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Investigating the Implementation of Formative Assessment and Feedback in Enhancing Students' Writing Skill

Case Study: Third- Year students at Hadj Allal Ben Baitour Secondary School

Dissertation submitted to University of Ghardaia for obtaining the Master's degree in Didactics

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Dedication

First and foremost, I would like to thank my God, the omniscient for his blessings and strength. Since "He who does not thank people does not thank Allah", it is a duty to spread the word.

Here is a sincere dedication:

To myself, a source of strength and resilience. Thank you for not giving up, may you always embrace self-love and keep reaching for your dreams, knowing that you deserve all the happiness and success that lies ahead.

To the strongest lady I have ever known who stayed up for my success, my mother. May your light always shine brightly in my life.

To the man who has been my source of inspiration and sacrificed for my comfort and prosperity, my father. May your legacy of love and strength continue to inspire generations to come.

To my sisters and my brothers: "Mariam", "Chaima", "Amine" and "Abdou". May our sibling bound grow stronger with each passing day, reminding us that we are never alone.

To my best friends, the ones who have been with me through thick and thin, laughter and tears, my years would have never been the same without you.

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Dedication

I dedicate this work and say million thanks to,

My beloved Allah my saver who never let me down whenever I prayed.

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

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Abstract

The present study attempts to investigate the implementation of formative assessment and feedback and their importance in enhancing EFL students' writing skills. It aims to identify if teachers implement Formative assessment and feedback techniques during writing sessions to help their students to be skillful writers with competent level to achieve further academic and future professional experiences. We further attempted to explore the barriers that both students and teachers encounter during writing sessions and their attitude towards implementing these approaches. In order to confirm our hypotheses, two instruments are used in this investigation to collect data; a students' questionnaire and a teachers' interview. The students' questionnaire was addressed to 50 third-year students at Hadj Allal Ben Baitour secondary school and the interview was with two teachers of the same school. The study concludes that formative assessment and feedback are used by teachers to assess their students' writing and guide them towards upgrading their level. In addition, the implementation of these approaches have a positive impact on students' level of writing and create for them a vital, secure atmosphere in order to present a creative English production.

Key words: formative assessment, feedback, writing skill.

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List of abbreviations

EFL: English as a foreign language

FA: Formative assessment

T01: Teacher one

T02: Teacher two

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General introduction

Teaching English for second language learners has been a subject of investigation for many researchers. Experts have tried to establish different methods to facilitate the learning/teaching processes and reduce the barriers faced by teachers and students as well. All of these attempts were mainly concerned with the improvements of the four skills of English, specifically the productive ones. Writing has become a significant skill that mainly achieves academic success. It is a way through which people can communicate and express their thoughts.

Nowadays, writing becomes a rich field for expertise. It is common that students need to master writing in order to succeed academically and professionally. However, many students struggle with writing and it can be challenging for teachers to guide their students towards a better writing production. Teachers are requested to interact with their learners positively during the educational process by establishing a motivational atmosphere for learning, providing different writing tasks and modes of feedback to achieve the intended objectives. Additionally, teachers have to build up these techniques to fit appropriately students' needs and desire in writing.

For this purpose, formative assessment and feedback have emerged to guide both students and teachers towards a successful writing experience. These two approaches are considered as essential parts of the classroom instruction. By implementing, a variety of formative assessment techniques and different modes of feedback on writing, educators can help students identify their strengths and weaknesses and minimize the challenges faced, which can lead to a great progress in their writing abilities. Additionally, using formative assessment can enable educators to track students' progress over time and adjust their teaching methods accordingly. As a result, this research work focuses on these two essential approaches and their role in enhancing students writing skill.

Statement of the problem

Writing is an essential skill in which students have be competent in order to achieve successful academic and professional experience. Despite the acknowledged importance of strong writing abilities in academic and professional contexts, many students struggle to develop and improve their writing skill throughout their educational journey and have difficulties when trying to be skillful writers because they are always struggling to convey their thoughts and ideas non-verbally. In addition, it also can be challenging for teachers to provide effective formative assessments techniques and feedback modes that support students' learning and development.

Among the successful tools which can improve students writing abilities are formative assessment and feedback. Many educators have already proved the role FA and feedback in teaching writing and their impact in upgrading writing level of learners to minimize the barriers encountered in mastering this skill. As result, there is a need to explore and investigate the implementation of FA and feedback approaches as a means to address this persistent challenge and promote students' growth and proficiency in writing. by understanding the impact of such strategies, educators and educational institutions can potentially enhance the quality of writing instruction and support students achieving higher levels of writing competency, thereby benefiting their overall academic success and future professional endeavors. Building on that, our main research question was conducted:

Do teachers implement formative assessment and feedback in writing sessions? And do these approaches have a positive impact on students' writing progress?

In addition, other sub questions were asked:

- How can feedback help in renovating and supporting learners' level in writing?
- What are the techniques that can be adopted by teachers in their writing sessions to build a purposive assessing experience?

- What are the ways students may use to enhance their writing creativity and competences?

- What are the barriers that prevent teachers and students as well from building a successful writing production experience?

Research objectives

This study aims to achieve the following research objectives:

- To highlight the significance of FA and feedback and its role in boosting students' writing skills.

- To provide teachers with insights into the effectiveness of different techniques and modes of FA and feedback.

- To highlight the role of feedback modes to build an effective assessment.

- To provide learners with strategies to improve their writing capacities.

Research hypotheses

Three research hypotheses have been proposed for this study and which are as follows:

- Formative assessment and feedback may be beneficial to be implemented by teachers during writing sessions.

- Teachers who use different techniques and modes of feedback and formative assessment may be more likely to guide students towards a better English writing production.

- Students may interact positively to the feedback and FA given by their teachers.

Sampling

The first sample is represented by 3rd year Algerian students' at Hadj Allal Ben Baitour secondary school in Metlili, Ghardaia. The participants included 50 students' from the scientific stream of the age 17 to 20 years old from both genders. The choice of the students was done at random. The second sample is represented by two EFL teachers at the same secondary school.

Research instruments

To explore the research hypotheses, a questionnaire was administrated to 50 3rd year students from Hadj Allal Ben Baitour secondary school, and a face to face interview was conducted with two EFL teachers. The questionnaire is focused on students' perceptions of the effectiveness of formative assessment and feedback, their attitudes towards writing and their interaction with their teachers. However, the interview with the teachers is focused on their experiences with implementing formative assessment and feedback, the techniques and modes they use, and the challenges they face.

Limitations of the study

Like any study, there is always a room for limitations. Research results cannot be always flawless and the following barriers were encountered:

- The study may have been limited by a small sample size in a one secondary school and two teachers only. The findings may not be generalized to other students' populations or teachers.

- The study may have had a limited scope, focusing only on formative assessment and feedback in writing. There may be other factors that impact students' writing skills, such as motivation, prior knowledge and language background that were not considered in this study.

- The short duration, the study may have been limited by a short duration of time.

- The lack of time prevented us from implementing further research instruments such as: the quasi- experimental methods pre-test/ post-test that could have led to more concrete results about the positive impact of FA and feedback in the enhancement of writing of students.

Outline of the thesis

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

Chapter one: **Formative Assessment and Feedback**

Introduction

Formative assessment and feedback are considered as two integral elements that the development of the learning process and education is based on. Teachers in all different stages implement these elements within their classes to guide the process and help the students for better English production. Both formative assessment and feedback aim to support the teaching learning process and provide students with an understanding to their errors and difficulties encountered to make learning an easy task. This chapter is devoted to tackle some theoretical notions such as definition of assessment, types of assessment and feedback, their role in the class and some strategies used in formative assessment.

1.1. Definition of Assessment

The term '' assessment '' has been given different definitions by different linguists and educators some are mentioned below:

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

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

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

Assessment is a process of collecting data about students' knowledge of a certain subject or unit of a language and making judgments about it.

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

Assessment is a collection of methods and techniques that helps the teachers and educators in reviewing and monitoring their students learning process and their academic performance. It helps in elevating the educational level.

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

Assessment can be also defined as the process of gathering information about students' knowledge in order to develop a deeper understanding of what they know, understand and can do with their knowledge as a result of their educational experiences.

Assessment is used by teachers in any educational stage to identify the strengths and weaknesses so educators can provide specialized academic support, educational programming and social services for their students. In addition, assessments are developed by a wide array of groups and individuals including teachers, district administrators, universities, private companies, state departments of education, and groups that include combination of these individuals and institutions. Hence, assessment is regarded as an essential element in the learning process; it provides teachers with the needed data that shows which section should be revisited.

1.2. Types of assessment

Assessment in teaching and learning has various forms and types as it is carried out to see what students know, understand and are able to do. It is very important for tracking progress and planning next steps. In this part we will focus on the main major assessments used in the classrooms

by educators which are: diagnostic assessment, the formative assessment, and the summative assessment.

1.2.1. Diagnostic assessment

Is used to gather information about what students already know and are able to do. They are tests designed by teachers for their own classes to indicate areas of strength and area of weakness.

The results of these tests show what parts of the teaching learning process should be taught or restudied and where further practice is essential. Thus, indicating clearly to teachers whether the students are ready to move on to new work.

These tests should be given much importance in the learning process. It should serve a twofold instructional purpose: as a guide for students and students as well. Diagnostic tests are an essential part of individualized instruction program where it helps students to see whether they are ready to step to the next unit or assignment or should retackle the subject being assessed.

Dr. Barbara Blackburn, a leading expert in educational leadership, emphasized the importance of diagnostic assessments in identifying student learning gaps and providing targeted instruction. She suggested that assessments should be used to guide instruction and should be aligned with learning objectives and standards. (Barbara, 2005)

On the hand, Dr. Dylan William, a prominent educational researcher, argued that diagnostic assessment should be used to provide students with feedback on their learning progress. He suggested that students should be encouraged to use this feedback to identify areas of weaknesses and to set goals for improvement (Wiliam, 2011).

1.2.2. Formative assessment

It occurs throughout the teaching learning process to provide multiple opportunities for students and teachers, to find out if the targeted goals and learning objectives are not achieved

without the concerns about grading and getting good marks. According to (Wiliam, 2011), "the most important assessment does not happen at the end of learning, it happen during the learning, when there is still time to do something with the information".

This kind of assessment is considered as an inseparable part of the teaching learning process, it is an ongoing assessment that allows teachers to monitor their pupils regularly and modify what suits their needs based on what they want to be successful on. This kind of assessment provides the students also with the suitable feedback that they need to make a good progress in the subject being taken and to make adjustments to their learning.

After the completion of the lesson, teachers need to figure out whether it was accessible to all students, what areas need to be revisited and reconstructed, what the students learnt and still need to know and how they can improve the lesson to make it more effective, as Burns (2005) says "this continual evaluation of instructional choices is at the heart of improving our teaching practice" (p. 26).

Formative assessment serves students too, when students are included in the assessment process they become more involved in their own learning, students can use the information they get from Formative assessment to identify the areas they need to work on more.

Some examples of formative assessment:

- ✓ Classroom assessment techniques (muddiest point, minute paper, memory matrix)
- ✓ Homework exercises.
- ✓ Discussion responses

1.2.3. Summative assessment

Unlike the formative assessment that is an inseparable, continual part of the learning process which evaluates the students' engagement, summative assessment is all about measuring outcomes

and assessing students' knowledge, proficiency, and performance. It happens mostly at the end of training or a program.

It aims to monitor what has learners grasped during courses and how far they have reached the needed objectives of the materials tackled during the process of learning as H. Douglas. Brow states:

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

This type of assessment guides educators to see if all the students have met the standards and to measure their academic achievements. It is used to gage students' comprehension of the material presented during the learning process.

Some examples of the summative assessment are:

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

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

Diagnostic assessment	Formative assessment	Summative assessment
It occurs at the beginning of a process or a unit.	It occurs during the process or a unit.	It occurs at the end of the process or a unit.
It deals with evaluating the students' understanding of the material has been already taught.	It deals with evaluating students' understanding of the materials being taught.	It gives grades about students' understanding of the materials being taught.
It covers specific areas of content.	It covers small areas of content.	It covers complete areas of content.
Feedback is not necessary element.	It confers descriptive feedback.	It confers evaluative feedback.

Table 1.1 Distinction between the three types of assessment

1.3. Characteristics of formative assessment

(Cowie & Bell, 1999) have suggested ten characteristics of formative assessment as follows:

- **Responsiveness**

The essence of formative assessment is the responsiveness of the teacher and students to the information gathered. There are different aspects of responsiveness were discussed by teachers. Formative assessment 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 & Bell, 1999)" Without formative assessment, teachers do not function effectively. So it's your ongoing, day-by-day, every-day assessment".

Moreover, Cowie and Bell explained that formative assessment is responsive in that is interactive, in the way the information is gathered that was used in the interaction between teacher and students in the classroom, the teacher does 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 formative assessment 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 formative assessment also is used to start the formative assessment 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 knows what is going to happen after asking (unplanned). Formative assessment is responsive in that it can be productive or reactive, the teacher could be productive in seeking formative assessment information from students or s/he can be reactive.

- **The Source of Information and Evidence**

The second characteristic of formative assessment according to Cowie and Bell is that the source of information and evidence relies on non-verbal and verbal information. For example, it includes teachers' observation of students working; when a student answers a question the teacher observes his/her body language, prior knowledge and new understanding.

