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**Teachers' Perspectives towards the Role of Formative
Assessment in Enhancing EAP Students' Scientific
Writing Skill**

**Case Study: First Year Students of Biology at
Chadli Bendjedid University El-Tarf**

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The work contained in this dissertation has not been previously submitted to meet requirements for an award of this or any other higher education institution to the best of my knowledge and belief, the dissertation contains no material previously published or written by other person except where due reference is made.

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Dedication

To the sake of Allah, my Creator and my Master,

To my first teacher, my mother for love, faith, for supporting and encouraging me to believe in myself,

To my father,

To my lovely brothers: my dearest Hamada and Bassam

To my lovely sisters: Sihem, Hanan, and Zina

To the fiancée of Sihem; Hamdi, without forgetting their beloved kids:

Maram Rinad AL Djana and Rokia Minat Allah, Whom I can't force myself to stop loving,

To the fiancée of Hanan; Mohamed,

To all my family, the symbol of love and giving,

To my dear friends: Asma, Nawal, Hanan, Safa, Abir,

To Asma, your support was indispensable for completing this work.

To all the people in my life who touch my heart,

I dedicate this research.

Oueznadji Hadjer

Dedication

It is pleasure to think many people, who made this dissertation possible,

First I dedicate this work to my beloved parents and my sister Dalila who provides me with their interest, and support in all along my learning path,

A special feeling of gratitude to my loving friends Asma and Nawel,

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ABSTRACT

The present research aims at investigating the teachers' perspective towards the role of formative assessment in enhancing EAP students' scientific writing skills and the different problems they encounter while writing in English, besides whether this type of feedback from teachers can really help them develop their writing proficiency. For this reason, and in order to gather the needed data, we have used the descriptive method in which we have administered a questionnaire for ESP teachers in the department of Biology at Chadli Bendjedid EL-Tarf University, so as to know if the formative assessment is the best way for teachers as to improve their students' writing performance. Consequently, the obtained results have absolutely confirmed our hypothesis which entails that when teachers give a positive and systematic formative assessment to EAP students, they will encourage them to achieve their writing performance. From there it appeared that both teachers as well as students gave importance to the formative assessment as an effective tool in improving the writing skill. Indeed, providing frequent constructive feedback to students especially while writing is very important because they are going to be more skilful in using the English Language Teaching (ELT) in particular, and by consequence enhancing the writing skill.

Key words: Teachers' Perspectives, Formative Assessment, Formative Feedback, EAP Students, Writing Skill, ESP.

المخلص

يهدف البحث الحالي إلى التحقق من دور التقييم التكويني في تعزيز مهارات الكتابة لدى الطلاب في اللغة الإنجليزية للأغراض الأكاديمية والمشاكل المختلفة التي يواجهونها أثناء الكتابة بالإنجليزية ، إلى جانب ما إذا كان هذا النوع من التقييم المنهجي يمكن أن يساعد الطلبة حقاً في تطوير مهاراتهم في الكتابة. ولهذا السبب، ومن أجل جمع البيانات المطلوبة ، استخدمنا المنهج الوصفي الذي قمنا بإدارة نوعين من الاستبيان لكل من اللغة الإنجليزية لمعلمي الأغراض المحددة واللغة الإنجليزية للأغراض الأكاديمية لطلاب البيولوجيا في جامعة الشاذلي بن جديد، لمعرفة ما إذا كان التقييم التكويني هو أفضل طريقة للمعلمين لتحسين أداء طلابهم في الكتابة. وبالتالي، فقد أكدت النتائج التي تم الحصول عليها بشكل مطلق فرضيتنا التي تستلزم أنه عندما يقدم المعلمون تقيماً تركيبياً إيجابياً ومنتظماً لطلاب الإنجليزية للأغراض الأكاديمية، سيشجعونهم على تحقيق أدائهم للكتابة، ومن هناك ظهر أن المعلمين والمدرسين أعطوا أهمية للتقييم التكويني كأداة فعالة في تحسين مهارة الكتابة. في الواقع ، تقديم ملاحظات بناءة متكررة للطلاب خاصة أثناء الكتابة ، مهمة جداً لأنهم سيكونون أكثر مهارة في استخدام تدريس اللغة الإنجليزية على وجه الخصوص ، وبالتالي تعزيز مهارة الكتابة.

الكلمات المفتاحية: التقييم التكويني، التغذية الراجعة التكوينية، اللغة الإنجليزية لطلبة الأغراض الأكاديمية،

مهارات الكتابة، اللغة الإنجليزية للأغراض الأكاديمية.

**“Tell me why you need English and
I tell you the English you need”**

(Hutchinson and Waters, 1987)

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List of Abbreviations and Acronyms

A.F.L: Assessment for Learning

E.A.P: English for Academic Purposes

E.L.P: English for Legal Purposes

ELT: English Language Teaching

E.M.P: English for Medical Purposes

E.O.P: English for Occupational Purposes

E.S.P: English for Specific Purposes

E.S.T: English for Science and Technology

E.V.P: English for Vocation Purposes

F.A: Formative Assessment

G.E: General English

S.A: Summative Assessment

V.E.S.L: Vocational English as a Second Language

Introduction

This chapter is devoted to provide a general overview about our research work. It entails presenting the statement of the problem, the aims of the study, research question, research hypothesis, the method used in this study, the structure of the dissertation ending up with the limitation of the study.

Statement of the Problem

According to Bouzidi "formative assessment is the teachers' every day input as well as students' every day output. Teachers' formative assessment seeks to provide positive feedback to the students as a key component to improve their writing performance and overcome their deficiencies." Although formative assessment has an immense role in the learning process, some students especially of Biology at Chadli Bendjedid EL- Tarf University may have difficulties in writing in English and producing a correct piece of writing, teachers' role then is providing corrective feedback that must be thoroughly highlighted to improve their students' writing skill.

