The Use of Formative Assessment in Improving
Students' Writing Ability
The case of second year students
at the University of Mascara   *Moussedek Sara*

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Abstract

The purpose of this study is to explore the utility of formative assessment of the writing skill in the English language to leverage students' productivity. To this effect, three basic tools are employed to ensure triangulation and achieve the predetermined objectives. These include an observation, a written test, and teacher and student questionnaires. The result shows that the majority of students like composing in English despite the difficulties that prevent them from producing a final draft. Teachers also believe that time constrains them from continuously assessing their students' productions. The research supposes some strategies that would enable students to refine their composition.

Key words: *English, language teaching, productivity, composition, formative assessment*

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Introduction

Formative assessment is thought to be a useful activity that has a direct effect on both teaching and learning. It is the continuous process that aids students as well as teachers to improve the achievement of certain learning outcomes. Consequently, it is an integral part in teaching used for gauging students' competencies and level of language skills acquisition, especially writing.

Writing is a cognitive productive activity. It requires creativity on the part of the writer. In addition, it is a means to an end, a means to the communication of ideas. Hence, writing gains increasing importance.

Composition requires thorough preparation and mastery of a set of conventions and rules including mechanics and grammar. Students, in this respect, have to focus rigorously on practicing such a process to achieve their learning goals. For this reason, teaching and evaluating students' productions are difficult processes as they require systematic implementation and teacher expertise to fuel the learners' motivation to write.

In fact, students have to acquire a set of skills, especially writing, which would enable them to accomplish their learning. However, it has been noticed that teachers are not satisfied with their students' writing performance, particularly in terms of coherence and mechanics. Moreover, students still find it difficult to write complete essays as they struggle to choose the adequate words and generate noteworthy ideas.

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The purpose of this study is to investigate the utility of formative assessment in improving the way students write. To reach this end, the following research questions are asked:

1. How can formative assessment improve the way EFL students write?
2. How can students perceive writing in English?
3. What are the main difficulties faced by learners when they write?

Following these questions the subsequent points are hypothesized

1. Formative assessment is an important and practical tool in improving EFL students' writing ability.
2. Students are often reluctant to write in English.
3. Students may find that diction and drafting detract from their writing ability.

Three basic tools will be employed to ensure triangulation and to achieve the predetermined objectives. These include observation, a written test, and teacher and student questionnaires. The paper ends up with a conclusion where some recommendations are suggested that would enable students improve their writing performance.

Writing

Foreign language learners have to acquire a set of language skills and writing is no exception. It is by far the most complex and difficult of the four macro skills. It requires mastery of certain rules and cognitive processes that make it an ordeal; besides, writing was neglected in the history of teaching English whether as a second or a foreign language (Al-Mhrooqi et al,

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2015). In fact, "in comparison to speaking, listening and reading, writing outside of school is rare" (Weigle, 2002: 4).

Approaches to Teaching and Learning Writing
Product Oriented Approach

This approach is also recognized as the skills based approach. It is the most traditional approach; it stresses the teaching of mechanical aspects of writing. It is mainly teacher-centered. According to such an approach, students are engaged in tasks selected by their teachers about writing mechanics such as spelling, grammar, punctuation, and sentence construction. Moreover, students' productions have to be neatly managed.

This approach, however, has been subject to criticism. Some claim that it is demotivating as students are constrained when they have to pay special attention to rules. It also neglects the fact that writing is a creative activity that requires consideration of both audience and purpose when composing.

The Process Oriented Approach

This approach is primarily student-centered. It emphasizes students' creativity and cognitive aspects of writing rather than the mechanics of writing. Accordingly, when composing, students manage the proceeding of their ideas through different stages including planning, drafting, and revising. Its main focus, therefore, is to engage students in free-writing models since it stimulates interest and increases motivation. Furthermore, this approach pays little attention to perfectness and accuracy in writing since its major concern is the processing of ideas and creativity. (Wagner, 2002)

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Formative vs. Summative Assessment

It is of importance to draw a clear cut distinction between formative (informal) and summative (formal) assessment. While the former is primarily used to diagnose students' progress and to define the strengths and weaknesses in order to provide useful feedback, the latter is designed to measure their achievement and to grade them accordingly.

