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AWARENESS OF TEACHERS AND STUDENTS IN DEVELOPING
WRITING SKILLS THROUGH CONTINUOUS ASSESSMENT:
THE CASE OF SHAMBU COLLEGE OF TEACHER EDUCATION

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**AWARENESS OF TEACHERS AND STUDENTS IN DEVELOPING
WRITING SKILLS THROUGH CONTINUOUS ASSESSMENT**

BY

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List of Acronyms

BBO: Afan Oromo version of ‘Oromia Education Office’

CA: Continuous Assessment

EFL - English as a Foreign Language

MOE- Ministry Of Education

TESO: Teaching English as System Over whole

Abstract

This research is aimed at investigating the awareness of teachers and students in developing writing skills through continuous assessment in Shambu College of Teacher Education. An effort was made to explore the present knowledge of teachers and students in assessing writing. To conduct the study, a descriptive survey based on both qualitative and quantitative data were employed. To achieve the objective, all EFL instructors in Shambu College of Teacher Education and third year 'English focus' students participated in the study. To collect the data, questionnaire consisting of closed and open-ended questions were utilized as a main data gathering tool which was substantiated by interview. The findings of the study revealed that the majority of both teachers and students are not aware of developing writing skills through continuous assessment. It was found that most teachers and students are unaware about the importance of formative assessment, formative feedback and writing assessment methods. Furthermore, it is recommended that the college and other concerned bodies in educational sector should give training or workshops to make them aware as CA develops the students writing skills.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

According to Ministry of Education (2002) continuous assessment provides for students to be tested not only twice a year, but to be continuously assessed and, where necessary, to repeat lessons to them until they understand them. This enables them not to be terror-stricken by exams, and to have lessons repeated to them when they become problematic. Similarly, continuous assessment creates a natural environment for the student-teachers to improve their language progress rather than their learning achievement that occurs at the result of testing their performance (TESO, 2003). It aims at reducing the fear that learners may develop when they obtain inconsistent results from series of tests administered at the end of a unit or a semester.

Continuous assessment (CA) occurs frequently during the academic year and is part of regular teacher-student interactions. Students receive feedback from instructors based on their performance and this allows them to focus on topics they have not yet mastered. Teachers also identify which students need review and remedial teaching and which learners are ready to move on to more complex work. Besides, students could receive feedback from themselves and from their peers. In support of this Makino (as cited in Temesgen, 2008, p.17) states that,

in the process of language learning, learners sometimes notice some of their errors by themselves, through the strategy of monitoring, and they can also correct some of their errors when other people such as teachers or peers, give them cues or hints about them.

The point being underlined is that other feedback types should be given to the student writer in a way that promotes self-correction. This feedback can be from the writer, the teacher and/or other students. Any form of feedback should be in such a way that it moves the students to a more independent role where they can critically evaluate and correct their own writing. As to Graham et al, (2011) students' writing also develop when teachers teach students how to assess their own writing. Writing skill improves when students are taught to evaluate the effectiveness of their own writing and when teachers monitor students' progress on an ongoing base.

Therefore, the awareness of teachers and students in developing writing skills through CA help to ensure that all students make learning progress throughout the school and increase academic achievement. Knowing the knowledge of teachers and students in this aspect is a crucial aspect that the researcher was interested in. As one of the institutions which implement CA since the new education and training policy of Ethiopia has been put into practice, Shambu College of teacher education is supposed to equip teachers and students with the skills and knowledge of assessment. As to TESO (2003), continuous assessment accounts for 75% of the total assessment activities and the final examination accounts only the rest 25% of the 100% marks. In Shambu College of Teacher Education context CA accounts 70% and the rest 30% should be obtained from end of term final exam. This college is one of the ten colleges that are found in Oromiya Regional State. It is located in Shambu town which is 330k.ms to the west of Addis Ababa. It was first established in 2009/10 or 2003E.C and has been used as a center for 10+3 diploma program. The training is structured as English focus, Chemistry focus, Biology focus.... Shambu College of teacher education has been training teachers for first cycle (1-4) primary school teachers in diploma. This college is still training teachers in 10+3 diploma and practicing CA for more than three years.

In this regard, teacher-educators and student-teachers are required to know their role in CA. In most cases the role of the teacher in the class depends on the activity of the students in a classroom. A teacher performs a certain task effectively if the students are involved in the performance of the task in class. Students should know their role while tasks or activities are given. If they know their role students take control of their own learning, and assess their own activities and the activities of others that give them a greater opportunity to develop their skills.

1.2. Statement of the Problem

Teachers and students could influence or contribute a lot to the development of writing skill through continuous assessment. However, the extent of their contribution is highly determined by their awareness of the opportunity they have, the reason why they are expected and the ways they could use to do so. Teachers are expected to assess their students daily so as to find their students' weakness and strengths and to give remedial and enrichment activities. Nitko (2005, p.14) asserts this as:

it is important for teachers to understand that assessment information can be used to improve learning and guide teaching. It is not enough to administer assessment to students and mark papers. Teachers must use the assessment results for guiding learning and teaching...

Thus teachers are expected to handle continuous assessment in an effective way. If they do so they will equip their students (trainees) with knowledge and skill of using continuous assessment in EFL classes.

Teachers assess writing to monitor students' progress, inform instruction, provide feedback, and judge the effectiveness of their teaching. Students assess their own writing to appraise growth, determine strengths, and identify areas in need of further development. Peers assess each other's writing, providing feedback on what works and what still needs improvement. Schools assess writing to determine how many students meet regional or national standards and identify youths who need extra help. Writing assessments make writing instruction more central to the mission of schools, change teachers' writing practices in positive ways, and improve students' writing (Anderson et al, and Parke et al, as cited in Graham et al, 2011).

Formative writing assessment can take many forms. It can involve assessments conducted by the teacher, the student, or classroom peers. Formative writing assessment as part of classroom instruction enhances students' writing. The classroom teacher gives comment on students' writing and the student's friend can also give feedback to learn more from one another. In support of this, Graham et al, (2011) added that the positive effects of formative assessment occur when teachers or peers provide students with feedback about their writing or the learning of a particular writing skill, students are taught to assess their own writing, and teachers monitor students' progress on an ongoing basis.

Experience and informal observations make us doubt whether many teachers and students know that they can and even need to play a greater role in developing the writing abilities of students in continuous assessment method. For example, in marking written assignments (individual or group) and written examination papers some teachers are observed not to give enough attention to students' language because they seem to believe that they are concerned about what is said, not about how it is said. Students even do not need to assess their writing by themselves and to be assessed by their peers; and even need not to show their results to their friends and parents for comment. Other teachers also complain about the low level writing skill of students and then blame the language teaching system or the motivation of students but say little about what they are doing or what they and their students should do to upgrade the level of their students.

On the other hand, we can understand informally that the teachers participate in the development process but their activity seems to be insufficient. For example, some teachers correct students' language use in writing but their corrections appear either vague or even negative. But this can affect students' performance and it should not. Feedback is a key aspect in assessment and is fundamental in enabling students to learn from assessment. Helping students to learn from their activities is a key aspect of feedback particularly through encouraging dialogue. Irons (2008, p.21) stated that "the rationale for considering feedback in the context of higher education is that appropriate use of feedback can enhance student learning."

The activities of some teachers also do not seem consistent. They go for showing students how to accomplish some writing activities sometimes, and refrain from doing in other times. But it is not possible to regard teachers and students in many Ethiopian academic institutions whether they are aware of their contributions in developing writing skills through CA or they are not and to talk about the extent of their awareness since there is no sufficient study done in the area.

Among the local researches Yeheyis (2012) studied the implementation of CA in EFL writing classes in Jimma Teachers College. He then reported that there are many challenges that affect the effective implementation of CA to writing. These include lack of the timely feedback provision, lack of opportunity for sharing assessment criteria with student teachers, structural constrains including work-loads together with class size are some of them. Dange (2009) again studied the exploration of the practice of CA by EFL instructors at Jimma Teachers College and

reported that teacher's workload, the large class they teach, their extra responsibilities and lack of adequate training are among the major factors hindering the proper practice of CA in the EFL classrooms in the college. Mebea (2008) also studied the practice of continuous assessment to speaking and the perception the teacher-educators and student-teachers have towards the process at Debre Birihan Teachers' Education and Vocational College. The result of the study showed that both the teacher-educators and the student-teachers of the college had positive attitude towards the process and there was a good practice of the implementation of CA to speaking.

To the researcher's knowledge, there are no studies focusing on the teachers and students' awareness on developing writing skill through CA. Therefore, it is crucial to assess their awareness's in developing writing skill through continuous assessment.

Generally, it seems there is little knowledge about the extent to which teachers and students are aware of the development of writing skill through CA. Specifically, drawing on his informal experiential knowledge he developed as a teacher, the researcher feels that the problem prevails in Shambu College of Teacher Education enormously. Thus, the researcher believed it needs systematic investigation that makes them aware of their roles to perform effectively in classroom that enhances students writing skills.

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study was to know the awareness of teachers and students in developing writing skill through Continuous Assessment.

1.3.2. Specific Objectives

The study aimed at achieving the following specific objectives.

1. To investigate the knowledge of teachers' and students' as continuous assessment develops students writing skills
2. To explore teachers and students awareness in developing writing skills using formative assessment.

3. To identify the knowledge of teachers and students in giving feedback for formative assessment.
4. To find out if teachers and students are aware of assessment methods for written work. In light of these objectives, the following research questions have been formulated.

1.4. Research Questions

1. Are teachers and students in the College aware of developing writing skills in using continuous assessment?
2. Do teachers and students aware of developing writing skills by using formative assessment?
3. Are teachers and students have adequate knowledge in giving feedback for formative assessment?
4. Are teachers and students aware of assessment methods used in written work?

1.5. Significance of the Study

This study investigates the awareness of teachers and students about continuous assessment in developing writing skills. It explores the extent to which teachers and students are aware of the development of writing skill through continuous assessment.

Thus, the results of the study are important to EFL instructors, students and other concerned bodies in the following ways. It might help students to be more aware in assessing writing skill, motivate/encourage students and help them to play their role in the process of developing writing skill while assessing themselves and their peers. Besides, instructors may find the result of this study useful while training their students and use it to develop students writing skills through continuous assessment in a classroom. This may give them a clue to the area that requires more emphasis and attention for future and it can also be used as a springboard for other researchers in this respect.

1.6. The Scope of the Study

The researcher believes that the results of this study would be more generalizable if it embraced more settings, subjects and other colleges. According to Dornyei (2007) taking relatively large sample from the population makes the research more reliable, however, because of resource, budget, and time constraints, this study is confined only to Shambu College of Teacher Education (SHCTE) out of the ten colleges found in the region. It is also confined to third year students in English focus only. The subjects of the study are all the available EFL instructors in Shambu College of teacher education as their number is less and the third year students of English focus. The reason for choosing these students is that they are hoped to be more experienced and aware of writing skill and assessments since they have taken the writing skills course “Essentials of writing skills” in the first semester of the third year.

The instruments used for collecting data are also confined to questionnaire and interviews because of time constrains. The findings obtained in this study are limited to investigating teachers and students’ awareness in developing writing skill through CA. It may not be generalizable to the other skills.

1.7. Limitation of the Study

Though every point of conclusion of the study is based on the data collected through scientific procedures, it is not without limitation. Firstly, the study would be more comprehensible if it included their awareness in the development of four language skills through CA. Secondly, the sample couldn’t be extended into other similar Colleges because of the time available for data collection.

1.8. Definition of key Terms

Assessment is defined as all those activities undertaken by teachers (and by their students in assessing themselves), which provide feedback to shape and develop the teaching and learning activities in which both teachers and students are engaged. (Black and Wiliam, 1998)

Continuous Assessment (CA) - is an assessment done formally and informally on a regular and continuous basis. It is integrated with instruction in order to improve learning, help, and shape and direct the teaching-learning process.

Formative Continuous Assessment- an ongoing, often daily process by which teacher educators gather and interpret information about aspects of students' learning and their own teaching. It is the diagnostic use of assessment to provide feedback to teachers and students over the course of instruction, a process rather than a product in that it focuses on uncovering what and how well the student understands throughout the course of instruction (Greenstein, 2010).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Oxford Advanced Learner's Dictionary defines the word 'aware' as knowing something; knowing that something exists and is important. By implication, the word 'awareness', which is the noun derivation of the adjective 'aware', takes the meaning 'knowledge; cognizance; the state of being informed; consciousness'. In this research it applies to teachers' and students' knowledge, cognizance, consciousness, or state of being informed about their contributions to the development of students' writing skills. Different writers and researchers have shown that teachers' contributions are highly determined by their awareness of different specific issues.

This chapter discusses the main areas of awareness like the purpose of assessing writing, forms of formative assessments and their importance in the development of students writing skill, writing assessment methods, ways and methods of giving feedback, and the best practices to be used in the developing students writing skill.

2.1. What is Continuous Assessment (C.A)?

Continuous Assessment is the periodic and systematic method of assessing and evaluating a person's attributes. Information collected from continuous behavior of students will help teachers to better understand their strengths and weaknesses in addition to providing a comprehensive picture of each student over a period of time.

Explaining that continuous assessment is an essential part of the teaching and learning process which operates at the classroom level. Capper (as cited in Dange, 2009, p.7) explains that:

it is a systematic way that teachers can determine how well their students have learnt what has been taught. It may consist of various measures that a teacher can use to tell whether his or her instruction has been effective and to pinpoint students who have or have not mastered particular skills.

This shows that continuous assessment helps both the teacher and students to obtain information about the teaching learning process. The result of this assessment tells the teacher how well

his/her lesson has been progressing and the extent to which he/she has achieved the intended learning goal. Similarly, it shows the students how far they have been able to achieve the intended learning outcome of the lesson they have learnt.

Besides, continuous assessment is an assessment approach which involves the use of a variety of assessment instruments, assessing various components of learning, not only the thinking processes but including behaviors, personality traits and dexterity. Continuous assessment will also take place over a long period of time. Such an approach would be more holistic, representing the learner in his/her entirety. It will begin with the decisions that the teachers perform on the first day of school and end with the decisions that the teachers and administrations make on the learners regarding end-of-year grading and promotion.

2.1.1. Formative Continuous Assessment

According to Andrade and Cizec (2010, p.6) formative assessment is:

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 improvement, and as a source of information that teachers can use in instructional planning and students can use in deepening their understandings and improving their achievement.

In this definition we can consider many components. Firstly, the process is collaborative which involves teacher educators and students. Secondly, the central purpose of carrying out formative assessment is enabling the students to understand their learning and conceptual framework and identifying their strength and weakness so that both the teacher educator and the learners take decision for further learning and better planning for teaching. Andrade and Cizec (2010) explain that formative assessment information can be collected from information-gathering activities such as traditional classroom tests, observations, oral questioning, class discussions, projects, portfolios, homework, performance assessments, and group work with peer feedback, student self-assessment, and other sources.

When they explain the features of formative assessment, they say that the distinguishing characteristic of formative assessment is that, on one hand, regardless of format, their design and primary goal is the gathering of information for the purpose of adapting teaching

and learning to the current functioning and future needs of students. That is, the locus of formative assessment activities is typically at the classroom level. On the other hand, currently, it highlights the notions of student engagement and responsibility for learning, student self-assessment, and self-direction.

2.1.2. Summative assessment

Summative assessment is an assessment conducted at a given time interval, it may be at the end of units, or at the end of a semester, or at the end of a year or at the end of a course or module. The major purpose of summative assessment is to identify to what extent the students have accomplished the objective of the course or the module. As a result of the assessment the teachers make judgment about students' competence (passed or failed or competent or yet not competent). It provides feedback to students on their achievement and skills development.

Generally, the following is the summary of the main differences between formative assessment and Summative assessment in terms of their characteristics:

Table 2.1: A Comparison of Formative and Summative Assessments as identified by (Wren, 2008, p.2)

| Formative Assessments | Summative Assessments |
|---|---|
| The purpose is to provide ongoing feedback to improve learning | It used to document students' learning at the end of an instructional segment |
| Encourages students' involvement | Discourages students' involvement |
| Intrinsically motivates the students towards mastery of certain standards. | Extrinsically motivates the learners towards certain performance. |
| The role of the teacher is to provide immediate, specific feedback and instructional correctives. | The role of the teacher is to measure student learning and give grades |
| The assessment techniques are informal | The assessment techniques are formal |
| Its effect on learning is strong, positive, and long-lasting | The effect is weak and fleeting |

2.2. The Concept of Testing, Assessment and Evaluation

It is important to clarify the distinction among testing, assessment and evaluation. People may use these terms interchangeably, but they are technically different. Tests measure some aspects of students' knowledge such as general ability level or specific competencies or objectives and others. Assessment is an important component of evaluation: it is that part of evaluation that includes the collection and analysis of information about student learning. Evaluation goes beyond student achievement (and language assessment) to consider all aspects of teaching and learning, and to look at how educational decisions can be informed by the results of alternative forms of assessment.

According to Brown (2004) testing is a method of measuring a person's ability, knowledge, or performance in a given domain. This definition includes important concepts such as 'methods', 'measurement' and the 'domains' the test focuses on. The method concept implies that it is an instrument or a set of techniques, procedures, or items that require performance on the part of the test-taker and it requires the criteria of being explicit and well structured. Typical examples include multiple-choice questions with prescribed correct answers, writing prompt with a scoring rubric, an oral interview based on a question script, a checklist of expected responses to be filled in by the administrator, etc

Carter and Nunan, (2001) also pointed out the term assessment as a variety of ways of collecting information on a learner's language ability or achievement. They added that though testing and assessment are often used interchangeably, the latter is an umbrella term encompassing measurement instruments administered on a 'one-off' basis such as tests, as well as qualitative methods of monitoring and recording student learning such as observation, simulations or project work. Assessment is also distinguished from evaluation which is concerned with the overall language program and not just with what individual students have learnt.

Evaluation is a process of collecting, analyzing and interpreting information about teaching and learning in order to make informed decisions that enhance student achievement and the success of educational programmes (Rea-Dickins and Germaine 1993; Genesee and Upshur 1996; O'Malley and Valdez-Pierce 1996 as cited in Carter and Nunan, 2001).

2.3. Assessing Writing

Writing assessment occurs for many different purposes. Teachers assess writing to monitor students' progress, inform instruction, provide feedback, and judge the effectiveness of their teaching. Students assess their own writing to appraise growth, determine strengths, and identify areas in need of further development. Peers assess each other's writing, providing feedback on what works and what still needs improvement. Schools assess writing to determine how many students meet regional or state performance standards and identify youths who need extra help.

Currently, the most visible and influential assessments of students' writing involve efforts to determine how many students meet regional or national performance standards. Writing assessments make writing instruction more central to the mission of schools, change teachers' writing practices in positive ways, and improve students' writing (Anderson et al, & Parke et al, as cited in Graham et al, 2011).

Formative writing assessment can take many forms. It can involve assessments conducted by the teacher, the student, or classroom peers. Formative writing assessments can be biased and even invalidated by issues involving what is assessed, how it is assessed, and how it is scored.

2.4. Formative Writing Assessment (to Improve Writing)

Assessment is commonly a means for improving writing instruction. According to Graham et al, (2011) assessments must be conducted with great care, however, as all tests have consequences. The types of assessments that teachers typically undertake influence what and how writing is taught, what kind of feedback students receive about their writing, and which students get extra help from the teacher. Because assessment is evaluative, teacher assessments impact students' grades and perceptions of their writing competence (Akawi et al, as cited in Graham et al, 2011). As a result, assessment should not be entered into lightly and must be based on best practices.

2.4.1. Use Formative Writing Assessment to Enhance Students' Writing.

Formative writing assessment as part of classroom instruction enhances students' writing. The classroom teacher gives comment on students writing and student's friend can also give feedback to learn more from one another. In support of this Graham et al, (2011) added that the positive effects of formative assessment occur when teachers or peers provide students with

feedback about their writing or the learning of a particular writing skill, students are taught to assess their own writing, and teachers monitor students' progress on an ongoing basis.