Aims of the Study

The aims of this study are to figure out the teachers' perspective and enhance EAP students' writing skill and to explore the benefits of formative assessment on students writing proficiency. Also, it will show that formative assessment on students writing feedback is a powerful instrument to overcome EAP students' writing obstacles and to encourage them to achieve their goal.

Research Questions

This study is attempted to answer the following main research questions:

-What are the perceptions of ESP teachers about formative assessment at Chadli Bendjedid University?

-Could formative assessment be a positive tool in enhancing EAP students' writing skill?

Research Hypotheses

We hypothesises that:

If ESP teachers consider formative assessment as an important tool to enhance EAP students writing skill, they will produce effective piece of writing.

When teachers give a positive and systematic formative assessment to EAP students, they will encourage them to achieve their writing performance.

Methodology

Research Design

Our research is organized by using the descriptive method as an important approach to support our hypotheses and to show the role of formative assessment in developing EAP students' writing skill.

Participants

This study is carried out at the department of Biology at Chadli Bendjedid EL-Tarf University, by Teachers' Perspectives towards the Role of Formative Assessment in Enhancing EAP Students' Writing skills to gather the needed data for the sake of analysis. Our case of study is First Year EAP Students of Biology at Chadli Bendjedid University EL-Tarf. Additionally, teachers were the category that will be used in this research work. Hence, (04) four EAP teachers were included in this inquiry to know their different views about using the formative assessment to improve EAP students writing performance.

Data Gathering Tools and Procedures

To explore the perspectives of teachers towards the role of formative assessment in enhancing EAP students' writing skill, we have used a questionnaire for teachers in order to know the importance of formative assessment ameliorating EAP students' scientific writing skill.

Teachers' questionnaire was submitted to four (04) teachers in the department of Biology at Chadli Benjedid University EL-Tarf, where we have conducted them. So, they accepted to answer our questionnaire.

Structure of the Dissertation

Our research is divided into five main chapters. Our first chapter is an introduction to the study, it entails; the statement of the problem, the aims of the study, research questions, research hypothesis, method and speaks about the limitations of the study. The second chapter; review of the literature is divided into three parts, in which we are going to speak about English for Specific Purposes (ESP), then formative assessment and finally, the writing scientific skill. The third chapter is devoted to the method used. It contains the method, the participants and the data gathering tools and procedures. The fourth section tackles the results, in which we are supposed to analyse teachers' questionnaires. Finally, the last chapter deals with the discussions of the obtained results of the study, and presenting suggestions and recommendations for further research.

Limitations of the Study

Through this study, we were confronted with myriad of problems that play a very significant role in hindering our efforts be better accomplishing this research work.

Time was very limited what prevents us from researching more data about our topic. That is, it was no longer helpful for us to further develop and expand the research topic we are working on.

When administrating the questionnaire for ESP teachers, they were not collaborative in which they told us to bring authority so as to administer our questions on a lawful basis. This action has wasted some time which was normally devoted to do something else concerning this study. Some respondents did not give information because of their busy work schedule and some other refused us directly. It is only due to four ESP teachers because there is lack of ESP teachers at Chadli Bendjedid University EL Tarf. Also, the size of this study (50 papers) is too small that we cannot add more information about our topic.

Conclusion

This chapter has dealt with the overall design of the research which is conducted to investigate "Teachers' Perspectives towards the Role of Formative Assessment in Enhancing EAP Students' Writing Skill."

Chapter Two: Review of the Literature

Introduction

This chapter is divided into three parts, the first part deals with English for Specific Purposes (ESP), its definition, types which are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), needs analysis, also evaluation and assessment. The second part, however, tackles formative assessment as an important element for enhancing students writing skill, its definition, the differences between formative assessment (FA) and summative assessment (SA), the benefit of formative assessment, its strategies; one of them is the formative feedback which we will defined it as an important element for helping students, then moving towards to the types of feedback; peer feedback and written feedback. The third part is about the writing skill. It contains the definition of writing skill, its importance, the relation between reading and writing, learners' major difficulties in writing and finally the importance of teacher writing feedback.

PART ONE: ESP (English for Specific Purposes)

Definition of ESP

English for Specific Purposes refers to language teaching for specific domain or genre for students to achieve their specific target and goal in order to improve their learning and their future job. The most of ESP learners need to learn more about Foreign Language, so that they can use it in their specific field which could be in Academic learning, Medicine, Technology ...etc. Many researchers have pursued to define ESP as Richards and Schmidt (2010) in Mohammadi & Mousavi 2013 refers English for Specific Purposes (ESP) as “a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners”. (as cited in Sharndama, Samaila and Tsojon, 2014, p.15). Although, according to Hutchinson and Waters(1987), “ESP is an

approach to Language Teaching in which all decisions as to the content and method are based on the learners' reason for learning.” (as cited in Sharndama, Samaila & Tsojon, 2014, p.15). They further explained that “English for Specific Purposes (ESP) was a language learning approach based on learners ‘needs.” (as cited in Thị Tô Hoa & Tuyết Mai, 2016, p.154).

Types of ESP

ESP as a type of (ELT) English language teaching is further divided into two main commonly branches; EAP and EOP

English for Academic English (EAP)

EAP refers to English for Academic Purposes according to Diane (2009) “EAP is one of the types of ESP, tailored to the needs of the needs of the learners at various levels.” (as cited in Sharndama, Samaila & Tsojon, 2014, p.15). Similarly, Robinson (1991) and Dudley-Evans and St John (1998) considered “EAP (English for Academic Purposes) to any English teaching that relates to academic study needs.” (as cited in Rahman, 2015, p.25). Therefore, in this field Dudley-Evans and St John (1998) disputed that “in the area of EAP, English for science and Technology (EST) has been identified as the focal area, but English for Medical Purposes (EMP) and English for Legal Purposes (ELP) have always gained then place.”(as cited in Rahman, 2015, p.25). Furthermore, Afful (2007) also defined it as “a key course that is taught in many English Medium Universities to facilitate the acquisition of academic literacy skills in English for Academic Purposes (EAP).” (as cited in Sharndama, Samaila & Tsojon , 2014, p.15).