- **Student Disclosure**

According Cowie and Bell, student disclosure is the third characteristic of formative assessment and it 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

- **Tacit Process**

Cowie and Bell state another characteristic of formative assessment which is tacit process, teachers are not always consciously aware of doing formative assessment in classrooms; they are tacitly undertaking formative assessment.

- **Using Professional knowledge and experience**

According to Cowie & Bell the fifth characteristic of formative assessment is the teachers' professional knowledge and 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.

- **An Integral Part of Teaching and Learning**

Formative assessment 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 formative assessment information as well as the way in which they evaluate their actions. For example, the teacher gets data from students' answers, and 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 a new experience.

- **Who is doing formative assessment?**

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

- **The Purposes of formative assessment**

The eight characteristic of formative assessment is the purpose; there are two main purposes. The first one is to inform students' learning, it includes monitoring learners' progress during teaching and learning and giving feedback to students about what is valued in the classroom. The

second one 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.

- **The Contextualized Nature of formative assessment**

The ninth characteristic of formative assessment is its 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 for students it is important to take into consideration their learning situation (individuals, groups) and learning activities chosen (brainstorm, watching video, games).

- **Dilemmas**

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

1.4. Tools and strategies used in formative assessment

There are plenty of tools that can be implemented during the ongoing process of learning to measure students' performance; such as:

- **Classroom observations:** where the teacher can check and observe his/her students' working progress.
- **Quizzes:** they tend to assess students for factual information, concepts and discrete skills where there is usually a single best answer.

- **Word or letter whisper:** it is a game where a student whispers a word and his partner say it out loud.

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

- **Work group:** in here the teacher divide his students into groups based on their capacities and personalities to do certain task collaboratively.

- **Interview assessment:** it is a way to get deeper view of students' understanding by establishing discussions during the process. Discussion- based assessments methods are also a better way to develop learners' oral skills.

1.5. The importance of formative assessment

Formative assessment is one important component in the learning progression of students. It should be regarded as an integral part of classroom assessment practices. Therefore, it plays a major role in evaluating and enhancing the process of learning for both teachers and learners as well.

Based on a study conducted by (Menéndez, Napa, & Moreira, 2019) formative assessment is seen as a process which improves the school performance as a whole, it strengthens the student-teacher relationship and elevates the level of learning by applying the necessary feedback.

Implementing different tools of formative assessment guides teachers also indicate what sections need to be reinforced and retackled. This automatically helps the teacher to evaluate his teaching methods and techniques used in the class and choose what suits the learners most. (Andrale & Cizek, 2009, p. 03) stated "formative assessment refers to the collaborative processes engaged in by educators and students for the purpose of understanding the students' learning and conceptual organization, identification of strengths, diagnosis of weaknesses, areas for improvements ". Therefore, formative assessment is a way that not only assesses students' work during instruction but also to draw up different assessment based on learners' needs.

To sum up:

- Formative assessment techniques not only guide teachers to understand their students' academic progress but also help learners to set achievable goals for themselves.

- Formative assessment keeps learners in touch with the classroom motivation atmosphere because it takes places in the classroom with immediate descriptive feedback.

- Formative assessment techniques provide teachers and students with the opportunity to evaluate their academic performance; they help to foster a collaborative and creative learning environment in the classroom.

- Formative assessment keeps the educational level upgraded as it is considered as a guideline for both teachers and learners.

- The effective formative assessment has a positive impact on students' achievements (Black & Dylan, 1998) agreed that if formative assessment is executed proficiently, it has proven to be beneficial for students' academic success.

- Formative assessment enables teachers to adjust instructional practices according to based evidence results, altering modifications and introducing improvements to the activities that will add extra value and useful feedback for students' work.

1.6. Feedback significance and its types

Feedback is an integral part of formative assessment because it aids learning by generating information that is useful for learners.

It has been defined by Ende as "information describing students' performance in a given activity that is intended to guide their future performance in the same or in a related activity" (Ende, 1983, p. 777)

"The process of considering all the information about a situation or a person and making a judgment" (Cambridge online dictionary)

Feedback tends to guide and correct students' mistakes during courses. It is a vital part of teachers' role where they point out their students' errors and monitor them gently not intensively. (Harmer, 1998)

1.6.1   Feedback types:

There are many types of feedback and we are going to highlight some of them as follows:

1.6.1.1 Oral feedback

As the title shows oral feedback is given orally and accompanied with interaction between the feedback giver and receiver (Rezazadeh, Ashrafi, & Foozunfar, 2018). It refers to the verbal communication provided by a teacher or evaluator to students regarding their performance or work. It can be given in various contexts such as classroom settings, individual meetings, or during assessments. It occurs within the classroom activities and it is less formal but it can be more influential as it happens immediately. It can be given to a specific student or all of them as a whole. Research has shown that oral feedback is more effective than written feedback in promoting learning and improving students' performance. It allows for immediate clarification and discussion, and it is more personal and engaging than written feedback. Moreover, it is a powerful tool for building relationships between teachers and students, as it promotes dialogue and understanding.

There are several types of oral feedback that teachers can provide to students, including corrective, praise and guidance. Corrective feedback aims to correct errors or misunderstanding and can be provided in formative or summative context. Praise is a positive feedback that acknowledges students' efforts and achievements, and it is essential for building confidence and motivation. Guidance, on the other hand provides students with direction and support and it is particularly useful when students are struggling to understand a concept or a task. Effective oral feedback should be specific, timely and relevant to the learning objectives. It should also be tailored to the

individual needs of each student and provides clear and actionable suggestions for improvements. Teachers should avoid generic feedback or simply telling students what they did wrong, as this can be demotivating and unhelpful. Moreover, research has shown that students' receptiveness to feedback can be influenced by their self-efficacy, motivation, and emotional state. Teachers should, therefore, consider these factors when providing feedback and adapt their approach accordingly. For example, if a student is struggling with self-efficacy, teachers should provide more guidance and praise to build their confidence. Oral feedback is a crucial aspect of learning process, and teachers should be mindful of how they provide feedback to their students. Effective oral feedback can promote learning; build relationships, and increase students' confidence and motivation.

1.6.1.2 Written feedback

Written feedback is provided on written products through writing instead of speaking. It occurs after a given task, where the teacher gives written comments about students' performance of a certain work, it also clarifies what sections need improvements and what are the next steps.

- Written feedback has to be written in a way that can accessible and understandable to all learners with different levels.
- It has to indicate the areas the students need to work on more.

Written feedback is a crucial component of the learning process, as it provides students with valuable information on their strengths and weaknesses, and helps them to improve their performance. Research has shown that written feedback is effective in ameliorating students' level. A meta-analysis of 250 studies found that feedback had a moderate to strong effect on students 'achievements (N.Kluger & Denisi, 1996). Moreover, written feedback allows for more detailed and precise feedback than oral feedback, as it can be carefully crafted and revised before being shared with the student. In addition, the timing and format of written feedback can also impact its effectiveness. For example, the feedback provided soon after the student completes an assignment is

more effective than delayed feedback (Drowns, Kulik, & Kulik, 1991). Furthermore, the format of feedback, such its length and level of detail, can also influence its impact on student.

Studies have shown that there are debatable views among scholars and researchers about the effectiveness of written and oral feedback. Polio states that "written feedback is probably time consuming practice, teachers use" (Charlene, 2012, p. 36). Hyland claims that written feedback is not really a powerful tool to monitor students because it can be not understood perfectly and clearly from students' side (Hyland, 2003). Jordan (2004) claims that feedback type depends on the learning style of each learner which means written feedback is more suitable for visual learners in the other hand oral feedback serves auditory learners most. Whereas, some views encouraged the implementation of both written and oral feedback for a better assessing experience. (Rezazadeh, Ashrafi, & Foozunfar, 2018).

1.6.1.3 Evaluative feedback

Evaluative feedback is a form of grades or brief comments about learners' work; it does not provide guidance or help learners to make more improvements. It is useable in final tests or exams. Additionally, it may influence students' interaction either positively or negatively. It is the most common used method for evaluating students' writing assignments.

1.6.1.4 Descriptive feedback

Descriptive feedback guides students during their work towards better production. It provides them with detailed, specific information about improving their learning in addition to some visible, manageable next steps so they can enhance their self-monitoring skills.

1.6.2 Significance of feedback in classrooms

Any practice that occurs during the process of learning needs necessarily a continual guidance to provide learners with information about their progress and performance. This guidance is often

referred to as feedback and it is used by students to make adjustments about their learning and make changes to improve their performance. Generally it is offered by teachers and instructors during courses. Continual feedback is, ideally, a developmental process that upgrades the learners' educational level as:

- It allows students to know where and how they can improve by allowing them to confirm, correct, or restructure their knowledge.
- It boosts learners' motivational desires towards learning to develop more effective learning strategies and skills such as: self-monitoring, self-regulation, task planning, setting goals etc.

It is highly clear that effective feedback is a part of formative assessment refers to "information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improved learning" (Shute 2008, 154). Consequently, the relation between the formative assessment and feedback is intertwined as they both work for learning improvement.

Conclusion

To conclude, this chapter is devoted to review types of assessment used by teachers during the learning process especially formative assessment. It highlighted their role in improving the students' capacities and performance during their educational process. It also provided both teachers and learners with diverse tools and strategies to help EFL learners for better skills acquirement and production after collecting many theoretical concepts from several researches and academic books to emphasize that both formative assessment and feedback, genuinely, motivate learners to improve their English abilities.

Chapter two: Enhancing Students' Writing Skill

Introduction

Writing is one of the fundamental skills taught in schools. It starts with the introduction of the English language to alphabets and numbers advances to sentence formation, grammar, vocabulary, etc. It is a form of communication that is necessary for education as well as for any profession. This chapter deals with the importance of writing, problems faced in writing by EFL students and teachers, ways to improve it and also assessment and the role of feedback in its enhancements.

2.1. Importance of Writing Skill

Writing is the ability to bring ideas and thoughts into a coherent piece of writing. "It is a mean of communication made possible through graphic symbols" (Naveed, 2016). Writing is a productive skill that has its conventions for: spelling, grammar, punctuation etc. It has been always deemed as a difficult task to deal with for both teachers and learners as it requires a set of skills to produce a good piece of writing. "A good piece of writing is a valuable tool for communicating one's thoughts to others" (Lim Seong & Wong, 2019).

Therefore, writing is considered as an essential tool that builds a strong connection between the reader and the writer for effective communication. This skill is a major one especially for English as foreign language (EFL) students who take written exam at the end of each educational stage. The following shows the importance of writing in classes and schools:

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

(Langer & Applebee, 1987) show that students not only produce pieces of writing relying on what they have already known but writing is a tool that generates new thinking. It helps students to develop new thoughts and improve their critical thinking skills. (Gallagher, 2017)

➢ **Writing helps students for better academic achievements**

EFL students' who are typically competent in writing find no difficulties in achieving academic success during their educational process, getting good grades and passing to next stages. According

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

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

The focus on writing can produce not only EFL students who are writhingly competent but also zealous thinkers who can produce impressive pieces of writing with new knowledgeable thoughts which may bring positive change to the minds.

2.2. Problems Faced by EFL Learners in Writing

Various studies have shown that EFL learners face many difficulties in writing classes, whether they are thoughtfully or grammatically. While writing is considered an easy task to certain individual, others constantly grapple with it. Many students face difficulties in composing written work due to challenges such as limited vocabulary, unfamiliarity with grammar rules, or struggles with organizing and structuring their thoughts

Some of the major difficulties faced by EFL learners in contributing writing are summed up as follows:

- **Psychological and cognitive factors:** it is concerned with the knowledge and the interest of students towards a particular topic or writing task. The lack of primary knowledge makes writing a burden task.

- **Syntax and grammar:** the inability of producing and arrange well-formed sentences that are grammatically correct in tenses, structures… makes the piece of writing produced by learners a mess and non-organized.

- **Lack of cohesion and coherence:** a study conducted by ((Khuwaileh & Al Shoumali, 2000) showed that the absence of cohesion and coherence in students pieces of writing returns to the absence of ideas organization and logical connectors of sequence, consequence, contrast, addition and illustration. (Lim Seong & Wong, 2019).

2.3. Ways and techniques to improve writing skills:

Whether you want to become a writer or just perfecting your skills for homework assignments, you have to take some steps to learn how to be a good expresser or writer. Becoming a good writer can take practice and knowledge, but with hard work and passion anyone can write well. Here, are steps to improve writing skills.

1. **Practice basic writing skills:**

In order to improve your writing skills, you need to improve your basics; you will need to have at least an immediate grip over basic principles of writing including:

- Learn to write good sentences.

- Avoid grammatical and tenses mistakes.

- Use flavored words which should neither be tough nor too plain, just make it simple.

- Use more active voice instead of passive voice while writings and use it on the place it fits perfectly.

2. **Reading for good writing:**

One of the important ways to improve writing is to read more and more books. It may include, reading the books of the writer you admire and this will help you in many ways.

- Read newspapers everyday will help you to improve your communicating and writing skills.

- Pay attention to dialogues in movies and novels.

- Read children's story books as this will help you to write big story in short words.

- Read poetry.

- Read blogs, emails and other scientific reports.

3. **Develop writing habits**

- Reading will never work if you don't make a habit of writing the things you read in your own words so in order to write perfectly you need to develop writing skills.

