correction**

Responses	Numbers	Percentage
Yes	23	92%
No	2	8%
Total	25	100%



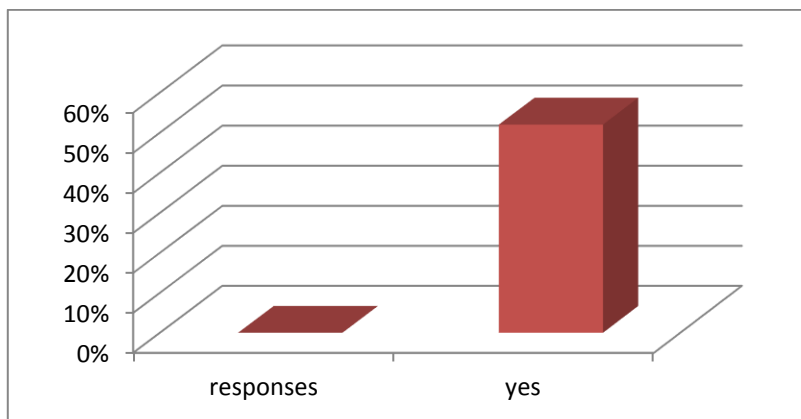
**Graph 7: the use of peer correction**

As it is shown in the table 8 and graph 7 above, 92% of the respondent like correcting their peers work, to exchange ideas and to learn from others mistakes. however, 8% they do not like correcting their peers work because they are simply not qualified .

**Question four:** does your teacher provide feedback about your work? Do you like this ?

**Table.9. the use of feedback by teacher**

Responses	Numbers	Percentage
Yes	25	100%
No	0	0
Total	25	100%



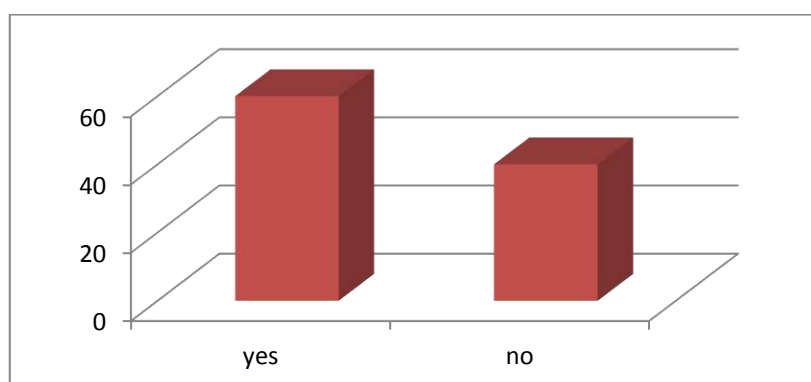
**Graph 8: teachers provide feedback**

Through the table 9 and graph 8, the result shows that 100% of the respondents their teachers provide feedback about their work .they like teachers' feedback because it helps them to overcome their mistakes and develop on their learning progress.

**Question five:** is FA helps in improving writing ?

**Table.10. the role of formative in improving students' writing.**

Responses	Numbers	Percentages
Yes	15	60%
No	10	40%
total	25	100%



**Graph 9: the role of formative assessment in improving writing.**

According to table 10 and the graph 9 the result shows 60%of students agree that FA helps in improving writing by learning writing strategies and different FA tasks. while,40% of the rest see that FA is not helping in improving writing because they cannot have a right evaluation about their writing process.

**Question six:** what are the challenges you face in FA tasks and activities ?

The challenges that students face in FA task the main ones are the following:

The tasks are not graded, also they take a lot time to be done.

### **3.5.2 Discussion of Students' Questionnaire Results**

The major aim of this conduct research is to investigate the effectiveness of FA on the L2 writing .the finding of this study based on the students questionnaire. The results obtained show that the majority of students like having tests with grades since , they concede them so important in determine their level. Moreover, the most of students like the use of peer or own correction with their classmate , as they see it useful to overcome their mistakes and it is effective in improving writing proficiency. Furthermore, from the results we discover that FA is a tool of giving opportunity to the students to self-evaluate.