English for Occupational Purposes

EOP refers to English for Occupational Purposes. Many researchers have defined this term such as Robinson (1991 p. 21) who argued that “EOP (English for Occupational Purposes) involves work – related needs and training.” (as cited in Rahman, 2015, p. 25). In contrast to EAP branch that focuses on academic study needs, EOP has different synonyms; Hutchinson and Waters (1987, p. 17) stated that, “EOP is also known as EVP (English for Vocational Purposes) and VESL (Vocational English as a Second Language.” (as cited in Rahman, 2015, p. 25). Dudley- Evans and St. John (1998) further added that the term, “EOP includes professional purposes in administration, medicine, Law and business, and vocational purposes for non- professionals in work or pre- work situation.” (as cited in Rahman, 2015, p. 25). In other words, EMP refers to English for Medical Purposes that relates to medicine and doctors in EOP branch.

Needs Analysis

One of the necessary features in ESP is to find out and analyze the student needs. In fact, Robinson (1991, p. 7) claims that “needs analysis is generally regarded as critical to ESP, although ESP is by no means the only educational enterprise which makes use of it.” (as cited in Rahman, 2015, p. 26). Furthermore, Hutchinson and Waters (1987, p.53) emphasized that needs analysis is considered as the pillar of any given language program. (as cited in Rahman, 2015). Additionally, according to Robinson (1991, p.3) needs analysis “aims to specify as closely as possible what exactly it is that students have to do through the medium of English.” (as cited in Anwar, 2016, p. 56). Meaning that, needs analysis is considered as the main and the important aspect in learning ESP as a language.

Evaluation and Assessment

Struyven et al. (2005, p. 326) stated that “learner’s experience of evaluation and assessment determines the way in which the students approach (future) learning. Assessment and evaluation play a great role in the students’ progress.” (as cited in Mussawy, 2009, p. 30-31).

Evaluation

Evaluation is an educational system of gathering data in teaching and learning language. This term has been defined by many researchers such as Hutchinson and Waters (1987) described evaluation as the systematic collection of information to remedy for various problems. (as cited in Baleghlizadeh & Rahimi, 2011). Therefore, according to Dudley Evans and St. John (1998) stated that, in ESP courses, evaluation deals with how well the teaching/learning process is ensured in order to reach the target needs. (as cited in Hamidou-Lachachi, 2016). In addition, Genesee (2001) explained that the purpose of evaluation refer to the daily use of teachers’ evaluation instruments which boost and develop students learning progress. (as cited in Ustumel & Kaplan, 2015).

Assessment

Assessment is the assignment gathering data which is related to students’ background of language in order to apply it in their learning. The term assessment has been defined by Chapelle and Brinley (2002, p .267) as the “act of collecting information and making judgments about the learners’ knowledge of a language and ability to use it.” (as cited in Hamidou- Lachachi, 2016, p.7). In addition, Palomba and Banta (1999) further stated that it is “the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.” (as cited in Didenko & Filatova, 2017, p. 138). Moreover, assessment is an important tool by which

teachers can successfully assess students' needs thus, improving the learning process. Jeffries and Huggett (2016, p. 143) stated that:

Assessing students' performance is a fundamental role in the life of a teacher because it provides students with feedback about their performance which reinforces their areas of strength and highlights areas of weakness. Using this feedback, students can direct their study strategies and seek additional resources to improve their performance.

(as cited in Hamidou-Lachachi, 2016, p. 88).

Furthermore, teachers' role in assessing their students throughout different activities is said to be an integral part in ameliorating and enhancing their performance in any given task.

Part Two: Formative Assessment

Definition of Formative Assessment

There are varieties of definitions to the term formative assessment that has been defined by a lot of researchers, Cowie and Bell (1996) asserted that it is "the process used by teachers and students to recognise and respond to student learning in order to enhance that learning, during the learning."(as cited in Liu, 2013, p. 2187).Wiggins and MC Tighe (2007), further added that formative assessment " Occurs during instruction rather than a separate activity. It has both formal and informal formats including ungraded quizzes, oral questioning, self- reflection, peer feedback, think aloud, etc." (as cited in Mussawy, 2009, p. 8) .In other words, formative assessment is a very important teaching tool to both teachers and students. Also, it is referred to as assessment for learning, that is, process that occurs on a daily basis teaching in order to help both teachers and students in theteaching/ learning process. Moreover, Black and William (1998a) characterized formative assessment as "all those activities undertaken by teachers and / or by their students [that] provide information to be

used as feedback to modify the teaching and learning activities in which they are engaged.”(p. 7). (as cited in Trumbul & Lash, 2013, p. 2).Formative assessment provides feedback to both teachers and students because it has a great value on the achievement and development of teaching and learning methods.

Formative Assessment vs. Summative Assessment

Assessment is playing an integral role in English language teaching and learning that is used to achieve many purposes; therefore, formative assessment and summative assessment are the most common forms of assessment.

Assessment for learning is the one that assists the process of learning, from the start till the end. Whereas, assessment of learning focuses only on the obtained results by concentrating upon the way this type of feedback is given to students. (William & Black 1988; William & Thompson, 2008). (as cited in Mussawy, 2009). The difference is between formative assessments which are assessment for learning. In the other hand, assessment of learning refers to summative assessment that focuses only on results. For Scriven (1967)

Summative assessment, takes place after instruction. Its primary purpose is to assess students learning results. Final tests for a grading period, assessment at the end of a unit, and at the end of the year are all typical sources of summative assessment data. Different from summative assessment, formative assessment occurs during learning process; formative assessment provides on-going feedback to teachers and student. Its methods include classroom observation, portfolios, questionnaires and interviews. Formative assessment is integrated with teaching on a daily basis.

(as cited in Liu, 2013, p. 2188).

Summative assessment occurs at the end of the course that evaluates students in a particular point in time for getting scores and grades. In contrast to formative assessment is a process of every day classroom teaching and learning. Also, assessment for learning provides feedback for both teachers and students in order to help them, to facilitate and to make changes in their teaching methods during the instructional course for the purpose of improving student's achievement and goals.