- Develop a habit of writing a daily or weekly diary; this will be the best for the initial steps towards writing.

- Develop a habit of making notes of every lecture you have attended in the class.

- Write at least 400 words every day for improving your writing skills.

- Make an outline of the things you want to write this will help you to stick to an idea you want to write.

- Write all of your adventure like if you have gone to a field trip then write it or anything that has come to your mind while sitting on your room or under the sun.

- Join a writing workshop where you can show your writing and get inspired from others writings.

- Join an online writing course and that will not only helpful in learning but also give you some activities on improving writing skills.

4. Seek help from others:

The first thing that one should need to do is to make his/her own move towards the goal and ask for help whenever he/she   hesitation of seeking help from others.

- If you have written a story then the best way to improve your writing skills is to consult a good editor or teacher.

- Consulting your work will help you exchanging your idea and, in that way, you will know your mistakes.

- Try writing a story and then edit it with others.

- Use dictionary for help on vocabulary.

5. Practice, practice and practice makes a man perfect

After writing a story or any topic one should practice it by rewriting the same story on his/her own words. This will help you to know that how much of an improvement occur since you have started practicing.

Become your own teacher and rewrite to make your best mark in the writing skills.

6. Develop a confidence:

The most important thing is to maintain your confidence. For this:

- Feel proud of your writings.

- Make sure to never hesitate and express your thoughts more confidently and freely.

- Feel free to do mistakes and after doing it make sure to check out the basics.

- Stop torturing your mind and make writing fun or even develop your own writing style.

2.4. Formative assessment and feedback in writing

2.4.1. Formative assessment in writing

Assessing writing is a heavy task for teachers, as they have to cover most areas of English language in order to build a good writing production for their EFL students. In here, the formative assessment occurs throughout the process to orient and guide the learners during their progress. It is obvious that the best way to test students' writing is to make them write continuously so they can develop their writing skills and capacities. It was stated by (Arthur & Jake, 2020) some testing problems teachers find for writing which are the following:

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

In here, the teachers have to pay attention to the level of students and their capacities in addition to choosing relevant topics they can work on. Representative tasks are more likely to achieve better production by specifying all possible content and including a representative sample of specified content "people will simply be better in some tasks than others. So if we aren't able to include every task or happen to choose the task or tasks that a candidate is particularly good or (bad at), then the outcome is likely to be more different". So in result of this, the task will have a beneficial backwash effect. (Arthur & Jake, 2020)

- Elicit a valid sample of writing ability:

By setting as many as separate tasks as is feasible and testing only the ability of writing and nothing else. Teachers should test students' abilities only without making judgment on their opinions, creativity or even their intelligence for the sake of validity. (Arthur & Jake, 2020)

- Ensure valid and reliable scoring:

Teachers have to set firstly tasks which can be reliably scored and set also as many tasks as possible. They have to give no choice of tasks so students have to perform all the suggested tasks and make discussions.

2.4.2. Some formative assessments techniques used in writing

Before tackling some types of writing tasks, we are going cite the four classifications of writing performance as suggested by (Brown, 2004) which are as follows:

- **Imitative:** imitative writing aims to develop learners' abilities to spell words, writing letters, punctuations…etc. to produce written language and master the writing mechanism. It is a fundamental stage for beginners to produce well understood pieces of writing.

- **Intensive:** intensive writing does not mean writing intensively but it has a concern with producing appropriate vocabulary within context. Learners are supposed to copy sentences and words, rewrite texts and passages and order sentences among others.

- **Responsive:** after mastering the writing mechanism, students are more likely to develop the skills of coherence and cohesion in the responsive writing by logically connecting sentences into paragraphs to achieve the objectives of the written text.

- **Extensive:** "it implies successful management of all the processes and strategies of writing for all purposes" (Brown, 2004, p. 220). Writers work on the achievement of a purpose, organizing ideas logically and demonstrating syntactic and lexical variety.

Research showed that there are various tasks that can be designed and implemented continuously by teachers in their writing classes to boost the writing capacities of their EFL learners and develop competent writers. (Brown, 2004) suggested some of them:

2.4.2.1 Tasks for imitative writing

-   Tasks in writing letters, words and punctuation:

Handwriting remains a skill of paramount importance with the domain of language assessment. The following tasks are used to assess a student's ability to produce written letters and symbols:

a)   Copying: it is the best way to improve beginners' handwriting by copying words or letter as it is illustrated down.
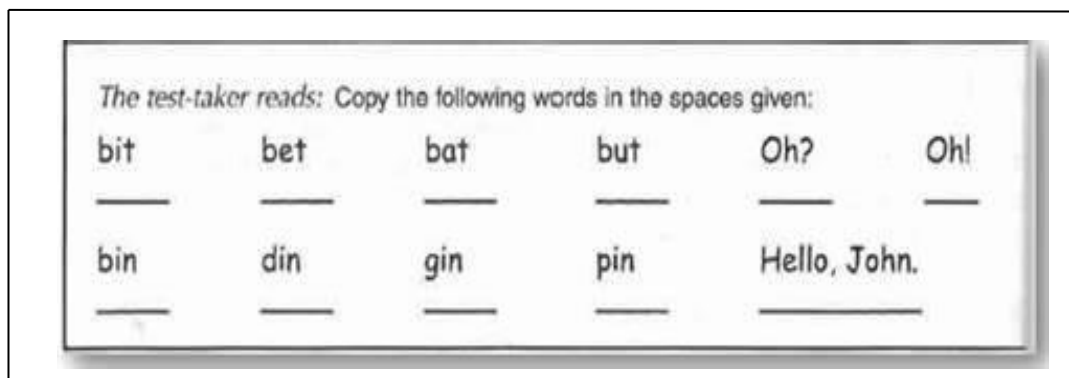
(Brown, 2004, p. 223)   **Figure 2.1** Copying task

b)   Picture cued tasks : learners are displayed pictures such as : milk, dog, car and they are asked to write the word each picture represents:

Figure 2.2 Picture cued task

c)   From completion tasks: a variation on pictures is the use of a simple form (registration, application) that asks for name, address, phone number and other data.

- **Spelling tasks and dictating phoneme, grapheme correspondences:**

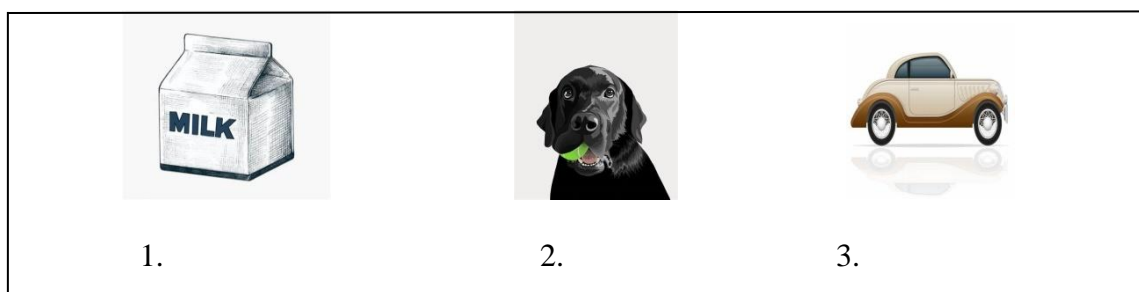This kind of tasks are mostly suitable for beginners, they are used to assess the ability to spell words correctly and to process phoneme- grapheme correspondences.

a) Spelling tasks: where teachers can dictate words students encountered them before.

b) Picture cued tasks: pictures are displayed with the objective of focusing on familiar words their spelling maybe unpredictable.

c) Multiple choice techniques: presenting words and phrases in a form of multiple choices so students can select the appropriate correct answer

An example of this task is suggested by (Brown, 2004, p. 224)

Test-takers read:
Choose the word with the correct spelling to fit the sentence, then write the word in the space provided.

1. He washed his hands with _____.
   A. soap
   B. sope
   C. sop
   D. soup
2. I tried to stop the car, but the _____ didn't work.
   A. braicks
   B. brecks
   C. brakes
   D. bracks
3. The doorbell rang, but when I went to the door, no one was _____.
   A. their
   B. there
   C. they're
   D. thair
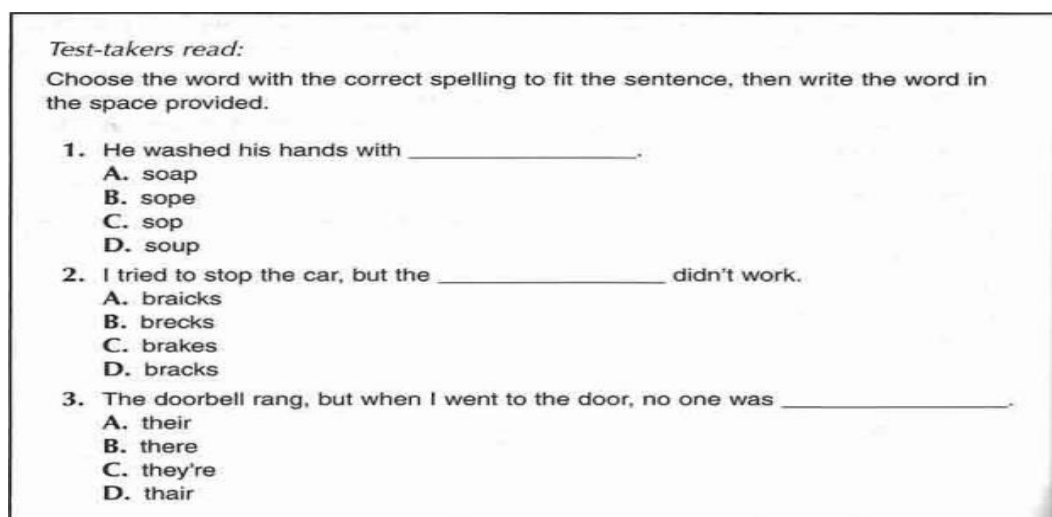
Figure 2.3 Multiple choice technique task

2.4.2.2 Tasks for intensive writing

Intensive writing tasks tend to develop EFL learners' competences in grammar, vocabulary or sentence formation but not necessarily conveying a meaning for authentic purpose.

- **Grammatical transformation tasks:**

Grammar is a fundamental skill students have to be competent to produce a well-structured piece of writing. The practice of making grammatical transformations was very popular either orally

or in writing. Till today, language teachers still use these techniques as an assessment task to elevate the grammatical competences of students (Brown, 2004, p. 226). Some of these tasks can be:

- ✓ Change the tenses in the paragraph.

- ✓ Change statements into questions.

- ✓ Combine sentences using relative pronouns.

- ✓ Change sentences from passive to active voice.

- ✓ Change direct speech into indirect speech.

- **Picture cued tasks**

"The main advantage in this technique is detaching the almost ubiquitous reading and writing connection and offering instead a nonverbal means to stimulate written responses" (Brown, 2004, p. 226). These tasks maybe:

- ✓ Short sentence description: the learner is given a collection of pictures so he writes short sentences.
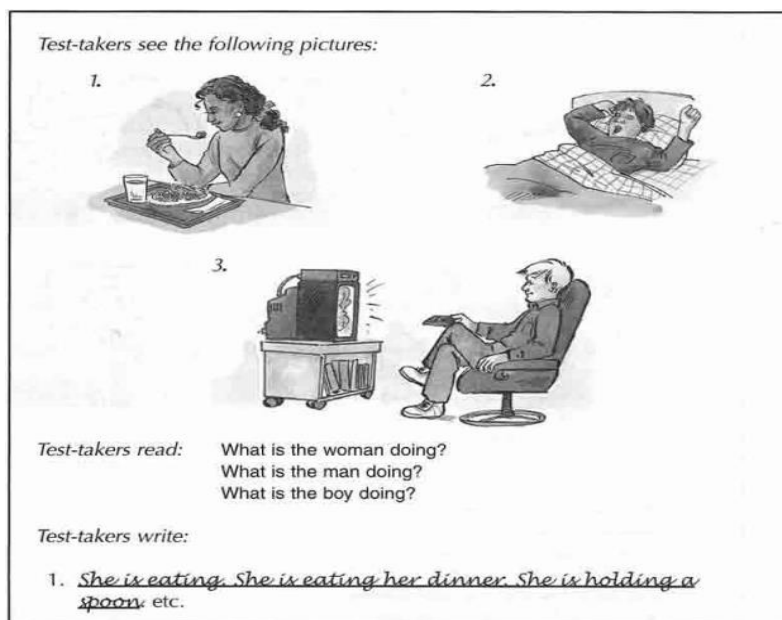
(Brown, 2004, p. 227)

Figure 2.4 Short sentence description

- ✓ Picture description: the teacher presents a picture to the student and he asks him to describe it based on it.

✓ Picture sequence description: the teacher presents a series of actions that expresses a story or a situation. It considered a stimulus for students to produce a written production.