### **3.5.3 Analysis of teachers' interview**

The main objective of this questionnaire is to explore the teachers' use of FA in the classroom and it looks for teachers to reveal the importance and types of FA tasks in enhancing l2 writing. (see appendix B)

#### **1. Section one: Personal Background**

The four teachers who participated in this study are all females from Iben Jdarir Tabari middle school, three of them have bachelor's degree and the other one has master degree, many of them have been teaching English for several years(from 5 to 25 years). There long experience make them good counselors with their reliable answers.

#### **2. Section two: Formative Assessment (FA)**

In this section teachers give their opinions and the way of dealing with FA and its concepts in the classroom.

**Question one:** Why is FA important?

All the teachers agree that FA is an important tool because it helps both teachers and students in achieving their goals (teaching and learning).

**Question two:** Is FA clearly stated in achievement curriculum?

FA is clearly stated in the curriculum all the teachers say yes, it is almost in every session.



**Question Three:** To what extent FA is useful for teachers in evaluating student performance?

All the respondents agree that FA has a very large extent in evaluating students performance. Since, it helps in determine the student' level.

**Question Four:** What types of activities and tasks of FA you depend on?

Two teachers depend on the most common types of activities such as games and multiple choices. While others they do not depend on one or two, they use different tasks.

**Question Five:** Does FA provide content feedback for learners?

It is noticeable in this question the majority of the respondent say that FA provides content feedback for learners. While others say that providing content feedback depends on the type of the lesson.

**Question Six:** How does FA assess students' writing?

Question n° 6 shows that the half of respondents (two) say that FA is helpful for teachers in assessing students writing by evaluating fluency . the rest say that since writing is a complex skill to acquire, it is also hard to assess in the classroom.

**Question Seven:** What is teacher role in activating FA

Question n°7 all the teachers answers with " a guide". They all agree that the teacher should guide learners by providing suitable tasks and give opportunity for writing.

**Question eight:** On what basis teachers choose formative tasks for their learners?

It is noticeable in question n°8 the half of respondents (two) say that the main basis for choosing formative tasks for the students is their level. While one of them sees the students' needs is the main basis to choose tasks and activities, the other says that it varies from one class to another.

**Question Nine:** What are the challenges you face in applying the FA?

In question n°9 half of teachers see the environment( stuff and materials) are as challenges that face the teachers in applying FA. One of them consider the level of

students and their carelessness is one of the obstacles while, other one consider the huge numbers of learners in the class and time allotted are some of the challenges that face in class.

### **3. Section Three: Formative Assessment of Writing**

**Question one:** How often do you provide the students with oral and written feedback for their written production /what benefits?

The two of the respondents say they provide every time their learners with feedback on their writing in order to correct their mistakes. One of teachers depends on the students' level in providing feedback. The other one says that there is no enough time to focus on writing production.

**Question two:** How much time is allotted to writing intensively and extensively?

Question n°2 the majority of respondents (three) they can not specify the time allotted to writing since time is not available and writing production take a lot of time. While the other one argues that perhaps it takes around one /two or more sessions to write a well coherent paragraph including what students learn before (grammar, structure..)

**Question three:** Does FA results make you adjust your writing teaching?

It is noticeable from this question that the majority of teachers (three ) sometimes depend on the results of students to adjust their writing teaching, while the rest according to the students result they may change their method of teaching to another effective and useful method.

**Question four:** Do you accept to take training programs to develop practices of FA?

In the question n° four all the teachers answer by "yes", they hope and accept to take training programs if they are available.

#### **3.5.4 Discussion of Teachers' Interview Results**

The major points tackled in the interview reveal relevant facts on teachers' attitudes towards FA importance its types and teachers challenges in applying FA in classroom, answers to questions have showed the importance of FA for EFL teachers and learners.