Benefit of Formative Assessment

As what have been described before, formative assessment gives teachers useful information to proactively guide their instruction. According to Black and William (1998 b) formative assessment “encourage teachers to use questioning and classroom discussion as an opportunity to increase their students’ knowledge and improve understanding.” (as cited in Boston, 2002, p. 2). This type of assessment helps teachers to develop their teaching methods and materials during the course. They can use different tasks such as quizzes; ask questioning and interacting with students in order to facilitate and to make changes to help students understand their courses. Additionally, formative assessment is beneficial for students who are demotivated in improving their learning. Black and William (1998b) further added that “formative assessment apparently helping low-achieving students, including students with learning disabilities, even more than it helped other students.” (as cited in Boston, 2002, p.1).

Strategies of Formative Assessment

Formative assessment strategies are used to check for understanding of student learning and to make decision about current and future instruction. Feedback is one of the most common strategies of formative assessment.

Definition of Formative Feedback

As what have been seen before formative feedback is playing an important element in the process of formative assessment. The term formative feedback has been defined by many researchers as Ramaprasad (1983) who described it as the “information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way.” (p.4).(as cited in Mussawy, 2009, p.15). In other words, giving feedback is assumed to supply students with the needed information about their performance. Although, Ramaprasad (1983) and Sadler (1989) stated that “Feedback given as a part of formative assessment helps learners become aware of any gaps that exist between their desired goal and their current knowledge, understanding, or skill and guides them through actions necessary to obtain the goal.” (as cited in Boston, 2002, p.1). In addition, Black and William (1998) further claimed that feedback has a significant contribution in shaping the formative assessment. (as cited in Salui-Abdulahi, Hellekjar & Hertzberg, 2017).

Types of Formative Feedback

There is no doubt that feedback is an important tool that helps both teachers and students in achieving their targeted needs.

Peer Feedback

Peer feedback is an important type for students. As such, Andrade and Cizek (2010, p.62) stated that “students react much better when they receive feedback on their work as peers rather than feedback provided by the teachers.” (as cited in Bouzidi, 2012, p.11) They further clarified that “feedback from peers can be more immediate, timely, and individualized than teacher feedback.”(as cited in Bouzidi 2012, p. 11). Then, from this perspective, Bouzidi (2012) affirmed that “formative peer feedback appears during all stage of the writing process

by which students are encouraged to revise their friends work and provide reader reaction as they exchange their writing.” (p. 11).

Written feedback

Teacher has a great role in improving students writing skill. Thus, according to Hyland (2003) “teachers’ writing comments appears as a justification to the marks they give.” (as cited in Bouzidi, 2012, p. 12). He further explained that “the most common one are commentary, cover sheets, minimal marking, taped comments, and electronic feedback.”(ibid). According to Bloxham and Boyd (2007) concludes that written feedback have “to provide specific and sufficient comment and suggestions on strengths, areas for development and strategies for improvement”. (p. 104) (as cited in Bouzidi, 2012, p. 12).

Part Three: The Scientific Writing Skill

Definition of Writing Skill

A language is used for many purposes. Thus, writing is one of the four basic skills; listening, speaking and reading. Writing is the most important element in all languages; it allows learners to produce written pieces of thoughts and knowledge.

The definition of this term is variously stated by some experts such as Hamzaoui (2006, p.12) who claimed that Writing refers to “the activity of transforming thought into language. This makes it a difficult skill because it requires both mental and Physical efforts on the part of the writer.”(as cited in Hamidou-Lachachi, 2016, p. 26). Writing is seen as the process of transmitting messages and thoughts into writing forms. This main skill is considered as a hard task because it is a mental and cognitive system of the writer. Therefore, writing has a great role in enhancing EAP Biology students. ESP teachers make test and exams to students to assess and improve their writing skill in order to achieve their learning

progress. Furthermore, according to Abdulwahed, S (2010) identified that “English writing affords students the opportunity to think critically and provides the motivation to learn certain aspects of academic writing like using effective word expressions and strong vocabulary.” (as cited in Abdulkareem. N, 2013, p. 1552). In other words, English academic writing concerned with the thinking and awareness of students activity, by giving them the chance to use new words and syntactic structure of language in order to produce effective piece of writing in an easy and interesting way.

The Relationship between Reading and Writing

Writing and reading represents the two most important language skills in English language teaching. Both of reading and writing intimately related to each other. Thus, according to Mackay (1965) considered that “learners should be able to read before attempting to write because reading is very important for writers.” (as cited in Nouar, 2015, p. 50-51). Moreover, Leki (1991, p. 87) argued that “Writing is the natural outlet for students’ reflection on their speaking, listening, and reading experiences.” (as cited in Nouar, 2015, p.50). He further explained that “reading is an important input for writers.” (ibid).

The Learners' Major Difficulties in Writing

EAP students writing can contain various kinds of mistakes in their learning process. In fact, a lot of researchers such as Lãm (2011), who trusted that “Most students were facing problems related to vocabulary, organizing ideas, grammar and spelling” (as cited in Thị Tỏ Hoa & Thị Tuyết Mai, 2016, p.156).

Vocabulary

A lot of students are facing various problems especially in writing and speaking because they are lack to choose the right expressions. Thus, according to Rabab`ah (2003) “the students often lack the necessary vocabulary when they are engaged in authentic

communication situation such as writing and speaking.”(as cited in Al-Khasawneh, 2010, p.15). Furthermore, according to Maruyama (1996) showed that “lack of vocabulary, especially ESP terms, makes many students depend on dictionary and get stuck whenever they encounter a new word.”(as cited in ThịTố Hoa1 & ThịTuyết Mai1, 2016, p.155). In other words, ESP students use dictionary in order to help them to get the exact meaning of the new words. Additionally, Karimkhanlui (2005) considered that“EAP students’ problems are largely informal everyday vocabularies, phrases and idioms rather than specific or academic words.” (as cited in Zohrabi, 2010, p.169).In simple words, the problems of EAP students’ are that they are using the general language, in place of using ESP or EAP program.

