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**The Effect of Formative Assessment on EFL Students' Writing
Achievements**

*Dissertation Submitted in Partial Fulfilment of the Requirements for the
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Declaration

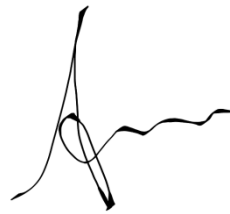
We, AMIMER HICHEM & SALMI AMIRA declare that the work in this dissertation is the result of our genuine work done under the guidance of Ms. STIHI OUMNIA. We declare that the information that is not original to this work has been duly acknowledged in the text and the list of references provided. No data that are original in this work have been submitted elsewhere for any degree or qualification to the best of our knowledge.

Date: 20/06/2022

Signature:



By Amimer Hichem.



By Salmi Amira.

Dedication

I, Salmi Amira, dedicate this work to my parents; Amar and Hayat who have financially and morally supported me. To my grandmother Aouicha (Manini) and aunt Saida (Amtou) who have been encouraging me for months. To my brother Anis and sister Rania for existing. Thank you.

I, Amimer Hichem, would like to dedicate this project to my parents who have blessed me with the opportunity to realize my educational wants.

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List of Acronyms and Abbreviations

EFL: English as a foreign language

FA: Formative assessment

SA: Summative assessment

Abstract

To address the concern of traditional summative-focused evaluation of the writing skill, the current study aims to compare and contrast between three research articles dealing with formative assessment and its impact on the writing skill in an EFL teaching setting. The selected studies operate within different pedagogical contexts, as each work is geographically distinct. The participants consist of EFL learners who vary in age, level, and gender distribution according to each research article. The methods are of experimental nature; the procedures of each research implement qualitative and quantitative designs, each consisting of writing pre-tests and post-tests as data collection tools in an experimental approach dealing with multiple groups of participants respectively. The students' reports demonstrate how a formative approach to EFL writing teaching benefits the learning experience to a considerable extent. Written production under a process-oriented evaluation revealed significant performance gains on the part of the learners as most students took a positive stance towards the formative strategies implemented during each study.

Keywords:

Foreign language learning, formative assessment, feedback, writing achievement, writing performance, EFL classroom

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General introduction

Assessment in language instruction is commonly viewed as an essential inclusive component of teaching (Brown, 2004, pp. 4-5), in which various direct and indirect practices are employed to address learners' outcomes during classroom interaction. These methods are carried out in order to measure progress of educational programs, and to aid learners prosper along their language learning process.

Hence, a valuable distinction between formative assessment and summative assessment sets the two functions apart. Formative assessment is generally interpreted in light of a learning-centered process that forms learners across the learning period. In language pedagogy, this would translate to a continuous, trial-and-error undertaking in which feedback is employed for the sake of developing language proficiency, "The key to such formation is the delivery (by the teacher) and internalization (by the student) of appropriate feedback on performance" (Brown, 2004, p. 6). Conversely, summative assessment involves methods executed at the end of the term in order to provide statistical information about learning outcomes. As such, the latter has been considered inadequate as the definition of educational assessment concerns more than simply grading students as an end goal. Hence, an essential expansion of its definition entails improving students' learning using empirical data on their knowledge, skills, attitudes, and beliefs (Allen, 2004). Thus, the notion of assessment is viewed as central to learning and teaching, and proper implementation of both informational and informative spheres in an EFL context would foster a more thorough educational experience as both prove to be indispensable.

Specifically, education in Algeria encounters prevalent issues regarding the assessment of EFL; there exists a noticeable fixation on grades from students, and the latter is frequently too separated from the learning process, given how tests are rarely employed to develop communicative competence (Benmoussat & Benmoussat, 2018). Consequently, poor results in the production of language have demonstrated how a strictly summative oriented approach impairs academic achievement at large. This is due to the unsatisfactory attitude learners tend to show towards summative assessment, "A challenge to you as a teacher is to change that

attitude among your students: Can you instill a more formative quality to what your students might otherwise view as a summative test?" (Brown, 2004, pp. 6-7). Therefore, an inattention to formative practices calls for a shift towards a balanced and learner inclusive approach to assessment.