Summative Assessment

It is also known as normative assessment. It takes place at the end of instruction and its overriding purpose is to judge students' performance in various skills in a more holistic standard way to grade and group them. George and Cowan (1999: 1) identifies it as

> "judgments when the conclusion which is rushed is, at least for the immediate future, the basis of one or more decisions which stem from that judgment- whether it is of the competence of a person or a department or an institution."

This assessment is mainly used to grade learners through final examinations to testify their competence.

Formative Assessment

James Popham (2008: 6) provides a thorough definition of formative assessment when he states that

> **"**Formative assessment is a planned process in which assessment-elicited evidence of students' status is used by

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> teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics."

Formative assessment is mainly an educational activity that helps develop and improve a student's achievement and the teaching-learning process in general. It is a process that might be employed to regulate teaching according to the actual learning needs. This assessment requires organized plans and thorough preparation when gauging learners' attainment.

Assessing Writing Ability

Teaching writing is the most difficult experience, especially when evaluating student's compositions. Since writing develops a student's reasoning, its evaluation is time-consuming. Besides, teacher's negative response to what has been written may affect a student's self-esteem and perception about writing. Harris (1993: 98) points out that "in relation to writing" assessment "means that teachers need to be able to do more than to assign a generalized grade (A, B, C or good, average, and so on) to a piece of writing" . Thus, it is imperative for the instructor to change his role from a critic to a guide in determining his students' strengths and weaknesses in writing and thereby improve their ability. This can only happen through formative assessment.

Hamp-Lyons (1992) suggests three main steps for teachers of writing to follow when employing formative assessment. These are

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Correction: the teacher indicates the students' mistakes and provides an appropriate correction. The purpose here is to enable the learner to recognize the error and learn the appropriate forms.

Controlled correction: it helps developing self-correction as learners' mistakes are not corrected but rather identified through the use of symbols (S-for spelling, T-for verb tense, ?M-for meaning not clear…etc). The learner can then pinpoint the faults and look for their corrections to refine his performance.

Guided correction: here the teacher may either identify where mistakes are made or just list the different kinds of errors without telling where. Consequently, the student has to search and spend time in identifying and correcting his errors so that the correct form and way are fossilized in his mind.

Scoring Student's Papers

It is common belief that each practice stems from a given theoretical base. Hence, scoring students papers relies on the different theories of testing writing ability. In other words, it draws its scale from what has to be measured. However, the choice of the scale causes controversies among correctors as far as test's characteristics are concerned. To name but a few, validity ("to be valid, an assessment procedure must measure what it claims to measure") and reliability ("the consistency or stability of any experimental effect" (Falchikov, 2005: 28)) are the best known attributes.

In her work, Weigle (2002) lists three scoring scales (primary trait, holistic and analytic scoring). She identifies two main attributes that characterize scoring students' composition: "whether the scale is intended to be specific to a single writing

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task or generalized to a class of tasks (broadly or narrowly defined), and whether a single score or multiple scores are given to each script"

Primary Trait Scale

Llyod Jones (1997) sets the yardsticks of the primary trait scoring. Its main concern is to check student's writing ability and response to a particular task, i.e., if students are asked to describe an event, the teacher's task, then, is to see how far the learners succeed in describing, while other aspects of writing are less important. The primary trait, therefore, refers to the purpose of writing, i.e., to persuade, to argue, and so forth. When using such scoring scale teachers have to define the extent to which the learner respects the assignment.