On the one hand, it helps students to achieve their immediate goal and objectives. On the other hand, teachers can check their learners' progress and understanding.

Data reveals that the majority of teachers have bachelor's degree while, others have master degree , they have a long teaching experience, which is supposed to be beneficial for them in teaching and in using FA well.

There is an agreement about the clarity of FA in the curriculum of middle school, with specific sequences and assessment activities, since FA is an on-going assessment teachers use it in every session before and during the explanation of the lesson of EFL learners. Teachers deal with different types of FA tasks according to the teacher, lesson, class, students' level and needs. Hence, FA tasks does not suit all the EFL learners , is the teacher role and efforts to design or choose activities fit the students.

The analysis of data obtained from the teachers' interview revealed enough information about teachers' conception of FA , and its implementation in EFL context to enhance L2 writing. We obtained from the result that FA is very used by teachers of English in middle school and it shows the agreement in which FA provides content feedback for learners, with taking into consideration many basis on choosing formative tasks.

Feedback is a type that teachers provide students with, it encourage them to develop their selves, avoid mistakes, make learners responsible for themselves in learning process and have the opportunity to self assessment to appear. Although, FA is beneficial for teachers and learners but both they face a number of challenges and obstacles such as time allotted, materials and the preparation.

### **3.5.5 Textbook Analysis**

Different types of writing activities in this textbook are designed to fit learner's needs. Such as sentence starts, describing, e-mails; the objective of these activities are categorized as follow: activities aim to arise learners 'awareness about the importance of writing and cognitive strategies for example, task 1 p.44. moreover developing rhetorical strategies by setting activities using words, sentences or phrases to convey meaning such similes. Focusing on grammar practices to help the learners in correct mistakes to improve writing production. In addition, the activities encourage students to

peer/self and group work and emphasis on the use of chronological order which help in organizing information according to time as in (task15 p.38).

We choose two different activities to be analyzed

Task 12, p38 I choose three strong adjectives and write three sentences in my copybook describing a landmark in my town, in the region where I live or in another part of my country.

Based on the task above students should choose to describe a landmark in their town, region or where they live or in another part of country. They choose the type of text which is descriptive, depending on what they have learned about landmarks, considering language forms; grammar, word choice, structure and punctuation. After that students can produce descriptive text easily.

Task 8,p77 I fill in the gaps with the past participle form of the following verbs: know; reach; tell; say; recover; endure. The first answer is given.

I have never **known** that my maternal grandfather was a freedom fighter-a Mujahid-during the Algerian Revolution. He has never (...1..)a word about it. This is the first time he has ever (...2..)me about his painful experience of the war against the French army. He thinks that I have just (...3..) the age to understand all the human misery and suffering that he has (...4..) . I think that my grandfather is still suffering today and that he has never (...5..) from that terrible war experience.

From the writing activity above students tend to fill the gaps with the correct past participle form of the verbs. Students must master the tenses in which they can practice grammar correctly.

We notice that this textbook contains various types of writing activities, which help learners in developing their skills in general and writing in particular.

### **3.5.5 Discussion of Textbook**

After the analysis textbook, we conclude that writing activities have an integral part in EFL teaching program.

Comparing textbook analysis with teachers' interview, we notice teachers are using writing activities; attempt to improve learners' writing production, although they face several challenges for instance, they cannot cover all the activities provided in the textbook due to time, students' large number...etc. Further, from teachers' interview, they agreed that EFL teaching program is intensive, in regard to our case study four year middle school, this requires adjustment by teachers.

Concerning students' questionnaire, textbook activities help students to practice what they have learnt and make them responsible for their learning. Peers/own activities are provided to help in developing students writing performance by exchanging ideas and learn from others mistake. Moreover, students interact with feedback provided by teacher about writing activities.

To sum up, textbook remain a resource for both teachers and students in teaching or learning process. As a result FA helps in improving students writing.