2.4.1.1. Using Formative Activities in Teaching

One of the challenges in learning and teaching is to incorporate assessment techniques that can be used to improve formative feedback while at the same time encourage students to take responsibility for their academic learning. In support of this Irons (2008) stated that the use of formative activities in teaching will hopefully encourage students to take an active involvement in their learning and indeed take responsibility for that learning; encouraging students to take active involvement in their learning.

Implicit in getting students to take responsibility for their learning is the need to develop skill in self-assessment. Formative activities will provide opportunities to practice self-assessment. Embedding self-assessment will help students make more effective use of formative feedback – particularly in appreciating what students need to do to 'close the gap' in their understanding. Self-assessment will also prove beneficial in providing a starting point for dialogue between students, and between students and their teachers (Irons, 2008). The ability to self-assess will also help students when it comes to participating in peer-assessment – both in providing constructive assessment for their peers and in receiving feedback from their peers. Irons added that when formative activities are used constructively in teaching – both formative assessment and formative feedback there can be a positive impact on raising students' self esteem and belief in their abilities to cope in higher education. This is particularly important in an increasingly diverse student population.

According to Irons (2008, p.69), the followings are summaries of the main points and form a framework when designing and implementing formative activities:

- ❖ Consider when formative assessment and formative feedback will be used in teaching and learning.
- ❖ Be clear what the objectives of the formative activities are.
- ❖ Specify in module descriptor of when and in what format formative assessment and formative feedback will take place.

- ❖ Include formative assessment and formative feedback in teaching scheme/schedule provided to students so that students are aware of timings.
- ❖ Explain the purpose of the formative activities to students.
- ❖ Discuss how the formative activities are designed to contribute to the student learning experience in the module.
- ❖ Consider how formative activities will:
 - ✓ enhance student learning;
 - ✓ provide useful information for students;
 - ✓ facilitate self- and peer-assessment;
 - ✓ encourage discussion between lecturers and students;
 - ✓ motivate students; and
 - ✓ reduce summative assessment.
- ❖ Design the formative assessment and formative feedback so as to take into account pragmatic issues, such as:
 - the workload involved in designing formative assessment activities;
 - the workload involved in providing the feedback;
 - the level and type of constructive support that can be provided;
 - the opportunity to provide timely feedback; and
 - the opportunity to provide quality feedback that will enhance student learning.

As to Irons (2008), quality feedback should be relevant to the formative assessment and to the student learning process. Quality of feedback can be measured in a number of ways, such as timeliness, relevance, level of information, degree to which feedback encourages student learning and quantity (too little or too much). Besides, Nicol and Macfarlane-Dick (as cited in Irons 2008) states that good quality feedback as information that helps students trouble-shoot their own performance and take action to close the gap between intent and effect.

2.5. Writing Assessment Methods

According to Brown (2004), some of the tasks that students are to be assessed in include paraphrasing, guided questions and answer, paragraph construction tasks, and strategic

options such as attending to task report and attending to genre summaries. He summarizes the alternative motivating methods in which writing skills are formatively assessed:

2.5.1. Portfolios

Portfolios are multiple writing samples, written over time, and purposefully selected from various genres to best represent a student's abilities, progress, and most successful texts in a particular context (Richards, 2003). It is collections of any aspects of students' work that tell the story of their achievements, skills, efforts, abilities, and contributions to a particular class. This is to mean that teachers collect information on certain important issues on students performance in which they are interested in connection with their learning outcomes. Similarly, Genessee and Ushur (as cited in Brown, 2004), define portfolios as purposeful collection of students' work that demonstrates their efforts, progress, and achievements in given areas and learners of all ages in all fields of study are benefiting from them. The common components of portfolios include essays and compositions in draft and final fronts, reports and creative prose, art works photos newspaper or magazine clippings, audio and video recordings of presentation demonstrations etc., journals, diaries and other personal reflections, notes on lectures and the use of self and peer assessments, comments and evaluations.

Assessing students by portfolios have many advantages. As to Brown and Hudson(1998) it may strengthen student learning in that they (a) capitalize on work that would normally be done in the classroom anyway; (b) focus learners' attention on learning processes; (c) facilitate practice and revision processes; (d) help motivate students, if well-planned, because they present a series of meaningful and interesting activities; (e) increase students' involvement in the learning processes; (f) foster student-teacher and student-student collaboration; (g) provide means for establishing minimum standards for classroom work and progress.

2.5.2. Observation

Classroom teachers need to consider the answer to each of the following questions as a general framework for planning classroom observation (Genessee and Usher as cited in Hedge, 2000),

1. Do you want to observe individual students, small groups of students, or the whole class?
2. What aspects of teaching or learning that are appropriate to these decisions do you want to observe?
3. Why do you want to observe and what decisions do you want to make as a result of your observation?
4. Will you observe students engaged in specific, pre-arranged activities or during routine classroom activities?
5. Will you observe on one occasion or repeatedly?
6. Will you incorporate non-linguistic content from the students' other classes or from outside class?
7. How will you record your observation? (Hedge, 2000, p.389)

2.5.3. Self and Peer Assessment

Brown and knight (1994) pointed out that self and peer assessments provide learners with the opportunity to learn from each other. Regarding this, they say “using self-and peer assessment makes the process much more one of learning because learners are able to share with one another the experiences they have undertaken” (1994, p.52). This is to say that self and peer-assessment requires learners to actively participate in the process which will in turn help them gain learning experience.

Furthermore, (Heaton, 1990; Hedge, 2000; Ellis, 2003) advice teachers to use self and peer assessments as an alternative way of assessing students writing ability. For example, Heaton, (1990, p.122) states:

it is an important means of continuous assessment takes the form of student self evaluation. Students are asked to assess themselves each week according to the most appropriate grades listed on a simple form. The students then show you their forms at the end of the week and briefly discuss their results individually with you.

This implies that teachers need to encourage their students to assess themselves and this will in turn make them feel a sense of responsibility for their own learning.

2.5.4. Questioning

Black and William (1998) advise teachers to give students enough wait-time so that questioning continues to be productive. Teachers should not focus on questions that can lead learners to the lowest level of thinking (Black, et al, 2004). They say that instructors should create questions that require students to use analysis and critical thinking. Thus, students should be told in advance that they will be given ample time to consider possible answers, and that they should not raise their hands-the teacher will randomly select students to respond to the questions. They also recommend teachers to use other approaches, such as requiring students to discuss their answers in pairs or small groups; vote on the best choice after being given alternative answers and write down their responses and share them with a partner or the class.

2.6. Feedback in Formative Assessment

Irons (2008, p.21) stated that “ the rationale for considering feedback in the context of higher education is that appropriate use of feedback can enhance student learning.” Feedback is a key aspect in assessment and is fundamental in enabling students to learn from assessment. Helping students to learn from their activities is a key aspect of feedback – particularly through encouraging dialogue.

As to Irons opportunities for teaching staff to give formative feedback to students arise in a wide range of activities and interventions, including informal interactions, classroom situations, one-to-one tutorials, formative assessment activities, group work, as part of the process of summative assessment and work based placements and other work based learning. Each of these activities provides opportunities for formative feedback and can contribute to students’ formative development and learning. He also indicates that feedback does not only come from teachers and tutors but also from student, peers and work based supervisors and colleagues.

Black (as cited in Irons, 2008)) suggests basic principles of formative feedback as the goals (learning objectives) need to be clear to students and the feedback should measure (give guidance to) the student’s current learning state. Besides, formative feedback should be used as a

means for closing the gap between the students' learning state and the learning goals as it needs to be high quality and effective in its advice.

2.6.1. The Aims of Giving Feedback

Feedback is an expected and an important activity in a given performance to facilitate the process. It is regarded as essential for the development of second language writing, both for its potential for learning and for its motivation. According to Haines, (2004) feedback has broad aims. In the first case, it encourages students and corrects their errors to improve their performance. The second is to customize explanation for particular issues for students. In the third it aims to reward particular behaviors, for example, handing –in on time, or high standards of presentation and to penalize certain behaviors, for example, lateness, careless presentation. Besides it aims to demonstrate to students that tutors notice what they are doing and care enough to comment.

2.6.2. Methods of Giving Feedback to Students

The purpose of giving feedback to students is to help them learn. Haines (2004) emphasized that students need feedback on whatever they are doing, saying or writing to help them understand whether it is right or wrong, conforms to the expected standards, is acceptable or exemplary.

A structured approach can facilitate giving of feedback. “Don't just give students all the bad points, as this can be demotivating. It is important to be able to tell students exactly what is wrong in a way that lets them feel secure and see the opportunity for improvement” (Haines, 2004, P.19). Likewise, teachers do not want to get stuck in a pattern of giving them praise without identifying areas of work that need attention. He further explains that the aim should be to make the criteria clear to students so that they can judge for themselves how good their own performance is and give reasons for making that judgment.

There are two common models used to give feedback: the ‘feedback sandwich’ and the interactive approach mentioned by (Haines 2004). The ‘feedback sandwich’ has three features: First strengths are identified (praise) then weaknesses (development needs) are identified and finally options for improvement are explored. End on a positive note. The interactive approach

aims to encourage self-assessment and reflection. First, ask what the student thinks went well, and say what you (and/or other students) think went well then ask what could be improved. In the end say what you (and/or other students) think could be improved and discuss how the improvements could be brought about.

It is perhaps less common for an interactive approach to be used in response to student writing, and is more often used face to face. However, it is possible to combine questions which prompt the student to answer these questions when preparing to submit their work, even seeking feedback from peers to include.

2.7. Providing Feedback

A long-term staple of writing instruction is for teachers to provide students with feedback about one or more aspects of their writing. Feedback is not just limited to teacher comments about a paper, though. It can involve comments about students' progress in learning writing skills or strategies, responses from a parent about a written composition (written or verbal comments as well as watching someone enact what was written), reactions from peers (with or without instruction on how to do so), or some combination of these options (Graham et al,2011).

Heritage (2010) also added that the emphasis on feedback that emerges from formative assessment practices is inherently supportive of an incremental view of learning and the student stance of pro-active self-efficacy associated with it. It also fosters the lifelong skill of 'learning how to learn' that is a prerequisite for success in college and in the workplace.

Sadler's theory similarly places great emphasis on students' capacities to monitor their own learning as, in effect, a separate but complementary feedback process. Sadler (1989) stressed that to be able to monitor their own learning students must come to hold a conception of quality similar to the teacher's, and that developing this conception depends on: possessing a concept of the standard (or goal, or reference level) being aimed for; comparing the actual (or current) level of performance with the standard; and engaging in appropriate action which leads to some closure of the gap.

Heritage elaborated that the teacher's role in formative assessment is not simply to use feedback to promote content learning, but also to help students understand the goal being aimed for, assist

them to develop the skills to make judgments about their learning in relation to the standard, and establish a repertoire of operational strategies to regulate their own learning. Heritage (2010, p.6) further states that:

this is an essential feature of formative assessment: if students lack the resources to monitor their own learning and take corrective action, then they remain overwhelmingly dependent on teacher feedback as the primary resource for learning and lack the capacity to develop as self-sustaining lifelong learners.

2.7.1. Feedback in Self and Peer-Assessment

In addition to the active involvement of students in the process through self-assessment, students are also involved in peer-assessment. To provide feedback, students need to assess the status of an individual peer's learning – or their classmates' learning as a group – against the same success criteria they use to check their own learning.

Peer feedback has a number of advantages both for those students providing the feedback as well as those receiving it. Written peer feedback creates an interested audience for students writing resulting in an opportunity for communicative writing. It also provides instant feedback and negotiation of meaning. In doing so, students get the chance to request for clarification, ask questions, and even argue about the response instantly. Written peer feedback is also preferable as it is easy to monitor what each student says, which helps the teacher to spot areas where students need practice and improvement. According to Heritage, (2010) the feedback students provide to each other can also be an element of formative assessment for teachers. What students say or write about each other's work can be good evidence of how well they understand the learning goals and success criteria, and the depth of their thinking about the task at hand.

Tchudi (1997) also added that since assessing student writing is difficult, we thought that it might be better if the students did it in pairs because this way, they could read a particular paper and discuss the merits or weaknesses of the piece and share the responsibility for evaluating it. Beyond assessment and evaluation, students can develop a sense of community as writers with their partners; feel more secure in their decisions, which will eventually be shared with the rest of the class; and become more aware of, through articulation, why they make the choices they do as readers and writers.

2.8. Collaboration

The inclusion of collaboration is an underlying conception that the classroom context for formative assessment will normally be characterized by joint activity in which, ideally, all participants, both teachers and students, share responsibility for learning. As to Heritage (2010) achieving shared responsibility often requires substantial shifts in the nature of the classroom contract between teachers and students. No longer is the classroom centered on the teacher and the teaching. Students are expected to take responsibility for their own learning, supported by teachers, of course, and by each other. When considered together, these forms of feedback had a positive impact on how well students conveyed thoughts and ideas through writing.

2.9. How do Teachers Support and Challenge Students?

According to Haines (2004), one of the key ideas about balancing your tendency to correct and grade people is to consider your philosophy. One suggestion is to balance the amount of support and challenge you use to assess students. Haines, (2004) suggested examples of supportive and challenging behavior in assessment.

In supportive behavior there is directing students to appropriate support in college, e.g. study skills and language support, tutor and correcting a section of an essay for grammar, spelling and logic to show the standard you are expecting. Furthermore, repeating information, reading, conceptual explanations, helping students review and revise material you know is difficult for them. In challenging behavior what is needed is to make clear what the highest levels of achievement are and clearly pointing out where a student is falling short of the highest standards by ensuring that all students get a taste of high aspirations

2.10. Teach Students How to Assess Their Own Writing.

Teaching students how to assess their own writing has a positive and a significant effect on how effectively students convey thoughts and ideas through writing. Graham et al, (2011) states that self-evaluation procedures ranged from teaching students to use a rubric to assess the merits of specific features of their writing (e.g., ideation, organization, voice, vocabulary, sentence formation, and conventions) to teaching specific strategies for evaluating a first draft of a paper

for substantive (e.g., clarity) or mechanical (e.g., misspelled words) lapses to teaching students how to detect mismatches between what they intended to say and what they wrote. Self-evaluation of writing had a consistently positive impact on the quality of students' writing and positive outcome.

For instance Akawi et al, (as cited in Graham et al, 2011) state students read and discuss a model essay, discuss its strengths and weakness and develop a list of the qualities of a good essay. The teacher presents a rubric for scoring essays and describes and shows how to use it. The rubric assesses seven attributes of students writing: idea and content, organization, voice, word choice, sentence fluency, and conventions. The score for each attribute ranges from 0 to 3, and the description of what the papers should do is provided for each scores. Students use the rubric to score the first draft of a paper prior to revising it.

2.11. Monitor Students' Writing Progress.

Graham et al, (2011) confirmed that when teachers assess or monitor students' writing progress, it has a positive and significant impact on students' overall writing performance. He stressed that the teaching of teachers how to assess students' papers in terms of ideas, organization, voice, and usage/conventions to frequently collecting information on how much students write as well as on the overall correctness of their compositions for word choice, grammar, usage, and spelling

The form of monitoring students' writing progress that was most prominent. Teachers assess students' writing frequently to determine if the class and individual students are making adequate progress, and to adjust their writing instruction accordingly (Espin et al, 2004 as cited in Graham et al 2011). Typically, a sample of students' writing performance is collected weekly, scored, and graphed. In each assessment, students write for the same amount of time. Because teachers must score what each student writes, time for writing is generally limited to no more than five minutes (although this is not essential)

2.12. Best Practice for Assessing Writing in the Classroom that Improves Writing Skills

Formative writing assessment enhanced students' writing must be tempered by the challenges of assessing writing in the classroom. Graham et al, (2011) informed that if such assessments are to be valid and fair, they must be based on best practices. According to them (pp.19-25) there are some best practices derived from meta-analyses, investigations examining the relationship between students' performance on different writing tasks, and reliability studies are presented.

2.12.1. Less Legible versus More Legible Hand Written Text

According to Graham et al, (2011,p.21) added that “when assessing students' writing, teachers and teachers in training score the thoughts and ideas in a less legible version of a paper more harshly than they score a more legible version of the same paper”. While teachers should clearly be aware of the effects of legibility, it is not known if such knowledge minimizes its effects. One way of eliminating presentation effects due to legibility is to type all papers before scoring them (Graham, 1990). Because of the time that this requires, however, teachers are unlikely to adopt this solution, except on a very limited basis. It must be noted that legibility is not an issue if assessments are completed on a word processor.

2.12.2. Computer versus Hand Written Text

According to Russell and Tao (2004), scorers are harsher in scoring the thoughts and ideas included on a computer copy of text because errors are more visible than they are on a handwritten copy. One way of minimizing the biasing effect of computer text on scoring students' written thoughts and ideas is to correct spelling, grammar, and usage errors before scoring. Given the time required to make such corrections, however, teachers are unlikely to employ this solution except in rare circumstances. Other possible solutions for addressing this problem would be to provide teachers with training on the biasing effect of this form of presentation or using a font for computer text that resembles handwritten text. Russell and Tao (2004) found that both of these methods reduced the negative biasing effect of scoring computer-printed text.

2.12.3. Mask the Writer's Identity when Scoring Papers.

It is commonly assumed that knowing something about who wrote a particular paper can influence a teacher's judgment about the quality of the text. For example, a teacher may be inclined to give a higher score for overall text quality than is deserved to a student who has written especially good essays in the past (or a lower score to a student who has crafted a poorly written paper in the past). Likewise, some teachers may make a priori assumptions about the writing of students based on their gender, disability status, or ethnicity, and score these students' writing accordingly. Analysis of available evidence supports this assumption (Graham et al, (2011).

2.12.4. Collect Multiple Samples of Students Writing

Writing serves many purposes and different forms of writing require specialized knowledge (e.g., narrative versus persuasive), it is unlikely that a single piece of writing provides enough evidence to make reliable and valid judgments about a student's writing across different genres or tasks (Graham et al, 2011) . This viewpoint is reflected where writing is not viewed as a single generic skill and students are expected to learn to use different types of writing for multiple purposes.

As to Graham et al, (2011) if a single paper provides an adequate measure of writing, then students' scores on different types of compositions (e.g., persuasive, descriptive, expository, narrative) should be similar when they are scored in the same way. Thus, students' performance on one type of writing is not identical to their performance on another.

More importantly, a single piece of writing is not a valid measure of students' performance on the same or different writing tasks. Teachers cannot make sound decisions about students' writing or their progress as writers when decisions are based on a single piece of writing. Likewise, classroom assessments cannot be limited to a single type of writing. Graham et al, (2011) stated that one way to address these issues is to collect multiple writing samples when carrying out an instructional unit in a specific genre (such as persuasive writing). Students can keep a portfolio of their persuasive writing during the unit, which can be evaluated by the teacher, students, or the students' peers.

2.12.5. Ensure that Classroom Writing Assessments are Reliably Scored

A basic assumption underlying any valid assessment is that it is reliable that is, those students' scores will not change appreciably if their papers are rescored. This assumption is generally valid for writing measures that can be objectively defined and easily counted (Graham et al, 2011). For measures that are more subjective (i.e., harder to define objectively and not easily counted), scores are not always reliable. The two most common ways of measuring writing quality are holistic and analytic. With a holistic scale, a single rating of general quality of the composition is made, whereas an analytic scale produces separate ratings for specific attributes such as ideation, organization, style, and so forth.

Care must be given to establish the reliability of more subjective writing measures, such as holistic and analytic writing scales, if teachers are to use these measures in the classroom. Otherwise, scores from these measures will be too elastic for teachers to make sound decisions about students' writing or their progress as writers. It is possible to improve the reliability by providing training on how to score compositions; having multiple teachers score each paper to establish reliability as well as having them discuss and resolve differences in their scores and basing students' writing score on multiple writing tasks. Besides, reliability is improved by increasing the scoring range and providing teachers with bench marks (descriptions for example) for each point on the scale. Furthermore, it is possible to improve reliability by applying a two-step scoring process where the teacher matches the composition to the closest bench mark, and then scores it again if it doesn't match this bench mark perfectly by adding.