Holistic Scoring

It is also referred to as impressionistic scoring, i.e., a general impression is made to evaluate a student's piece of writing. It has been widely used in measuring the writing ability. The teacher can score a paper more than once. White (1984) identifies a set of characteristics for such scoring approach. He assumes that it is motivating on the part of learners as it states the strengths of their written papers rather than weaknesses. He also points out that it gives necessary data about important aspects in writing such as the processing of ideas. One can therefore assume that such a scale is handy since it enables the teacher to progressively evaluate and ameliorate the learner's performance.

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Analytic Scoring

Such scoring is built on the assumption that a successful piece of writing is rather due to the mastery of each component of the writing process, i.e., context, content, structure, and mechanics. Accordingly, the teacher determines the strengths and weaknesses of each paper in detail. In other words, each component has to be evaluated. Here, the teacher is rather objective as he sets clear instructions and rules to be followed in each paper. Consequently, analytic scoring methods are more reliable than holistic scoring. However, this scoring rubric has been subject to criticism. It has been claimed that it is time consuming and overwhelming to the student and teacher. White (1984: 114) assumes that in analytic scoring methods "too much attention to the parts is likely to obscure the meaning of the whole". So, this scale may rely heavily on mechanics that are thought to constrain the learners' processing of ideas.

Methodology

The purpose of this study is to show how formative assessment to writing in a foreign language produces positive results for EFL students. More particularly, the researcher aims to reach the following objectives;

1. To investigate the role of formative assessment in improving the way students write.
2. To diagnose the main difficulties faced by learners when they write and to find how they can be overcome.

Sampling

At first year, students are taught the mechanics of writing and the way they structure and organize a given piece. It is

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therefore at the second year where students might be able to write effectively, but as far as their level is concerned, they still struggle to produce a well organized piece of writing. Moreover, at the third year they are required to accomplish a dissertation to fulfill their Licence degree in English. Thereby, the researcher has chosen second year English students at the University of Mascara as a case study to testify the usefulness of formative assessment in improving their writing skill.

Research Tools

To collect raw data the researcher, based on the primary data (review of related literature), uses observation, student questionnaire, teacher questionnaire, and a written test as necessary tools to ensure triangulation and to achieve the research objectives. These tools will be discussed and analyzed in detail.

Analysis and Discussions

Classroom Observation

Interviews, conversations, field notes, and audio or video recordings are used to record observations. In this investigation, the researcher uses field notes as a technique to collect qualitative data from February to May 2013, every Sunday and Monday. During this period basic notes have been recorded and two different sessions have been presented by the researcher. The first session provides an overview concerning the writing skill, how can a given piece be managed, and a task has been given so that the investigator can establish an idea concerning students' writing ability.

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The researcher starts with description of the classroom observation, one of the most common tools in collecting qualitative data. It diagnoses the extent to which formative assessment is actually being used. During the courses that have been attended, this instrument provides valuable insights that stand as a point of departure to data interpretation.

It has been noticed that students are required to attend a course that is followed by a 'TD' session to practice what has been taught. For instance, the teacher provides his students with handouts including a definition of a diary supplied by written examples to make things clear. Then, he allows students to read the content while he explains and sort out the distinguishing characteristics of a diary. At the end, learners are asked to write and read their own productions. Likewise, the students practice reading and writing at the same time.

During the next meeting, the investigator has observed that the teacher most often relies on group work. He distributes some of his students' productions and asks them to find out mistakes. The aim of the latter is to identify learners' recognition of their own faults. Students, in fact, become aware that they use too many details in their introductions, their essays lack coherence, they make spelling and grammar mistakes, and their focus on the product detract them from logically organize their ideas.

In another session, the instructor distributes texts that contain faults. The teacher's objective, in this course thereby, is to help learners get rid of their errors and easily detect faulty mechanics. He then asks his students to read them carefully, sort

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out the mistakes that have been made, and then correct them. Moreover, he asked them to read the corrected version.