## **Conclusion**

To conclude, this chapter presents the analyses of data collected from the three research instruments the students' questionnaire, the teachers' interview and textbook analysis , they have supported our study by paving the way for us to reach our goal. Both students and teachers agree about the importance of FA and its help in determine the students' level and the teachers' method of teaching, feedback play an essential role to enhance learners achievement.

# **General Conclusion**

FA is essential tool for teachers to a better instructional job to know about their students' progress. They use FA strategies to identify gaps in knowledge, understanding and students need, these facilitate for teachers to make adjustment for their teaching process in order to improve students' performance.

After the analysis of teachers' interview we see that teachers are familiar with the use of FA in an EFL classroom, also they consider it as an important mean in evaluating students' progress during the learning process. Moreover, teachers agree that FA provide content feedback for learners, also teachers have an integral role in activating FA, and choosing suitable tasks and activities which suits their learners to improve their selves.

Students' questionnaire is also an other instrument used in this research, after a deep explanation of the questions and FA definition since they were in English for the middle school students. Students interact positively with the use of FA by the teacher in order to measure their performance and enhancement of L2 writing, also FA tasks provides an opportunity to students to evaluate their selves and their mates ( own/ peers assessment).

In the other hand, textbook is a resource for both teachers and students in teaching/ learning process. Teachers depend on its activities specially writing ones to help learners develop their selves. In addition, textbook activities help students practice what they have learnt in the class or even at home, also those activities support peers/own work in order to improve their performance.

The obtained results reveal that FA has a positive impact on learners writing proficiency. Since it helps them in practice different tasks continuously . Also FA encourages students to integrate in classroom through feedback in which it creates student-teacher interaction. Moreover, from the teacher's interview, it is proved that teachers are aware of the implementation of FA in class, as well as it plays an integral role in evaluating student writing and help in narrowing achievement gaps for students. Furthermore, textbook is designed to be as an available recourse for both teacher and student in the education field.

## **Practical Recommendations**

**Through our investigation we list the basis requirements needed to help in improving students writing. We suggest the following recommendations that are useful for both teachers and learners:**

**Writing production should have an extra time for mastering the writing skill.**

**Teachers should be well trained and prepared to teach writing effectively.**

**Encouraging students for reading since, it improves writing.**

**Reducing summative assessment.and using different FA strayegies.**

**The number of students should be reduced. Hence teachers can feel at ease in teaching and learners learn in a comfortable atmosphere.**

**Provide teachers with materials (computer, internet, data show ..) so that enhancing using technology.**

**Invest in training programs to develop practices FA.**



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# **Appendices**

## Appendix A : Students' questionnaire



**KASDI MERBAH UNIVERSITY OUARGLA**

**Faculty of Letters and Languages**

**Department of Letters and English Language**

Second year master students of linguistics and ESP



Students' questionnaire

The case of 4 year middle school Ibn El Jarir Atabari in ouargla

Dear students, you are kindly invited to answer the following questions. We are carrying out an investigation about **the effectiveness of formative assessment in enhancing L2 writing**. As such, we hope that you will give us your full attention and interest. Please, tick (✓) the choice that corresponds to your answer or give full answer(s) where the gaps provided.

### Section one: personal information

1 Gender: a- Male

b- Female

2-Do you like studying English? a- yes

b- No

3-What is your level of English? a- Beginner

b- Average

c- High

4-Do you study English outside the school? a-Yes

b- No

## **Section two: education development**

1-Do you like having tests without grades?

.....  
.....

\*Are grades important to you?

.....  
.....

2-Do you like correcting your own work?

.....  
.....

3-Do you like correcting your peers work ?

.....  
.....

4-Does your teacher provide feedback about your work do you like this ?

.....  
.....

5-Is FA helps in improving writing?

.....  
.....

6-What are the challenges you face in FA tasks and activities?

.....  
.....