The purpose of the current research is to explore the impact of formative assessment on EFL writing proficiency. Likewise, it attempts to raise awareness of the underutilized potential of formative methods of language teaching by highlighting its effect on written production, which serves as an indicator of pupils' academic achievement in language education.

This study will then attempt to reinforce the idea of assessment for learning and its incorporation by relating the concept's components to various aspects of writing.

Such themes will be explored in the form of two main parts. The first part addresses the theoretical background associated with formative assessment and its core aspects, its effect on learners' writing performance, and the interplay between language writing and feedback according to different views. The second part of the research is a review of three empirical studies from different geographical and pedagogical contexts. The last-mentioned are to be analyzed in terms of their methodological decisions and their findings. It is hoped that such analysis will bring about elaborate points concerning the various ways formative assessment can improve learners' writing performance, leading to greater academic achievement.

Part One: Theoretical Background

Introduction

Assessment is crucial to effective teaching and learning (Heritage, 2007). Nowadays, teachers do not restrict themselves to one type of assessment, but rather combine summative and formative tools to best improve and evaluate students' learning (Dixson & Worrell, 2016). Still, formative assessment in education is admittedly in vogue (Bennett, 2011). The present part attempts to provide a theoretical framework for the formative assessment of the writing skill by presenting the definition of assessment, its types and principles while mentioning the different types of feedback with an emphasis on formative feedback with an overview of teaching and assessing writing.

1.1. Definition of assessment

An inclusive relationship operates between teaching, learning and assessment since it contributes to the fulfillment of the latter. Black (1998, p. 8) believes that “instruction and assessment are indivisible”. Assessment is a broad term usually associated with students' learning outcomes within an ongoing and continuous process. It makes use of many techniques and methods in order to prize students' abilities. Heritage (2007, p. 140) affirms, "Formative assessment, if used effectively, can provide teachers and their students with the information they need to move learning forward." Namely, the basic aims of assessment are to address the extent of learners' achievement of instructional objectives, and to provide supplementary information about the effectiveness of the educational methods by pointing out learning gaps. Dixon and Worrell (2016) state that the aim of formative assessment is to upgrade teaching and learning while identifying students' difficulties during the period of instruction. Yet, teachers mostly use summative and formative assessment tools to test and measure students' progress. As suggested by Bloom (1969), formative assessment provides feedback by guiding students during the teaching-learning process. Unlike its counter, summative assessment evaluates learners' progress after the period of instruction (Bennett, 2011). Teachers conduct both types of assessment to promote successful learning.

1.2. Types of assessment

Teachers use two main types of assessment simultaneously. Correspondingly, alternative assessment supplements traditional assessment tests in order to ensure washback on different contextualized communicative tasks (Brown, 2004). On the one hand, assessment of learning, conventionally known as a summative assessment, is formally administered after a period of instruction and generally at the end of the teaching process to evaluate students' achievements and progress. On the other hand, assessment for learning, better known as formative assessment, is applied during the period of instruction to best monitor learning and teaching practices by identifying students' strengths and weaknesses to showcase how to improve the prior mentioned. Popham (2008) describes FA as a continuous process rather than just a test, "it is an essential component of the pedagogical process" (Black & William, 1998, p. 10).

Furthermore, formal and informal assessment can infer that formal assessment is not necessarily summative. Formal assessment is pre-planned and of an official character in defiance of an informal assessment, which is incidental, spontaneous, and non-judgmental for students. Teachers can assess students' learning through formal or informal tools (Asamoah et al., 2022). In addition, criterion and norm-referenced tests are prominent assessment types for they can achieve high reliability, validity and transparency (Burton, 2006). Norm-referenced assessment is a measurable process which relies on scores, and Biggs (1999) states that it mainly serves administrative purposes, while criterion-referenced assessment is based on the on-going measurement of students' performances depending on specific criteria.

FA conspicuously gained importance after teachers acknowledged that SA does not fully reflect learning achievements since it may cause anxiety, pressure, stress and demotivate students leading them to fail. Black and William's findings (1998) infer that marks do not deliver sufficient formative effectiveness and can be counterproductive, especially with lower ability learners. It also limits students when demonstrating their learning achievements. Additionally, SA is detached from

the teaching and learning processes, for it comes after the period of instruction, allowing limited feedback. Conversely, FA provides instant feedback on the effectiveness of both learning and teaching (Dixson & Worrell, 2016). It is more flexible than SA when used regularly, while it measures students' progress during learning allowing formative feedback. Thus, Heritage (2007) emphasizes the importance of formative feedback in FA for it encourages students to develop knowledge, skills, and affective dispositions in relation to content areas. Therefore, allowing them to progress.