Based on what has been observed, the following comments are made:

- Even though learners are frequently granted the chance to write, and then, present their work for assessment, they still struggle with coherent and accurate essays writing.
- Students' major deficiency is in generating ideas, the choice of words, and the mechanics of writing.
- The fact that they are stressed when composing inhibits their writing ability and prevents them from achieving better results.
- Time constitutes an obstacle that prevents the teacher from employing assessment regularly.
- Students do not appreciate the feedback received from their teacher because they do not use it in revising their texts. They underestimate assessment and find it discouraging.
- Students often use translation as a time saving technique that in fact creates language interference and negative transfer of meanings. They, therefore, cannot communicate clearly their ideas.

It is worth noting then that the teacher should look for techniques to fuel the learners' motivation to write in the target language and to change their attitudes towards assessment and feedback. Besides, they should be taught the systematic ways of employing their mother tongue such as using the translated first language literature rather than struggling to eliminate it.

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Student Questionnaire

In order to pinpoint the main problems faced by learners when they write, the researcher administered a questionnaire to one hundred and five second year students from the groups where the observation takes place. The questionnaire includes nine items; students are required to tick the appropriate answer. It also includes one open ended question aiming to provide suggestions student perceive as important in improving their writing ability.

The first item aims to sort out students' attitudes towards the pedagogic approach followed in teaching and learning English. It can be noticed that 67% of our participants accept the procedures used to transmit information. Yet, this is not the case for 33% who represent more than one-third of the total who do not like the way English is actually being taught.

The second item's objective is to find out the status of each language skill. The result shows that the majority of the respondents who represent 48% consider speaking as the most important skill, 21% favor listening, 18% prefer reading, while only 13% of them think that writing is important. This, however, contradicts with the next item whose aim is to ascertain the status of writing and its importance. The result reveals that the great majority of the students like to write in English. On the other hand, a total of 7% of the population show boredom towards such a skill.

The purpose of the fourth question is to determine the percentages of students who face difficulties when they write. The statistics show that a total of 87% of learners encounter

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obstacles when writing while the rest and who are around 13% find it easy to compose in English.

The fifth item aims to find out the difficulties that hinder students' writing ability. 40% of the respondents claim that vocabulary and the choice of words is their greatest monster, 20% attribute their failure to the lack of grammatical competence, 20% consider generating ideas as an obstacle, while the rest 12% find no difficulties when writing.

The sixth question seeks an understanding of the way students' organize their writing, particularly the use of the process oriented approach as being the most useful strategy. It can be assumed from findings that 60% of the students use such process when they write, yet, around 32% do not apply such a strategy while 8% prefer blending both approaches.

The objective of seventh item is to determine the difficulties students encounter when they write an essay. The statistics ascertain that the majority of students encounter problems in composing the first and second part of an essay i.e. around 43% find it difficult to write the introduction while 45% struggle to write the body. The rest of learners who constitute 12% of the respondents cannot write the appropriate conclusion.

The eighth items' aim is to see the extent to which learners' gauge their own progress i.e. the use of self assessment. One-third of the respondents do not assess their writing ability, yet the rest who represent 64% claim that they use such a process.

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As for the last question, the researcher tries to include students' contribution in providing different strategies they think would improve their writing ability. Therefore, within an exception of 3% who did not respond, the following results can be drawn:

- 59% of the total consider reading as the first tool that would empower their writing ability but they find reading tedious the reason why they don't have the systematic ways to transform their thoughts into words.
- Others and who constitute 12% of the population believe that there is no other strategy that may refine their writing more than practice, while 20% think that merging the two skills, reading and writing, is necessary.
- Some students who represent 6% of the total opine that remedy is to be found in group work and the use of social networking and blogs.

Discussion of the results

Conversely to what has been hypothesized, the survey has shown that the majority of students like to write in English despite the difficulties that they encounter and that hinder their ability to write. Besides, learners believe that practice is a necessity in refining their writing skill. They are also aware of the fact that they should read to enrich their vocabulary. Moreover, they think group work, peer assessment, social networking and blogs contribute to the improvement of their writing ability.