Grammar

Grammar has many forms and rules. As Dudley-Evans and St.John (1998) pointed out “Keygrammatical forms include tenses, voices, modals, articles, nominalization, and logical connectors.”(as cited in Al-Khasawneh, 2010, p.15). Although, according to Allen and Widdowson (1974) indicated that “the students’ needs could only met by a course that develops the knowledge of how sentences are combined together to make meanings.” (as cited in Al-Khasawneh, 2010, p.15-16). Students need to ameliorate their level by knowing the structure of sentences, rules and conventions of the language in order to have an effective piece of writing.

Spelling

Spelling is a very huge problem that affects ESP students’ when writing. According to Hamer, “one of the reasons that make spelling difficult for students of English is that the correspondence between the sound of a word and the way it is spelt is not always clear.”(as cited in Hamidou- Lachachi, 2016, p. 44).In other words, students can improve their spelling by using dictionaries and through reading.

Punctuation

Learners usually have a bad punctuation especially in higher education, because of the misunderstanding of the meaning and structure of the sentences. Moreover, according to Grellet (1996, p.8) described the role of punctuation as “to make the text you write clear and easy to read .Defective punctuation can make a text very difficult to understand, and even lead to misunderstanding.” (as cited in Hamidou- Lachachi, 2016, p. 42). EAP students need to be aware to the role of each punctuation mark in order to create an effective piece of writing.

The Importance of Teachers' Writing Feedback

Teachers have a great and important role in enhancing students writing skills. Moreover, writing Feedbackalso refers to the most powerfulelement in English Language Teaching and Learning. It helps teachers in producing an effective writing feedback in order to improve their students' achievements. In other word, as Lundstrom and Baker (2009) stated that “teacher can conduct constructive feedback to contribute to improve students' performance in academic writing.”(as cited in Abdulkareem, 2013, p.1554). Furthermore, according to Ferris and Hedgcock (2005) considered that “many English language writing teachers used one-on-one strategy in corrective feedback to provide and generate the opportunity for clarification and notification to reveal students mistakes.”(as cited in Abdulkareem, 2013, p.1554). English writing teachers apply different strategies as using red ink to highlight the mistakes or word by word translation in order to give their students the chance to assess themselves and achieve their corrective feedback.

Conclusion

This chapter attempted to shed light on researches background related to (ESP) English For specific purposes in general and (EAP) English for academic purposes in specific and how it can affect the students in improving their writing skill through several techniques and ways; such as the using the formative assessment in order to evaluate their writing performance and provide a positive feedback that can encourage them to become better writer. Also, aims to ameliorate their level in English by learning more from their teachers' guidance, instructions and how could learn new vocabulary be an effective tool to enhance students' writing performance. Thus, they will produce a good piece of writing.

Chapter Three: Method

Introduction

This chapter is designed to provide the approach that we have opted for in this study, in which we are going to speak about the method used and the participants we have selected to be our case of study. Also, this chapter will present the procedures and the way we have gone through when collecting the data.

The method

In order to know the perspectives of teachers towards the role of formative assessment in enhancing EAP students' writing skill, we have opted for the descriptive approach to investigate whether ESP teachers use this kind of feedback with their students to improve their writing performance and if it really helpful for them to develop their abilities in writing. Moreover, the descriptive method was the best choice for as so as to collect the needed data about this problem, and it was very significant in describing this area of enquiry.

The participant

Indeed, examining the value of using the formative assessment in the area of EAP with students, is of great importance to discover if they are in need for this type of feedback to develop the level of proficiency in their writings, that is why we have chosen the participants on whom we are going to test the validity of our hypotheses. In fact, we have chosen four (04) ESP teachers whom where teaching Biology at Chadli Bendjedid University EL-Tarf.

Data Collecting Instruments and Procedures

In order to figure out the relationship between the formative assessment and its role in the ESP course so as to improve EAP students' writing proficiency. An appropriate data gathering tool was used in this research work which is the questionnaire for ESP teachers, in which the ultimate purposes was to explore whether they rely on the formative assessment in giving feedback to their students or not. Data collection was of paramount importance to improve or disprove our hypotheses. Accordingly, it was very successful; concerning teachers' questionnaire has exerted much time in which we visit the four (04) teachers who are teaching at the Department of Biology at Chadli Bendjedid EL-Tarf University; in fact they welcomed us to administer our questionnaire.

Conclusion

The present chapter has tackled our research method by starting with the approach used in this research, then moving towards the participants included in this enquiry, and ending up with the various data gathering tools and the procedures we have gone through in the study.

Chapter Four: Results and Analysis

Introduction

The present chapter presents the result and the analysis of data collection in order to prove or disprove our hypotheses, in fact, this study aims to show the progress of EAP first year learners of Biology at Chadli Bendjedid University, taking in consideration the role of teachers and the effect of formative assessment in improving the EAP students writing skill. In furtherance, we use the teacher questionnaire.

Teachers' Questionnaire

Teachers' questionnaire describes their role during the instruction and the different mistakes they face in teaching it. In addition, the effectiveness of teachers' feedback and the different strategies to overcome those mistakes and promote the writing performance.

Results of Teachers' Questionnaire

Q1: Which degree do you have?