CHAPTER THREE

METHODOLOGY

The researcher had an aim of investigating the awareness of teachers and students in developing writing skills through continuous assessment. Descriptive survey design was used with mixed methodology. Besides, the sampling techniques were mentioned regarding selection of the college, student-teachers, and teacher educators. Finally, the instruments (questionnaire and interview), data analysis procedures and the validity and reliability of the instruments were briefly discussed to ensure the aims.

3.1. Research Design

The main objective of this study was to explore the awareness of teachers and students in developing writing skills through continuous assessment. A descriptive survey method was designed where questionnaire was used as a main data collecting tool. Besides, a mixed-methodology was selected to use the advantages of both the qualitative and quantitative techniques. Brannen (as cited in Donnyei, 2007) said in a mixed methods study a quantitative phase can be followed by a qualitative components to neutralize the issue by adding depth to the quantitative results and thereby putting flesh on the bones. As to Dornyei (2007), mixed methodology is used to broaden the scope of investigation and to enrich the researchers' ability to draw conclusions. The researcher gets adequate information by analyzing and comparing from both methods. Besides, Singh (2006) added that descriptive research is concerned with the present and attempts to determine the status of the phenomenon under investigation.

The researcher collected the qualitative data through the use of the open-ended questionnaires. They were administered to the teacher –educators and student –teachers to get response on teachers and students awareness in developing writing skill through continuous assessment. Quantitative data were collected from teacher educators' and student-teachers using close- ended items. The data were then analyzed primarily by using percentages, mean and frequency values. It incorporated the main/focus area in developing writing skill through continuous assessment like formative activities, feedbacks, monitoring students' writing progress and methods of assessing written works were included.

3.2. Sampling Techniques

3.2.1. Selection of the College

Shambu College of Teacher Education, which was the place under investigation, is one among the ten Colleges of Teacher Educations in Oromia Regional State. The Oromia Regional State has ten colleges namely: Metu, Jimma, Asela, Robe, Nekemte, Dambi Dollo, Chiro, Bule Hora, Shambu and Sebeta. Shambu College of Teacher Education is a newly established college in 2010 by Oromiya Educational Bureau. Students who have successfully completed grade ten compete in different Zones of the region and those who meet the best requirements are selected to join the three-years training. They are selected as 70% for natural science and the rest 30% for social science and language stream. Since the 2010 academic year, the student teachers joining the language stream were organized as “English focus” and “Afan Oromo focus” groups. When they complete their three year course, they are expected to teach English and Afan Oromo respectively in primary school of first cycle (1-4). Out of these mentioned colleges, Shambu College of Teacher Education was purposely selected because the researcher is interested to solve the problems being discussed and he has a familiarity and experience in the college. The researcher taught in this college for two years and this familiarity helped him to conduct the study and easily access the college to gather data for the study.

3.2.2. Student-teachers

The language stream student-teachers take writing skill in ‘Communicative English Skill’ part one and part two like other reading, speaking, and listening skills and they can develop as one of the other skills. These ‘Communicative English Skills’ part one and part two were given in the first year of first and second semester respectively according to the course breakdowns of the Ministry of Education.

In Shambu College of Teachers’ Education, there are 44 third year ‘English Focus’ student-teachers who took “Essentials of Writing Skills” (Enla -200). For the purpose of this study the researcher used census sampling technique. Kothari, (2004, p.55) states that “ a complete enumeration of all items in the ‘population’ is known as a census inquiry. It can be presumed that in such an inquiry, when all items are covered, no element of chance is left and highest accuracy is obtained.” Since it is manageable to treat the participants as a whole, all of these student-

teachers were the source of the data to investigate awareness of teachers and students in developing writing skills through continuous assessment. The first and second year student teachers were not included in the study since the course was given for the third year students only.

3.2.3. Teacher- educators

The researcher took all of the teacher-educators to be participants of the study, since there were nine teachers. This number is manageable and they have experiences in teaching the course.

3.3. Instruments for Data Collection.

3.3.1. Questionnaire

Questionnaire was used as a major tool of this study. The researcher prepared close ended and open ended questions accordingly and distributed to all teacher-educators and student-teachers. For student-teachers, these questions were translated to Afan Oromo, their native language in order to make it easier in their responses.

The close ended questionnaires were distributed to the EFL teachers and student-teachers to get data regarding their awareness in developing writing skills through continuous assessment, formative assessment, formative feedback, and assessment methods of written works. The questions prepared were similar to both teacher-educators and student-teachers but there were some amendments made. The close-ended questions were of a choice form as “A” or “B” on formative assessment and feedback provision on writing skills. According to Denscombe (2007) questionnaire can vary enormously in terms of their purpose, their size and their appearance. They rely on written information supplied directly by people in response to questions asked by the researcher. In this respect, the kind of data is distinct from that which could be obtained from interviews, observation or documents. The other close-ended questions were used to collect the data regarding the use of feedback (self and peer), on assessment methods and formative activities.

The mode of response used in this part was a five point likert scale (very helpful/important- 5 to not helpful/important -1). The teacher- educators and student-teachers put a tick (√) under the scales indicated. The open-ended were used to get detailed and additional information from the

teacher-educators and student-teachers in the subject under study. The questionnaires were forty four items and were self designed by the researcher on the bases of review of related literature and were administered by him to get qualitative and quantitative data.

3.3.2. Interview

The other type of data collecting technique used in this study was an interview. Interview is used to complement or strengthen the data gathered through the questionnaire. In other words, it is believed that interview as an additional data collecting method which helps to cross check the data gathered through other tools. A smaller sample population than the questionnaires were interviewed by the researcher and audio recorded in order to get sense of the data by listening to the recordings several times.

The researcher selected nine students for interview using systematic sampling. First the results of the forty four students were arranged in descending order from the highest achiever to the lowest achiever. Then, they were divided in to three ability groups (high, medium, low achiever). To select nine students the researcher divided forty four students for nine and the result was closer to five. This is to mean that the researcher selected one student from five students. For the first five students the researcher used a lottery system and for the rest he used systematic sampling method to get rich and varied insights for the study. Besides, four teachers were taken who have taught the writing course before. Transcription was done later. In support of this issue, Dornyei (2007,pp.32-33) states “well conducted qualitative research is very labor- intensive and therefore qualitative studies typically use, of necessity, much smaller samples of participants than quantitative ones”. Thus, they are able to understand how events, actions, and meanings are shaped by the unique circumstances in which these occur.

A semi-structured interview was used because the researcher wanted to have enough overview of the awareness of on developing writing skill through CA and was able to develop broad questions on topic. It allows the researcher to get extra information beyond the ready-made responses. As to Denscombe, (2007) the interviewer is prepared to be flexible in terms of the order in which the topics are considered, and, perhaps more significantly, to let the interviewee develop ideas and speak more widely on the issues raised by the researcher. Dawson, (2002) also states that the researcher wants to know specific information which can be compared and

contrasted with information gained in other interviews. The researcher prepared guiding questions and prompts were set to the interviewees. The interviews were held by the researcher in the college with the teachers and students on the same day. The interview took between 15-25 minutes.

3.4. Data collection Procedures

The researcher first prepared data collection tools; questionnaire, and semi structured interview in advance to the data collection. Second questionnaire were distributed to the second year 'English focus students' and reliability was measured by using test re test method in statistical Software called SPSS version 16.0. To increase the reliability of the instrument omission, addition and checking of items and correcting based on the respondents feedback was made. After checking and correcting the questionnaire the researcher received letter from department of English language and Literature that informs the researcher is from Jimma University to the college. The questionnaires were distributed to the participants (Teacher-educators and Student-teachers). Interview was held later.

3.5. Data Analysis.

In order to organize and facilitate the analysis, the data collected were arranged and entered in to SPSS version 16.0 for analysis. The questionnaires were analyzed and interpreted using likert scale items. The interpretation was made by adapting the mean ranges used by Kucuk and Walter (2009) to measure about how face validity reflects more objective measures of the quality of a test. They used the mean ranges from 4.5 –5 –strongly agree; 3.5-4.4 –agree; 2.5-3.4 –undecided; 1.5-2.4 –disagree and 1-1.4 –strongly disagree.

Accordingly, the researcher used for the mean ranges from 4.5-5 very important/very helpful/to great extent; 3.5-4.4 important/helpful/to moderate extent; 2.5-3.4 not certain; 1.5-2.4 less important/less helpful/to less extent and 1-1.4 not important/not helpful/I do not need to use. The qualitative data collected through the open- ended questions, interviews, were organized and analyzed descriptively in line with the quantitative data.

3.6. The validity and reliability of the instrument

To insure the validity and reliability of the data tools, the researcher employed expertise comment and pilot study. As a result, the questionnaire and the interview were given to experts for professional judgment. The experts were three instructors from Jimma University who are (one PhD and two MA holders) Teaching English as a Foreign Language. They commented and suggested some changes in the questionnaire and interview.

Besides, to experts comment, pilot study was held to check the reliability of the questionnaire. The main purpose of the pilot study according to Lous et al, (2009) is to check the clarity of the questionnaire items, instructions, and layout; to eliminate ambiguities or difficulties in wording and to see whether the questions are reliable or not. Pilot study was carried out for two weeks to 'English focus' student- teachers whom they take the writing skill in the 'Communicative English skills' part one and part two using test retest technique. A score from two tests were correlated using Cronbach alpha to investigate the significant differences between them. The result is (0.801) which is a high internal contingency coefficient. This is appropriate for the reliability of the questionnaire and for the study.

3.7. Ethical Considerations

In social science ethics is a decisive part of the study. In all steps of the research process, the researcher need to engage in ethical practices. Practicing ethics is a complex matter that involves much more than merely following a set of static guidelines such as those from professional associations or conforming to guidelines from campus institutional review boards. Ethics has become a more persistent idea stretching from the origins of a research study to its final completion and distribution (Creswell, 2012). First, negotiation was done with different principals and educational officers in the College to make the participants voluntarily agree for the study. The participants were also informed about the procedures to be used in the study, the risks and benefits of participating in the study.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

This chapter presents the analysis and interpretation of forty four items of questionnaire and eight interview data gathered from student-teachers and teacher-educators of the focus college. The questionnaires were filled by all the student-teachers and teacher-educators under the study because they were having an official meeting in the time. The interview was conducted with nine student-teachers and four teacher-educators sample successfully and the data were all analyzed and interpreted.

The analyses and interpretations were done in four sections following the four objectives of the research. All the items which were related to the general questions of students' and teachers' knowledge on continuous assessment in developing students writing skills are treated first; those which deal with students' and teachers' awareness as formative activities in developing writing skills come next; the items that pertain to the knowledge of teachers and students in giving feedback for formative assessment were discussed third; and those which were concerned with students' and teachers' awareness on assessment methods of written works were presented at the end.

4.1. Description of the population.

4.1.1. The EFL instructors

An attempt was made to analyze the characteristic of the EFL teacher respondents (sex, level of education, total service years in teaching English and service years in the college)

Table4.1 General Information about the EFL instructors in SHCTE

| no | Items | | Respondents in | | Total in | |
|----|----------|---------|----------------|------|----------|-----|
| | | | No | % | No | % |
| 1 | sex | M | 8 | 88.9 | 9 | 100 |
| | | F | 1 | 11.1 | | |
| 2 | Level of | Diploma | - | - | 9 | 100 |

| | | | | | | |
|---|---|---------------|---|------|---|-----|
| | education | First degree | 2 | 22.2 | | |
| | | Second degree | 7 | 77.8 | | |
| 3 | Total service years in teaching English | Between 1-5 | 1 | 11.1 | 9 | 100 |
| | | Between 6-10 | 2 | 22.2 | | |
| | | Between 11-15 | 6 | 66.7 | | |
| | | Above 15 | - | - | | |
| 4 | Service years teaching in the college | Between 1-5 | 9 | 100 | 9 | 100 |
| | | Between 6-10 | - | - | | |
| | | Above 10 | - | - | | |

The above table shows that among the EFL instructors in the research 8 out of nine were males while only one is female.

When the level of education of the EFL teachers was seen 7 out of 9 have second degree and the rest have first degree. This shows that most teachers have second degree. The third item shows that 1 out of 9 of the EFL instructors had 1-5 years of experience; 2 out of 9 had 6-10 years of experience; 6 out of 9 had 11-15 and no one had experience above 15 years. In item 4 all the EFL instructors had 1-5 years of experience.

4.1.2. The student-teachers

Table 4.2. The Background of the students

| no | Items | | Respondents in | | Total in | |
|----|------------|---------------|----------------|------|----------|-----|
| | | | No | % | No | % |
| | sex | M | 23 | 52.3 | 44 | 100 |
| | | F | 21 | 47.7 | | |
| | Age | Between 15-20 | 15 | 34.1 | 44 | 100 |
| | | Between 21-25 | 29 | 65.9 | | |
| | | Between 26-27 | - | - | | |
| | | Above 30 | - | - | | |
| | Last grade | Grade 10 | 42 | 95.5 | 44 | 100 |

| | | | | | | |
|--|-------------------------|----------|---|-----|--|--|
| | attended at high school | Grade 12 | 2 | 4.5 | | |
|--|-------------------------|----------|---|-----|--|--|

As observed in the above table 52.3% are male respondents and 47.7% are female respondents. When the age level of the respondents was seen 65.9% were between 21-25 while, 34.1% were in between 15-20years. As indicated above no respondent is above 26 years. Besides, 95.5% of the respondents attended their high school at grade 10 while, 4.5% of them were attended in grade 12.

4.2. Data from Students' Questionnaire

4.2.1 Students' awareness on continuous assessment (develops writing skills)

Students' awareness about how continuous assessment enhances their writing skills was seen; description of continuous assessment and continuous feedback, learnability of the writing skills, forms of formative assessment, formative activities, nature of feedback, self evaluation, and monitoring progress.

Table 4.3 Students' awareness on continuous feedback and continuous assessment (N=44)

| Questionnaire Item one | Observed frequency | Percent |
|---|--------------------|---------|
| Continuous feedback from (teachers, peers) helps to develop writing skills. | 17 | 36.6 |
| Continuous assessment means giving a series of tests to students. | 27 | 61.4 |
| Total | 44 | 100 |

As Table 4.3 shows 36.6% of the student-teachers think that continuous feedback from (teachers and peers) helps to develop writing skills. But, the majority 61.4% of them believe that CA means giving a series of tests to students. From this result, we can infer that students have not enough knowledge on continuous assessment. This has a negative influence on their developing writing skills because they do not give attention to other formative activities given in class and out of classes. They only focus on tests given at classes every time. When students take and give

feedback in formative activities it involves thinking about learning and can deepen students' understanding of their own learning.

Table 4.4 Students' awareness on learnability of the writing skills. (N=44)

| Questionnaire Item two | Observed frequency | Percent |
|--|--------------------|---------|
| Writing is a difficult skill that many students cannot successfully develop | 24 | 54.5 |
| Students can successfully develop the writing skills through continuous assessment | 20 | 45.5 |
| Total | 44 | 100 |

Table 4.4 shows that the majorities 54.5% of respondents have an idea that writing is a difficult skill that many students cannot successfully develop. They think that writing cannot be developed as other skills and they do not have knowledge as it can be learned and developed. But 45.5% of the students believe that students can successfully develop the writing skills through continuous assessment. They believe that writing can be developed and practiced through different activities.

Table 4.5 Students' awareness on forms of formative assessment

| Questionnaire Item three | Observed frequency | Percent |
|---|--------------------|---------|
| Formative writing assessment can take many forms | 14 | 31.8 |
| Formative assessment is conducted only by teachers. | 30 | 68.2 |
| Total | 44 | 100 |

Table 4.5 indicates that 68.2% of the students believe that formative assessment is conducted only by teachers; thus they think that the teacher can perform any assessment activities by him/herself. But formative assessment can involve assessments conducted by the teacher, the student, or classroom peers. It is a part of classroom instruction that enhances students' writing.

The classroom teacher gives comment on students writing and student's friend can also give feedback to learn more from one another (Graham et al, 2011). The rest only 31.8% of the students are aware that formative writing assessment can take many forms as stated above. It is not only conducted by teacher rather it can be conducted by teachers, peers, and the self.

Table 4.6 Students' awareness on formative activities.

| Questionnaire Item four | Observed frequency | Percent |
|--|--------------------|---------|
| Formative activities in writing encourage students to take active involvement in developing their writing skill. | 18 | 40.9 |
| Formative activities will not provide opportunities to practice self assessment. | 26 | 59.1 |
| Total | 44 | 100 |

Table 4.6 shows that the majority 59.1% believe that formative activities will not provide opportunities to practice self assessment. They do not have enough awareness as it helps students to take responsibility of their learning and this in turn hinders their role in self assessment. But 40.9% of the students supported that formative activities in writing encourage students to take active involvement in developing their writing skills. As Irons (2008) stated that the use of formative activities in teaching will hopefully encourage students to take an active involvement in their learning and indeed take responsibility for that learning – encouraging students to take active involvement in their learning.

Table 4.7 Students' knowledge on the nature of feedback and method of helping them. (N=44)

| Questionnaire Item five | Observed frequency | Percent |
|--|--------------------|---------|
| Feedback is a key aspect in assessment and is fundamental. | 15 | 34.1 |

| | | |
|---|----|------|
| Helping students while writing a certain piece of writing demotivate students and develops dependency | 29 | 65.9 |
| Total | 44 | 100 |

Table 4.7 shows that 34.1% of the students believe that feedback is a key aspect in assessment and is fundamental. They think that it gives students to know their weakness and strength on which their teachers and peers comment. As to Irons (2008) feedback is a key aspect in assessment and is fundamental in enabling students to learn from assessment. Helping students to learn from their activities is a key aspect of feedback – particularly through encouraging dialogue. But 65.9% of the students claimed that, helping students while writing a certain piece of writing demotivates them and develops dependency. This is a wrong assumption because when they are assessed by their teachers and peers rather they develop their writing skills.

Table 4.8. Students’ awareness on self evaluation (N=44)

| Questionnaire Item six | Observed frequency | Percent |
|--|--------------------|---------|
| Teaching students how to assess their own writing has a positive and a significant effect on how effectively students convey thoughts and ideas through writing. | 19 | 43.2 |
| Self evaluation of writing had a consistently negative impact on the quality of students’ writing and on the outcomes. | 25 | 56.8 |
| Total | 44 | 100 |

Table 4.8 shows that 43.2% of the respondents have an opinion that teaching students how to assess their writing has a positive and significant effect on how effectively students convey thoughts and ideas through writing. The majority 56.8% of them said that self-evaluation of writing had a consistently negative impact on the quality of students’ writing and on the

outcomes. They are not aware the importance of self evaluation but as stated in the literature review by Graham et al, (2011) self-evaluation of writing had a consistently positive impact on the quality of students’ writing and positive outcome. Besides, Heaton (1990) added that in self evaluation students are asked to assess themselves each week according to the most appropriate grades listed on a sample form. They show the forms at the end of the week to their teachers for discussion and through these students develop their writing skills.

Table 4.9 Students’ knowledge on monitoring progress (N=44)

| Questionnaire Item seven | Observed frequency | Percent |
|--|--------------------|---------|
| When teachers assess or monitors students’ writing progress, it has a positive and significant impact on students’ overall writing performance | 16 | 36.4 |
| The form of monitoring students’ writing progress was least important because teachers assess students’ writing to determine progress(record students’ result) | 28 | 63.6 |
| Total | 44 | 100 |

Table 4.9 indicates that 36.4% of the students believe that when teachers assess or monitors students’ writing progress, it has a positive and significant impact on students’ overall writing performance. We can infer from this that they are aware of the role of the teachers and students. Similarly, teachers assess students’ writing frequently to determine if the class and individual students are making adequate progress, and to adjust their writing instruction accordingly (Espin et al, 2004, as cited in Graham et al 2011). But the majority (63.6%) said that the form of monitoring students writing progress was least important because teachers assess students’ writing to determine progress.. They do not have an idea about the role of the teachers in developing their writing skills and this in turn affects their writing progress. But, the teacher evaluates students’ progress in every session on points the students made progress.