- **Vocabulary assessment tasks:**

Most vocabulary is learnt from reading but the major techniques used to assess vocabulary are defining and using a word in a sentence:

The test taker reads:

Use the words below to write meaningful sentences:

a) Brave

…………………………………………………………………

b) Preserve

…………………………………………………………………
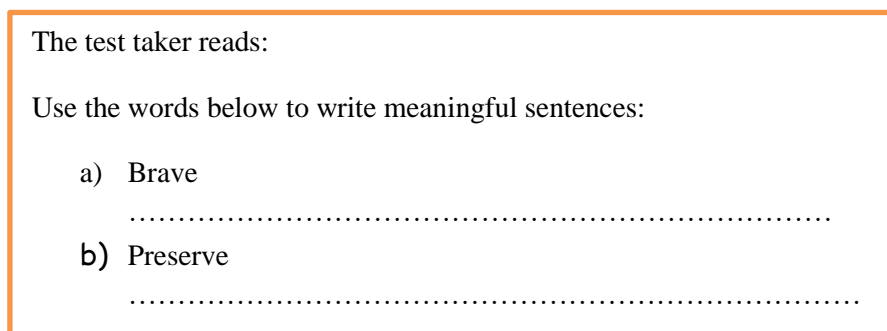
Figure 2.5 Vocabulary assessment task

- Ordering tasks: the teacher gives a list of scrambled words and asks the student to reorder them to get coherent sentence example:

The test taker reads:

Order the following words to get a coherent sentence:

Play/ tennis/ can't/ she

…………………………………………………………………..
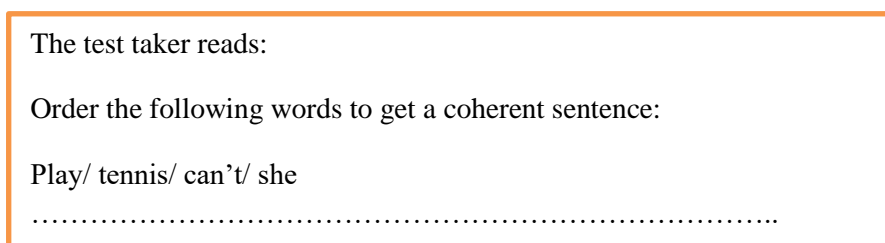
Figure 2.6 Ordering task

2.4.2.3 Tasks for responsive and extensive writing

Brown (2004) suggested some tasks to assess the responsive and extensive types of writing which are:

- Paraphrasing: this task aims to examine students' understanding to a given idea and to offer a variety of expressions by avoiding plagiarism.

- Guided question and answers: this type of tasks pave the way to learners and guide them during their writing. The test maker poses a series of questions that essentially serve as an outline of the emergent written text.

(Brown, 2004, p. 234)

Figure 2.7 Guided question and answer

- Paragraph construction tasks: Paragraphs construction assessments take various kinds such as:

  - Topic sentence writing:

  It consists of specifying the writing of a topic sentence by developing a clear initiative idea for the paragraph

  - Topic development within a paragraph:

  The teacher focuses on assessing mainly four criteria which are: the clarity of ideas, the logic of the sequence and connections, cohesion and the impact of the paragraph as a whole.

  - Developing the supporting sentences of a paragraph:

  The writer has to strengthen his main idea by stating clear supporting sentences to build a good piece of writing. He should consider the following:

  - Addressing the topic, the main idea.

  - Organizing and developing the supporting sentences.

  - Showing facility and fluency in the use of English.

  - Demonstrating syntactic variety.

2.4.2. Feedback in writing

Feedback is one of the crucial elements in the process of teaching and learning. It is a powerful tool that can either level up the writing skills of students or simply bring it down by decreasing students' expectations. The feedback given by teachers will determine the progress of learners, the pedagogical and assessment intentions and expectations of the teacher and institution and the degree of students engagement in the learning process.

In second language instruction, the way of providing feedback has been under discussion, the ongoing debate is multifaceted, there are divergent suggestions regarding what makes a good quality feedback. Some researchers see that feedback on students' writing tasks should focus on form; others claim that feedback given on content is more prior. Yet, there are researchers see that feedback should comment on both content and form (Meral & Dincer, 2014).

Providing written feedback on learners' drafts is considered in literature as problematic practice. It is seen as insufficient act in improving writing. A study conducted by (Parr & Timperley, 2010) said that written feedback is seen as an insufficient act in improving writing "Generally, it seems that the nature of feedback influences impact". Feedback that primarily focuses on the content of the written work has uncompleted information that may affect students developments whereas the feedback directed to tackle a deeper learning may address forms of cognitive processing.

Feedback that contributes to the development of writing needs to have particular characteristics which involve that the feedback should allow the writer to see where s/he is currently positioned in relation to their performance and that the feedback helps in guiding writers to indicate what features are needed to bridge the gap between current and desired performance for a better written work.

Another study conducted by (Meral & Dincer, 2014) highlighted that feedback provided by teachers to their students serves 02 purposes: firstly, teachers give continual feedback about students' performance on writing by indicating the areas of weaknesses and strengths to guide them

towards a better production and reviewing the process to improve their writing skills. The teacher checks his/her student's first draft and hand it back attaching written and oral feedback. If the draft still needs more improvements the teacher will give further feedback until the piece of writing meets the needed requirements and objectives. The second purpose is assessing students' final writing products.

The teacher should give feedback about all the aspects and criteria of the written piece including: grammar, punctuation, content, structure, cohesion and coherence…etc. whenever EFL students develop a knowledge about these competences using their teachers feedback they produce a well meaningful and structured piece of writing.

Conclusion

This chapter has emphasized on presenting methods and techniques for both teachers and learners to develop the writing journey and upgraded it into high levels. It tackled the main obstacles and difficulties that could be faced by teachers in designing writing courses and guiding students to produce good pieces of writing. The literature review also helped in indicating the role of feedback and how it helps EFL learners in their learning journey as it is considered as a powerful tool in teaching.

Chapter three: Research Methodology

Introduction

This chapter represents the research methodology used to explore the implementation of formative assessment and feedback in enhancing students' writing skills. It includes the results of a questionnaire addressed to 3rd year secondary school students and an interview that was destined to this school's teachers to see do they use FA to assess writing and what techniques they use the most.

3.1. Research sample

3.1.1. Students' sample

The first sample is represented by 3rd year Algerian students' at Hadj Allal Ben Baitour Secondary School in Metlili, Ghardaia. The participants included 50 students aged between 17 to 20 years old from the scientific stream and from both genders. Besides, the choice of the students was done randomly.

3.1.2. Teachers' interview

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

3.2. Data collection

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

The students' questionnaire of this study is composed of 18 questions divided into 03 sections. The first section contains general information about students, while the second one

pertains to the implementation of formative assessment and feedback in writing and the third one focuses on the writing enhancement based on formative assessment and feedback, students were also provided with the explanation of the new technical terms of the questionnaire . In the other hand, the use of the interview helped to ask multiple questions at the same time, the goal of academic research interview is to obtain nuanced data that can provide insights for any study. It allows also researchers to gather rich information and draw more detailed conclusions about the topic being investigated. Our interview was directed specifically to EFL teachers of the same high school to see if they implement formative assessment and feedback in writing sessions. The interview consists of 12 questions divided into 02 sections to achieve the needed goals**.**

3.3. Data analysis

3.3.1. Questionnaire analysis

Section 01: General information

Question 01: What's your gender?

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

Options	Number	Percentage
Female	28	56%
Male	22	44%
Total	**50**	**100**

Table 3.1 Learners' gender

The analysis of the gender distribution provided shows that 56% of the sample identifies as females, while 44% identifies as males. This suggests that the sample maybe somehow skewed towards a greater representation of women than men.
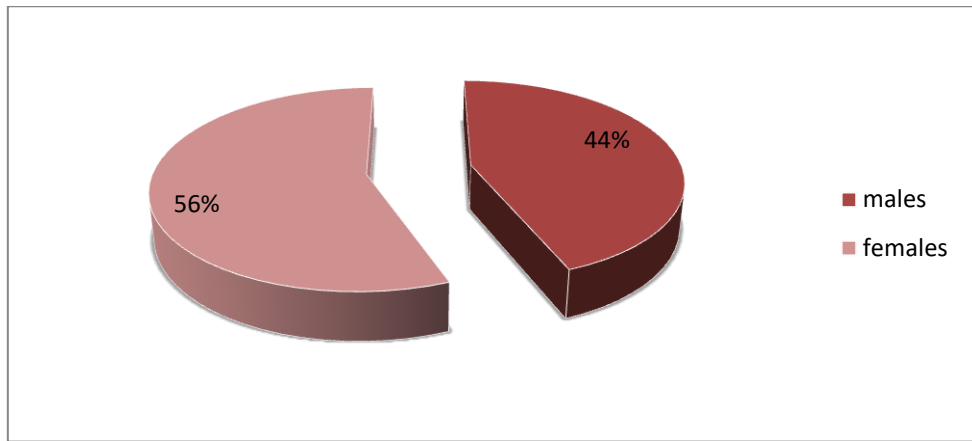
Figure3.1 Students' gender

Question 02: What's your age?

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

Students' age	Students' number	Percentage
17	15	30%
18	23	46%
19	10	20%
20	2	4%
Total	**50**	**100%**

Table 3.2 Learners' age

Based on the table above, we can see that 46 % from the 50 students questioned are 18 years old. The next age range is 17 years old, which accounts for 30% of the students and only 20% of the students questioned are 19 years old, while just 4% are 20 years old. It's interesting to note that there are no respondents outside the range of 17 to 20 years old, which suggested that the sample is relatively homogenous in terms of age. It's important to note that these results represent only the sample selected not the entire secondary school population. This question provides a basic understanding of the age range from the students questioned from the secondary school. The results of this table are depicted in the following pie chart.
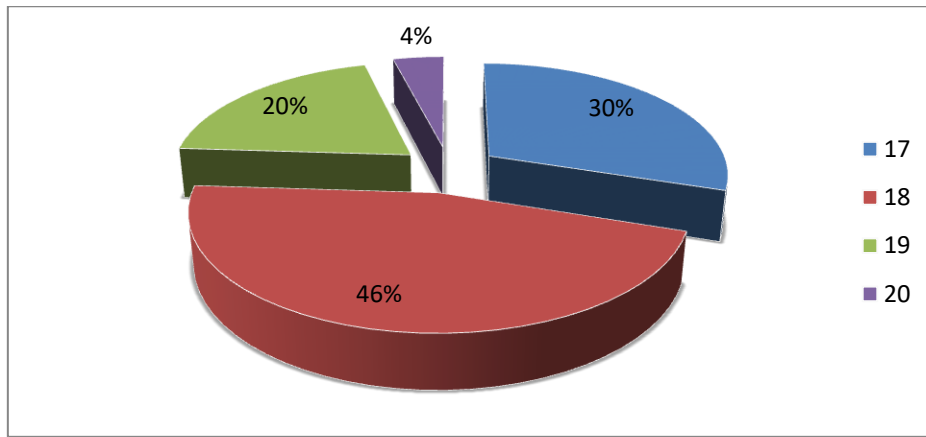
Figure 3.2 Students' age

Question 03: How interested are you in learning English?

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

Option	Students' number	Percentage
Very interested	11	22%
Moderately interested	18	36%
Somehow interested	18	36%
Not interested at all	3	6%

Table 3.3 Students' interests in learning English

Based on the data provided, we can conclude that there is a significant level of interest in English among the secondary school students' questioned. Out of 50 respondents, 22% indicated that they are "very interested" in learning English, while 36% reported being " moderately interested" and another 36% are " somehow interested". Instead, only a small proportion of the investigated sample, 6%, reported having no interests in English at all. These findings suggest that the majority of the students have at least some level of interest in English, which is a positive sign for the process of education. This growing interest in learning English among high school students can be explained by the fact that the English language is the world's *langua franca* and the Algerian governments tendency to promote the use and teaching of this language.
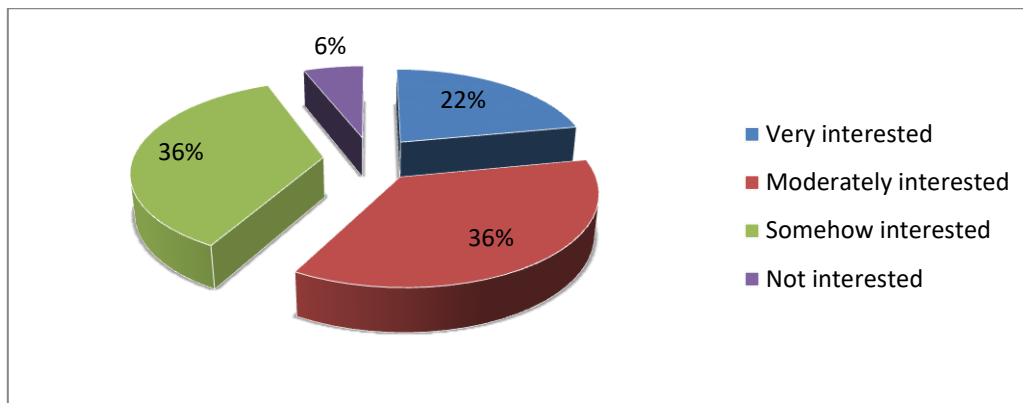
Figure 3.3 Students' interests in learning English

Question 04: Do you like writing?