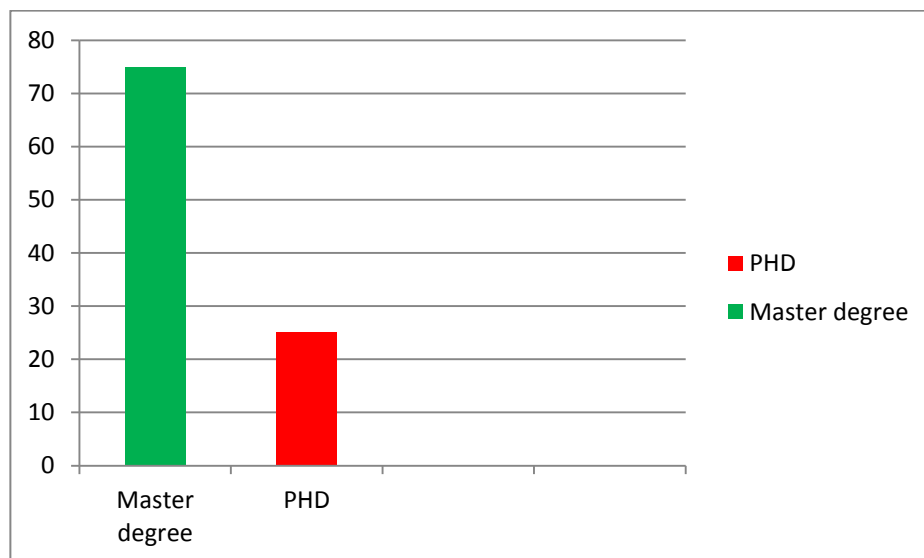


Figure 4.1 Teachers' Degree

The results show that the majority of teachers 75% have master degree. And only one teacher which represents 25 % has the doctorate degree (PhD).

Q2: How long have you been teaching EAP program in Chadli Bendjedid University?

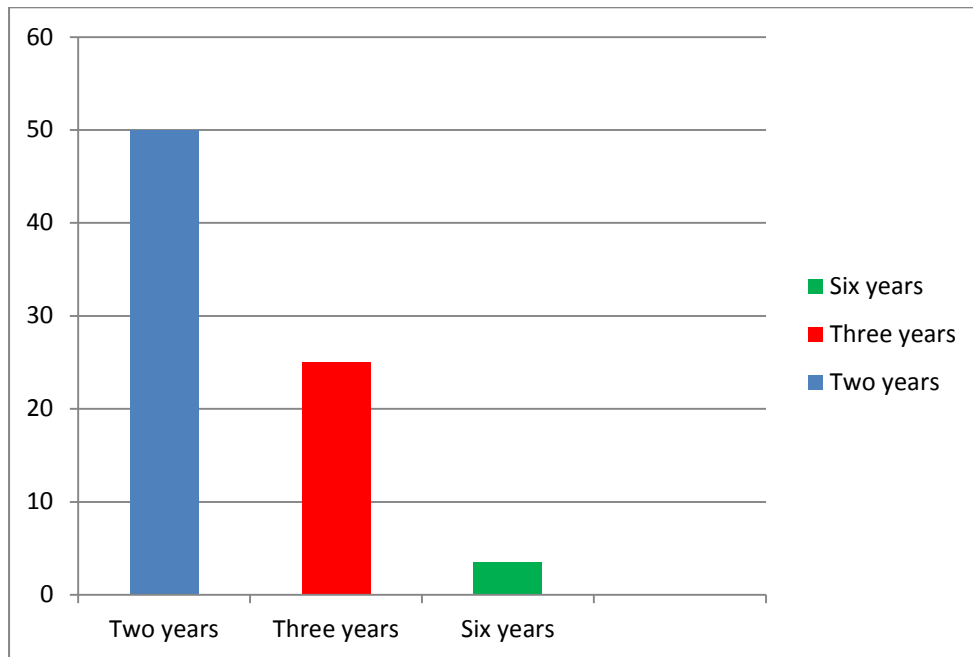


Figure 4.2 Years of Experience

When it comes to teacher experience we got 50% of the teachers have been teaching two years at the university, they don't have long time of experience but they still have enough knowledge of teaching EAP students the writing skill in an effective way. In the other hand, 25 % claims that they have 3 years of experience that can enable them to teach the writing skill in an easy and correct way. However, the rest of teachers represents 25% of 6 years of experience this lead them to acquired and mastered learning of writing skill much easier than before.

Q3: Do you enjoy assessing EAP students writing skill?

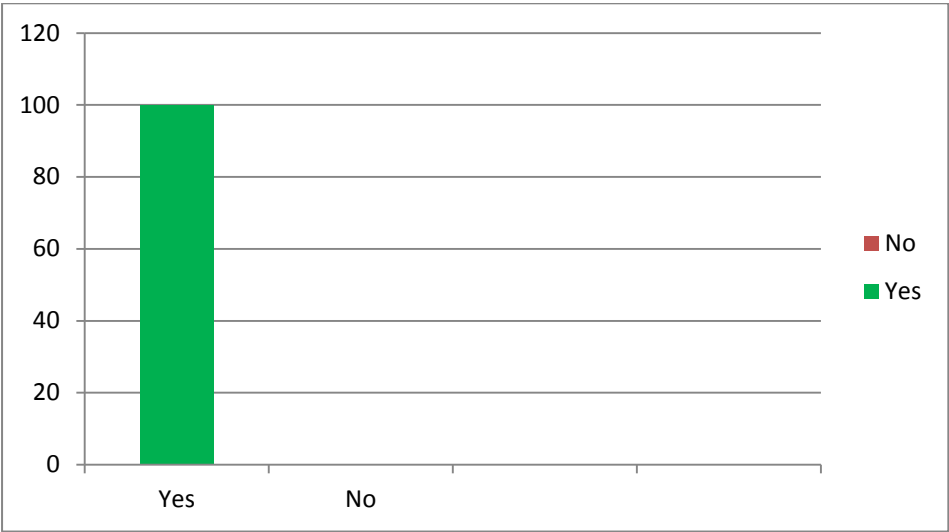


Figure 4.3 Teachers' Feelings about Assessing EAP Students Writing Skill

The majority of the teachers, 100% said that they like assessing EAP students' writing performance. This indicates that the teacher is aware about the importance of assessment students writing skill.

Q4: Do you teach Biology as a part of assignment?