4.2.2 Student awareness on formative assessment

Students' awareness on formative assessment was described as how important the assessments in different aspects and to what extent formative activities develop students writing skills.

Table 4.10 Students' Response to items about how important is formative assessment to develop students writing skills .

| No. | Items | Very important | | important | | I am not certain | | Less important | | Not important | | T | M |
|-----|--|----------------|-----|-----------|------|------------------|------|----------------|------|---------------|-----|----|-------|
| | | N | % | N | % | N | % | N | % | N | % | | |
| 8.1 | Encouraging students to reflect on their formative assessment activities that are practiced in writing skills. | 1 | 2.3 | 16 | 36.4 | 15 | 34.1 | 10 | 22.7 | 2 | 4.5 | 44 | 3.090 |
| 8.2 | Facilitating self and peer assessment in writing lesson. | - | - | 13 | 29.5 | 15 | 34.1 | 14 | 31.8 | 2 | 4.5 | 44 | 2.886 |
| 8.3 | Telling students what qualities their writing should fulfill | 1 | 2.3 | 16 | 36.4 | 16 | 36.4 | 10 | 22.7 | 1 | 2.3 | 44 | 3.136 |
| 8.4 | Telling the procedures students should follow during writing | 1 | 2.3 | 18 | 40.9 | 10 | 22.7 | 13 | 29.5 | 2 | 4.5 | 44 | 3.068 |

| | | | | | | | | | | | | | |
|-----|---|---|-----|----|------|----|------|----|------|---|------|----|-------|
| 8.5 | Using formative activities in teaching | 1 | 2.3 | 8 | 18.2 | 14 | 31.8 | 17 | 38.6 | 4 | 9.1 | 44 | 2.659 |
| 8.6 | Teaching students how to assess their own writing | 1 | 2.3 | 17 | 38.6 | 12 | 27.3 | 12 | 27.3 | 2 | 4.5 | 44 | 3.068 |
| 8.7 | Monitoring students' writing progress | 1 | 2.3 | 15 | 34.1 | 6 | 13.6 | 13 | 29.5 | 9 | 20.5 | 44 | 2.681 |

Keys:

M - Mean Value

T- stands for "Total"

M=4.5-5 very important; M=3.5-4.4-important; M=2.5-3.4-not certain;

M=1.5-2.4-less important; M=1.0-1.4-not important.

Using item 8.1 in Table 4.10, the students were asked if formative assessment encourages students on their formative activities. As observed from the table the mean value is (M=3.090) and this indicates that the students are not certain of it. Thus, 34.1% of them responded as they are not certain while 22.7% and 4.5% of them responded less important and not important respectively. But 36.4% believes as it is important while only 2.3% said very important. From this we can infer that the majority of students have no knowledge as formative assessment encourage them to reflect on their formative assessment activities that are practiced in writing skills.

Item 8.2 in Table 4.10, stresses on formative assessment facilitates self and peer assessment in writing. The mean value is M=2.886. It shows that they think it has less importance. Thus, 34.1% of them are not certain on the issue, 31.8% of them responded it is less important and 4.5% is not important. This can affect their performance in developing their writing skills because they do not know as it helps them in peer and self assessments in writing and lost the opportunity of using it. But Brown and Knight (1994) pointed out that self and peer

assessments provide learners with the opportunity to learn each other. Only less number of the students 29.5% said it is important in peer and self assessments.

Item 8.3 in Table 4.10 above the students were asked to what extent telling the students what qualities their writing should fulfill is important. The mean value is 3.136. This shows that the students are not certain. The majority has no knowledge as telling the quality their writing should incorporate 36.4% believes they are not certain, 22.7% of them responded less certain and 2.3% not important. They have no awareness of this, if the teacher does not tell them what qualities their writing should incorporate, what type of writing students are going to write? First students have to take clear instruction and criteria from their teacher what to write, and about how to write a certain piece of writing. The rest 36.4% believes it is important to know the quality and 2.3% responded it is very important.

In item 8.4 in Table 4.10 above the students were asked whether telling the procedures they should follow during writing is important or not. The mean value is 3.068. This reveals that the students are not sure of it. Some students 40.9% responded it is important and 2.3% responded very important. They are aware of its importance. But 22.7% are not certain on the importance of the procedures, 29.5% do not know its importance and 4.5% responded it is not important. From this point of view one can conclude that most students are not aware the importance of telling students how to follow the procedures during writing. Following the procedure how to write is important because without knowing the procedures and criteria as stated above we cannot produce good writing.

Item 8.5 in Table 4.10 above students were asked the importance of using formative activities in teaching. The mean value is $M=2.659$. This indicates that the students have no knowledge on using formative activities in teaching. Most of them 31.8% are not certain while 38.6% responded less important and 9.1% responded it is not important. But as it is stated in literature review by Irons (2008) the use of formative activities in teaching will hopefully encourage students to take an active involvement in their learning and indeed take responsibility for that learning; encouraging students to take active involvement in their learning. Only 18.2% and 2.3% responded important and very important respectively. This indicates that only small

number of students know as using formative activities in teaching is important as indicated using the data above.

Item 8.6 in Table 4.10 focuses on the importance of teaching students how to assess their own writing. The mean value is (M=3.068). This shows that most of the students are not certain of it. As indicated above 27.3% responded not certain and the same percentage 27.3% believes it is less important and 4.5% confirmed it is not important. But self assessment will help students make more effective use of formative feedback. In support of this Irons (2008) states the ability to self-assess will also help students when it comes to participating in peer-assessment – both in providing constructive assessment for their peers and in receiving feedback from their peers. Some students 38.6% responded important and only 2.3% believes it is very important.

Item 8.7 in Table 4.10 above the students were asked if monitoring students writing progress is important or not. The mean value is M=2.681. This indicates that students have no knowledge on the importance of monitoring. Thus, 13.6% believed that they are not certain while 29.5% responded it is less important. Surprisingly, 20.5% of the students argued it is not important. But as stated by Graham et al, (2011) when teachers assess or monitor students’ writing progress, it has a positive and significant impact on students’ overall writing performance. On the contrary, 31.1% believed it is important and only 2.3% responded very important. Generally, the majority of the students are not aware as formative assessments are important in developing writing skills.

Table 4.11 Students response to items about to what extent formative activities develop students writing skills

| No. | Formative activities: | To great extent | | To moderate extent | | I am not certain | | To less extent | | I do not need them to focus on | | T | M |
|-----|---------------------------|-----------------|-----|--------------------|------|------------------|------|----------------|------|--------------------------------|-----|----|-------|
| | | N | % | N | % | N | % | N | % | N | % | | |
| 9.1 | Enhance students learning | 2 | 4.5 | 13 | 29.5 | 17 | 38.6 | 9 | 20.5 | 3 | 6.8 | 44 | 3.045 |

| | | | | | | | | | | | | | |
|-----|--|---|-----|----|------|----|------|----|------|---|------|----|-------|
| 9.2 | Provide useful information and motivate students | 2 | 4.5 | 10 | 22.7 | 15 | 34.1 | 13 | 29.5 | 4 | 9.1 | 44 | 2.840 |
| 9.3 | Facilitate self and peer assessment | 2 | 4.5 | 14 | 31.8 | 9 | 20.5 | 14 | 31.8 | 5 | 11.4 | 44 | 2.863 |
| 9.4 | Encourage discussion between lectures and students | 2 | 4.5 | 11 | 25 | 9 | 20.5 | 14 | 31.8 | 8 | 18.2 | 44 | 2.659 |

Keys: $M=4.5-5-$ to great extent; $M=3.5-4.4-$ to moderate extent; $M=2.5-3.4-$ not certain;

$M=1.5-2.4-$ to less extent; $M=1.0-1.4-$ I do not need

Item 9.1 in Table 4.11 focuses on the extent of formative activities enhances students learning. According to the mean value of the item 3.046, is not certain, but some of the students 29.5% and 4.5% responded to moderate extent and great extent respectively. But the majority 38.6% believes they are not certain, while 20.5% is less extent and 6.8% argued they do not need them to focus on. From this data one can infer that most students lack this knowledge as it enhances students' learning if formative activities are practiced in the teaching and learning process.

Item 9.2 in Table 4.11, focuses if formative activities provide useful information and motivate students. The mean value is 2.840. This indicates the students are not certain of the issue on formative activities. As it can be seen 34.1% of them responded they are not certain of it while 29.5% in a less extent and 9.1% said they do not need them to focus on. But formative activities (class works, group projects, written/oral class presentations) that are given as part of teaching

and learning process give students useful information to develop their writing skills. Only a small percentage of students 22.7% believe to moderate extent and 4.5% agrees to great extent.

According to item 9.3 in Table 4.11 the mean value of it 2.863 is possible to say students have no awareness as formative activities facilitate self and peer assessment. Though 31.8% and 4.5% responded it develops to moderate and to a great extent, 20.5% are not certain, 31.8% are responded to less extent and 11.4% argues they do not need them to focus on. But Irons (2008) states that formative activities will provide opportunities to practice self and peer assessment. Embedding self-assessment will help students make more effective use of formative feedback – particularly in appreciating what students need to do to ‘close the gap’ in their understanding.

The mean value of item 9.4, in Table 4.11 responded by the students is (M=2.659). This indicates that students are not certain as formative activities encourage discussion between lectures and students. But while feedback it can encourage and develop discussion. As seen above some students 25% responded to some extent and 4.5% responded to great extent. But the majority of them lack the knowledge of formative activities usage in developing writing skills.

4.2.3 Students’ awareness about formative feedback

Students’ awareness on formative feedback is seen as the importance of giving feedback for students, how helpful the principles of feedback and to what extent it develops students’ writing skills.

Table 4.12 Students response to items about giving formative feedback to students

| No. | When giving formative feedback. | Very important | | I am not certain | | Less important | | Not important | | T | M | | |
|------|---|----------------|-----|------------------|------|----------------|------|---------------|------|---|-----|----|-------|
| | | N | % | N | % | N | % | N | % | | | | |
| 10.1 | Giving enough time for students to read comments given by peers/teacher | 2 | 4.5 | 20 | 45.5 | 13 | 29.5 | 8 | 18.2 | 1 | 2.3 | 44 | 3.318 |

| | | | | | | | | | | | | | |
|------|--|---|------|----|------|----|------|----|------|---|------|----|-------|
| 10.2 | Providing quality feedback (clear and to the point) | 1 | 2.3 | 12 | 27.3 | 17 | 38.6 | 12 | 27.3 | 2 | 4.5 | 44 | 2.954 |
| 10.3 | Understand how students work might be improved | 1 | 2.3 | 10 | 22.7 | 14 | 31.8 | 19 | 43.2 | - | - | 44 | 2.840 |
| 10.4 | Reading the errors loudly to the whole class and asking the class for correction. | 6 | 13.6 | 17 | 38.6 | 12 | 27.3 | 7 | 15.9 | 2 | 4.5 | 44 | 2.590 |
| 10.5 | Giving correct version of the errors | 1 | 2.3 | 9 | 20.5 | 12 | 27.3 | 17 | 38.6 | 5 | 11 | 44 | 2.636 |
| 10.6 | Students should be encouraged through peers and self-assessment to apply criteria to help them | 1 | 2.3 | 14 | 31.8 | 5 | 11.4 | 15 | 34.1 | 9 | 20.5 | 44 | 2.613 |

Keys: $M=4.5-5$ very important; $M=3.5-4.4$ -important; $M=2.5-3.4$ -not certain;

$M=1.5-2.4$ -less important; $M=1.0-1.4$ -not important

Using item 10.1 in Table 4.12 above the students were asked to know the importance of giving enough time for students to read comments given by peers/teacher. The mean value is 3.318 and this indicates that students are certain about the value of giving enough time for students to read comments. Thus, more than 50% pointed out that giving time is important as 45.5% believed it is important while 4.5% responded very important. Despite the above ideas 29.5% believe they are not certain, 18.2% responded less important and 2.3% said not important at all.

As shown in item 10.2 in Table 4.12 is about giving quality feedback. As the mean value 2.954 depicts that, most students have no awareness the value of giving clear and precise feedback to the students. From the table 38.6% favor not certain while 27.3% claim it is less valuable. Besides, 4.4% responded giving feedback is not useful at all. The others 27.3% believe it is

important and 2.3% argues feedback should be clear and to the point. Similarly, Nicol and Macfarlane-Dick (as cited in Irons 2008) states that good quality feedback as information that helps students trouble-shoot their own performance and take action to close the gap between intent and effect. Quality of feedback can be measured in a number of ways, such as timeliness, relevance, level of information, degree to which feedback encourages student learning and quantity (too little or too much).

Based on the mean value of item 10.3 in Table 4.12 which is 2.840 it is possible to say that many students are not certain the importance of giving formative feedback in identifying point of improvement. It is shown that more than 70% of the students do not know the value of giving formative feedback as 31.8% are not certain and 43.2% argued it is less important. One can deduce from the table the majority have no awareness of it. But only 25% believed the importance of improving ones work. But Haines, (2004) argues that one aim of feedback is to encourage students and correct their errors to improve their performance.

Item 10.4 in Table 4.12 above the students were asked if reading the errors loudly to the whole class and asking for correction is necessary. The mean value in 2.590. This shows that more number of students favor reading the errors in classroom. This is not advisable method because students do not feel comfort psychologically and emotionally. As indicated above more than 50% of the students favor reading the errors loudly in class. This is not a good way to develop writing skills. The others 27.3% responded as they are not certain, while 15.9% argued it is less important and 4.5% believed it is not necessary to read loudly in class.

As the mean value of item 10.5 in Table 4.12 is 2.636 one can say that students do not favor giving correct version of their errors in feedback. They needed the teacher to point out their errors and they wanted to correct it by themselves or by their peers. As shown above 27.3% said not certain rather almost 50% of them argued that it is not necessary to correct all by the teacher. The rest 20.5% and 2.3% supported the correct version given by the teacher. But the teacher may not give corrections to every students writing, rather it can be done by themselves and their peers. In support of this Irons (2008) argued that feedback does not only come from teachers and tutors but also from student peers and work based supervisors and colleagues

Item 10.6 in Table 4.12 above the students were asked the importance of peer and self assessment according to some criteria. As indicated the mean value is (M=2.613) and this shows that students are not certain on peer and self assessment. More than 50% of the students argued as self and peer assessment have no/less importance. But 31.8% and 2.3% argued it has to be assessed using self and peer assessment while 11.4% said they are not sure. When students assess themselves they feel a sense of responsibility for their learning. Brown and Knight (1994) pointed out that self and peer assessments provide learners with the opportunity to learn from each other. Besides, Tchudi (1997) stated that since assessing student writing is difficult, we thought that it might be better if the students did it in pairs because this way, they could read a particular paper and discuss the merits or weaknesses of the piece and share the responsibility for evaluating it.

Table 4.13 Students response to items about the principles of feedback

| No. | Principles | Very helpful | | Helpful | | I am not certain | | Less helpful | | Not helpful | | T | M |
|------|---|--------------|-----|---------|------|------------------|------|--------------|------|-------------|------|----|-------|
| | | N | % | N | % | N | % | N | % | N | % | | |
| 11.1 | Goals (learning objectives) need to be clear to students | 3 | 6.8 | 17 | 38.6 | 12 | 27.3 | 12 | 27.3 | - | - | 44 | 3.250 |
| 11.2 | Feedback should measure (give guidance to) the student's current learning state | - | - | 17 | 38.6 | 13 | 29.5 | 13 | 29.5 | 1 | 2.3 | 44 | 3.045 |
| 11.3 | Formative feedback should be used as a means for closing | 1 | 2.3 | 12 | 27.3 | 13 | 29.5 | 11 | 25 | 7 | 15.9 | 44 | 2.750 |

| | | | | | | | | | | | | | |
|------|--|---|-----|----|------|----|----|----|------|---|------|----|-------|
| | the gaps between the students learning state and the learning goals | | | | | | | | | | | | |
| 11.4 | Formative feedback needs to be high quality and effective in its advice. | 1 | 2.3 | 13 | 29.5 | 11 | 25 | 14 | 31.8 | 5 | 11.4 | 44 | 2.795 |

Keys: $M=4.5-5$ very helpful; $M=3.5-4.4$ -helpful; $M=2.5-3.4$ -not certain; $M=1.5-2.4$ -less helpful; $M=1.0-1.4$ -not helpful

As observed from item 11.1 in Table 4.13 above the students were asked to know whether goals need to be clear to them. The mean value is 3.250 and this indicates that students are somewhat not certain as learning objectives need to be clear. As seen from the table 38.6% believed its necessity and also 6.8% argued as it is very helpful. The others 27.3% said they are not sure of the idea and the same number argued it is not helpful to make the goals clear to the students. But students should know the intended learning objectives. The central purpose of knowing the objective of each feedback providing activity, as discussed in the literature section, is to enable learners to check their progress on daily basis and to show them the early indicators of future advancement in learning. Black (as cited in Irons, 2008) suggests that one of the principles in formative feedback is that learning objectives need to be clearly communicated to the students.

The mean value of item 11.2 as shown in Table 4.13 is 3.045 it approaches to 3, that is, uncertainty. This shows that students are not clear as feedback measures the student's present learning level. As indicated above 29.5% of the students are uncertain as feedback measures the students learning level while the same number of students argued as it is less helpful and 2.3% responded not helpful. But only 38.6% said that it should measure the student's present learning level.

Item 11.3 in table 4.13 was asked to the students among the principles of feedback if formative feedback is a means for closing the gap between students learning state and the learning goals. As shown above the mean value is 2.750 and this shows that the majority of the students do not know as formative feedback closes the gap between students present knowledge and the intended goals. As indicated above 29.5% are not sure of its use, 25% believed as it has no use and 15.9% said it does not use at all. But some students 27.3% have responded it closes the gap while 2.3% argued it is very helpful in closing it. Black (as cited in Irons, 2008) points out that formative feedback is used to minimize the gap of student's present state and the learning goals. This is to mean that students gain knowledge and experience that is closer to the intended learning outcomes.

Item 11.4 in Table 4.13 focuses on if formative feedback needs to be high quality and effective. The mean value is 2.795 and it shows students are not certain as formative feedback need to be high quality and effective. As shown above 25% of the students are not sure while 31.8% argued as it is less helpful and 11.4% said it has no use. The rest 29.5% agreed with this concept and 2.3% said it is very useful. But feedback should clearly tell to students their weakness (points to be improved, clear guidelines with specific examples, good points to be encouraged) so that students can easily correct their errors.

Table 4.14 Students response to items about how feedback develops students writing skills

| No. | Feedback | To great extent | | To moderate extent | | I am not certain | | To less extent | | I do not need them to focus on | | T | M |
|------|---|-----------------|-----|--------------------|------|------------------|------|----------------|------|--------------------------------|-----|----|-------|
| | | N | % | N | % | N | % | N | % | N | % | | |
| 12.1 | Encourages students to write more | 3 | 6.8 | 12 | 27.3 | 15 | 34.1 | 10 | 22.7 | 4 | 9.1 | 44 | 3.00 |
| 12.2 | Correct students error to improve their | 2 | 4.5 | 16 | 36.4 | 12 | 27.3 | 12 | 27.3 | 2 | 4.5 | 44 | 3.090 |

| | | | | | | | | | | | | | |
|------|--|---|-----|----|------|----|------|----|------|----|------|----|-------|
| | performance | | | | | | | | | | | | |
| 12.3 | Reward particular behaviors | 1 | 2.3 | 11 | 25 | 16 | 36.4 | 13 | 29.5 | 3 | 6.8 | 44 | 2.863 |
| 12.4 | Foster lifelong skill of learning. | 3 | 6.8 | 11 | 25 | 14 | 31.8 | 13 | 29.5 | 3 | 6.8 | 44 | 2.954 |
| 12.5 | Gives students a chance to request for clarification. | 2 | 4.5 | 14 | 31.8 | 11 | 25 | 11 | 25 | 6 | 13.6 | 44 | 2.886 |
| 12.6 | Increase collaboration | 2 | 4.5 | 10 | 22.7 | 10 | 22.7 | 15 | 34.1 | 7 | 15.9 | 44 | 2.659 |
| 12.7 | Show areas where students need practice and improvement. | 2 | 4.5 | 8 | 18.2 | 8 | 18.2 | 16 | 36.8 | 10 | 22.7 | 44 | 2.454 |

Keys: $M=4.5-5-$ to great extent; $M=3.5-4.4-$ to moderate extent; $M=2.5-3.4-$ not certain;

$M=1.5-2.4-$ to less extent; $M=1.0-1.4-$ I do not need

Table 4.14 focuses on feedback as one of the key aspect in assessing writing since it can involve students learning progress and improvement in learning writing. According to the information of item 12.1 in Table 4.14 the mean value is 3.00 which shows that students did not know the extent to which feedback encourages students to write more. As indicted above 34.1% said that they do not know as it encourages students to write more while 22.7% responded in a less extent and 9.1% argued it does not encourage at all. But 27.3% of them confirmed feedback initiate students

to write more and 6.8% said it encourages more. As to Haines (2004) one of the aims of feedback is to encourage students to write more. When teachers give students feedback through written/oral feedback they accept the comments forwarded by their teacher and try to correct it continuously and while doing so they again develop their writing skill and encouraged for more.