However, despite such distinctions, both summative and formative areas prove to be fundamental to assessment as they complement each other (Dixson & Worrell, 2016). Undoubtedly, both types of assessment are equally important in view of the fact that FA allows showing progress, keeping students focused on their learning goals, while SA demonstrates whether or not the instructional objectives were reached, allowing teachers to revise their pedagogical choices. Accordingly, when designing assessment tools, teachers have to acknowledge their practicality, reliability, validity, authenticity, and positive washback to ensure the improvement of the classroom environment and the attainment of the learning objectives. Heritage (2007) asserts that effective FA allows time for meaningful feedback, re-thinking, and correct reasoning, it also identifies learning gaps. Thus, formative feedback gives students insights on what was successfully acquired and what needs to be worked on.

1.3. Feedback

FA followed by pertinent feedback powerfully enhances students' achievement (Hattie & Temperly, 2007). Black and William (1998, p. 16) declare that feedback joins assessment to enhance learning, "all these studies show that innovations that include the practice of formative assessment produce significant and often substantial learning gains". Feedback informs the practitioner and the learner about students' learning and understanding by communicating information about current knowledge in order to improve and help achieve the most desirable results of

teaching and learning. According to Hyland & Hyland (2006), feedback encourages and consolidates the learning process. However, Sadler (1998, p. 78) suggests that "students should also be trained in how to interpret feedback... it cannot simply be assumed that when students are given feedback they will know what to do with it." Moreover, FA at the end of teaching is irrelevant since it is too late to work with the results. "We conclude that the feedback on tests, seatwork, and homework should give each pupil guidance on how to improve, and each pupil must be given help and an opportunity to work on the improvement" (Black, 1998, p. 16). Guskey (2005) infers that feedback helps students improve by closing their learning gaps. Accordingly, it is essential for teachers to understand and adhere to the different types of feedback in order to affect learning positively.

1.4. Types of feedback

Formative feedback aims at improving students' learning (Dixson & Worrell, 2016). It can take various forms such as oral, written, formal, informal, descriptive, evaluative, peer and, self-assessed feedback; each targets a particular aspect to upgrade students' achievements. According to Hyland & Hyland (2006) written corrective feedback affects learners' proficiency, because teachers provide written feedback to students considering their achievements and lacks, in contrast to oral feedback that teachers provide orally given students' performances. Forasmuch, organized formal feedback is not the only tool that allows fruitful learning, adversely to informal and spontaneous feedback that, according to Hattie (2003), contributes to students' learning by keeping them engaged and motivated. While descriptive feedback provides meaningful detailed information that can contain suggestions to refine students' achievements (Fluckiger et al., 2010), evaluative feedback only measures students' outcomes by providing specific information.

Furthermore, according to Alqassab et al. (2018), peer feedback "involves judging the correctness of a peer solution and producing statements to support or explain these judgements" (p. 182). It is valuable for large classes where teachers cannot provide each student with personal feedback comparable to self-assessed feedback which is auto-generated by students allowing them to reflect on their

studies being aware of their strengths and weaknesses. Nicole and Macfarlane-Dick (2006, p. 205) assert seven effective feedback principles that can strengthen students performances, the former "clarify what a good performance is, facilitate the development of self-assessment, deliver high quality information about learning, encourage teacher and peer dialogue, promote motivational beliefs and self-esteem, provide opportunities to identify the lacks and information to help shape teaching." Altogether, the different types of feedback allow guidance in achieving learning objectives.

1.5. Formative assessment strategies

Heritage (2007) defines FA strategies as "on-the-fly, planned-for interaction and curriculum embedded assessment" (p. 141). Shavelson et al. (2008) define assessment as being instant informal conversations that teachers elicit to best monitor learning during instruction. Informal FA promotes students' creativity and engages them in classroom conversations (Nieminem et al. 2020). In addition, teachers determine a "Planned-for interaction" assessment before the period of instruction to guide students' thinking toward their learning goals. While Shavelson et al. (2008) claim that a "curriculum-embedded" assessment is a "ready to use" assessment pointed in the curriculum (p. 301). Thus, FA is built into curricula at specific points to provide teachers insights into learners' understanding.