Teacher Questionnaire

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As it is often agreed that the four language skills cannot be disassociated; the questionnaire has been intended to English teachers at the University of Mascara including those who do not teach writing. The teacher questionnaire is distributed to twenty four teachers but only seven respond while the others claim that they do not teach written expression. The researcher manages ten items whose purpose is to find out the way teachers use assessment in gauging students' compositions and to inquire the utility of formative assessment in improving the writing skill. It also seeks teachers' contributions by providing valuable strategies that might improve students' performance. The findings are as follows:

1. Teachers assert that students' needs are the first to be concerned when they teach, especially teaching them to write. Therefore, there are no specific objectives to be determined.
2. Some of the participants sate that most often students' compositions are assessed. Others assert that they provide writing activities that are followed by guided correction to help them overcome deficiencies. While some use writing tasks just as a warm up that does not need much attention, others consider practice and grammar as necessities when evaluating students' papers; so, they make use of home work activities so that students can improve.
3. Teachers assert that their basic concern is to assess students' present abilities to write. One teacher claims that he considers the learners' specific goals for improvement. Others, state that they are provided with specific elements assigned in the curriculum that have to be followed.

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4. Most of the participants state that they are not satisfied with their students' performance. They claim that students most often make grammar and spelling mistakes, their essays lack coherence, and they provide little information that makes their writings less communicative.

5. Most of the participants propose reading to have direct impact on successful writing. They further suggest practice, group work, and authentic or self assessment as necessary means in improving students' composition.

6. While some teachers' do not consider assessment a handy tool in improving students' writing ability, others believe that it would have a positive impact on their performance. Moreover, they attribute success in writing to positive feedback and remedy afforded to learners according to their performances.

7. Based on what has been suggested, reading is thought to be the basis of writing. Some teachers propose the use of an eclectic approach would have fruitful results. In addition, practice and self assessment are supposed to be the ever useful strategies.

Discussion of the results

Even though the teachers claim that they consider their student needs when answering the first item, most of them assert that they often evaluate their learners' writing ability according to their actual abilities and the curriculum and not to the student needs. Furthermore, contrary to what has been stated, apart from final examinations or summative assessment, teachers do not use formative assessment. So, one can take for

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granted that lack of continuous assessment due to time constraints detract from the improvement of students' performances.

As far as students deficiencies are concerned, teachers claim that grammar, choice of words, and coherence are the chief problems that hinder their writing ability. Moreover, teachers' comments are discouraging to students. But in fact and based on what has been noticed when distributing the questionnaires, the extolled dogma of teacher centeredness gives students less chance to free their thoughts. Besides, teachers are not aware that the process approach is required at initial stages of writing to end up with a flawless piece as a final target.

The Test

The researcher makes use of test as a necessary tool to diagnose students' deficiencies in writing, and thereby to supply them with feedback to improve the way they write. However, the administered test cannot fit the investigator's aims owing to time constraints because formative assessment is known as a continuous activity that should be carried out during the learning process.

As to what has been noticed from students' productions, the main difficulties that hinder their writing ability are mechanics, generating ideas, and choice of suitable words. Moreover, students are reluctant to write because most of them do not get back their work in time. Further, the students' aim is the mark and not competence. Since it is challenging to write in a foreign language and teachers do not accept the fact that students are not equipped to deal with critical thinking and logical discussions, most often rote learning and mimicry are

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more supported and thought to have an impact on students' performances.

Recommendations

The teacher plays a crucial role in improving students' achievement through the establishment of well-managed rubrics. In other words, writing instructors have to prepare and design courses that can stimulate students' interest and fuel his dying motivation towards such a skill. It is, therefore, of importance to include the writing task itself, reading the input, and positive feedback as essential strategies that would refine learners' writing.

1. An emphasis on reading and writing practices

All good writers are in fact those good readers who have been exposed to selective and motivating literary sources and, consequently, practice composition. It is often taken for granted that literary models help learners to improve their language proficiency. They are thought to be necessary for studying mechanics as well as best wording and processing. In fact "literature represents the very best writing that exists, which automatically makes it ideal for teaching good writing." (Williams, 2003: 167).