According to the mean value of item 12.2 ($M=3.090$) in Table 4.14, though not sufficient, some students know that feedback correct students errors to improve their performance. As seen above 36.4% confirmed that it corrects students' errors moderately and 4.5% said in a great extent. But the majority 27.3% responded in less extent and 4.5% as they do not focus on it. As stated in the literature review by Haines (2004) feedback corrects students' errors as they exchange ideas in the form of written/oral ways. Through exchanging ideas between teachers and students the errors are more corrected.

Item 12.3 in Table 4.14 was asked to the students to respond whether the students are aware as feedback rewards particular behaviors. The mean value is 2.863 and it indicates that students are not certain as it rewards particular behaviors like handing in on time. As in the table above 36.4% of the students do not know at all while 29.5% said to some extent and 6.8% responded they do not need to focus on. The others responded it as it rewards and 2.3% said in great extent. From this one can guess that most students' knowledge is less on the aims of feedback in developing writing skills. Haines (2004) states that, feedback aims to appreciate good performances of students on some behaviors and penalize certain behaviors, for example, lateness, and careless presentations. .

The mean value of item 12.4 in Table 4.14 $M=2.954$ shows that students are unaware as feedback fosters lifelong skill of learning. More than 65% of the students have no knowledge about it. As indicated above 31.8% said as they do not know it while 29.5% argued it in a lesser extent and 6.8% do not focus on it. But in the literature review by Heritage (2010) feedback is inherently supportive of an incremental view of learning and the student stance of pro-active self-efficacy associated with it. It also fosters the lifelong skill of 'learning how to learn' that is a prerequisite for success in college and in the workplace. As in the table the others 25% and 6.8% of the students responded as it fosters in moderate and to great extent respectively.

Using item 12.5 in Table 4.14 the students were asked to what extent feedback gives students chance to request for clarification. The mean value of item 12.5 is 2.886 and this shows that students are not aware as feedback gives students a chance for clarification. More than 60% of the students are not aware of it. As one can understand from the table 25% of the students are not clear with it while 25% argued in lesser extent and 13.6% said they do not need it. But as to Graham et al, (2011) feedback is not just limited to teacher comments about papers, though. It can involve comment about students' progress in learning writing skills or strategies, responses from parents and also from the students what is not clear for them. The rest 31.8% and 4.5% both said it gives a chance for clarification.

As to the data from Table 4.14 the mean value of item 12.6 is 2.659 shows that students do not know the extent to which feedback increases collaboration. As indicated above 18.2% responded uncertainty while 36.8% argued that it increases in lesser extent and 15.9% said they do not need it. But, a Heritage (2010) state that no longer is the classroom centered on the teacher and the teaching. Students are expected to take responsibility for their own learning, supported by teachers, of course, and by each other. When considered together, these forms of feedback had a positive impact on how well students conveyed thoughts and ideas through writing collaboratively. The 22.7% supported in some ways and 4.5% also agreed to great extent as feedback increase collaboration.

Item 12.7 in Table 4.14 focuses whether feedback shows areas where students need practice and improvement. The mean value of item 12.7 is 2.454 and this shows that students are not aware as feedback shows areas of weakness that need to be practiced. As shown in table above more than 70% of the students have no awareness in that 18.2% said that they do not know it, while 36.8% argued as it shows in less extent and 22.7% said it does not show at all. But the purpose of giving feedback to students is to help them learn. Haines (2004) also states that students need feedback on whatever they are doing, saying or writing to help them understand whether it is right or wrong conforms to the expected standards, is acceptable or exemplary. The rest only 18.2% supported in moderate extent and 2.4% said it helps much.

4.2.4 Students' awareness on assessment methods of written works.

Students' awareness on assessment methods were seen as assessment techniques, their knowledge on portfolio and observation and interview.

Table 4.15 Students' awareness on assessment techniques

| Questionnaire Item 13.1 | Observed frequency | Percent |
|---|--------------------|---------|
| Students self assessment is not a method of assessment. | 26 | 59.1 |
| Oral question and answer can function as assessing technique. | 18 | 40.9 |
| Total | 44 | 100 |

In Table 4.15 item13.1 indicates that 59.1% of the students believe that self assessment is not a method of assessment. But as stated in the literature review by Graham et al, (2011) formative writing assessment can take many forms. It can involve assessments conducted by the teacher, the student, or classroom peers. The others 40.9% argued that oral question and answer can function as assessing techniques. In support of this idea Brown (2004), states that some of the tasks that students are to be assessed in include paraphrasing, guided questions and answer, paragraph construction tasks, and strategic options such as attending to task report and attending to genre summaries.

Table 4.16 Students' knowledge on portfolio and observation.

| Questionnaire Item 14.1 | Observed frequency | Percent |
|---|--------------------|---------|
| It is possible to assess ones work by observation(using rating scales and checklists) | 20 | 45.5 |
| Portfolio is a method of functioning only to record students' performance | 24 | 54.5 |

| | | |
|-------|----|-----|
| Total | 44 | 100 |
|-------|----|-----|

According to Table 4.16 item 14.1 45.5% of the students believed that it is possible to assess ones work by observation (using rating scales and checklists). A teacher can assess students work by observing each and every activities of the students’ performance in or out of class. As Genesse and Ushur (as cited in Hedge,2000) states when classroom teacher assess students work by observation he/she needs to consider , what to observe, why to observe, which part to observe, and how frequently the observation is going to be held. As shown above 54.5% argued that portfolio is a method of functioning only to record students’ performance. But Portfolios are not only for recording purpose rather it is a multiple writing samples, written over time, and purposefully selected from various genres to best represent a student’s abilities, progress, and most successful texts in a particular context (Richards, 2003). It is a collection of any aspects of students’ work that tells the story of their achievements, skills, efforts, abilities, and contributions to a particular class.

Table 4.17 Students’ awareness on some assessment methods.

| Questionnaire Item 15.1 | Observed frequency | Percent |
|--|--------------------|---------|
| Informal tests, exercises, assignments on a written work are used to assess ones work. | 12 | 27.3 |
| Class work and home work can’t be used as an assessment method for formative purposes. | 32 | 72.7 |
| Total | 44 | 100 |

As it can be seen from Table 4.17 item 15.1, (27.3%) of the students said that informal tests, exercises, assignments on a written work are used to assess ones work. The performances of students are collected through different and varied methods. Carter and Nunan (2001) state that assessment as a variety of ways of collecting information on a learner's language ability or achievement. The majority 72.7% argued that class work and home work cannot be used as an

assessment method for formative purposes. But Andrade and Cizec (2010) explain that informative assessment information can be collected from information-gathering activities such as traditional classroom tests, observations, oral questioning, class discussions, projects, portfolios, homework, performance assessments, and group work with peer feedback, student self-assessment, and other sources.

Table 4.18 Students' knowledge on interview.

| Questionnaire Item 16.1 | Observed frequency | Percent |
|---|--------------------|---------|
| It is possible to assess students by interviewing them on their written work. | 15 | 34.1 |
| Interviewing is used only on oral testing | 29 | 65.9 |
| Total | 44 | 100 |

Item 16.1 in Table 4.18 indicates that 34.1% of the students said that it is possible to assess students by interviewing them on their written work. It can be done by asking some questions on the writing of the students how much the student understood the concept. The rest (65.9%) responded that interviewing is used only on oral testing. But interview can functions to assess many and multiple concepts like, pronunciation, ones understanding on what someone has read or written.

4.2.5 Students Response to open-ended items of the Questionnaire

Regarding the idea about how CA develops writing skills, more than half of the students listed as there is a test/assessment/ all the time, students are ready for it continuously. The other students listed that practice that they make all the time helps to develop their writing skills. This implies that students do not consider as writing can be developed through different methods as of the feedback provided, experience and practice, continuous interaction, errors etc. Besides, some students listed by questioning and answer with teacher and peers students could develop their writing skills. Some said that writing takes long time it cannot be developed in a short period of time.

As already discussed in the table above and here about the development of writing skill through CA, still the majority are not aware of it. They consider even as one cannot develop writing skill since it takes time. Moreover, the idea of CA, formative activities and formative feedback are not clear to them as it can be seen from the data gathered through open and close ended questions.

In response to the question about the context in which formative activities develop students learning the majority listed that as students are always ready to frequent assessments in all times they read more and more daily. Besides, they said that the activities are unexpected that students are ready not to miss the activities. Some of them said that it is an activity in class all students participate in groups or in pairs that can enhance their learning and six of them left empty. One can deduce from this most students are not aware as formative activities provide information through facilitating self and peer assessments. But Irons (2008) stated that formative activities in teaching will hopefully encourage students to take an active involvement in their learning and indeed take responsibility for that learning.

Regarding how to get feedback, the majority of the students listed it is possible to get feedback from teacher while others mentioned from: peers, self, asking question, written or oral comments mostly from teacher. Three of them left empty and one said that he has no knowledge at all about it. From these ideas and responses given in Table 4.13, it can be concluded that most students have no enough knowledge about getting feedback from teachers, peers, self, parents.

In response to the importance of giving feedback the majority listed that students could know their weakness from feedback. Some students also mentioned that students get experience, see their weakness and progress, identify their wrong concepts and to develop experiences are some of the ideas raised. The other two students left empty as the concept may not be clear to them. As it could be concluded that most students listed that students know their weakness but feedback tells students their weakness and also strength; show the weaknesses for improvement and the strength to be continued.

As to the assessment methods of written work the majority of the students listed by looking the mechanic part (spelling, capitalization, and full stops). A few of them listed that it is possible to assess by giving exercises to write paragraph/essays in classes and out of classes. But what

Brown (2004) mentions the assessment methods of written work like portfolios, observations, interview etc though these were not mentioned by anyone.

4.3 Data from students' interview

As mentioned in the methodology chapter, nine students (top, medium, low) achievers were selected and interviewed to collect data on if continuous assessment develops writing; method of developing writing skills; developing writing skills using formative activities; importance of feedback; method of developing writing and method of assessment they know. The data from nine students were video-recorded and transcribed by the researcher.

Concerning the question if they know CA develops writing skills; most of the students said “yes”. They said that CA develops writing skills by practicing how to write given activities continuously. Two of them said that it is possible to develop writing skill by when teachers give rubrics on how to write and give continuous feedback on some written works. But most of them said that CA is performed all the times in class so that students develop it while doing so. They are unable to touch how it could develop writing skills. Through continuous feedback from teachers, peers and others as well as through improving the weaker sides with continuous practice, it is possible to develop writing skills. As tried to see from Tables 4.3-9.9 and responses from above students are not well aware as CA develops writing skills.

As to developing and teaching writing skills, most students said that exercise is the best method. Some students also said that teachers should do every effort to students in developing their skills. A teacher should give a model text through which students write a similar text of its type. Others stated that by writing different texts in different contexts students could develop their writing skills. But writing is taught and developed from feedback given from different angles (peers, teachers). Students improve their weaknesses for the next writing and keep their strength under the monitoring of the teacher. Besides, reading and listening have a great role in the development of writing skills.

Regarding to whether formative activities develop writing skills; most students have said that it helps in some extent because it does not give students to write in their own way. If students write only on one guided line as to them it could hinder their writing skills. The others responded that

formative activities help most of the time for lower grades those who need guidance and assistance. As to them in college it is advisable to let students to write of their own way.

As to giving a series of tests to students, most of the students said that a series of tests are considered as CA. They said this because they are experienced in taking different tests at the end or in the beginning of the week all the time. They think that a test and assessment are the same. The rest responded that it is not only tests that are considered as CA, but other activities that are given by the teacher are also considered as CA methods.

In relation to what feedback tells them, some of the students responded that feedback would tell them the overall performance of a certain written text. They said that feedback generally reveals the work of individuals as a form of summary; which is right and wrong in the end. Some said that feedback tells them their weaknesses to improve and strength to keep on. Still the rest of the students responded:

“It shows my mistake”

Besides some of them said:

“It appreciates the good performances of students work and reminds the weaknesses”

However feedback could also tell the weaknesses, encourages students to improve their performance, reward and penalize certain behaviors.

As to the contribution of the students to develop their writing skills, most of the students said that practicing how to write in and out of the school. In doing so, students could improve their writing. Besides, some said:

“I have to read and listen to different texts all the time and practice
writing like poems, stories, essays etc”

Here students are aware of what is expected them and still some stressed continuous practice. But some said:

“It is difficult to write in English because connecting words to make

coherent sentences are not easy”

Form this quotation taken from the interview to the students, it can be guessed that still there is confusion in their contribution to writing.

Regarding the importance of feedback as stated above most students said that it shows weaknesses and strength. They said that it gives some information on students’ work and gives some suggestions for improvement. They also added that in most cases feedback does not give each and every point of students’ weaknesses and strength so that students could not easily identify their errors from the feedback given. Besides, some said that feedback given are not clear and to the point it makes students worry.

As to the assessment methods around most of the students mentioned the methods as assessing of spelling, punctuation, and capitalization. The others responded class work and homework while others named group work, pair work, individual work etc. Only one student said as it include: interview, observation, peer and self assessment, home work, class work, etc. As observed from the above, most students have less awareness on assessment methods.

4.4. Data from Teachers’ Questionnaire

4.4.1 Teachers’ awareness as continuous assessment develops writing skills.

Teachers’ awareness about how continuous assessment enhances students’ writing skills is seen as description of continuous assessment and continuous feedback; learnability of the writing skill, forms of formative assessment, formative activities, nature of feedback, self evaluation, and monitoring progress.

Table 4.19 Teachers’ awareness on continuous feedback and continuous assessment

| Questionnaire Item one | Observed frequency | Percent |
|---|--------------------|---------|
| Continuous feedback from teachers, peers helps to develop writing skills. | 6 | 66.7 |
| Continuous assessment means giving a series of tests to students. | 3 | 33.3 |
| Total | 9 | 100 |

As Table 4.19 shows that 6 out of 9 teachers argued that continuous feedback from (peers, teachers) help to develop writing skills. The comments and suggestions that are given from teachers and peers can help students as an input. It shows the students what areas they should improve and their strength too. In doing so their writing develops. But the rest said that continuous assessment means giving a series of tests to students and to them assessment and test are the same as they considered assessment as the tests they give at weekends. From the table above one can conclude that most of the teachers know the main differences between continuous feedback and continuous assessment. Besides, there are some confusion among teachers on the differences between assessment and testing as tried to investigate from their interview too.

Table 4.20 Teachers' awareness on learn ability of the writing skills.

| Questionnaire Item two | Observed frequency | Percent |
|---|--------------------|---------|
| Writing is a difficult skill that many students cannot successfully develop | 4 | 44.4 |
| Students can successfully develop the writing skill through continuous assessment | 5 | 55.6 |
| No answer | - | - |
| Total | 9 | 100 |

Table 4.20 indicates that the majority (5 out of 9) of the teachers argued that students can successfully develop the writing skills through continuous assessment. They are aware as writing can be developed through learning and practicing different activities. Graham et al, (2011) stated that writing skills also develops when students are taught to evaluate the effectiveness of their own writing and when teachers monitor students' progress on an ongoing base. The rest said that writing is a difficult skill.

Table 4.21 Teachers' awareness on forms of formative assessment.

| Questionnaire Item three | Observed frequency | Percent |
|---|--------------------|---------|
| Formative writing assessment can take many forms | 5 | 55.6 |
| Formative assessment is conducted only by teachers. | 4 | 44.4 |
| Total | 9 | 100 |

As indicated in Table 4.21 the majority (5 out of 9) of the teachers argued that formative assessment takes many forms. As stated in the literature review formative assessment can involve assessments conducted by teachers, self and peers. It is part of classroom instruction that can enhance students' writing. As to Graham et al, (2011), the classroom teacher gives comment on students writing and student's friend can also give feedback to learn more from one another. The other (4 out of 9) said that formative assessment is carried out by teachers. They have no awareness as it could be from teachers, peers, etc. From these it can be guessed that most teachers are aware about formative assessment, but many of them are still in lack of the knowledge.

Table 4.22 Teachers awareness on formative activities

| Questionnaire Item four | Observed frequency | Percent |
|--|--------------------|---------|
| Formative activities in writing encourage students to take active involvement in developing their writing skill. | 5 | 55.6 |
| Formative activities will not provide opportunities to practice self assessment. | 4 | 44.4 |
| Total | 9 | 100 |

Table 4.22 shows the majority of the teachers (5 out of 9) believed that formative activities encourages students to involve in developing writing. As stated in the literature review by Irons

(2008) formative activities in teaching will hopefully encourage students to take an active involvement in their learning and indeed take responsibility for that learning. The other (4 out of 9) believed that it will not provide opportunities to practice self assessment. But formative assessment provide opportunities to practice self-assessment that will in turn help students make more effective use of formative feedback. This feedback helps students to close the gap in their understanding.

Table 4.23 Teachers’ knowledge on the nature of feedback and method of helping students

| Questionnaire Item five | Observed frequency | Percent |
|---|--------------------|---------|
| Feedback is a key aspect in assessment and is fundamental. | 4 | 44.4 |
| Helping students while writing a certain piece of writing demotivate students and develops dependency | 5 | 55.6 |
| Total | 9 | 100 |

As shown above in Table 4.23, (4 out of 9) teachers said that feedback is a key and fundamental in assessment. Feedback tells students their weaknesses and strength on certain texts. As to Irons (2008) feedback is a key aspect in assessment and is fundamental in enabling students to learn from assessment. Besides, Haines (2004) emphasized that students need feedback on whatever they are doing, saying or writing to help them understand whether it is right or wrong, conforms to the expected standards, is acceptable or exemplary. But, the majority said helping students while writing a certain piece of writing demotivate students and develops dependency. From this table we can conclude that teachers are not aware about feedback.

Table 4.24 Teachers' awareness on self evaluation

| Questionnaire Item six | Observed frequency | Percent |
|--|--------------------|---------|
| Teaching students how to assess their own writing has a positive and a significant effect on how effectively students convey thoughts and ideas through writing. | 6 | 66.7 |
| Self evaluation of writing had a consistently negative impact on the quality of students' writing and on the outcomes. | 3 | 33.3 |
| Total | 9 | 100% |

Table 4.24 above shows that the majority (6 out of the 9) teachers have believed that teaching students how to assess their writing has a positive effect in conveying ideas through writing. In support of this idea, Graham et al, (2011) states that teaching students how to assess their own writing has a positive and a significant effect on how effectively students convey thoughts and ideas through writing. He also added that self-evaluation procedures ranged from teaching students to use a rubric to assess the merits of specific features of their writing. Though the majorities are aware about self evaluation, 3 of them argued that self evaluation has negative impact on writing. This shows that some of the teachers are still not aware about self assessment.