1.6. Teaching and assessing writing

There is no doubt about the importance of writing as it is the foundation of all learning. Crystal (1999) describes writing as "a merely mechanical task, a simple matter of putting speech down a paper. It is an exploration in the use of the graphic potential of a language, a creative process and an act of discovery" (p, 214). It implies the comprehension, evaluation, and application of acquired knowledge. Therefore, writing assessment is crucial for improving teaching and learning. However, in order to successfully learn a language, teachers must be acquainted with their students' learning objectives to know what to teach. Specifically, academic writing is a relatively formal type used in pedagogical settings to

persuade, analyze, synthesize and convey an idea to the reader. It includes reports, essays, compositions, term papers, journal articles, case studies, research papers and dissertations.

Many approaches were introduced to teaching writing, yet, the product-based approach, the process-based approach and the genre-based approach are the most significant ones. On the one hand, the product approach focuses on students' production; as stated by Nunan (1991, p. 86), it "focuses on the end result of the learning process, what is expected from the learner is to do as fluent and competent user of the language". Thus, learning to write involves understanding grammar to produce the latter accurately and show adequate mastery of the language. On the other hand, the process approach allows the contribution of both teachers and learners through the writing process. Graham and Sandmel (2011) define the process writing approach as one where the writer evaluates, edits, and revises their texts, producing several drafts before arriving at the final product. Similar to the product approach, the genre approach attempts to identify and teach the features of a particular genre of successful writing. These include; according to Paltridge (2004), teaching essays, assignments and other pieces of writing that students need to produce in academic settings with great focus on language and discourse features attending to the context of the text.

To enhance their writing skill, students and teachers implement multiple assessment strategies. These include portfolios, journals, peer and self-assessment among many other strategies. Portfolio assessment improves testing processes, and strengthens students' learning and teachers' roles (Brown, 1998). As defined by Genesee & Upshur (1996), a portfolio is "a purposeful collection of students' work that demonstrates to students their efforts, progress and achievements in given areas" (p. 99). It can include essays, compositions, reports and journals. Journal writing benefits students' achievement by "enabling them to think and write reflectively"(Lew & Schmidt, 2007, p. 579). As for peer and self-assessment, Topping et al (2000) conclude that they are powerful tools for enhancing students' writing. They further add, stating that an exchange of feedback allows students to

reflect on the potential influence of such methods and the learning outcomes that develop accordingly. Therefore, being a good writer is not easy, yet it can be achieved through a thorough collaboration between teachers and students. By testing students to identify their learning gaps, and with formative feedback, guide their progress towards achieving the instructional objectives.

Conclusion

To summarize, in the previous decades, teachers were traditionally habituated to estimating students' progress using SA to grade students' output after a certain period of instruction, mostly serving administrative purposes, until they switched focus to improving students' achievements. Now, teachers realize that obtaining grades is not as important as getting students to master the writing skill effectively. The current part provided insights regarding FA as a tool that promotes the effective teaching of writing and the latter's effects on students' writing skills. The next part is devoted to the analysis of three empirical studies which tackle the issue at hand in terms of their methodological decisions and findings.

Part Two: Review of Empirical Studies

Introduction

The second part of this research intends to complement the idea of FA tools and techniques as a fundamental aspect in EFL teaching of writing by analyzing three articles that have been selected to support the purpose of our research as they offer relevant insight from different pedagogical contexts. These will be tackled and examined across various main lenses, each dealing with the respective metrics regarding their methodological decisions and the findings reached, while critically comparing and contrasting the studies.

2.1. Overview of the three articles

2.1.1. Mueller-Lyaskovets & Horner (2021)

First, Tetyana Mueller-Lyaskovets and Olena Horner's (2021) conducted their research in a German university that involved students from upper intermediate (B2) and advanced (C1) reading and writing courses. The length of which spanned across three years, such a wide temporal range gives the results a slight edge in terms of credibility. As for the FA techniques implemented, they were adapted according to the performance level expected from each group; the advanced level group was assigned to develop a small research paper, certainly a more demanding task for a higher academic degree than essay writing.