\*Any further comment

.....

Thank you for your collaboration .

## **Appendix B: Teachers' interview**

### **Section one: personal information**

- 1 Gender: a- Male    b- Female
- 2- Your qualification
- 3- what is your teaching experience?
- 4- How long have you been working as a teacher?

### **Section two: formative assessment (FA)**

- 1 Why is FA important?
- 2- Is FA clearly stated in achievement curriculum?
- 3-To what extent FA is useful for teacher in evaluating student performance?
- 4-What types of activities and tasks of FA you depend on?
- 5-Does FA provide content feedback for learners?
- 6-How does FA assess students' writing?
- 7-What is teacher role in activating FA ?
- 8-On what basis teachers choose formative tasks for their learning?
- 9-What are the challenges you face in applying the FA?

### **Section three: formative assessment writing**

- 1 How often do you provide the students with oral and written feedback for their written production? What are its benefits?
- 2- How much time is allotted to writing intensively and extensively?
- 3-Does FA results make you adjust your writing teaching?
- \*Do you accept to take training programs to develop practices of FA
- Suggestions



## Abstract

The aim of this study is to investigate the effectiveness of formative assessment in enhancing second language writing in Ibn El Jarir Atabari school. In order to test the hypothesis that suggests the probability of improving the writing skill through the use of formative assessment. By a descriptive analytical method, we have designed three research instruments to collect data. First, a questionnaire was administered to twenty-five students of fourth year middle school. Second semi-structured interview was designed to four English teachers of the same school. Third, the analysis of fourth year middle school textbook. The results showed that formative assessment has a positive effect on developing learners writing skill. In addition, formative assessment helps learners to assume responsibility for monitoring and supporting their learning (writing), as well as helping teachers in evaluating learners' performance.

**Key words:** Assessment, Formative Assessment, Summative Assessment, Evaluation, L2 writing.

## Résumé

Cette étude vise à mettre lumière aux effets de l'évaluation formative dans l'amélioration des compétences d'écriture au niveau du la langue étranger. A fin de tester notre hypothèse à propos : si les élèves sont évalués formative, leurs compétences de rédaction seront développées. Nous avons utilisé une méthode analytique descriptive aux trois mécanismes, un questionnaire pour les élèves de quatrième année moyenne, une interview désignée pour les enseignants de la langue anglaise aussi l'analyse de le livre scolaire. Les données recueillies ont montré que l'évaluation formative a un impact positif sur le développement des compétences en matière d'écriture de la langue étranger. L'évaluation formative aide aussi les enseignants à évaluer la performance de l'élève.

**Mots clés:** l'évaluation, l'évaluation formative, l'évaluation final, compétence d'écriture, la langue anglaise.

## ملخص

تهدف هذه الدراسة إلى كشف مدى فعالية التقويم التكويني في تحسين مهارة الكتابة باللغة الانجليزية و من اجل اختبار صحة الفرضيات المطروحة التي تكمن في تقييم الأساتذة للتلاميذ داخل القسم بتقنية التقويم التكويني التي تعزز من مدى قدرتهم على تطوير ذاتهم و مهارتهم الكتابية.

المنهج المتبع في هذا البحث هو المنهج الوصفي التحليلي بالاستعانة ب ثلاث آليات للبحث المتمثلة في : تقديم استبيان ل 25 تلميذ لسنة الرابعة متوسط, و إجراء مقابلة ل 4 أساتذة للغة الانجليزية مت متوسطة ابن جرير الطبري ورقلة بالإضافة إلى تحليل الكتاب المدرسي.

أكدت النتائج التي المتحصل عليها أن التقويم التكويني له تأثير ايجابي في تطوير مهارة الكتابة فضلا على انه يساعد الأساتذة في تقييم أداء التلميذ.

**الكلمات المفتاحية :** التقويم, التقويم التكويني, التقويم النهائي, مهارة الكتابة, اللغة الانجليزية.