Translated first language literature has, also, positive impact on EFL learners; yet it gains little concern. This source has a number of advantages that can even prevail over that of any other language material. According to Gray (2000) a list of benefits for language learners and teachers can be attributed to this literature. To name but few, students can easily understand its cultural background and recognize the plot, characters, theme, etc. It is less threatening for them especially if they know

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the original version. It also enables them to easily transfer and carry over forms and meanings from and to the target language.

2. Feedback

It is worth mentioning that a good deal of research opines that feedback on the content and organization by indicating the strengths and weaknesses is likely to improve the quality of students' writing. Therefore, providing regular, direct, and positive responses might necessarily boost up the level of students' composition.

3. The use of internet

Internet is often qualified for bringing people from different backgrounds into a unified world, where English represents the commonly used code of communication. In fact, the imperative use of internet led to its spread along several areas and the field of language learning is no exception (Williams, ibid). English language learners hereby can look for authentic resources in this virtual world to improve their writing skills.

Furthermore, students can get an easy access to online dictionaries that afford word meaning, idiomatic expressions, and language games. They can also use websites that provide writing exercises as well as correction to learners' compositions such as -whitesmoke- the world-leading writing software. Internet provides a wide range of authentic resources; including drama, poetry, fiction, nonfiction, etc. that can enrich cultural and linguistic knowledge.

4. Designing Motivating Writing Tasks

The writing task or assignment is one of the most important features that needs further concern in any writing course. It is indeed the ever hardest part in teaching composition and the basis of any successful and well managed

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piece of writing. Thereby, one can assume that writing teachers should struggle in designing an assignment the same as students struggle when composing. Furthermore, the instructor has to consider a set of aspects for the task to be appropriate and motivating namely students' needs and their actual level, the purpose, the audience, and the estimated needed time in fulfilling the task.

Some ideas adopted from Ecenbarger, L. (2007: 5-8) can be used as brainstorming activities. The latter encourage the use of collaborative work. Group work thus establishes innovative ways of communication among learners and creates opportunities for thoughtful writing. It is thought to be the appropriate technique to foster the process of composition as it constructs real contest and functional collaborations that is likely to stimulate students. (Williams, 2003)

The first two tasks, therefore, aid the learners to generate ideas while the last ones help them to write details. These strategies are as follows:

1. Narrowing the Focus by Designing an ABC List

The teacher's task is to design an ABC list where students can list sub ideas associated with the writing assignment, each idea is to be put besides the letter of alphabet it begins with. For instance, under the broad idea of websites the students might list next to the letter S; social networking, the letter L; learning, the letter I; ICTs, etc. Then, they may generate a topic sentence from each idea and then develop them into coherent paragraphs.

2. Writing Ideas Bingo

The instructor may create a bingo grid made up of boxes. At the top of each box, the teacher writes a story starter. Students jot down sub ideas corresponding to the proposed stories afterwards, and then select one of the boxes that contain

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more ideas, write a topic sentence of each paragraph, and, finally, compose the full essay.

3. Snaking

A topic is chosen according to the learners' needs. The first student writes, for instance, a topic sentence. The paper then gets to the next one to write the next sentence and so on until the paragraph or essay is completed with a concluding idea of the last learner in the class.

4. Reverse the Process

Students might be provided with simple texts. This latter can be analyzed and cut down. By using this strategy, the teacher might help his learners to turn attention towards details rather than focusing on the broad idea.

Conclusion

Success is often attributed to the teacher's know how and his ability to pave the way towards knowledge construction. It is by far agreed that implementing formative assessment with its different types including peer assessment, portfolio assessment and self assessment have a great impact on language skills acquisition, especially writing. It provides a continuum to understanding and gauging progress and thereby directing both teachers and students to their desire to produce a well-written piece. It is, then, recommended that teachers' workshops should be conducted on how best to implement such a process and that students should be made aware of the efficacy of assessment in improving their writing skills.