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

Option	Students' number	percentage
Yes	32	64%
No	18	36%
Total	**50**	**100%**

Table 3.4 Learners' interests in writing

The results of this question indicate that the majority of the secondary school students questioned, 64% like writing. On the other hand, 36% of the samples do not like writing. These results suggest that while a significant portion of the students questioned enjoy writing, there is also a sizeable proportion of students who do not find writing to be a pleasurable activity. The research study focuses in the implementation of formative assessment and feedback to enhance students' writing skills. Given that a majority of students who enjoy writing, it may be possible to build upon this interest by implementing effective formative assessment and feedback strategies that can help students' improve their writing skills further. Overall, the questionnaire results provide valuable insights into students' attitudes towards writing and can serve as a bias for further research to investigate the impact of formative assessment and feedback on students' writing skills. Further data are shown below.
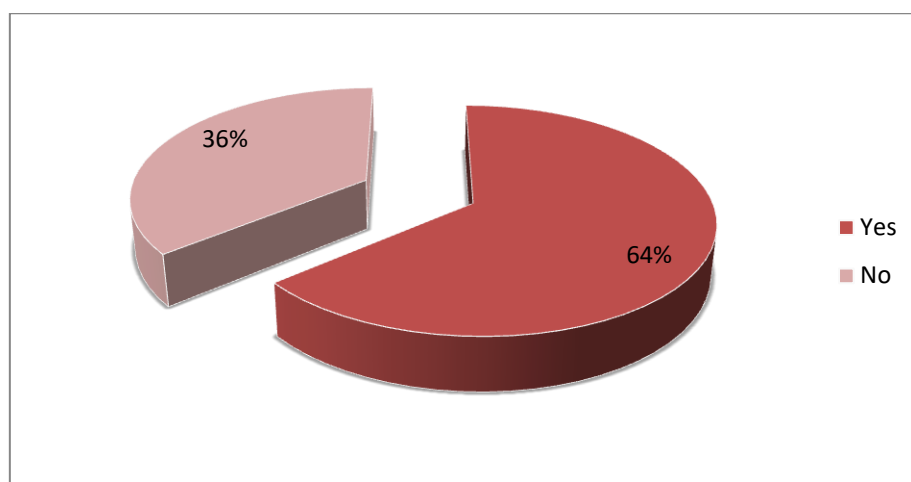
41

Figure 3.4 Students' interests in writing

Section two: Implementation of formative assessment and feedback in writing

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

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

Option	Students' number	Percentage
Yes, it is very important	20	40%
It is important	22	44%
No, it is not	8	16%
Total	**50**	**100%**

Table 3.5 Importance of writing according to BAC students

This research question aims to explore the importance of writing as a skill among BAC students. The study found that 84% of the sample believed that writing is an essential skill for them during this educational stage. In contrast, 16% see it as a non-important skill. This can be explained by the fact that students consider writing as an important skill in general and in the Baccalaureate exam in particular since BAC examinees are usually asked to perform a writing task.
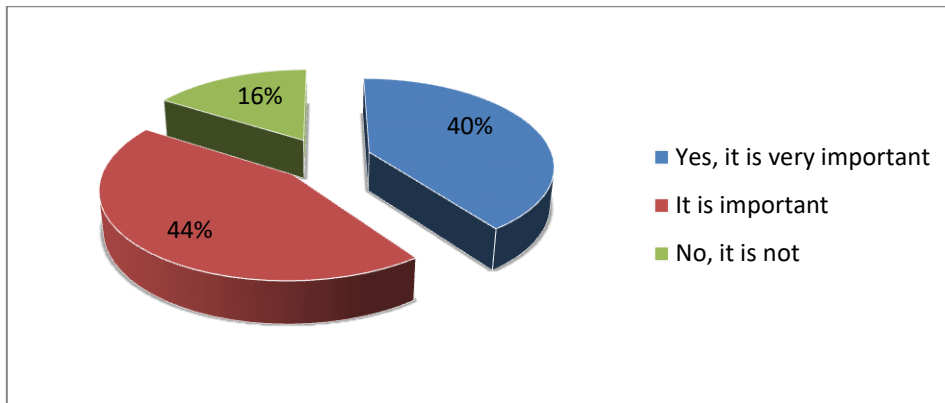
Figure 3.5 Importance of writing according to BAC students

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

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

Option	Students' number	Percentage
Daily	7	14%
Weekly	7	14%
Monthly	0	0%
Rarely	25	50%
Never	11	22%
Total	**50**	**100%**

Table 3.6 Students' engagement frequency in writing activities

This question aims to explore the frequency of students' engagement in writing activities outside school. The results show that only 14% of the students engage in writing activities on a daily and weekly basis, while 50% engage in writing activities rarely and 22% never engage in writing activities outside of school. This data suggests that a significant portion of students are not regularly practicing their writing skills, which could impact their overall writing proficiency. More insights are presented in the bare chart below.

43
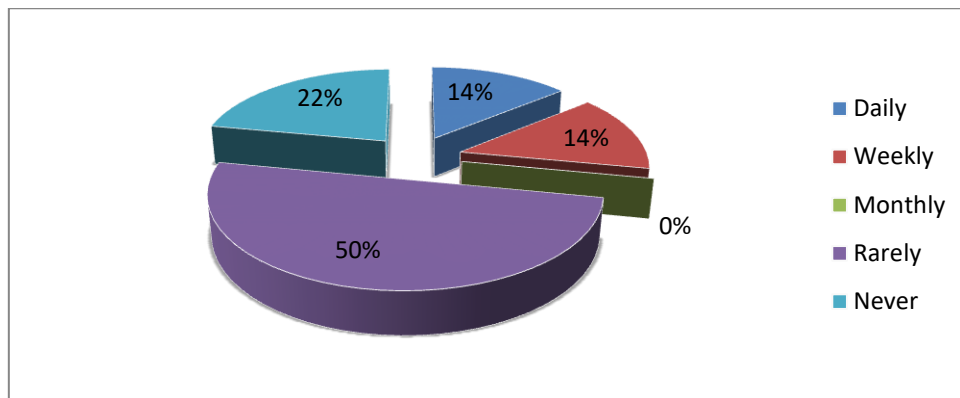
Figure 3.6 Students' engagement frequency in writing activities

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

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

Option	Students' number	Percentage
No	20	40%
Yes	30	60%
Total	**50**	**100%**

Table 3.7 Students' reception of formative assessment and feedback

The majority of the students (60%) responded that they have received formative assessment and feedback during writing sessions which represents the large proportion of the answers while 40% said they have not. These results provide preliminary evidence that the students are receiving formative assessment and feedback on writing which give a pre-sign that teachers are implementing these methods during teaching writing. The chart pie below presents the results founded.

Figure 3.7 Students' reception of formative assessment and feedback

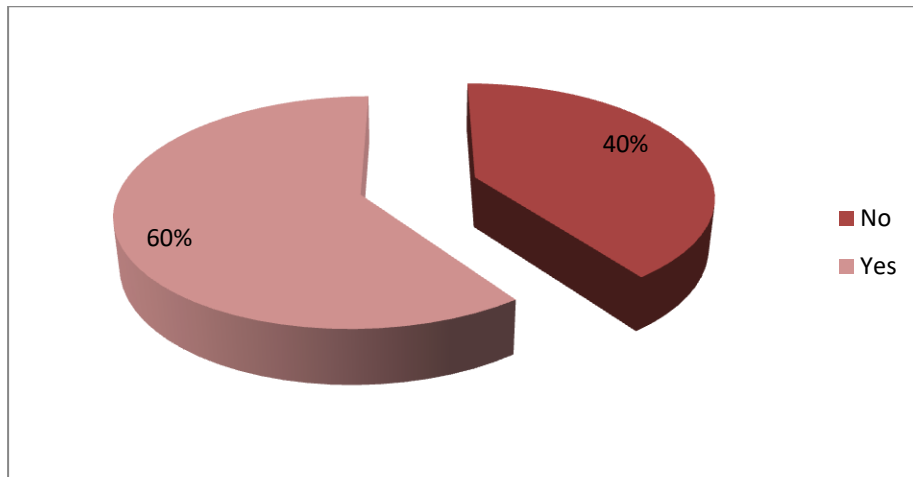**Question 08:** How often do you receive formative assessment techniques and feedback on your writing?

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

Option	Students' number	Percentage
Never	4	8%
Rarely	7	14%
Sometimes	12	24%
Often	27	54%
Total	**50**	**100%**

Table 3.8 Frequency of FA and feedback reception

The research question aims to investigate the frequency of FA techniques and feedback received by students on their writing. Based on the results, it is found that the majority of the sample which represents 54% reported receiving FA and feedback "often" experiences a higher frequency of receiving FA and feedback in writing sessions while 24% of the respondents answered "sometimes" but still receive FA and feedback. On the other hand, there is a small proportion of the sample (14%, 8%) reported "rarely" and "never" and this may refer to several factors.
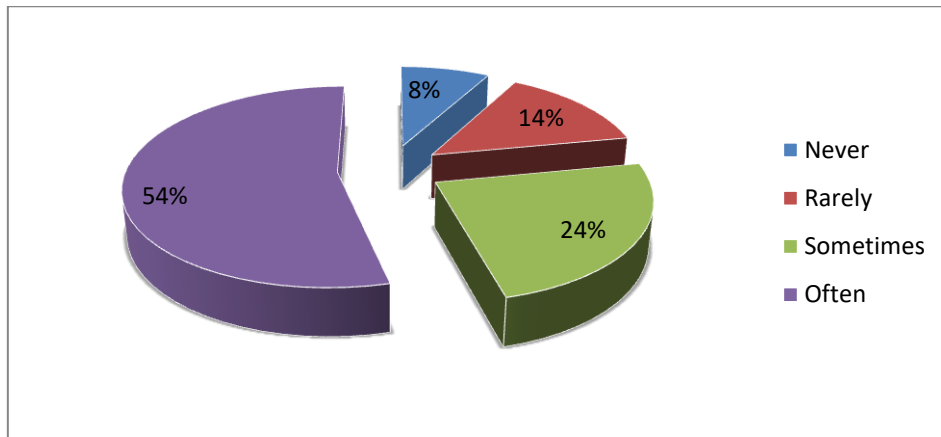
45

Figure 3.8 Frequency of formative assessment and feedback's reception

Question 09: How do you feel about the frequency of formative assessment and feedback given by your teacher or instructor?

This research question focuses on investigating students' perception of the frequency of formative assessment and feedback given by their teachers or instructors.

Option	Students' number	Percentage
Too frequent	0	0%
Appropriate	32	64%
Too infrequent	5	10%
Not sure	13	26%
Total	**50**	**100%**

Table 3.9 Students' attitude towards FA and feedback frequency

The results shown in the table above indicate that the majority of the students (64%) feel that the frequency of formative assessment and feedback is appropriate which suggest that the teachers or instructors are providing students with enough formative assessment and feedback to enhance their writing skills. However, a minority of the students which is a 10% of the sample feel that the formative assessment provided is infrequent, which may indicate that they have to require more feedback to improve their writing skills. Additionally, 26% of the students are unsure about to the frequency of formative assessment and feedback. The findings provide insight that the majority of students perceive the frequency of feedback and FA as appropriate.
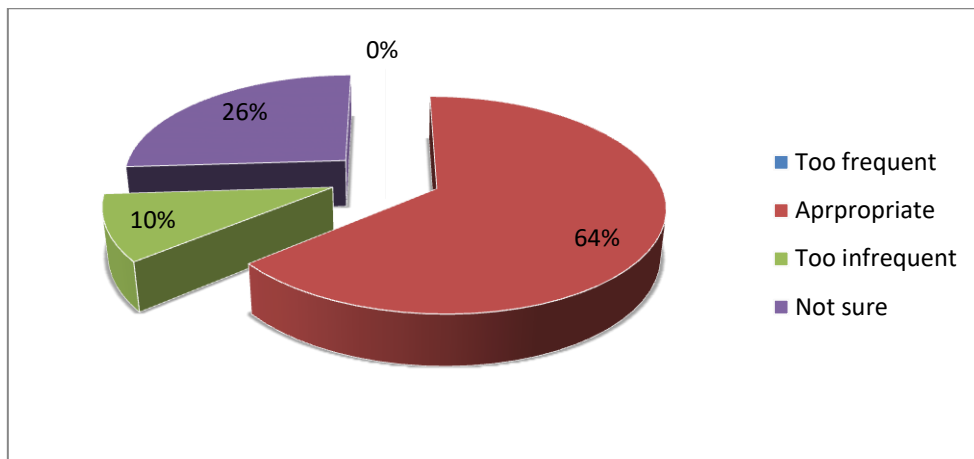
Figure 3.9 Students' attitude towards FA and feedback frequency

Question 10: Do teachers implement various techniques of formative assessment to assess your writing?