Table 4.25 Teachers' knowledge on monitoring progress

| Questionnaire Item seven | Observed frequency | Percent |
|--|--------------------|---------|
| When teachers assess or monitors students' writing progress, it has a positive and significant impact on students' overall writing performance | 7 | 77.8 |
| The form of monitoring students' writing progress was least important because teachers assess students' writing to determine | 2 | 22.2 |

| | | |
|-----------|---|------|
| progress. | | |
| Total | 9 | 100% |

Table 4.25 indicates that the majority (7 out of 9) teachers confirmed that monitoring students writing progress has positive impact on students' writing performance. In support of this Graham et al, (2011) confirmed that when teachers monitor students' writing progress, it has a positive and significant impact on students writing and he stressed that the teaching of teachers how to assess students' papers in terms of ideas, organization, voice, and usage/conventions to frequently collecting information on how much students write as well as on the overall correctness of their compositions for word choice, grammar, usage, and spelling. The rest said that monitoring was the least important. From this it can be concluded that the majority of the teachers are aware the usefulness of monitoring students writing progress.

4.4.2 Teachers' awareness on formative assessment

Teachers' awareness on formative assessment was described as how important the assessments in different aspects and to what extent formative activities develop writing skills.

Table 4.26 Teachers' Response to items about formative assessment

| No. | Items | Very important | | important | | I am not certain | | Less important | | Not important | | T | M |
|-----|--|----------------|---|-----------|------|------------------|------|----------------|------|---------------|---|---|-------|
| | | N | % | N | % | N | % | N | % | N | % | | |
| 8.1 | Encouraging students to reflect on their formative assessment activities that are practiced in writing skills. | - | - | 4 | 44.4 | 3 | 33.3 | 2 | 22.2 | - | - | 9 | 3.222 |
| 8.2 | Facilitating self and peer assessment in writing | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|-----|--|---|------|---|------|---|------|---|------|---|---|---|-------|
| | lesson. | 1 | 11.1 | 3 | 33.3 | 3 | 33.3 | 2 | 22.2 | - | - | 9 | 3.333 |
| 8.3 | Telling them what qualities their writing should fulfill | 2 | 22.2 | 3 | 33.3 | 3 | 3.33 | 1 | 11.1 | - | - | 9 | 3.666 |
| 8.4 | Telling the procedures they should follow during writing | 1 | 11.1 | 3 | 33.3 | 5 | 55.6 | - | - | - | - | 9 | 3.555 |
| 8.5 | Using formative activities in teaching | 2 | 22.2 | 2 | 22.2 | 3 | 33.3 | 2 | 22.2 | - | - | 9 | 3.444 |
| 8.6 | Teaching students how to assess their own writing | - | - | 4 | 44.4 | 2 | 22.2 | 3 | 33.3 | - | - | 9 | 3.111 |
| 8.7 | Monitor students 'writing progress | - | - | 4 | 44.4 | 4 | 44.4 | 1 | 11.1 | - | - | 9 | 3.333 |

Keys: T- Stands for "Total" M- stands for "Mean"

As shown in Table 4.26 above, item 8.1 teachers were asked if formative assessment encourage students on their formative activities. Three of the teachers said they are not sure of it and two of them argued it is less important. But four of them confirmed that formative assessment initiate students on their activities. From this we can infer that the majority of the teachers are not aware as formative assessment encourages students for more activities.

Item 8.2 in Table 4.26, teachers were asked if formative assessment is important in facilitating self and peer assessment in writing lesson. One responded it facilitates greatly and three of them said it is important in facilitating self and peer assessment. As seen in the table, three of them believed as they are not certain while two of them argued it is less important. But Brown and knight (1994) pointed out that self and peer assessments provide learners with the opportunity to learn from each other. One can infer from the above that still some teachers are not aware as formative assessment facilitates peer and self assessment.

The teachers believed that telling students the type of writing the students are going to write and the instructions to follow is important in developing writing. As in table above two of the teachers said very important and three of them believed as it is important. The rest three teachers said uncertain and only one teacher responded that it has less value. It can be concluded that most of the teachers are aware though some are still in doubt of it.

As shown in the table 4.26, three of them said important and one answered very important. From this point of view, one cannot say confidently they are aware because, the majorities, (5 out of 9) of the teachers are not clear with the idea. As stated in the literature review, students are unable to produce a good writing without knowing the procedures they should follow.

In Table 4.26 item 8.5 teachers were asked whether using formative activities in teaching are important. Teachers are not aware of it since three of the teachers said not certain and two of them argued it is less important. The other four teachers believed that using formative activities are good. But formative activities are part of classroom instruction that enhances students' writing. The classroom teacher gives comment on students writing and student's friend can also give feed back to learn more from one another. In support of this Irons (2008) states that the use of formative activities in teaching will hopefully encourage students to take an active involvement in their learning and indeed take responsibility for that learning.

Item 8.6 in Table 4.26 focuses on the importance of teaching students how to assess their own writing. Two of the teachers responded as they do not know it and three of them said it is less important. The rest four teachers argued that it is important to teach students to assess their own writings. Similarly, teaching students how to assess their own writing has a positive and a significant effect on how effectively students convey thoughts and ideas through writing. Graham et al, (2011) states that self-evaluation procedures ranged from teaching students to use a rubric to assess the merits of specific features of their writing.

As shown in Table 4.26 item 8.7 four of the teachers are uncertain and one said monitoring is less important. But as stated in the literature review by Graham et al, (2011) when teachers assess or monitor students' writing progress, it has a positive and significant impact on students' overall writing performance. The teacher identifies the weaknesses and strength of the students

writing and gives remedial action. The importance of monitoring is supported by four teachers as it can be seen in the table.

Table 4.27 Teachers response to items about formative activities

| No | Formative activities: | To great extent | | To moderate extent | | I am not certain | | To less extent | | I do not need them to focus on | | T | M |
|-----|--|-----------------|------|--------------------|------|------------------|------|----------------|------|--------------------------------|---|---|-------|
| | | N | % | N | % | N | % | N | % | N | % | | |
| 9.1 | Enhance students learning | 2 | 22.2 | 3 | 33.3 | 2 | 22.2 | 2 | 22.2 | - | - | 9 | 3.555 |
| 9.2 | Provide useful information and motivate students | 2 | 22.2 | 2 | 22.2 | 3 | 33.3 | 2 | 22.2 | - | - | 9 | 3.444 |
| 9.3 | Facilitate self and peer assessment | - | - | 4 | 44.4 | 3 | 33.3 | 2 | 22.2 | - | - | 9 | 3.222 |
| 9.4 | Encourage discussion between lectures and students | - | - | 2 | 22.2 | 4 | 44.4 | 3 | 33.3 | - | - | 9 | 2.888 |

Item 9.1 in Table 4.27 focuses on to what extent formative activities develop students learning. As shown above, two of the teachers supported greatly and three of them said it enhances moderately. But two of the teachers said that they are not aware of it while the same number responded less extent. In formative activity students are engage in doing activities and while doing so they develop their knowledge of writing. Irons (2008) stated that the use of formative

activities in teaching will hopefully encourage students to take an active involvement in their learning and indeed take responsibility for that learning.

As shown in the table 4.27, four teachers supported the idea and three of them are uncertain while two of the teachers said formative activities provide useful information in a lesser extent. This shows that greater number of teachers is not aware as it is useful and provides information. But formative activities (class works, group projects, written/oral class presentations) those are given as part of teaching and learning process and give students useful information to develop their writing skills.

Item 9.3 in the table above shows that three teachers said they are not certain while two of them responded less extent. The rest four teachers agreed that formative activities enhances self and peer assessment. In relation to this Irons (2008) states that formative activities will provide opportunities to practice self and peer assessment. Embedding self-assessment will help students make more effective use of formative feedback; particularly in appreciating what students need to do to ‘close the gap’ in their understanding. This indicates that the majorities of the teachers do not know clearly as formative activities facilitate self and peer assessment.

Item 9.4 in Table 4.27 focuses on to what extent formative activities encourage discussion between lectures and students. As shown above four of the teachers said they are uncertain about it and three of them argued formative activities encourage in a lesser extent. Only two teachers believed as it encourages discussion between lectures and students. But the central purpose of carrying out formative activities is enabling the students to understand their learning and conceptual frame work and identifying their strength and weakness so that both the teacher educator and the learners take decision for further learning and better planning for teaching.

4.4.3 Teachers' awareness on formative feedback

Teachers' awareness on formative feedback was seen as the importance of giving feedback for students, how helpful the principles of formative feedback and to what extent formative feedback develop students writing skills.

Table 4.28 Teachers response to items about giving formative feedback

| No. | When giving formative feedback. | Very important | | important | | I am not certain | | Less important | | Not important | | T | M |
|------|---|----------------|------|-----------|------|------------------|------|----------------|------|---------------|---|---|-------|
| | | N | % | N | % | N | % | N | % | N | % | | |
| 10.1 | Giving enough time for students to read comments given by peers/teacher | - | - | 5 | 55.6 | 2 | 22.2 | 2 | 22.2 | - | - | 9 | 3.333 |
| 10.2 | Providing quality feedback (clear and to the point) | - | - | 4 | 44.4 | 3 | 33.3 | 2 | 22.2 | - | - | 9 | 3.222 |
| 10.3 | Understand how students work might be improved | 1 | 11.1 | 3 | 33.3 | 4 | 44.4 | 1 | 11.1 | - | - | 9 | 3.444 |
| 10.4 | Reading the errors loudly to the whole class and asking the class for correction. | 1 | 11.1 | 3 | 33.3 | 3 | 33.3 | 2 | 22.2 | - | - | 9 | 3.333 |
| 10.5 | Giving correct version of the errors | - | - | 2 | 22.2 | 5 | 55.6 | 2 | 22.2 | - | - | 9 | 3.000 |
| 10.6 | Students should be encouraged through peers and self- | - | - | 3 | 33.3 | 5 | 55.6 | 1 | 11.1 | - | - | 9 | 3.222 |

| | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| assessment to apply criteria to help them | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

Item 10.1 in Table 4.28 focuses on whether giving enough time for students to read comments given by peers/teacher when giving formative feedback is important or not. As shown above five teachers argued it is helpful to provide students enough time while two teachers are not sure of it and two said it has a lesser importance. If students get enough time they could realize and understand their weakness and work more for improvement.

Using item 10.2 in Table 4.28 above was asked to know importance of providing quality feedback. As observed from the table three of the teachers are not sure of it while two of them said it is less important. But the rest four teachers supported that giving quality feedback in important. Similarly, Black (as cited in Irons, 2008, p.22) suggests that “formative feedback needs to be high quality and effective in its advice”. This is to mean that teachers have to give clear and precise feedback that students could easily see their errors for further correction. Feedback should not be vague but tell the students a place to improve. From the above data one can infer that most of the teachers are not aware of the importance of giving quality feedback to students.

As shown in item 10.3 in Table 4.28 is about understanding how students work might be improved. Four teachers said that they are not sure as formative feedback shows point of improvement and one teacher argued it is less important. Others four teachers confirmed it is important in showing point of improvement. When peers or teachers comment on the works of students it shows areas that need improvement by showing the direction.

Regarding the response to item 10.4 in Table 4.28, most of the teachers are not aware on the importance of reading the errors loudly to the whole class and asking the class for correction is important. As shown from the table four teachers said that it is important to read errors loudly. This is a wrong assumption because when the errors of the students are read in front of the whole class students might feel afraid and ashamed of their errors. Three of the teachers said they are uncertain while two teachers argued as it is less important.

As shown above five teachers said that they are not sure of the point while two of them responded it has less importance. Only two teachers responded that it is important to give the correct version of the errors. This indicates that teachers are not aware on the importance of giving correct version of the errors when giving formative feedback. But if students are not clear on the point under discussion giving the correct version or showing them the direction for correction is important for students learning.

Item 10.6 in Table 4.28 was asked to know the importance of encouraging students through peer and self assessment to apply criteria to help them. As it can be seen five of the teachers are not aware of it and one teacher said it is less important. But only three teachers argued encouraging through peer and self assessment is important. Brown and knight (1994) pointed out that self and peer assessments provide learners with the opportunity to learn from each other.

Table 4.29 Teachers' response to items about the principles of feedback

| No. | Principles | Very helpful | | Helpful | | I am not certain | | Less helpful | | Not helpful | | T | M |
|------|---|--------------|------|---------|------|------------------|------|--------------|------|-------------|---|---|-------|
| | | N | % | N | % | N | % | N | % | N | % | | |
| 11.1 | Goals (learning objectives) need to be clear to students | 2 | 22.2 | 3 | 33.3 | 2 | 22.2 | 2 | 22.2 | - | - | 9 | 3.555 |
| 11.2 | Feedback should measure (give guidance to) the student's current learning state | 1 | 11.1 | 3 | 33.3 | 3 | 33.3 | 2 | 22.2 | - | - | 9 | 3.333 |
| 11.3 | Formative feedback should be used as a means for closing the gaps between the students learning state | 3 | 33.3 | 2 | 22.2 | 2 | 22.2 | 2 | 22.2 | - | - | 9 | 3.666 |

| | | | | | | | | | | | | | |
|------|--|---|---|---|------|---|------|---|------|---|---|---|-------|
| | and the learning goals | | | | | | | | | | | | |
| 11.4 | Formative feedback needs to be high quality and effective in its advice. | - | - | 3 | 33.3 | 5 | 55.6 | 1 | 11.1 | - | - | 9 | 3.222 |

Item 11.1 in Table 4.29 focuses on whether learning objectives need to be clear to students is helpful or not. From the data above five teachers said it is important to make clear the objectives to students. The other four teachers are not aware of it. Black (as cited in Irons, 2008) suggests that one of the principles in formative feedback is that learning objectives need to be clearly communicated to the students. Similarly, the central purpose of knowing the objective is to enable learners to check their progress on daily basis and to show them the early indicators of future advancement in learning.

As it can be seen from item 11.2 in Table 4.29 above three teachers said that they are not sure as feedback measures students' present learning level and two of them argued it is less helpful. This shows that the majority are not clear with as feedback measures students current learning state rather they might think to look back on the past experiences the students has passed through. The rest three teachers said it is helpful and only one argued as it is much helpful as feedback measures the present students' level.

Item 11.3 in Table 4.29 was asked to the teachers whether formative feedback should be used as a means for closing the gaps between the students learning state and the learning goals is important or not. As it can be seen three teachers argued it is very helpful and two of them said it is helpful. The rest two of them are not clear with the idea and two responded it is less helpful. When feedback is given it helps students to correct their errors; and to bring them to perfection which is the intended learning out comes. In regard to this, Black (as cited in Irons, 2008) formative feedback is used to minimize the gap of student's present state and the learning goals.

As shown in the Table 4.29, item 11.4, five of the teachers are not certain about it and one teacher said that it is less helpful. This shows that most teachers do not know as formative feedback needs to be high quality and effective in its advice. But feedback has to be clear and

every student should easily understand and make correction of his/her own. It has to be easily understood to the students so that they can understand their errors without complexity. Only three teachers said that feedback should clearly state points for improvement for the students.

Table 4.30 Teachers' response to items about how feedback develops students writing skills.

| No. | Feedback | To great extent | | To moderate extent | | I am not certain | | To less extent | | I do not need them to focus on | | T | M |
|------|---|-----------------|------|--------------------|------|------------------|------|----------------|------|--------------------------------|---|---|-------|
| | | N | % | N | % | N | % | N | % | N | % | | |
| 12.1 | Encourages students to write more | - | - | 5 | 55.6 | 3 | 33.3 | 1 | 11.1 | - | - | 9 | 3.444 |
| 12.2 | Corrects students error to improve their performance | - | - | 3 | 33.3 | 4 | 44.4 | 2 | 22.2 | - | - | 9 | 3.111 |
| 12.3 | Rewards particular behaviors | 1 | 11.1 | 4 | 44.4 | 3 | 33.3 | 1 | 11.1 | - | - | 9 | 3.555 |
| 12.4 | Fosters lifelong skill of learning. | - | - | 4 | 44.4 | 4 | 44.4 | 1 | 11.1 | - | - | 9 | 3.333 |
| 12.5 | Gives students a chance to request for clarification. | 1 | 11.1 | 2 | 22.2 | 4 | 44.4 | 2 | 22.2 | - | - | 9 | 3.222 |
| 12.6 | Increases collaboration | - | - | 5 | 55.6 | 2 | 22.2 | 2 | 22.2 | - | - | 9 | 3.333 |

| | | | | | | | | | | | | | |
|------|---|---|------|---|------|---|------|---|------|---|---|---|-------|
| 12.7 | Shows areas where students need practice and improvement. | 1 | 11.1 | 4 | 44.4 | 3 | 33.3 | 1 | 11.1 | - | - | 9 | 3.555 |
|------|---|---|------|---|------|---|------|---|------|---|---|---|-------|

Item 12.1 in Table 4.30 focuses on to what extent feedback encourages students to write more. From the table above five teachers argued that since feedback is a key aspect in assessing writing it can involve students learning progress and motivate them more. The rest three teachers said they are not aware on the concept and one teacher responded as it helps in lesser extent. But when teachers give students feedback through written/oral feedback they accept the comments forwarded by their teacher and try to correct it continuously and while doing so they again develop their writing skill and encouraged for more. As to Haines (2004) one of the aims of feedback is to encourage students to write more.

Item 12.2 in Table 4.30 shows that teachers have no enough knowledge as feedback corrects students' error to improve their performance. They assume that feedback evaluate students performance and record their results. As in the table four teachers said that they are not certain about it and two teachers forwarded that feedback corrects students' errors. Only three teachers argued that feedback corrects students' errors in moderate extent. Through exchanging ideas between teachers and students the errors are more corrected. Haines, (2004), states that feedback corrects students' errors as they exchange ideas in the form of written/oral ways.

As in the table, four teachers argued as it rewards behaviors in a moderate extent while one teacher argues it in great extent. But three teachers said they are uncertain and one teacher responded lesser extent. Haines (2004) states that, feedback aims to reward particular behaviors, for example, handing –in on time, or high standards of presentation and to penalize certain behaviors, for example, lateness, careless presentation.

Item 12.4 in Table 4.30 stresses on to what extent feedback fosters lifelong skill of learning of students. As one can see from the table four teachers are not certain as feedback helps students to learn all their lives and one teacher responded as it helps in a lesser extent. The rest four teachers

argued that feedback fosters lifelong skill. This indicates the majority of the teachers are not aware as it fosters lifelong skill of learning. Heritage (2010) states that feedback fosters the lifelong skill of 'learning how to learn' that is a prerequisite for success in college and in the workplace. He added that feedback is inherently supportive of an incremental view of learning and the student stance of pro-active self-efficacy associated with it.

Item 12.5 in Table 4.30 focuses on the extent to which feedback gives students the chance to request for clarification. As in the table four teachers do not know the concept and two of them said it helps in less extent. The others two teachers said in moderate extent while one argued as it helps greatly. From these all it can be guessed that the majority of the teachers have no enough knowledge about the functions of feedback.

According to item 12.6 in Table 4.30 indicates that most teachers are aware as feedback increases collaboration. While giving and taking comments between teacher and students they can develop a sense of common understanding that leads to cooperation and collaboration. As indicated above five teachers said feedback increase collaboration moderately. The others two of them said they are not certain and two of them again said lesser extent. Heritage (2010) state that students are expected to take responsibility for their own learning, supported by teachers, of course, and by each other. When considered together, these forms of feedback had a positive impact on how well students conveyed thoughts and ideas through writing collaboratively.

Item 12.7 in Table 4.30 focuses on to what extent feedback shows areas where students need practice and improvement. As indicated five teachers believed that it shows areas of practice but the other three teachers are uncertain while one teacher said it shows in lesser extent. One can conclude that the majority of the teachers in the college are aware but some of them are still lacks clear understanding of it.

4.4.4 Teachers' awareness on assessment methods of written works

Teachers' awareness on assessment methods were seen as assessment techniques, their knowledge on portfolio, observation and interview.