In hopes of elevating student motivation levels, these FA-imbued courses were constructed with the aim of raising students' awareness of the concept of writing as a thinking process, rather than a written product. Within this vein, teachers planned conversations and applied feedback to highlight the value of prioritizing communicative function over grammatical form.

The mixed instruments employing both qualitative and quantitative features were used to compensate for the weaknesses of each approach, resulting in a complete evaluation of data. For the sake of confirmation and organization, a pre-test was administered as a diagnosis of writing skills.

2.1.2. Naghdipour (2017)

The next article by Bakhtiar Naghdipour (2017) carried out its research on Iranian EFL translation university-level learners. These 34 participants, most of whom were female, were not familiar with essay writing in English, with the exception of four students. This decision helped prevent factors such as inconsistent performance levels from interfering with the strategies of FA implemented during the research, potentially rendering the results invalid.

The intervention implemented consisted of a number of different FA strategies. First, teachers shared details regarding the semester's course and what is expected from students to know by the end of the term. Such increased involvement strengthened the teacher's and learner's roles, focusing the latter's attention on the learning process. Discussions and questionnaires were additionally applied to foster greater comprehension from learners. Furthermore, the fact that formative feedback was provided on both individual and group scales means that both qualitative and quantitative spheres of evaluation were sufficiently covered.

In order to foster instructional scaffolding among learners through feedback effectively, students were paired and grouped heterogeneously. Moreover, the administration of self-assessment tasks and portfolios increased students' motivation levels as they grew more autonomous. This also provided a more systematic and meaningful way of assessing students by observing their progress in authentic language use in real-time.

2.1.3. Lee (2011)

Icy Lee (2011) examined the extent of FA tools as curated by teachers in EFL classrooms. In particular, participants relevant to the research consisted of junior secondary school students from a single classroom in Hong Kong. In order to pin down the general opinion of students towards writing as a course and to test how they view its evaluation, a questionnaire was delivered at both the beginning and the end of the study. The researcher did not neglect the teacher's role in FA implementation. In fact, the instruments, many and varied, were used in the interest of gaining a clearer understanding of their perspective: Field notes, interviews, and observations.

The teacher, Tina, who collaborated with the study, was motivated to bring change to current evaluation trends in order to improve the learning experience for learners, and to make writing pedagogy more valid and authentic through FA. Tina made radical alterations to existing EFL teaching directions by veering into a FA-focused system of evaluation. This includes decisions relating to pedagogy, such as involving students more with pre-writing tasks to stimulate deeper learning of writing points. Multiple drafting, on the other hand, allowed the teacher to peer into the development of students' writing process in real-time. In order to build a learner-inclusive learning environment, self and peer-evaluation plans were implemented. Such commitment may prove that FA does not reduce the teacher's role. Rather, FA in EFL can operate successfully thanks to a symbiotic relationship between learners and teachers who are aligned in their goal of bettering language performance.

Further, feedback/pre-established assessment criteria were used to clarify learning objectives, allowing for a smoother flow in the learning experience. Lastly, feedback, a central component of FA, was applied through a variety of practices. Grades were played down to focus students' attention on meaningful feedback from the teacher's comments. Error correction was innovated by employing selective and uncoded feedback, which meant that unnecessary factors were not highlighted, and the correct writing was intentionally left ambiguous to elicit learning through thinking.

2.2. Comparison and Contrast of the Main Findings in Each Article

Through their results, the three articles affirm FA's overall positive impact on EFL writing instruction. The extent of this effect is demonstrated via pre-tests and post-tests, from which either or both quantitative statistical differences of outcomes and observed qualitative data are interpreted according to what they suggest within the topic at hand.

2.2.1. Learners' Attitudes with FA

Each study tackled the learners' attitude toward the writing skill and its assessment. Mueller-Lyaskovets & Horner (2021) and Naghdipour (2017) ran multi-item questionnaires both before and after the duration of the study. Particularly, Mueller-Lyaskovets & Horner (2021) addressed the question in a more

systematic but less thorough manner using a student opinion survey including numerous batteries, which is likely a fair direction given the fact that the participants of Mueller-Lyaskovets & Horner (2021) belong to a seemingly older and more advanced demographic of language learners than those involved in Naghdipour (2017). Therefore, it is expected of them to not only answer faithfully but also to provide more informed expressions. This augmented focus on learners' beliefs in line with the intentions of Mueller-Lyaskovets & Horner (2021) of gauging FA's role in writing as a process and how by extension, it assists students in motivating them to develop as writers. Further, a valuable description of the pre-test questionnaire in the study of Mueller-Lyaskovets & Horner (2021) revealed how summative conventions built a crucial misconception about the nature of feedback, which is often mistaken as mere corrections.