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

Option	Students' number	Percentage
Yes	32	64%
Not all the time	10	20%
Never	8	16%
Total	**50**	**100%**

Table 3.10 Teachers' implementation of FA techniques

Based on the provided results, it can be concluded that a majority of students which represent 64% of the sample perceive that their teachers implement various techniques of FA to assess their writing. This indicates a positive trend in terms of teachers' efforts to use FA practices in evaluating students' writing skills. However, it is notable that a significant portion of 20% of the participants responded negatively stated that FA is not implemented consistently and 8% stated that is never implemented.
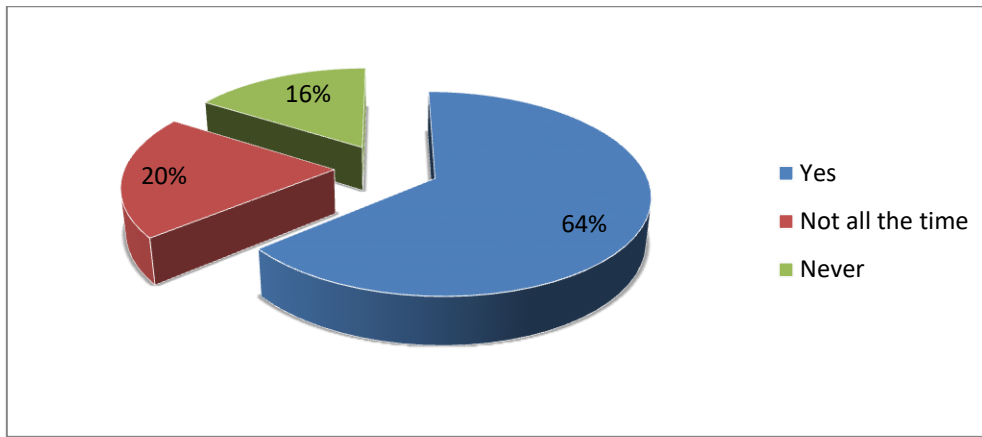
Figure 3.10 Teachers' implementation of FA techniques

Question 11: Do you think that implementing your teacher for various techniques of formative assessment helps in upgrading your level of writing?

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

Option	Students' number	Percentage
Yes, extremely beneficial	19	38%
Beneficial	23	46%
Not really	6	12%
No	2	4%
Total	**50**	**100%**

Table 3.11 Students' attitude towards FA techniques implementation in writing

Students' responses indicate that the majority of them (84%) found that involving various techniques of formative assessment and feedback is beneficial or extremely beneficial for boosting their writing skills. This suggests that formative assessment and feedback maybe effective approaches for enhancing students' writing skills. The fact that only 12% did not find it beneficial, and only 4% believed it not to be useful at all, suggests that these approaches are generally well-received by students. More insights are presented in the following pie chart.
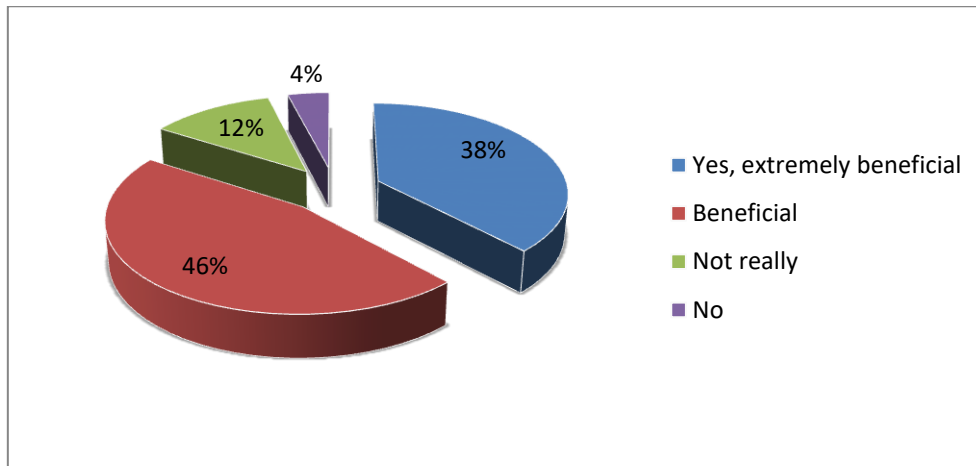
Figure 3.11 Students' attitude towards FA techniques' implementation in writing

Question 12: How do you prefer to receive your feedback on your writing assignments?

This question aimed to explore the preferred mode of feedback that students' prefer to receive on their writing assignments. The results are shown as follow.

Option	Students' number	Percentage
Oral	14	28%
Written	10	20%
Both	26	52%
Total	**50**	**100%**

Table 3.12 Students' preferences of feedback modes

The data collected showed that 28% of the students prefer receiving feedback orally while 20% of them go more for written feedback, and 52% of them prefer to receive a combination of both of them. These results provide valuable insights into how 3rd year secondary school students prefer to receive feedback on their writing assignments, the findings suggest that most of the students prefer receiving feedback on their writing assignments through a combination of oral and written feedback. This highlights the importance of providing students with various forms of feedback to cater their individual styles and preferences. Percentages and classifications are presented in the pie.
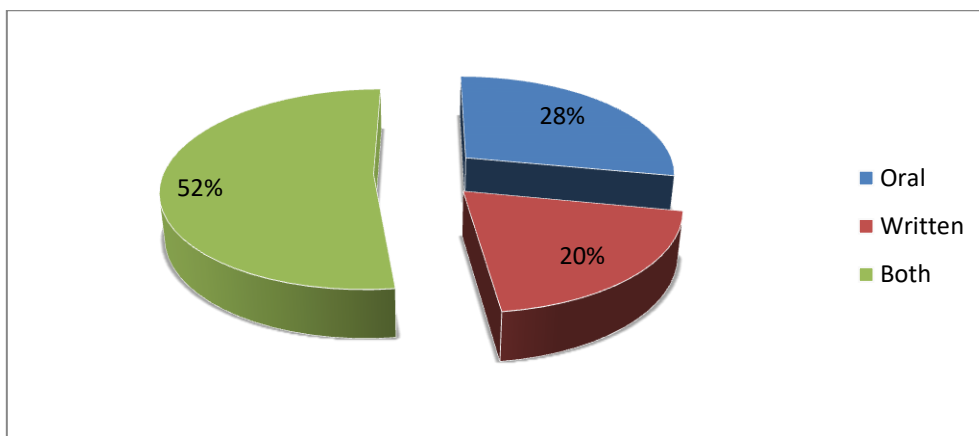
Figure 3.12 Students' preferences of feedback modes

Question 13: How often do you receive feedback on specific areas of improvements in your writing?

This question aims to investigate what areas teachers give more attention to while assessing written pieces or tasks of students.

Option	Students' number	Percentage
Never	7	14%
Rarely	14	28%
Sometimes	21	42%
Often	8	16%
Total	**50**	**100%**

Table 3.13 Frequency of specific feedback
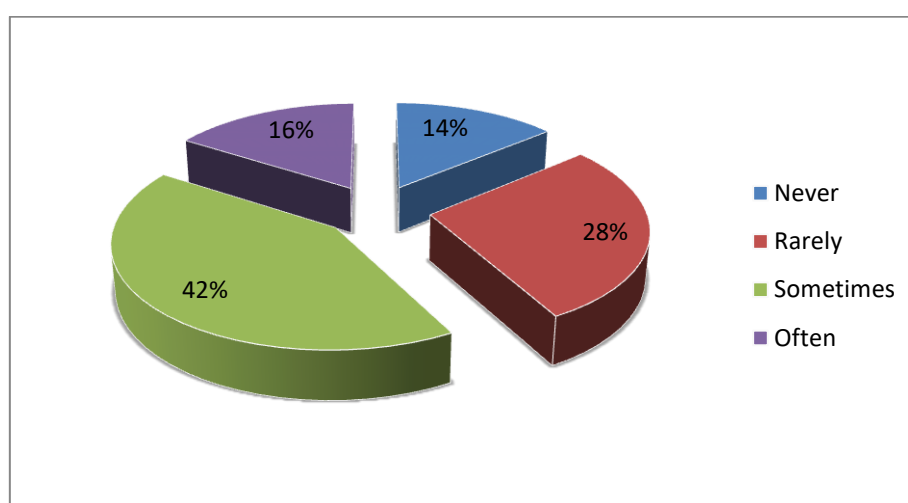
Figure 3.13 Frequency of specific feedback

The table and the chart pie provide us with the data collected from the sample. The results have shown that 14% of students responded that they "never" receive feedback in specific areas, 28% answered "rarely" receiving feedback on certain areas while the 42% of them have "sometimes" received comments on specific areas of improvements by their teachers on their written works and 16% of students "often" receive a specific feedback.

Question 14: How often do you use the feedback you receive to revise and improve your writing?

To explore students' use of the feedback they receive from their teachers we asked this question and the results are shown in the table below.

| Option	Students' number	Percentage
Never	4	8%
Rarely	4	8%
Sometimes	12	24%
Often	30	60%
Total	**50**	**100%**

Table 3.14 Frequency of revising writing based on feedback

Using teachers' feedback is an important step that helps students to improve their performance. For that reason, this research question aims to investigate the frequency with which students utilize the feedback they receive to revise and improve their writing. 8% of the students reported "never" using feedback, another 8% of the students indicated "rarely" utilizing feedback for improvement. 24% of the sample mentioned using the feedback occasionally and the majority which represents 60% of the students reported often utilizing the feedback they receive. The findings suggest that while the majority of the students report using the feedback they receive to revise and improve their writing, there is still a proportion does not make a regular use of feedback they receive to revise and improve their writing.
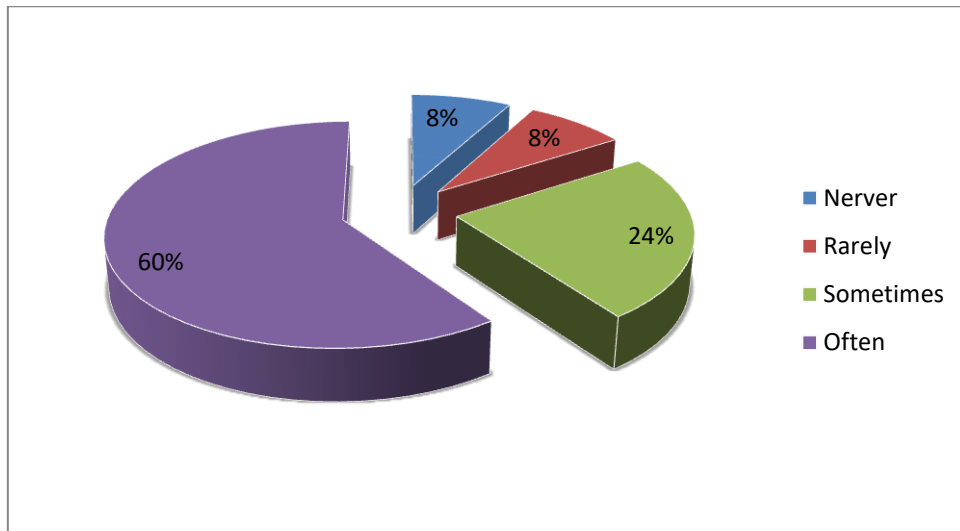
Figure 3.14 Frequency of revising writing based on feedback

Question 15: Do you think that the formative assessment and feedback you receive from your teacher is tailored to your individual needs?

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

Option	Students' number	Not sure
Yes	21	42%
No	9	18%
Not sure	20	40%
Total	50	100%

Table 3.15 FA and feedback based on students' needs

The results show that 42% of the students responded with a "yes", 18% with "no" while the 40% of them were not sure. So the data suggest that there is a remarkable proportion of the students who are uncertain or do not feel that the FA and feedback implemented by the teachers in writing sessions is tailored to their individual needs. This may indicate a need for teachers to develop more personalized approaches to formative assessment and feedback that better align with the needs of students.
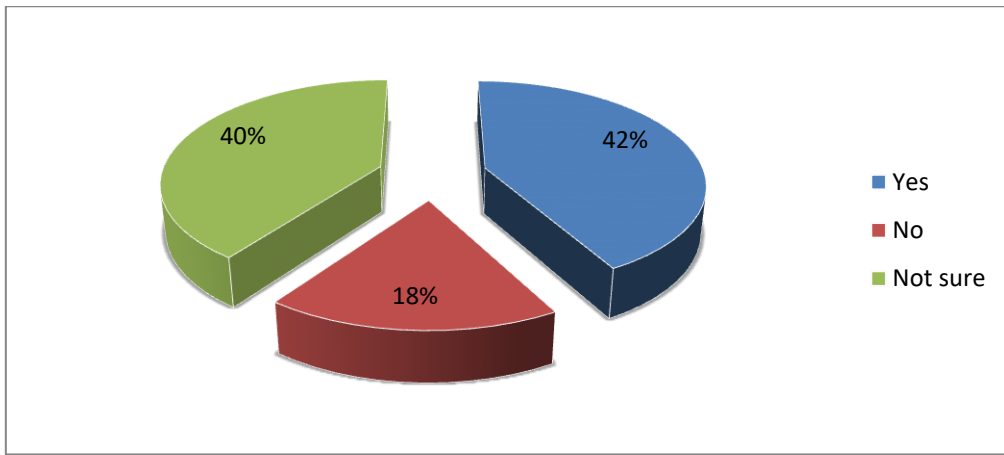
Figure 3.15 FA and feedback based on students' needs

Question 16: How do you feel when you receive feedback on your writing?

This question was built to see if the feedback given by teachers affects students willing towards writing positively or negatively.