Table 4.31 Teachers' awareness on assessment techniques

| Questionnaire Item 13.1 | Observed frequency | Percent |
|---|--------------------|---------|
| Students self assessment is not a method of assessment. | 3 | 33.3 |
| Oral question and answer can function as assessing technique. | 6 | 66.7 |
| Total | 9 | 100 |

In Table 4.31 item 13.1 indicates that three teachers said that self assessment is not an assessment method. But Graham et al, (2011) states that formative writing assessment can take many forms. It can involve assessments conducted by the teacher, self or classroom peers. The others six of them responded that oral question and answer can function as assessing techniques. Assessment can be held in different techniques as paraphrasing, guided questions and answer, paragraph construction tasks, and strategic options such as attending to task report and attending to genre summaries (Brown, 2004).

Table 4.32 Teachers' knowledge on portfolio and observation

| Questionnaire Item 13.2 | Observed frequency | Percent |
|---|--------------------|---------|
| It is possible to assess ones work by observation(using rating scales and checklists) | 5 | 55.6 |
| Portfolio is a method of functioning only to record students' performance | 4 | 44.4 |
| Total | 9 | 100% |

Item 13.2 in Table 4.32 shows that, five of the teachers said that it is possible to assess using observations (using rating scales and checklists). In support of this Genesse and Ushur (as cited in Hedge,2000) states when classroom teacher assess students work by observation he/she needs to consider , what to observe, why to observe, which part to observe, and how frequently the

observation is going to be held. The rest said that portfolio is a method of functioning only to record students' performance. But Portfolios are not only for recording purpose rather it is a collections of any aspects of students' work that tell the story of their achievements, skills, efforts, abilities, and contributions to a particular class.

Table 4.33 Teachers' awareness on some assessment methods

| Questionnaire Item 13.3 | Observed frequency | Percent |
|--|--------------------|---------|
| Informal tests, exercises, assignments on a written work are used to assess ones work. | 7 | 77.8 |
| Class work and home work can't be used as an assessment method for formative purposes. | 2 | 22.2 |
| Total | 9 | 100% |

Item 13.3 in Table 4.33 shows that seven of the teachers believed that informal tests, exercises, assignments on a written work are used to assess ones work. Similarly, Carter and Nunan, (2001) states that assessment as a variety of ways of collecting information on a learner's language ability or achievement. But two teachers in the college responded that class work and home work can't be used as an assessment method for formative purposes. But as stated in literature review, observations, oral questioning, class discussions, projects, portfolios, homework, performance assessments, and group work with peer feedback, student self-assessment, and others can be taken as assessment methods.

Table 4.34 Teachers' knowledge on interview

| Questionnaire Item 13.4 | Observed frequency | Percent |
|---|--------------------|---------|
| It is possible to assess students by interviewing them on their written work. | 6 | 66.7 |

| | | |
|---|---|------|
| Interviewing is used only on oral testing | 3 | 33.3 |
| No answer | - | - |
| Total | 9 | 100% |

Item 13.4 in Table 4.34 shows that, the majority (6 of the 9) college teachers said that it is possible to assess students by interviewing them on their written work. A teacher can assess students by asking questions from what they have written. The rest of them said that interviewing is used only on oral testing. But as it is stated in the literature review interview can functions to assess pronunciation, concepts on what has been written or heard.

4.4.5 Teachers Response to open-ended Questionnaire

For the idea about how continuous assessment develops writing skills most of the teachers in the college listed that through continuous assessment students can identify their strength and weaknesses from the feedback. This feedback can develop their skill by identifying their weaknesses. Others mentioned that teachers identify students progress and help them when the need arises. Besides, some mentioned practicing all the time and by giving students different activities in and out of the class that could encourage them to write more.

Regarding the context in which formative activities enhance students learning, the majority of the teachers mentioned that through giving continuous exercises that leads them to practice. Through practicing the activities the students develop their writing skills that in turn increase their learning. The others listed that in formative activities students are engaged in working with friends, peers, in the form of pair/group works that students could develop their learning. Irons (2008), states that formative activities in teaching will hopefully encourage students to take an active involvement in their learning and indeed take responsibility for that learning.

In response to how students get feedback, some teachers listed that students can get feedback from themselves and teachers. The others also mentioned from assignments done, from homework and group works in the form of oral or written. Still others mentioned that feedback can be from sharing ideas among students and with teacher on the certain contents under discussion.

Regarding the importance of feedback, the majority of the teachers mentioned that it is important to correct mistakes on written works and to build skills from the feedback given. The others rose that feedback tells the status of the students; on the other hand, it tells them where they have to practice and improve for future. The other still mentioned to know their weaknesses for improvement.

In response to the assessment methods, most of the teachers listed self assessment and peer assessment. They mentioned students assess their work by themselves and can give their work for their peers to assess for them. The others also listed assessment by their teacher as a form of class work, group work, home works and assignments. Similarly Brown (2004) mentions the assessment methods of written work like: portfolios, observations, interview etc

4.5 Data from Teachers' interview

As mentioned in the methodology part, four English language teachers who taught the writing skill course were selected and interviewed to collect data on continuous assessment, developing writing skill methods use of formative activities in developing writing skills, importance of feedback, method of developing writing and method of assessment. The data from four teachers were recorded and transcribed by the researcher.

Regarding the question raised if they know continuous assessment develops writing skill; all of them said “yes”. Among the four teachers two of them said that in continuous assessment students practice writing skill continuously in and out of the class and this can develop their writing. Others said that when teachers give formative activities and when he/she gives feedback, students learn from their errors and they will become perfect through time. Besides, as to them it can be developed through feedback that shows their errors for improvement.

Concerning the concept how writing is developed or taught; the teachers pointed that by giving examples what to write and how to write first before starting to write. They said that it can be developed from feedback. Feedback tells students point of improvement and practice.

As to whether formative activities develop writing skills, three of them said “yes” and they said that formative activities give a chance for students to do/practice writing skills in and out of class. This is followed continuous feedback that gives them to see their errors for future

improvement. When students get feedback from peers and teachers they learn a lot on points that they have not realized yet. In doing so, they could develop their writing skills.

Regarding the questions raised about as a series of tests can be considered as continuous assessment; half of the teachers said that tests can be considered as continuous assessment because tests are part of assessment. When tests are given continuously students are ready all times to take the tests. The others said that giving a series of tests cannot be considered as an assessment because assessment is made in different methods like portfolio, observations...etc.

In relation to feedback, three teachers said that feedback tells students every performance that they do in class. As to them, it tells students their weaknesses for improvement and practice. Besides, feedback could tell students good performances to be continued. One teacher said that feedback tells the errors that the students made and it teaches the students much.

As to the contribution of the teachers to develop writing skills the teachers raised the issue of exercising all the time to write on their own way. Most of the time for the development of writing, teachers should give clear and a model writing at the beginning and latter letting them to write on their own ways. Besides, teachers have to make students practice by giving different activities all the time and give formative feedback throughout

Regarding the importance of feedback the teachers said that feedback is a key for the development of writing skills. It gives some information for improvement. Feedback also rewards a good performance. As to them, feedback also rewards good performances of students work orally or in written forms. It also shows the students weaknesses ad strength.

Concerning the methods of assessment most teachers raised classwork, homework, assignments, as the best methods. They added that written exercises which are given by teachers are considered as assessment methods. Besides, they said that peer assessment; self assessments are also some of them.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this study, an attempt was made to investigate the awareness of teachers and students in developing writing skill through CA in Shambu College of Teacher Education. In order to collect the necessary data, and achieve the objectives of the study, questionnaire (as a major tool) and interview were employed. The major findings are presented in summary, conclusions and recommendations.

5.1 Summary

As indicated under section 1.3, the objective of this study was to investigate the awareness of teachers and students in developing writing skills through CA. Efforts were also made to review the literature related to the topic of this study.

To achieve this objective four research questions were raised and their answers were sought in the course of the study.

The questions were:

1. Are teachers and students in the college aware of developing writing skills in using continuous assessment?
2. Are teachers and students aware of developing writing skills by using formative assessment?
3. Do teachers and students have adequate knowledge in giving feedback for formative assessment?
4. Are teachers and students aware of assessment methods used in written work?

To answer these questions:

1. Data were gathered from Shambu College of Teacher Education by employing questionnaires and interviews.

2. All EFL instructors and third year 'English Focus' students in the college were involved in the study.
3. Questionnaires were distributed to nine EFL instructors and forty four third year 'English Focus' students in the college.
4. Four EFL instructors who taught the writing course and nine students from third year 'English Focus' were purposefully selected for the interview.

The data gathered through the above tools were analyzed using percentage, mean and descriptive statements. On the bases of the review of literature and the analysis of the data the following major findings were obtained from the study.

1. EFL instructors' and students' awareness on CA in developing writing skills.

Even though College instructors and students in Shambu College of Teacher Education are implementing CA in writing courses, most of the students and some of the teachers are unaware that CA develops students writing skills.

- The result from the data analysis showed that the majority of the students (54.5%) and four out of the nine teachers are still not aware of developing writing skills and believed that writing is a difficult skill that many students cannot successfully develop (Table 4.4 and Table 4.20).
- The result of the questionnaire revealed that 68.2% of the students and some (4 out of the 9) EFL instructors said that formative assessment is conducted only by teachers. They are not aware as formative assessment is also conducted by self and peers (Table 4.5 and Table 4.21).
- It was found that the majority of the students (59.1%) and some (4 out of the 9) teachers are not aware of the concept of formative activities. They said that formative activities will not provide opportunities to practice self assessment (Table 4.6 and Table 4.22)
- The response of the majority of the students (65.9%) and the majority(5 out of 9) EFL instructors indicated that they are not aware on developing writing skills and said that helping students while writing a certain piece of writing demotivate students and develops dependency (Table 4.7 and Table 4.23)

2. EFL instructors' and students' awareness on formative assessments

- ❖ As the result of the data from the questionnaire and interview, the majority of the students and teachers are not fully aware on formative assessments.
 - Most of the students and teachers are not aware of the importance of FA (formative activities) in facilitating self and peer assessment in writing; data obtained from students questionnaire, (Table 4.10, item 8.2, M=2.886) (Table 4.26, item 8.2)
 - The majority of the students do not know the importance of using formative activities in teaching (Table 4.10, item 8.5, M=2.659) while most of the teachers are not aware on the importance of teaching students how to assess their own writing, (Table 4.26, item 8.6)
 - As the result of the questionnaire indicated the majority of the students are not aware on the value of monitoring students' writing progress in the development of their writing skills (Table 4.10, item 8.7, M=2.681)
 - It was revealed that most of the students and teachers are not aware on the extent to which formative activities develops writing skills, (Table 4.11, item 9.2, M=2.840; item 9.3, M=2.863; item 9.4, M=2.659) and (Table 4.27, item 9.4)

3. EFL instructors' and students' awareness on formative feedback

- ❖ The response of the majority of the students and teachers indicated that they are not aware of the importance of formative feedback.
 - It was found that most of the students ;
 - Do not know the importance of providing quality feedback to the students, (Table 4.12, item 10.2, M=2.954)
 - Are not aware on understanding how the works of the students might be improved for future, (Table 4.12, item 10.3, M=2.840)
 - Have no knowledge on how to correct students errors in classroom; (Table 4.12, item 10.4 , M=2.590; item 10.5, M=2.636)
 - Most teachers were found un aware;
 - On providing quality feedback to students, (Table 4.28, item 10.2)

- Understanding how students' work might be improved, (Table 4.28 Item 10.3)
- On encouraging peer and self assessments, (Table 4.28, item 10.6)
- ❖ The majority of students and teachers were found un aware on the use of the principles of formative feedback, (Table 4.13, item 11.3, M=2.750; item 11.4, M=2.795) and (Table 4.29, item 11.2, item 11.4)
- ❖ The results of the questionnaire indicated that most of the teachers and students are un aware on to what extent feedback develops writing skills, (Table 4.14, item 12.3, M=2.863; item 12.4, M=2.954; item 12.5, M=2.886; item 12.6, M=2.659; item12.7, M=2.454) and (Table 4.30, item 12.2, item12.4,item 12.5)

4. EFL instructors' and students' awareness on assessment methods

- ❖ The response of the majority of the students and some of the teachers indicated that they are not aware of assessment methods of written works.
 - The students are not clear about self- assessment, (Table 4.15 ,59.1%) and they thinks portfolio is a method of functioning only to record students' performance, (Table 4.16 54.5%); Table 4.32.
 - Most of the students are not aware as class work and home works are assessment methods,(Table 4.17, 72.7%) and some are not aware about the use of interview (Table 4.18, 65.9%).

5.2. Conclusions

Writing assessments make writing instruction more central to the mission of schools, change teachers' writing practices in positive ways, and improve students' writing (Anderson et al, & Parke et al, as cited in Graham et al, 2011). Writing assessments can be biased and even invalidated if teachers and students are not aware of what is assessed, how it is assessed, and how it is scored.

This study was, therefore, conducted with the intention to know the awareness of teachers and students in developing writing skills through CA. It showed that the majority of the students and teachers are not aware as CA develops writing skills

On the bases of the study, the researcher drew the following conclusions

- ❖ The majority of students and some of the teachers are not aware of developing writing skills
- ❖ Most of the students and teachers have no comprehensive knowledge on the importance of formative assessment that enhances students writing.
- ❖ Both students and teachers are not fully aware of the importance and principles of formative feedback.
- ❖ Most of the students and some of the teachers do not have adequate knowledge on assessment methods in writing.

5.3 Recommendations

On the bases of the findings of the study and the conclusions drawn, the following recommendations were provided.

1. Among language teaching specialists, it seems that there is an understanding that language teachers and students are aware that CA develops writing skills. But this research evidently showed that both teachers and students are not aware of it. Therefore, for future, courses about the role of CA in developing writing skills in language courses should be added in the initial teacher training curricula and for those who are on the job, consciousness raising workshops or trainings should be organized.
2. Most of the teachers and students have no comprehensive knowledge on formative assessment. If teachers have no knowledge on formative assessments they do not know how to assess students and there might be bias in assessing students work. This indicates that seminars and workshops should involve contextualized practices in assessment, and should instructors reflect on themselves and their situations.
3. The college and other concerned bodies in educational system should provide adequate training and workshops to the teachers and students on the importance and principles of formative feedback.
4. The college has to prepare awareness raising seminars or workshops by language assessment specialists on the methods of assessment of writing and should encourage experience sharing on assessment methods with other colleges in the region.

5. The teachers and students should find up-to-date information and materials and heighten their awareness by individual reading and cooperation with each other. Besides, the college has to help them in providing these materials and information.
6. Awareness does not guarantee application because application has its own factors, principles and intricacies. This finding may not satisfy all people. For full understanding, the practices of the teachers need to be surveyed in the future.

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Appendices
Jimma University
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School of Graduate studies
Department of English

Appendix A: Close-Questionnaire to be filled by Teacher-educators

The purpose of this questionnaire is to collect information about the awareness of teachers and students in developing writing skills in continuous assessment. You are kindly requested to respond to all the questions according to the instruction given. Your information is used only for the research purpose and, thus, it is kept confidential. You should not write your name on any part of this questionnaire.

Please note also that all the questions raised in this questionnaire are equally important to attain the objectives of the study. Failure to complete any of them will, thus, affect the overall study.

Thank you in advance for your cooperation!

Part I. Background Information

Direction: Put a tick (√) in the appropriate box.

Sex: Male Female

Level of education: Diploma First degree Second degree

Total service years in teaching English:

1-5 6-10 11-15 above15

Total service years in teaching English in the college:

1-5 6-10 above10

Part II

Here you are presented with pairs of statements. Encircle the letters that represent the statements which reflects your response from every pair. What I am interested in is not the accuracy of your answers but your awareness.

1. a) continuous feedback from (teachers, peers) helps to develop writing skills.
b) Continuous assessment means giving a series of tests to students.
2. a) Writing is a difficult skill that many students cannot successfully develop.
b) Students can successfully develop the writing skill through continuous assessment.
3. a) Formative writing assessment can take many forms.
b) Formative assessment is conducted only by teachers.
4. a) Formative activities in writing encourages students to take active involvement in developing their writing skill.
b) Formative activities will not provide opportunities to practice self assessment.
5. a) Feedback is a key aspect in assessment and is fundamental.
b) Helping students while writing a certain piece of writing demotivate students and develops dependency

6. a) Teaching students how to assess their own writing has a positive and a significant effect on how effectively students convey thoughts and ideas through writing.
 b) Self evaluation of writing had a consistently negative impact on the quality of students' writing and on the outcomes.
7. a) When teachers assess or monitors students' writing progress, it has a positive and significant impact on students' overall writing performance.
 b) The form of monitoring students' writing progress was least important because teachers assess students' writing to determine progress.

Part III

Below are other items, which ask your responses about to what extent these items are helpful/ important in formative activities, formative feedback and assessment methods in writing. Here I am interested in your knowledge, not the accuracy of your responses. Tick the boxes or encircle to the choices that apply to your responses according to the following scales.

5= Very helpful/important/to great extent 4=Helpful/important/to moderate extent

3= I am not certain 2= Less helpful/less important/to a less extent

1= Not helpful/not important/ I do not need them to focus on it.

8. How important do you think the following points in formative assessment to develop students writing skills?

| | Items | Very important | Important | I am not certain | Less important | Not important |
|-----|--|----------------|-----------|------------------|----------------|---------------|
| 8.1 | Encourage students to reflect on their formative assessment activities that are practiced in writing skills. | | | | | |
| 8.2 | Facilitating self and peer assessment in writing lesson. | | | | | |
| 8.3 | Telling them what qualities their writing should fulfill | | | | | |
| 8.4 | Telling the procedures they should follow during writing | | | | | |
| 8.5 | Using formative activities in teaching | | | | | |
| 8.6 | Teaching students how to assess their own writing | | | | | |
| 8.7 | Monitor students' writing progress | | | | | |

9. To what extent do you think are the following formative activities develop students writing skills?

| | Formative activities: | To great extent | To moderate extent | I am not certain | To less extent | I do not need them to focus on |
|-----|--|-----------------|--------------------|------------------|----------------|--------------------------------|
| 9.1 | Enhance students learning | | | | | |
| 9.2 | Provide useful information and motivate students | | | | | |
| 9.3 | Facilitate self and peer assessment | | | | | |
| 9.4 | Encourage discussion between lectures and students | | | | | |

10. How important do you think are the following ideas when giving formative feedback to students to develop writing skills?

| | | Very important | Important | I am not certain | Less important | Not important |
|------|--|----------------|-----------|------------------|----------------|---------------|
| 10.1 | Giving enough time for students to read comments given by peers/teacher | | | | | |
| 10.2 | Providing quality feedback (clear and to the point) | | | | | |
| 10.3 | Understand how their work might be improved | | | | | |
| 10.4 | Reading the errors loudly to the whole class and asking the class for correction. | | | | | |
| 10.5 | Giving correct version of the errors | | | | | |
| 10.6 | Students should be encouraged through peers and self-assessment to apply criteria to help them | | | | | |

11. How helpful do you think are the following principle of formative feedback in developing students writing skills?

| | Principles | Very helpful | Helpful | I am not certain | Less helpful | Not helpful |
|------|---|--------------|---------|------------------|--------------|-------------|
| 11.1 | Goals (learning objectives) need to be clear to students. | | | | | |
| 11.2 | Feedback should measure (give guidance to) the student's current learning state | | | | | |
| 11.3 | Formative feedback should be used as a means for closing the gaps between the | | | | | |

| | | | | | | |
|------|--|--|--|--|--|--|
| | students learning state and the learning goals. | | | | | |
| 11.4 | Formative feedback needs to be high quality and effective in its advice. | | | | | |

12. To what extent do you think are feedback develops students writing skills?

| | Feedback | To great extent | To moderate extent | I am not certain | To less extent | I do not need them to focus on it |
|------|--|-----------------|--------------------|------------------|----------------|-----------------------------------|
| 12.1 | Encourages students to write more | | | | | |
| 12.2 | Correct students error to improve their performance | | | | | |
| 12.3 | Reward particular behaviors | | | | | |
| 12.4 | Foster lifelong skill of learning. | | | | | |
| 12.5 | Gives students a chance to request for clarification. | | | | | |
| 12.6 | Increase collaboration | | | | | |
| 12.7 | Show areas where students need practice and improvement. | | | | | |

13. Below are questions related to assessment methods for written works. Encircle the correct response from the given pairs.