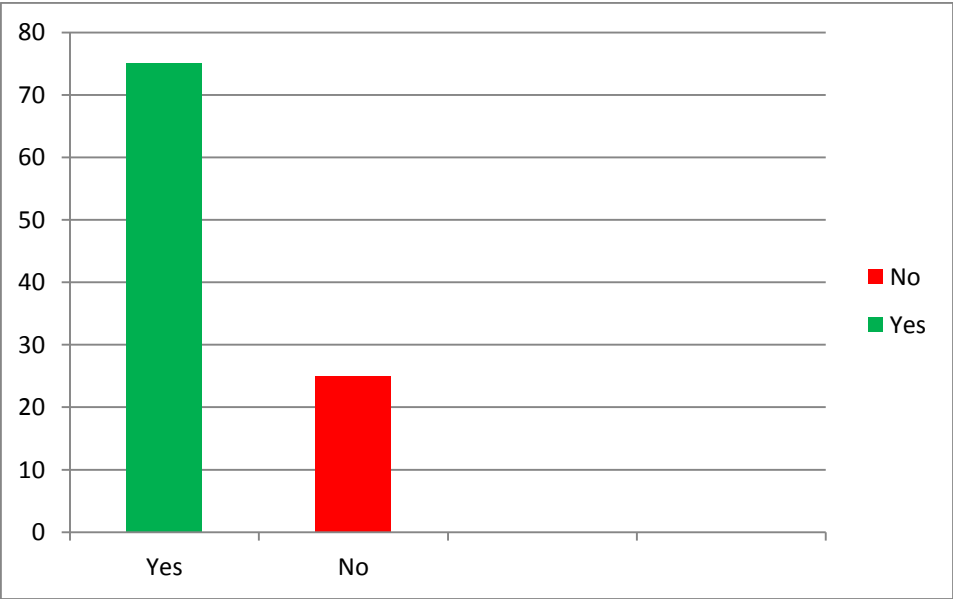


Figure 4.4 The Teaching Biology as a Part of Assignment

The results show that 75% teaching Biology as a part of assignment because they see it as a tool that delivering instruction and make EAP students achieve their goal. In the other hand, 25% said that she is basically Biologist teacher.

Q5: What do you need to assess a successful EAP course?

The results indicate that the great majority of the teachers said that they use devices tools, translators and dictionaries during the class-work and even during the test. Also, they use projectors - diagrams and schemes. They said that their target is to select the right words among many synonyms to conserve expressions and meanings in the scientific and experimental context ... it is delicate, because students almost choose the first word appearing on the translator without checking the initial context.

Q6: What method of assessing do you suggest for teaching EAP course?

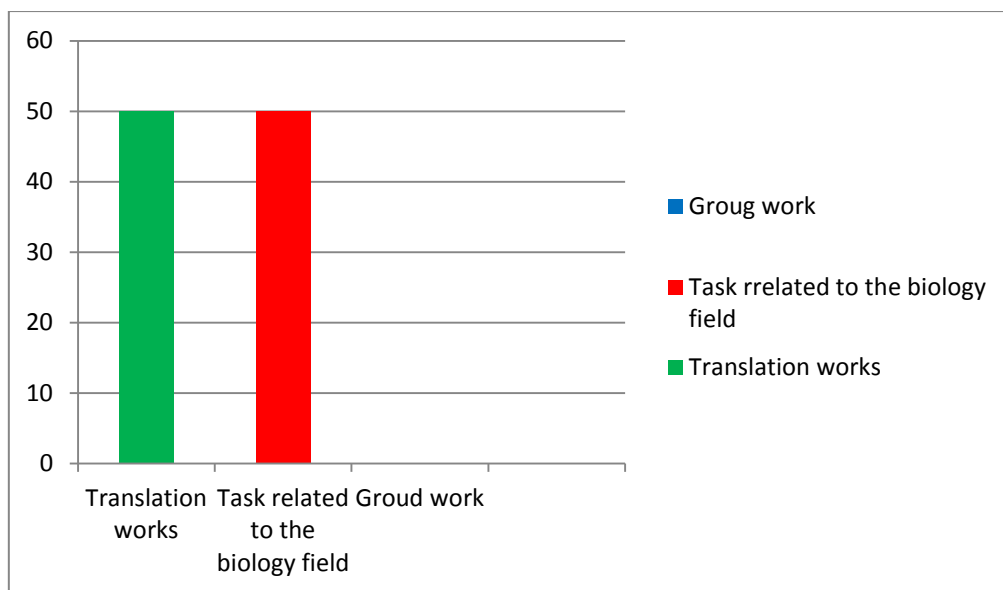


Figure 4.6 The Teaching Materials used in EAP Course

50% of the teachers said that they use the translation works as a great tool in teaching EAP course. Moreover, the other 50% claim that the task related to Biology field is the best

option for them because communicative approach or group work takes time in written; so, they do not recommend it.

Q7: Are you satisfied with the EAP materials you use?