Option	Students' number	Not sure
Motivated	32	64%
Confused	13	26%
Discouraged	5	10%
Total	50	100%

Table 3.16 Students' attitude towards feedback

The findings reveal that 64% of the students feel motivated when receiving feedback on their writing which is considered as a positive sign. Students appear that they recognize the value of feedback and that it can help them improve their writing skills. These results suggest also that teachers are providing feedback in a way that is likely more effective in motivating students to improve. 26% of the respondents answered that they feel confused while receiving feedback. On the other hand, 10% of the students felt totally discouraged whenever they receive comments on their writing, they feel overwhelmed by feedback or that they are not receiving the necessary guidance to help them improve. This pie chart represents the percentage of each proportion alone.
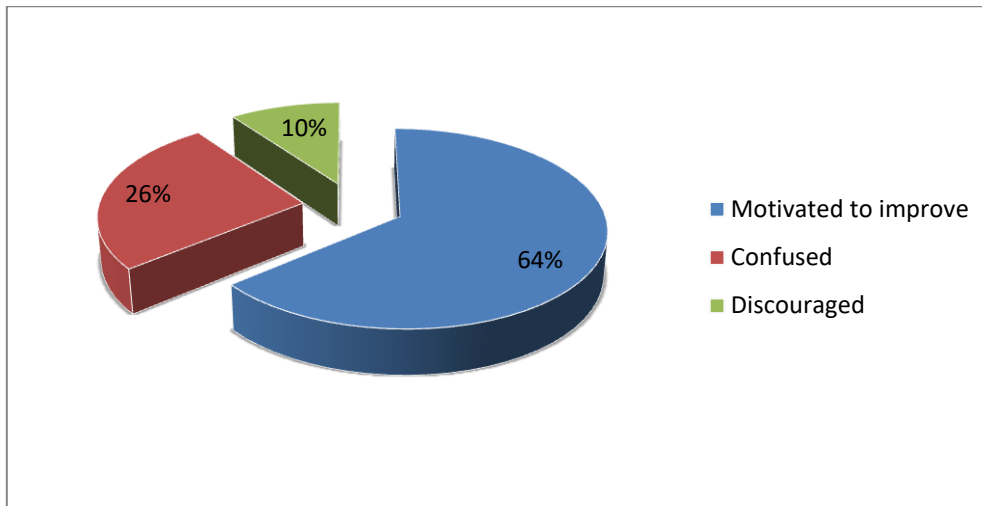
Figure 3.16 Students' attitude towards feedback

Question 17: How confident do you feel to revise and improve your writing based on feedback?

Option	Students' number	Not sure
Very confident	35	70%
Somewhat	12	24%
Not confident	3	6%
Total	**50**	**100%**

Table 3.17 Students' attitude towards revising writing

The table above showed that the majority of students, 70%, responded feeling "very confident" in their ability to revise and improve their writing based on feedback. 24% of the respondents answered feeling "somewhat' confident, while only 6% feel not confident in their ability to revise and improve their writing. From the results we can understand that the majority of students have a positive attitude towards the revision process and are willing to make changes to their writing based on feedback. However, it is also important to note that a small percentage of students feel "not confident" in their ability to revise and improve their writing based on feedback. This could be explained by a lack of understanding of the feedback provided by the teachers or a lack of confidence in their writing abilities. This proportion may require further support and guidance to improve their writing abilities. This pie chart clarifies more each proportion percentage.
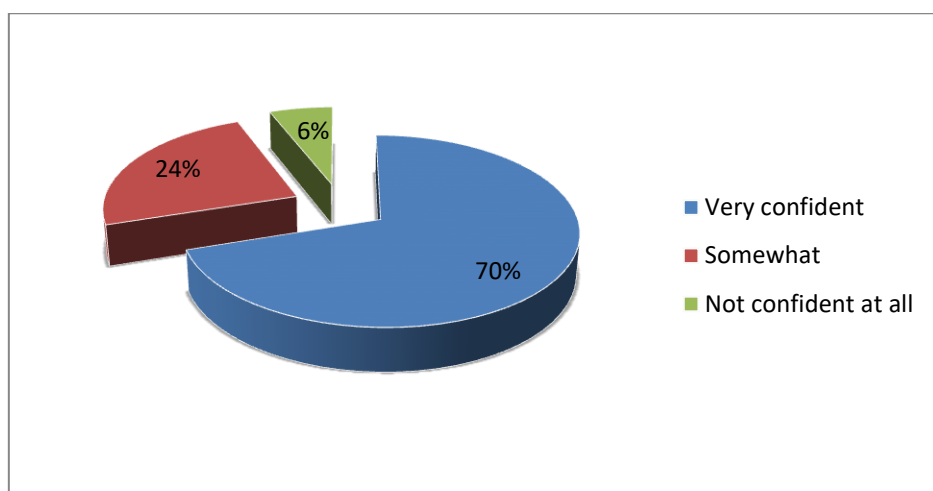
Figure 3.17 Students' attitude towards revising writing

Section three: Writing skill enhancement

Question 18: Do you think that formative assessment and feedback are important and helped you in improving your writing skill?

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

Option	Students' number	Not sure
Yes, very important and helpful	27	54%
Somewhat important and helpful	14	28%
Not that much	7	14%
No, not at all	2	4%
Total	**50**	**100%**

Table 3.18 FA and feedback importance and impact on students' writing

The findings indicate that the majority of the students (82%) recognize the significance of FA and feedback in improving their writing skills. This suggests that implementing FA strategies and providing regular feedback is effective in enhancing students writing abilities. The fact that 54% of the participants consider FA and feedback to be very important and helpful demonstrates as a strong positive perception of these educational practices. This implies that students acknowledge the value of receiving ongoing feedback and using it to make improvements in their writing.

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Additionally, the 28% of participants who indicated that FA and feedback were somewhat important and helpful still recognize their positive impact to a lesser degree. This group may benefit from further exploration and understanding of the benefits of FA and feedback to fully grasp their potential in improving writing skills. Although, a small percentage (4%) reported that FA and feedback were not helpful at all. The findings are illustrated in the pie chart down.
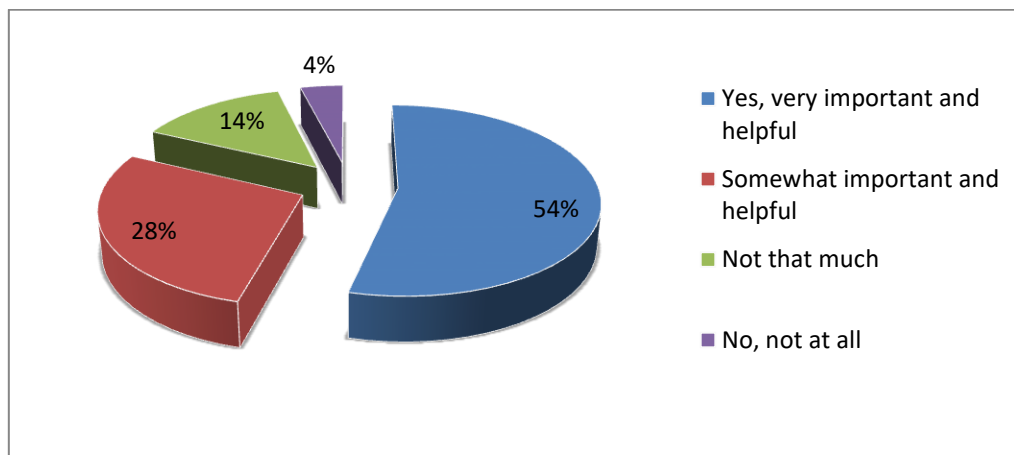
Figure 3.18 FA and feedback importance and impact on students' writing

3.3.2. Teachers' interview analysis

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

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

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

Section one: General information

Question one: What diploma do you have?

The teachers have different academic backgrounds as reflected in their responses to the interview question. The first teacher holds a License (Bachelor) degree in English which typically refers to a type of certification that allows teaching English as a second language. This indicates that the teacher has completed a specific training program or certification exam related to teaching English. On other the hand, the second teacher has a Master's degree in literature which refers to a higher level of education than a License degree.

Question 02: How long have you been teaching English?

This question is basically asked to know the teaching experience of the teachers; the 1st teacher answered "13 years" and the second one responded "08 years". Based on these answers, we can see that the 1st teacher has been teaching for a longer duration compared to the second one. Building solely on the information provided we may conclude that the 1st teacher has more experience and potentially more expertise in teaching English.

Section two: Formative assessment and feedback on writing

Question 03: How important are FA and feedback in your teaching?

This question is focused on the teachers' opinions about the importance of formative assessment and feedback in teaching writing. The 1st teacher considers that formative assessment and feedback are intimately linked to the teaching and learning processes, they help bridge the gaps in students understanding, identify students' strengths and weaknesses in writing and improve them. He also assured that formative assessment and feedback aid teachers to identify the gaps in their teaching and provide more remediation sessions to help them progress in their learning. On the other hand, the second teacher also agreed that the formative assessment and feedback both help in indicating the strengths and weaknesses of each student as she said: "of course they are useful; they help teachers to gauge students' strengths and weaknesses in writing". Overall both responses

support the notion that formative assessment and feedback are crucial elements in effective writing development.

Question 04: Do you use teaching FA and feedback in teaching written expression?

Both of teachers answered affirmatively to the question about the use of formative assessment and feedback in their teaching. The first teacher stated, "Yes, I do" while the second one suggested a more specific response, indicating that she uses the activity "think-pair-share" in the context of teaching 3rd year students written expressions. Both teachers' responses signify that they use actively incorporate formative assessment and feedback into their instruction to support students' written expression.

Question 05: What strategies or techniques do you use to provide formative assessment and feedback on students' writing assignments?

Both teachers provide strategies and techniques to implement FA and feedback on students' writing assignments. The first teacher emphasized the importance of practice and guidance. He provides homework assignments as a kind of formative assessment that requires students to practice their writing skill. He also uses drafting to guide students' writing process based on observation. However, the second teacher stated that she uses more collaborative learning strategies she said "As I mentioned in the previous question I use think-pair-share activity, which involves having students think about a topic individually, then pair up with a partner to share their thoughts and finally share their ideas with the whole class". She added that brainstorming is also recommended in teaching as it helps learners to generate more thoughts easily. The respondents agreed that they provide feedback through both oral and written comments. This allows students to receive immediate feedback on their writing and provides a record of feedback that they can refer back to when revising their work.

Question 06: On what basis do you choose formative assessment tasks and feedback for your learners?

Both teachers provide insights on how they choose formative assessment and feedback for their learners. The first teacher indicates that the selection of formative assessment tasks and feedback depends on the learning objectives and the needs of the students as well. This suggests that teachers need to consider the intended outcomes of their instruction and the specific needs of their students when selecting formative assessment tasks and feedback. By doing so, teachers can design assessments that accurately measure students' progress towards learning objectives and provide feedback that is tailored to their needs. The first teacher also noted that feedback methods can also be customized based on students' preferences, which can increase engagement and improve the effectiveness of feedback. In contrast, second teacher highlighted the goal of formative assessment as a process to gather evidence about learning and monitor students' progress. This implies that teachers need to use assessment tasks and feedback to identify students' weaknesses and provide timely feedback which supports their learning. So, teachers can help students understand their strengths and weaknesses, and take appropriate steps to improve their understanding and skills.

Question 07: How do students respond to your FA and feedback?

Both teachers indicated that their students generally respond positively to formative assessment and feedback. The first teacher mentioned that student respond well to objective feedback and see it as a stimulus for improvements. This suggests that students value constructive criticism and appreciate when feedback is clear, specific and actionable. Additionally, he noted that students feel encouraged by feedback, indicating that they see it as a supportive tool rather than punitive measure. The second teacher suggested that formative assessment and feedback help students to remember what they want to achieve in a particular course. This suggests that students view feedback as a way to stay focused on their learning goals and track their progress towards

achieving those goals. T02 also characterizes feedback as a "loose method", which may indicate that students appreciate the flexibility and adaptability of these practices.

Question 08: Do you use oral or written feedback in assessing writing?

Based on the interviewees' responses, they indicated that they use both types of feedback in assessing writing. The first teacher explained that he writes notes like marginal remarks and circling on his students writing tasks whether they are about grammar, content, form…etc. However, he also supports it with oral comments to ensure that students understand the feedback. Similarly, the second teacher also indicated that she also uses both types. She provides verbal comments to students about their writing, but she also provides sometimes grades and remarks in written form. Teachers' answers show that both of them recognize the value of providing multiple modes of feedback to support students' learning so they can tailor their feedback to meet students' needs and help them understand the feedback better.

Question 09: What challenges or barriers do you encounter as a teacher in implementing formative assessment and feedback in writing instruction and how do you address them?

Based on the interviewees' responses, they identified several challenges they encounter in implementing FA and feedback in writing instruction. The first teacher highlighted the challenge of time management in providing feedback for all students' assignments when he said "it is time consuming, I cannot correct all the assignments at once". Additionally, he mentioned that the lack of specialized vocabulary and sources may prevent students from producing high- quality writing. This barrier indicates that some students may struggle with specific aspects of writing due to their limited vocabulary. The second teacher emphasized the complexity of writing as a language skill, noting that students often face challenges in producing well-structured and meaningful pieces of writing which suggests that assessing writing can be a challenging task for teachers due to the multiple dimensions of writing that need to be evaluated. She also responded that students'

behaviors can be also regarded as a barrier, implying that student motivation or engagement may impact their performance in writing.

Question 10: How do you encourage students to reflect on and use the feedback and formative assessment they receive to improve their writing?