1. a) Students self assessment is not a method of assessment.
b) Oral question and answer can function as assessing technique.
2. a) It is possible to assess ones work by observation(using rating scales and checklists)
b) Portfolio is a method of functioning only to record students' performance.
3. a) Informal tests, exercises, assignments on a written work are used to assess ones work.
b) Class work and home work can't be used as an assessment method for formative purposes.
4. a) It is possible to assess students by interviewing them on their written work.
b) Interviewing is used only on oral testing.

APPENDIX B

Appendix B: Open-ended questionnaire for Teacher-educators

Direction: Answer the following questions

1. How continuous assessment develops writing skills?

2. In what context do you think formative activities enhance students learning?

3. How students get feedback?

4. What is the importance of giving feedback?

5. Mention some assessment methods of written works.

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Appendix C. Interview Questions to Teacher-educators

1. Do you know as continuous assessment develops students writing skills? If your answer is “yes”, how?
2. How do you think should writing be developed or taught?
3. Do you think formative assessment develops students writing skills? If your answer is “yes”, how?
4. Do you think giving a series of tests can be considered as continuous assessment? Why?
5. What does feedback tells you?
6. Do you think you should contribute to the writing skills development of your own? In what way?
7. Is feedback important? How?
8. What are some assessment methods used for written works?

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Appendix D: Close-Questionnaire to be filled by student- teachers

The purpose of this questionnaire is to collect information about the awareness of teachers and students in developing writing skills in continuous assessment. You are kindly requested to respond to all the questions according to the instruction given. Your information is used only for the research purpose and, thus, it is kept confidential. You should not write your name on any part of this questionnaire.

Please note also that all the questions raised in this questionnaire are equally important to attain the objectives of the study. Failure to complete any of them will, thus, affect the overall study.

Thank you in advance for your cooperation!

Part I. Background Information

Direction: Put a tick (√) in the appropriate box.

Sex: Male Female

Age: 15-20 21-25 25-30 Above

Last grade attended at high school: 10 12

Part II

Here you are presented with pairs of statements. Encircle the letters that represent the statements which reflects your response from every pair. What I am interested in is not the accuracy of your answers but your awareness.

1. a) continuous feedback from (teachers, peers) helps to develop writing skills.
 b) Continuous assessment means giving a series of tests to students.
2. a) Writing is a difficult skill that many students cannot successfully develop.
 b) Students can successfully develop the writing skill through continuous assessment.
3. a) Formative writing assessment can take many forms.
 b) Formative assessment is conducted only by teachers.
4. a) Formative activities in writing encourages students to take active involvement in developing their writing skill.
 b) Formative activities will not provide opportunities to practice self assessment.
5. a) Feedback is a key aspect in assessment and is fundamental.
 b) Helping students while writing a certain piece of writing demotivate students and develops dependency
6. a) Teaching students how to assess their own writing has a positive and a significant effect on how effectively students convey thoughts and ideas through writing.
 b) Self evaluation of writing had a consistently negative impact on the quality of students' writing and on the outcomes.
7. a) When teachers assess or monitors students' writing progress, it has a positive and significant impact on students' overall writing performance.
 b) The form of monitoring students' writing progress was least important because teachers assess students' writing to determine progress.

Part III

Below are other items, which ask your responses about to what extent these items are helpful/ important in formative activities, formative feedback and assessment methods in writing. Here I am interested in your knowledge, not the accuracy of your responses. Tick the boxes or encircle to the choices that apply to your responses according to the following scales.

5= Very helpful/important/to great extent 4=Helpful/important/to moderate extent

3= I am not certain 2= Less helpful/less important/to a less extent

1= Not helpful/not important/ I do not need them to focus on it.

8. How important do you think the following points in formative assessment to develop students writing skills?

| | Items | Very important | Important | I am not certain | Less important | Not important |
|-----|--|----------------|-----------|------------------|----------------|---------------|
| 8.1 | Encourage students to reflect on their formative assessment activities that are practiced in writing skills. | | | | | |
| 8.2 | Facilitating self and peer assessment in writing lesson. | | | | | |
| 8.3 | Telling them what qualities their writing should fulfill | | | | | |
| 8.4 | Telling the procedures they should follow during writing | | | | | |
| 8.5 | Using formative activities in teaching | | | | | |
| 8.6 | Teaching students how to assess their own writing | | | | | |
| 8.7 | Monitor students' writing progress | | | | | |

9. To what extent do you think are the following formative activities develop students writing skill?

| | Formative activities: | To great extent | To moderate extent | I am not certain | To less extent | I do not need them to focus on |
|-----|--|-----------------|--------------------|------------------|----------------|--------------------------------|
| 9.1 | Enhance students learning | | | | | |
| 9.2 | Provide useful information and motivate students | | | | | |
| 9.3 | Facilitate self and peer assessment | | | | | |
| 9.4 | Encourage discussion between lectures and students | | | | | |

10. How important do you think are the following ideas when giving formative feedback to students to develop writing skills?

| | When giving formative | Very | Important | I am not | Less | Not |
|--|-----------------------|------|-----------|----------|------|-----|
| | | | | | | |

| | | | | | | |
|------|--|-----------|--|---------|-----------|-----------|
| | feedback. | important | | certain | important | important |
| 10.1 | Giving enough time for students to read comments given by peers/teacher | | | | | |
| 10.2 | Providing quality feedback (clear and to the point) | | | | | |
| 10.3 | Understand how their work might be improved | | | | | |
| 10.4 | Reading the errors loudly to the whole class and asking the class for correction. | | | | | |
| 10.5 | Giving correct version of the errors | | | | | |
| 10.6 | Students should be encouraged through peers and self-assessment to apply criteria to help them | | | | | |

11. How helpful do you think are the following principle of formative feedback in developing students writing skills?

| | Principles | Very helpful | Helpful | I am not certain | Less helpful | Not helpful |
|------|---|--------------|---------|------------------|--------------|-------------|
| 11.1 | Goals (learning objectives) need to be clear to students. | | | | | |
| 11.2 | Feedback should measure (give guidance to) the student's current learning state | | | | | |
| 11.3 | Formative feedback should be used as a means for closing the gaps between the students learning state and the learning goals. | | | | | |
| 11.4 | Formative feedback needs to be high quality and effective in its advice. | | | | | |

12. To what extent do you think are feedback develops students writing skills?

| | Feedback | To great extent | To moderate extent | I am not certain | To less extent | I do not need them to focus on it |
|------|---|-----------------|--------------------|------------------|----------------|-----------------------------------|
| 12.1 | Encourages students to write more | | | | | |
| 12.2 | Correct students error to improve their performance | | | | | |
| 12.3 | Reward particular behaviors | | | | | |
| 12.4 | Foster lifelong skill of learning. | | | | | |
| 12.5 | Gives students a chance to request for clarification. | | | | | |
| 12.6 | Increase collaboration | | | | | |
| 12.7 | Show areas where students need practice | | | | | |

| | | | | | | |
|--|------------------|--|--|--|--|--|
| | and improvement. | | | | | |
|--|------------------|--|--|--|--|--|

13. Below are questions related to assessment methods for written works. Encircle the correct response from the given pairs.

1. a) Students self assessment is not a method of assessment.
b) Oral question and answer can function as assessing technique.
2. a) It is possible to assess ones work by observation(using rating scales and checklists)
b) Portfolio is a method of functioning only to record students' performance.
3. a) Informal tests, exercises, assignments on a written work are used to assess ones work.
b) Class work and home work can't be used as an assessment method for formative purposes.
4. a) It is possible to assess students by interviewing them on their written work.
b) Interviewing is used only on oral testing.

APPENDIX V

Appendix v: Open-Questionnaire for student teachers

Direction: Answer the following questions

1. How continuous assessment develops writing skills?

2. In what context do you think formative activities enhance students learning?

3. How students get feedback?

4. What is the importance of giving feedback?

5. Mention some assessment methods of written works.

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Appendix F. Interview Questions to student teachers

1. Do you know as continuous assessment develops students writing skills? If your answer is “yes”, how?
2. How do you think should writing be developed or taught?
3. Do you think formative assessment develops students writing skills? If your answer is “yes”, how?
4. Do you think giving a series of tests can be considered as continuous assessment? Why?
5. What does feedback tells you?
6. Do you think you should contribute to the writing skills development of your own? In what way?
7. Is feedback important? How?
8. What are some assessment methods used for written works?

Yunvaristii Jimmaa

Kollejjii Saayinsii Hawaasaa fi Seeraa

Sagantaa Qo'annoowwan Digirii 2ffaa

Muummee Afaan Ingilizii

Appendix(Rarraatuu) G. Gaafannoo-cufaa Kaadhimamtoota barsiisotaatiin guutamuu

Kaayyoon gaafannoo kanaa hubannoo barsiisotaa fi barattootaa waa'ee madaalliin walitti fufaa dandeettii barreessuu barattootaa ni guddisa jedhu odeeffannoo walitti qabuudha. Haaluma gaafatamteen gaaffiilee hunda akka dubbiftu kabajaan gaafatamta. Odeeffannoo ati kennitu faayidaa adeemsa qo'annichaatiin ala sansaka yookiin maalummaakee kan ibsu miti. Maqaakee kana irratti hin barreessiin. Gaaffiileen hundi faayidaa wal-qixa waan qabaniif hubannoon guuti; tokko keessaa otoo hin guutamiin hafe qo'annicha miidhuu waan danda'uuf.

Atoomsa guutuuf duraan dursuudhaan galatoomi !

Kutaa I. Odeeffannoo dursaa

Qajeelfam: Saanduqa deebiikee ibsu keessatti mallattoo (✓) kaa'uudhaan deebisi..

- saala: dhiira Dhalaa
- Umurii: 15-20 21-25 25-30 31 fi isaa ol
- Kutaa mana barumsaa sadarkaa 2ffaatti yeroo xumuraatiif itti hordofte:
- 10 12

Kutaa II.

Qajeelfama: Armaan gaditti himoota lama lamatu dhiyaatee jira. Isaan keessaa deebii sirriidha kan jettu itti marsi. Kan barbaadamu hubannoo keessan qofa beekuufi.

- a) Yaad-gabbiin walitti fufaan (barsiisaa irraa, hiriyyaa irraa) kennamu dandeettii barreessuu guddisuufi ni gargaara.
b)Maddaallii walitti fufaa jechuun battallee wal irraa hin cinne barattootaaf kennuudha.
- a) Dandeettin barreessuu ulfaataa waan ta'eef barattoonni hedduun ogummaa kana hin guddifatani.
b) Barattoonni dandeettii barreessuu isaanii karaa madaallii walittii fufaa guddifachuu danda'u.
- a) Madaalliin walitti fufaa barreessuu haalota hedduun ta'uu danda'a.
b) Madaalliin walitti fufaa battalaa barsiisaa qofaan gaggeefama.
- a) Madaalliin walitti fufaa barreessuu barattoonni akka isaan si'aan hirmaatanii dandeettii barreessuu isaanii guddifatan ni jajjabeessa.

- b) Madaalliin walitti fufaa battalaa baratoonni akka isaan ofmadaan carraa hin kennu.
5. a) Yaad-gabbiin madaallii walitti fufaa keessatti furtaa fi bu'ura qabeessadha.
b) Baratoonni akka isaan waan tokko barreessan gargaaruun of isaan jibbisiisa akkasumas nama irrati akka isaan hikatan ni godha.
6. a) Baratoonni akka isaan barreeffama isaanii madaalan gochuun yaadaaf ilaalcha isaanii sirriitti akka dabarfatan waan gargaaruuf barbaachisaadha.
b) Of madaaluun barreeffama barattootaa dhiibbaa gaarii hin taane (gadhee) barreeffama isaannii fi bu'aa isaa irratti qaba.
7. a) Yeroo barsiisaan barreeffama barattootaa madaalu fi hodofu bu'aa fi fayidaa guddaa raawwii barreeffama isaanii irratti qaba.
b) To'achuun barsiisaa sadarkaa barreeffama barattootaa faayidaan isaa xiqqaadha sababiin isaas barsiisaan kan kana madaalu sadarkaa itti kennuuf waan ta'eef.

Kutaa: III

Himamsi armaan gadiitti barreeffaman hangam gaarii/fayidaa qabeessa akka isaan madaallii walitti fufaa battalaa, yaad-gabbii fi tooftaa madaallii barreeffamaa ta'an deebisi. Kan barbaadamu deebii sirrii ta'uu isaa otoo hin ta'iiin hubannookeeti. Saanduqa armaan gadii keessatti mallattoon akkaataa ulaagaa armman gadiitti agarsiisi.

5= baayyee faayida qabeessa/gaarii;haala baayyee gaariin

4= Fayidaa qabeessa/gaariidha/giddu-galeessa. 3= Hin beeku

2= Gaarummaan/ fayidaa qabeessummaan/ isaa xiqqaadha;haala xiqqaan

1= Faayidaa hin qabu/gaarii miti/ hin barbaachisu.

8. Yaadonni armaan gadii hangam madaallii walitti fufaa battalaa keessatti dandeettii barreessuu barattootaa guddisuu?

| | Himamsa | Baayyee fayidaa qabeessa (5) | Fayidaa qabeessa (4) | Hin beeku (3) | Fayidaa n isaa xiqqaadha (2) | Hin fayyadu (1) |
|-----|---|------------------------------|----------------------|---------------|------------------------------|-----------------|
| 8.1 | Barattootaa shaakallii barreeffama isaanii akka isaan madaallii walitti fufaa battalaa keessatti ibsan jajjabeessuun. | | | | | |
| 8.2 | Baratoonni ofii isaanii fi hiriyoota isaaniitiin akka of madaalan haala mijeessuu. | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| 8.3 | Barattoonni barreeffamni isaanii akkamitti barreefamuu akka qabu: maal qabachuu akka qabu itti himuu. | | | | | |
| 8.4 | Barattoonni tartiiba akkamiitti barreessuu/hordofuu akka qaban itti himuu. | | | | | |
| 8.5 | Barsiisuu keessatti madaallii walitti fufaa battalaa fayyadamuu. | | | | | |
| 8.6 | Barattoonni akkaataa isaan barreeffama isaanii madaalan barsiisuu. | | | | | |
| 8.7 | Fooyya'iinsa barrefama barattootaa hordofuu | | | | | |

9. Madaalliin walitti fufaa battalaa armaan gadii hangam dandeettii barreeffama barattootaa guddisuu?

| | Madaallii walitti fufaa battalaa | Haala baayyee gaariin (5) | Giddu galeessaan (4) | Hin beeku (3) | Haala xiqqoon (2) | Hin barbaachisu (1) |
|-----|---|---------------------------|----------------------|---------------|-------------------|---------------------|
| 9.1 | Barachuu barattootaa saffisiisa | | | | | |
| 9.2 | Si'ayinaa fi ragaa barattootaaf ni kenna. | | | | | |
| 9.3 | Madaallii ofii fi kan hiriyyaa saffisiisa. | | | | | |
| 9.4 | Marii barsiisaa fi barataa gidduu ni jajjabeessa. | | | | | |

10. Yaadonni armaan gadii hangam yaad-gabbii battalaa(formative feedback) keessatti dandeettii barreeffama barattootaa guddisuuf fayyaduu?

| | Yeroo Yaad-gabbiin battalaa kennamu. | Bayyee fayyada (5) | Ni fayyada (4) | Nan shakka (3) | Faydaa xiqqaa qaba (2) | Hin fayyadu. (1) |
|------|---|--------------------|----------------|----------------|------------------------|------------------|
| 10.1 | Barattootaaf yeroo gahaa kennanii akka isaan yaada kennameefi dubbisan gochuu | | | | | |
| 10.2 | Yaad gabbii sirrii kennuu (ifa kan ta'ee fi kallattiin) | | | | | |
| 10.3 | Hojjiin isaanii akkamitti akka fooyya'u hubachuu | | | | | |
| 10.4 | Dogongora barreeffama barattootaa daree keessatti ol kaasani dubbisuu fi akka barattoonni sirreessan gochuu | | | | | |
| 10.5 | Dogongora sirreessanii kennuu | | | | | |
| 10.6 | Barattoonni ulaagaa jiru akka itti fayyadamaniif of madaallii | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| | fi madallii hiriyyaa jajjabeeffamuu qaba | | | | | |
|--|--|--|--|--|--|--|

11. Qajeelfamni yaad-gabbi battalaa armaan gadii hangam dandeettii barreeffama barattootaa guddisuuf fayyadu?

| | Qajeelfama | Baayyee fayyada (5) | Ni fayyada (4) | Nan shakka (3) | Fayida an isaa xiqqaa dha (2) | Hin fayyadu (1) |
|------|--|------------------------|-------------------|-------------------|----------------------------------|--------------------|
| 11.1 | Galma(karoora barnootaa) barattotaaf ibsuu | | | | | |
| 11.2 | Yaad-gabbiin kennamu sadarkaa barnoota barattootaa ammaa madaaluu qaba | | | | | |
| 11.3 | Yaad-gabbiin battalaa barattootaaf kennamu haala barachuu barattootaa ammaa fi karoora barnootaa jiru dhiphisuu qaba | | | | | |
| 11.4 | Yaad-gabbiin battalaa kennamu gaarii fi galmaan kan gahu ta'uu qaba | | | | | |

12. Hangam yaad-gabbiin kennamu dandeettii barreessuu barattootaa ni guddisa jettee yaada?

| | Yaad-gabbiin | Haala baayyeen (5) | Giddu-galleessa (4) | Hin beeku (3) | Haala xiqqaan (2) | Hin barbaachisu (1) |
|------|---|-----------------------|------------------------|------------------|----------------------|------------------------|
| 12.1 | Barattoonni akka barreisaniif jajjabeessuu | | | | | |
| 12.2 | Dogongora barattootaa sirreessee raawwii isaanii ni fooyyessa | | | | | |
| 12.3 | Raawwii gaarii ni badhaasa | | | | | |
| 12.4 | Barattoonni umurii isaanii hunda akka barataniif ni saffisiisa | | | | | |
| 12.5 | Barattoonni iddoo ibsa barbaadan irratti akka gaafataniif carraa ni kenna | | | | | |
| 12.6 | Waliin hojjechuu/walitti dhufeenya/ ni cimsa | | | | | |

| | | | | | | |
|------|---|--|--|--|--|--|
| 12.7 | Iddoo barattoonni shakallii fi fooyya'uu barbaadan ni agarsiisa | | | | | |
|------|---|--|--|--|--|--|

13. Gaaffiileen armaan gadiitti jiran waa'ee tooftaa madaallii barreeffamaati. Deebii sirriidha jettee yaaddu filannoo lamaan jiran keessaa tokkotti mari.

1. a) Of-madaalliin barattootaa tooftaa madallii miti.
b) Gaaffiin afaanii fi deebiin akka tooftaa madaalliitti fayyaduu danda'a.
2. a) Hojii barataa tokkoo daawwannaatiin madaaluun ni danda'ama.
b) Poortifoliyoon raawwii barattootaa galmeessuu duwwaaf gargaara.
3. a) Battallee tasaa, shaakalliwwan, fi abbaltiiwwan barreeffamaa nama ittiin madaluuf nama gargaaru.
b) Hojiin daree fi hojiin manaa akka madaallii barreeffama battalaatti nu gargaaruu hindanda'ani.
4. a) Barattoota waa'ee barreeffama isaanii keessaa gaaffii qomaa gaafatanii madaluun nidanda'ama.
b) Gaaffiin qomaa qormaata afaanii qofaaf gargaara.

Appendix(Rarraatuu) H: Gaaffii banaa kaadhimamtootaan guutamu.

Qajeelfama : Gaaffiilee armaan gadii barreeffamaan deebisi

5. Madaalliin walitti fufaa attamitti dandeettii muuxannoo barreessuu guddisa?

6. Haala maaliin/attamiin/ madaalliin walitti fufaa battalaa barachuu barattootaa saffisiisa?

7. Attamitti barattoonni yaad-gabbii argatu?

8. Yaad-gabbii kennuun maaliif fayyada?

9. Tooftaa madaallii barreeffama tokkoo caqasi