On the other hand, the results presented in the study by Lee (2011) are generally positive towards FA imbued writing classrooms. From the self-reported comments, readers are allowed to step into the students' perspective and notice what really makes teacher-implemented FA methods more desirable for learning centeredness than their summative grade focused counterparts. Although this study is adequately significant in terms of qualitative details as it offers extensive insight, the scale at which it operated was comparatively smaller. Hence, it is not as adequate for quantitative statistical comparisons as the other articles.

2.2.2. The Impact of FA on Students' Writing Performance

Concerning the specifics of items such as questionnaires and interviews, the results presented by Lee (2011) are amply intriguing as they originate from an abundance of diverse and rigorously applied instruments. Students have stated how their perceptions on writing changed due to a motivational boost stemming from the type of interactive activities taught.

The work of Mueller-Lyaskovets & Horner (2021) shares the same sentiment that FA-oriented pedagogy was overall beneficial to their writing progress. It supplements learners' academic journey and naturally improves their writing via meaningful feedback. The majority of students firmly acknowledged those facts by the account of the close-ended questions. The students' open-ended comments

further confirm the notion that FA courses have had a positive impact on their motivation.

Likewise, Naghdipour (2017) addresses this matter in the same fashion. Although, it may excel from the rest in terms of contextualizing the results with pre-established ideas in a coherent and easy to read order thanks to the section's connecting title and the concise paragraph style, which also grants a practical quality to its structure and flow of ideas.

However, in respect of the sheer amount of content, Lee (2011) and Naghdipour (2017) have accomplished to stand out the most as the works elaborate on the aforementioned points substantially more. As they burrow into their respective strategies employed, students showcased the strength of feedback by illustrating how it widened their lexicogrammar spectrum. Self and peer-assessment were even described as essential to the writing classroom experienced by some students. Discussions allowed students to exponentially grow as reflective individuals, and learn from each other as social communicators. The acts of de-emphasizing grades lifted a heavy veil of pressure and distraction on students. The effort of releasing grading from feedback proved how connecting the latter with learning is generally a more supportive alternative to a discouraging fixation over marks. The challenges brought by portfolio assessment cultivated a much needed sense of responsibility within students and served to encourage practice.

Naghdipour (2017) included modest accounts of concern. Namely, the complaints were about language difficulty and content inflexibility. In addition, students who weren't especially in favor of the heterogeneous pairing/grouping preferred to have the freedom to pick whomever peer they saw most beneficial as a dynamic pair/group.

2.3. Discussion

The wide array of data extracted from the three empirical studies portrays the several characteristics of FA viewing their elaborate functions from a long-term perspective demonstrating how the application of each of its features proves to be fruitful in its specific area of specialization around the writing skill. This advantage

relates back to Black and William's (1998) previous statements about complementing learning through the application of formative procedures.

To elaborate, Naghdipour (2017) evaluated students' writing performance in terms of a number of criteria, namely grammar, vocabulary, coherence and cohesion, and task achievement regarding essay writing. As a result, some issues showed a higher degree of influence than others did; grammar and lexical resources saw the most favourable changes. This division offers a more nuanced outlook on how FA strategies can touch on different components of writing. Further informing us about the potential unique strengths of the FA methods implemented during this research.

When such aspects are accumulated in the broader scheme of EFL evaluation, the formative approach fills the gap that has long separated effective teaching of language competence from academic achievement. Students under a FA process show an increased desire to learn how to write across various ages, differing levels of learning, and diverse pedagogical contexts regardless of which method is applied. This spark of interest lets learners perform better as they are more motivated, which in succession rewards them for their effort when they achieve, essentially creating a cyclical mechanism of natural and harmonious learning. A continuous process incited by feedback akin to what Brown (2004), and Bloom (1969) previously expressed on FA operating as guidance for learners.