Both teachers addressed the importance of FA and feedback in improving students' writing skills. The first teacher stated that he focuses more in guiding students to actively use the feedback in their writing by asking them to rewrite their pieces of writing again based on the feedback given. He encourages his students to apply the feedback and make necessary changes to ameliorate their level of writing. He also added saying "I sometimes choose a sample to be presented and ask questions about it" so he builds a collaborative atmosphere that helps students reflect on the feedback given and understand the areas that need improvement. He also uses a strategy of building up a good piece of writing using an idea from each student which fosters a sense of collaboration and engaging students to participate in the writing process. Similarly, the second teacher also asks her students to take into consideration the comments she gives during writing sessions, she said that her aim is to give positive constructive comments so she raises her students' confidence and motivate them to invest more efforts in achieving the required objectives.

Question 11: Can you share any success stories or examples of how formative assessment and feedback have positively impacted your students' writing skills?

The two interviewees in their responses agreed that there is progress on students' performance. They also emphasized strongly on students' efforts saying that it plays a crucial role in determining the success of formative assessment and feedback, in here the second teacher said "practice always makes perfect", her saying emphasizes the need of consistent practice and efforts and also guidance from the teacher to develop a noticeable impact. However, they did not provide us with concrete examples or success stories to illustrate the impact of FA and feedback.

Question 12: Based on your experience what recommendations do you have for other teachers who are interested in implementing FA and feedback to enhance students' writing skill?

Both teachers provided us with valuable recommendations concerning FA and feedback's implementation during writing sessions. The first teacher emphasized the importance of choosing writing tasks that meet students' needs and providing clear instruction. This is important because it helps students understand the expectations and the purpose of the task, which can increase their motivation to engage in the writing process. Additionally, the teacher recommended also using a variety of formative assessment techniques, which can provide a more comprehensive view of students' writing skills. Furthermore, the first teacher highlighted also the importance of giving simple and objective feedback saying "while assessing, keep feedback simple and objective without being unbiased". He also added providing immediate feedback helps students' apply the feedback immediately so can correct themselves and can be also applied in future writing tasks. The second teacher sees that FA and feedback are highly recommended because they help to diagnose students' areas of improvements which is necessary for teachers to identify the specific skills that students need to improve. She also suggested using a variety of writing tasks in different topics to help students build their vocabulary and increase their knowledge. All in all, both of the respondents emphasized the importance of careful tasks selection, clear instructions, varied FA techniques, simple and objective feedback. These recommendations can help teachers design effective writing instructions that meet students' needs and support their learning.

3.4. Discussion of the findings

The goal of this study is to explore the implementation of FA and feedback in writing enhancement of students, this section is concerned with the interpretation of the findings obtained from the questionnaire and the interview conducted.

A critical analysis of the questionnaire and the interview conducted showed that the 3rd year secondary school students and teachers as well consider FA and feedback as extremely important

approaches to be implemented during writing sessions, the majority of students who participated in the study believe that FA and feedback are essential tools for their writing development. These positive results of the study provide evidence of the significance of formative assessment and feedback in enhancing students' writing skills.

Based on the results gained from the research instruments we found that teachers do really use formative assessment techniques and feedback whether it was oral or written. We also concluded that using different techniques and modes of FA and feedback may be more likely to guide students for better English writing production is supported by several findings from our research. When teachers use a variety of feedback modes, they can provide students with a range of perspectives on their writing and help them to identify areas for improvements more effectively. Using different techniques and modes of feedback allow teachers to tailor their instruction to the specific needs of their students. Teachers also can help students to develop stronger writing skills and become more confident and competent writers.

Our study has shown that students feel very confident when they receive feedback on their writing; they are more likely to engage in the writing process and make meaningful improvements to their writing. When students perceive that their teachers care about their progress and are invested in their success, they are more likely to be motivated to engage in the process of learning writing. The findings confirm that students do interact positively to FA and feedback given by their teachers. By providing specific and timely feedback, using FA practices, and demonstrating investments in their students' progress, teachers can create a positive classroom environment where students are motivated to engage in the writing process and make meaningful improvements to their writing skills.

Conclusion

This chapter has analyzed the answers obtained from the two research instruments that we inserted in order to explore the implementation of FA and feedback and their contribution to the development of the writing skill. Therefore, it emphasized the positive impact of FA and feedback and their necessity in the educational atmosphere especially in writing.

General conclusion

The present study was intended to shed light on the use of formative assessment and feedback during writing classes. It aimed to identify the significance of these assessment tools in guiding students' to make a progress in their writing skills. Additionally, it suggests more techniques that should be used by both teachers and learners during the educational process for better writing production. For this reason, it has taken 3rd year students at Hadj Allah Ben Baitour and their teachers as the case to carry out the study.

The study tended to answer the following research questions:

- How can feedback help in renovating and supporting learners' level in writing?

- What are the techniques that can be adopted by teachers in their writing to build a purposive assessing experience?

- What are the ways students may use to enhance their writing creativity and competences?

- Do teachers implement FA and feedback in writing sessions and how students advance based on that?

- What are the barriers that prevent teachers and students as well from building a successful writing production experience?

To answer these research questions, two research methods were adopted quantitative statistics and qualitative content analysis. Two types of research instruments were used to collect data; a questionnaire that was directed to 50 3rd year students of Hadj Allal Ben Baitour secondary school students and a face to face interview with two EFL teachers at this same secondary school.

The results obtained from the research instruments used have shown that teachers do use formative assessment and feedback during writing sessions, as already mentioned and these tools guide them in order to address students' weaknesses and strengths in writing and adjust their instruction based on that. Moreover, most of students who answered the questionnaire agreed that

the FA and feedback they receive from their teachers help them to advance more in writing. The findings also have found that students' have a positive attitude towards the FA and feedback they receive from their teachers which indicate that they interact in a motivational atmosphere. Our results led us to conclude that the research hypotheses are confirmed.

Recommendations and suggestions

The findings of this study tend to suggest several recommendations for the implementation of FA and feedback in teaching writing, particularly in the context of 3rd year middle school students. Which are the followings:

- Teachers should utilize more various FA techniques and feedback, they should incorporate these techniques into their instruction to help students identify areas where they need to improve and provide consistent guidance on how to do so. Examples of formative assessment techniques: self- assessment, free writing, peer review, writing conferences, writing prompts, rubrics, picture cued tasks… etc.

- Provide continuous, timely feedback. This indicates that feedback is a crucial element for enhancing students' writing skills. Teachers should aim to provide feedback as soon as possible after students complete a writing task. Teachers also can use different feedback modes, such oral and written comments as an example: marginal remarks, circling the grammatical mistakes, remarks on cohesion and coherence tools…etc.

- Teachers should tailor feedback to students' needs which can be more effective in upgrading students' level of writing. They should consider each student's individual strengths and weaknesses and provide feedback that is relevant of their needs, some need comments on grammar and sentence structure others on content and cohesion of ideas another part on form, punctuation and capitalization …etc.

- Teachers should also push students to write more in different topics by giving them more writing tasks based on their needs and level, they have to dedicate more writing session for their 3rd year secondary school pupils specially since they are going to have a BAC exam.

- Finally, both teachers and students should foster a positive classroom environment. Teachers should demonstrate their investments in their students' progress by providing feedback and guidance, and creating a supportive and encouraging learning environment, in return students should follow their teachers' suggestions and make more efforts inside and outside the school to ameliorate their writing level by writing more pieces and reading too.

Perspectives of research

Hopefully, this research paper is a source of inspiration for further investigations by seeking to obtain more concrete results on the use of FA and feedback. Further researches, could also take into counting the following research recommendations:

- We recommend that future research to replicate the study with larger sample size which can increase the statistical power of results and provide more generalizable findings.

- We also suggest expanding the scope of the study by investigating other factors that may impact students' performance in writing such as: motivation, self- efficacy. This can provide more comprehensive understanding of the complex factors that influence students' writing performance.

- Conducting a longitudinal study that spans several months can provide more insights into the long- term effects of FA and feedback on students' writing skills.

- We also highly recommend using further research instruments such as the quasi experimental methods like pre- test/ post- test design which may help to establish stronger evidence and provide more concrete results of the effectiveness of FA and feedback in enhancing students' writing skills.

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Appendices

Appendix 01

Dear students,

  This questionnaire is distributed to collect data about the implementation of formative assessment and feedback in enhancing writing skills to 3rd year secondary school learners. Your answers will only be used for academic research and none of them will be shared elsewhere. Your contribution will be extremely appreciated because it will help us in completing our academic research.

Section one : personal information

1. Gender :
   - ☐ Male
   - ☐ Female
2. Age: …………..
3. How interested are you in learning English?
   Very interested
   - ☐ Moderately interested
   - ☐ Somehow interested
   - ☐ Not interested at all
4. Do you like writing?
   - ☐ Yes
   - ☐ No

Section two: formative assessment and feedback in writing:

5. Do you think that writing is an important skill for you as a BAC student?

   - ☐ Yes, it is very important
   - ☐ It is important
   - ☐ No, it is not
6. How often do you engage yourself in writing activities outside of school?
   - ☐ Daily
   - ☐ Weekly
   - ☐ Monthly
   - ☐ Rarely
   - ☐ Never
7. Have you received formative assessment and feedback on your writing?
   - ☐ Yes

   - ☐ No
8. How often do you receive FA techniques and feedback on your writing?
   - ☐ Never

□ Rarely

□ Sometimes

□ Often

9. How do you feel about the frequency of FA and feedback given by your teacher or instructor?

□ Too frequent

□ Appropriate

□ Too infrequent

□ Not sure

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

□ Yes

□ Not all the time

□ Never

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

□ Yes, extremely beneficial

□ Beneficial

□ Not really

□ No

12. How do you prefer to receive your feedback on your writing assignments?

□ Oral

□ Written

□ Both of them

13. How often do you receive feedback on specific areas of improvement in your writing?

□ Never

□ Rarely

□ Sometimes

□ Often

14. How often do you use the feedback you receive to revise and improve your writing?

□ Never

□ Rarely

□ Sometime

□ Often

15. Do you think that the formative assessment and feedback you receive from your teachers or instructors is tailored to your individual writing needs?

□ Yes

□ No

□ Not sure

16. How do you feel when you receive feedback on your writing assignments?
    - ☐ Motivated to improve
    - ☐ Confused
    - ☐ Discouraged

17. How confident do you feel to revise and improve your writing based on feedback?
    - ☐ Very confident
    - ☐ Somewhat
    - ☐ Not confident at all

Section three: writing skill enhancement

18. Do you think that FA and feedback are important for improving and helped you in improving your writing skill?
    - ☐ Yes, very important and helpful
    - ☐ Somewhat important and helpful
    - ☐ Not that much
    - ☐ No, not at all

Appendix 02

Dear teachers,

You are kindly asked to answer the following questions which are going to be a part of our research completion.

Section one: personal information

1. What do you have as a diploma?
2. For how many years you teach English?

Section two: formative assessment and feedback in writing

3. Why FA assessment and feedback are important?
4. How do you use FA and feedback in teaching writing expression?
5. What strategies or techniques do you use to provide FA and feedback on students' writing assignments?
6. On what basis teachers choose FA tasks for their learners?
7. How do your students respond to your FA feedback?
8. How do you use oral or written feedback in assessing writing?

9. What challenges or barriers do you encounter as a teacher in implementing formative assessment and feedback in writing instruction and how do you address them?

10. How do you encourage students to reflect on and use the feedback and formative assessment they receive to improve their writing?
11. Can you share any success any stories or examples of how formative assessment and feedback have positively impacted your students' writing skills?
12. Based on your experience, what recommendations do you have for other teachers who are interested in implementing FA and feedback to enhance students' writing skill?

ملخص البحث

لطالما تعد مهارة الكتابة مهارة أساسية للطلاب في المدارس الجزائرية وغيرها، ويعتبر تقييم هذه المهارة أمرا صعبا للغاية. يهدف هذا البحث الى دراسة توظيف واستعمال التقييم التكويني وتقييم الأداء وأهميته في تعزيز مهارات الكتابة عند طلاب اللغة الإنجليزية كلغة أجنبية. كما يهدف أيضا إلى تحديد ما إذا كان الأساتذة يلجؤون إلى استخدام تقنيات التقييم التكويني وتقييم الأداء أثناء حصص الكتابة لمساعدة طلابهم على أن يكونوا كتّابًا ماهرين بمستوى كفاءة يمكنهم من تحقيق خبرات أكاديمية ومهنية ناجحة. كما سعينا لاستكشاف العوائق التي يواجهها الطلاب والأساتذة في الكتابة ومواقفهم تجاه هذا النهج. ومن أجل تأكيد فرضياتنا، استخدمنا أداتي بحث في هذه الدراسة لجمع البيانات؛ استبيان للطلاب ومقابلة مع الأساتذة. تم توجيه استبيان لخمسين طالب من السنة الثالثة في ثانوية حاج علال بن بيتور وتم إجراء المقابلة مع أستاذين من نفس الثانوية.

توصلت الدراسة إلى أن الأساتذة يستخدمون التقييم التكويني وتقييم الأداء من أجل تقييم كتابات طلابهم وتوجيههم نحو تطوير مستواهم، كما أن تنفيذ هذا النهج ذو تأثير إيجابي على مستوى كتابة الطلاب ويخلق لهم جوًا حيويًا وآمنًا لتقديم إبداعاتهم الكتابية وفي الأخير تم تقديم بعض الاقتراحات من أجل تحسين استعمال هذه المناهج.

الكلمات المفتاحية: التقييم التكويني، تقييم الأداء، مهارة الكتابة