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Appendix   01
Student Questionnaire

This questionnaire is a handy tool in investigating the importance of assessment in improving learning English, particularly writing. The researcher will be highly honored if you accept to answer the following questions.

Gender: Male ☐ Female ☐

1. Do you like the way you learn English?

     a. yes   b. no

2. Which skill you think is the most important?

      a. listening

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b. speaking

c. reading

d. writing

3. Do you like to write in English?

a. yes   b. no

4. Do you encounter difficulties when writing?

a. yes   b. no

5. If yes, which kind of difficulty do you encounter?

a. generating ideas   b. vocabulary and the choice of words
c. grammar and spelling

6. Which approach do you use when writing?

a.   process oriented approach (i.e. planning, drafting, and revising)
b.   product oriented approach (i.e. emphasis on mechanics and flawless paper)
c.   both of them

7. When writing essays which part is the most difficult?

a. introduction   b. body   c. conclusion

8. Do you often assess your own writing to check on your progress?

a. yes   b. no

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9. What do you think can help you improve your writing?

 ➢ …………………………………………………………
   ………………………………

Appendix 02

Teachers' Questionnaire

This questionnaire is a handy tool in investigating the importance of assessment in improving learning English, particularly writing. The researcher will be grateful if you agree to answer the following questions.

1. Do you consider your students needs when you teach them writing?
   a. Yes   b. No
2. Do you often assess your students' writings?
   a. Yes   b. No
3. If yes, explain how do you use assessment and what are your main objectives?
 ➢ …………………………………………………………
   ……………………………
4. When you respond to your students' writing, how do you direct your responses?
   a. to your immediate, intuitive impressions of the writing
   b. to the student's present abilities to write
   c. to their individual goals for improvement
   d. to elements of the curriculum they are studying
5. Are you satisfied with your students' performance?
   a. Yes   b. No
6. What are your students' deficits when they write?

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➢ ……………………………………………………
   ………………………………

7. What would you do to overcome such deficits?
➢ ……………………………………………………
   ………………………………

8. Do you think that formative assessment is a helpful tool to improve their performance?
➢ ……………………………………………………
   ………………………………

9. Do you often provide feedback to students about their writing ability?
a. Yes   b. No

10. As a teacher, what strategies, other than formative assessment, would you use to enhance students' writing ability?
➢ ……………………………………………………
   ………………………………

الملخص

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دور التقويم المستمر في تحسين مهارة الكتابة
لدى الطلبة الجامعيين

تهدف هذه الدراسة الكشف عن دور التقويم المستمر لمهارة الكتابة باللغة الانجليزية وأثره في تحسين مردود الطلاب. ولتحقيق هذه الغاية اقتضت الخطة الإجرائية لهذا البحث تناول هذه المسألة في ثلاث محاور .

خصصنا **الحور الأول** لتناول دور الامتحان الكتابي في تحسين مهارة الكتابة لدى الطالب الجامعي. أما **المحور الثاني** فكان تحليلا لاستبيانات المقدمة للأساتذة و الطلبة على حد سواء. وفي **المحور الثالث** قمنا بتفسير للنتائج المتحصل عليها في الاستبيان ، والتي أكدت أن الغالبية الساحقة من الطلبة الجامعيين ميالون إلى الكتابة باللغة الهدف رغم المعوقات التي لا تمكنهم من إنتاج مسودة نهائية ، فضلا عن اعتقاد الأساتذة بفكرة أن الوقت يحول دون إنجاز تقويم مستمر لكتابات طلابهم. وأخيرا بناء على النتائج المتحصل عليها اقترحنا بعض التقنيات التي من شأنها تحسين مستوى الكتابة لدى الطلبة الجامعيين .

الكلمات المفتاحية:
تعليم اللغة الإنجليزية التحسين ، الإنتاج ، المردود ، والكتابة ، التقويم المستمر