In addition, while summative measures still possess qualities that are indispensable in a formal educational setting, issues around its misuse remain present. Accordingly, strengthening the application of FA allows language production pedagogy to progress from its summative inclination towards a more fulfilling direction. In this reality, EFL students cease to view learning as merely an obstacle to overcome, while teachers take on the qualities of a promoter of learning. This setting corresponds with the notion of Black (1998) that learning and assessment are inclusive items that should be viewed as components of the teaching whole.

Conclusion

The current part has dealt with the impact of FA strategies on language writing in English by looking in depth into three experimental studies. The results of which were juxtaposed. Then, inferences were discussed on the basis of the vast amounts of data they provided about which methods were used and the details surrounding their circumstances of learning. All of which further emphasize the crucial role FA plays in effectively eliciting favourable language production by virtue of its eclectically multifaceted nature.

General Conclusion

In summary, the current study provided an account of FA, describing its key role in teaching writing, and further highlighted its gainful effects on language production. The first part established the theoretical framework of FA and its function in general assessment by exploring its value and place in language education according to different views. While also describing the concepts surrounding the study, namely feedback and writing, and how the latter can be supported via FA.

As for the second part, three empirical articles focusing on the impact of FA on writing skill were selected for review and analysis. First, the studies were briefly summarized as to participants, instruments, data analysis procedures, and the context in which each study was conducted. Then the part underwent a section of comparison and contrast. In which the major findings in the articles were dealt with, then discussed in order to bring to light the various points that make FA a crucial influence on learning and a guiding source for teachers and learners.

Hence, according to the various sources tackled across this research and the insight gathered from them. A proper realization of FA's potential proved to yield significant learning benefits; learners had a positive attitude toward the FA procedures implemented during the studies, which allowed them to perform better in language production.

However, the extent of these gains is largely dependent on the parties involved; how receptive toward a learning-oriented shift are the students? Will they be able to easily cast aside their summative impulses? Are the teachers willing to take on the flexible attitude required to apply FA as suitably as possible? Can every learner successfully adapt to a FA-oriented classroom? Will the administration be eager to support this task with the materials needed? These questions, among many others, show that assessment, and by extension language education, is to be handled with awareness. Therefore, it is hoped that by account of this research, light has been shed on the notion of FA and what makes it a valuable addition in the scope of EFL.

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ملخص البحث

أثر التقويم التكويني على إنجازات الكتابة عند طلاب اللغة الإنجليزية كلغة أجنبية

لمعالجة قلق التقييم النهائي التقليدي لمهارة الكتابة تهدف الدراسة الحالية إلى المقارنة والتباين بين ثلاثة مقالات بحثية تتناول التقييم التكويني وأثره على الأداء الكتابي في مجال تدريس اللغة الإنجليزية كلغة أجنبية. تعمل الدراسات المختارة في سياقات تعليمية مختلفة حيث أن كل عمل أخذ من سياق جغرافي مختلف حيثما يتكون المشاركون من تلاميذ في اللغة الإنجليزية كلغة أجنبية الذين يختلفون في العمر والمستوى والجنس وفقاً لكل من المقالات البحثية المختارة أما الأساليب فهي ذات طبيعة تجريبية حيث تنفذ إجراءات كل بحث تصميمات نوعية وكمية فيما يتكون كل منها من كتابة اختبارات أولية وبعديّة واستبيانات كأدوات لجمع البيانات في نهج تجريبي الذي يتعامل مع مجموعات متعددة من المشاركين على التوالي. وتوضح تقارير الطلاب كيف أن النهج التكويني لتدريس كتابة اللغة الإنجليزية كلغة أجنبية يفيد تجربة التعلم إلى حد كبير حيث أنه أظهر أن الإنتاج الكتابي في إطار تقييم موجه نحو العملية مكاسب كبيرة في الأداء من المتعلمين حيث اتخذ معظم الطلاب موقفاً إيجابياً تجاه الاستراتيجيات التكوينية المنفذة خلال كل دراسة.

الكلمات الرئيسية:

تعليم اللغة الأجنبية، التقييم التكويني، الاستجابة الدراسية، الانجاز في الكتابة، أداء الكتابة، فصل اللغة الاجليزية كلغة اجنبية.