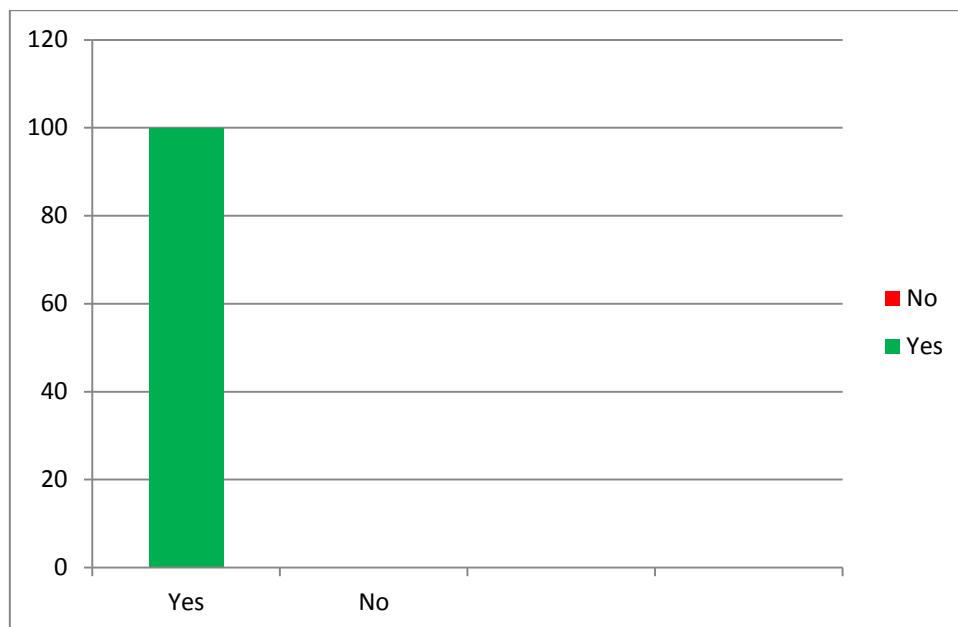


Figure 4.7 Teacher Attitudes toward the EAP Materials

All the teachers 100% are pleased with the EAP materials used because they enjoy using that ways and the students find it easy to understand the information.

Q8: How do you assess your EAP Biology students writing skill?

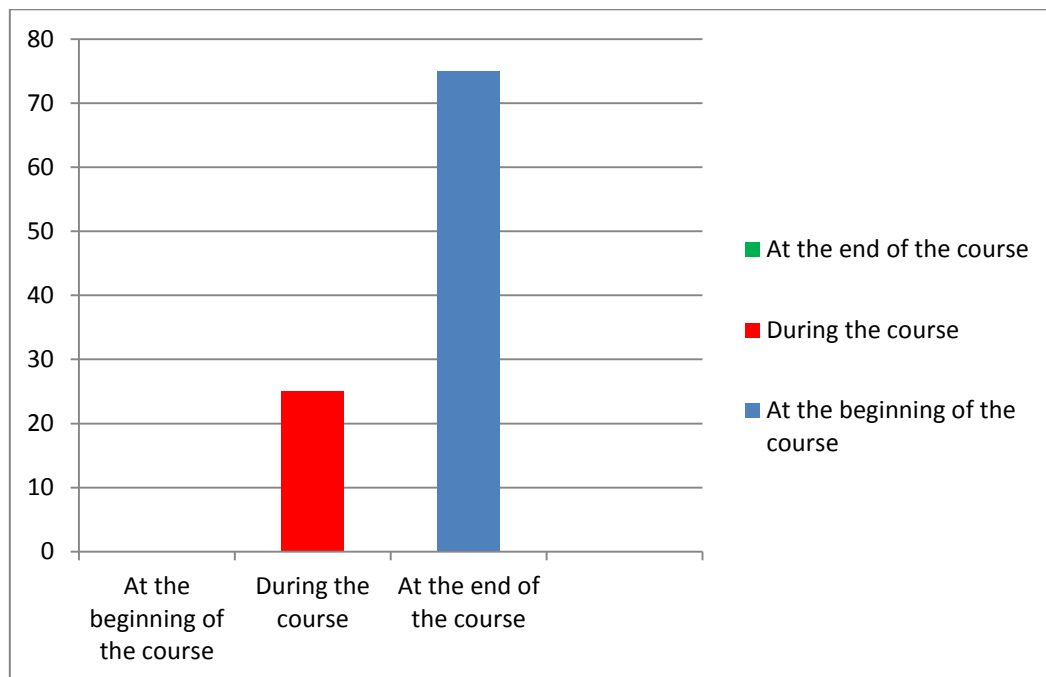


Figure 4.8 the Techniques of Assessing EAP Biology Students Writing Skill

The results show that 75% of the teachers assess their EAP Biology students at the end of the course as a result to know their students' level in English. However, 25% represents the teachers that prefer assessing their learners during the course in order to help them develop and achieve their writing skill.

Q9: In your opinion, do you like to inform EAP students of Biology about what they will be assessed on?

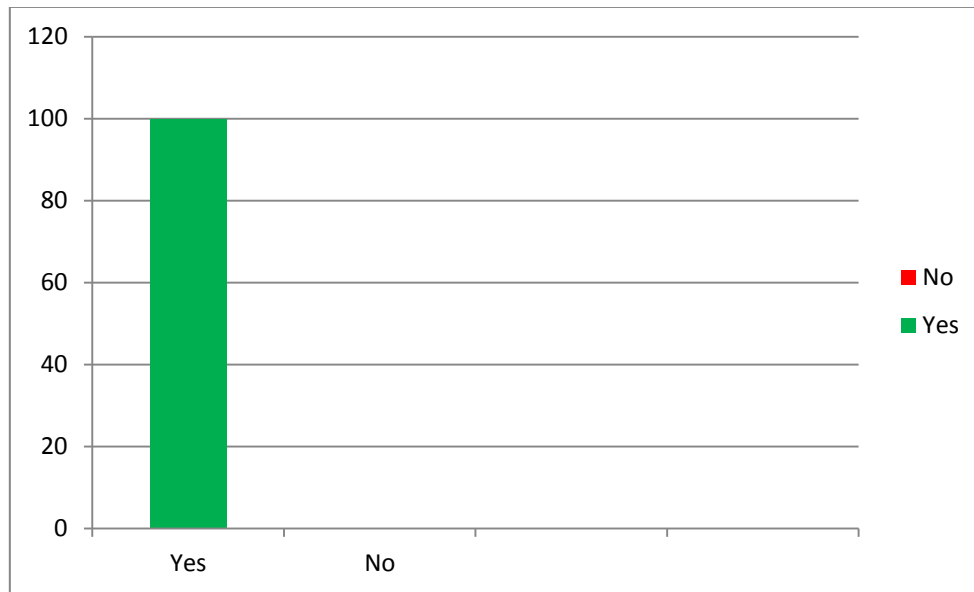


Figure 4.9 Teacher Attitudes about the Giving Background Information to Biology Students

100% of the respondents confirm that it is necessary to give EAP students of Biology the chance to know about what they will be assessed on, so that they can learn and prepare themselves in order to achieve better result.

Q10: Do you think that EAP course would be effective for Biology students writing skill?

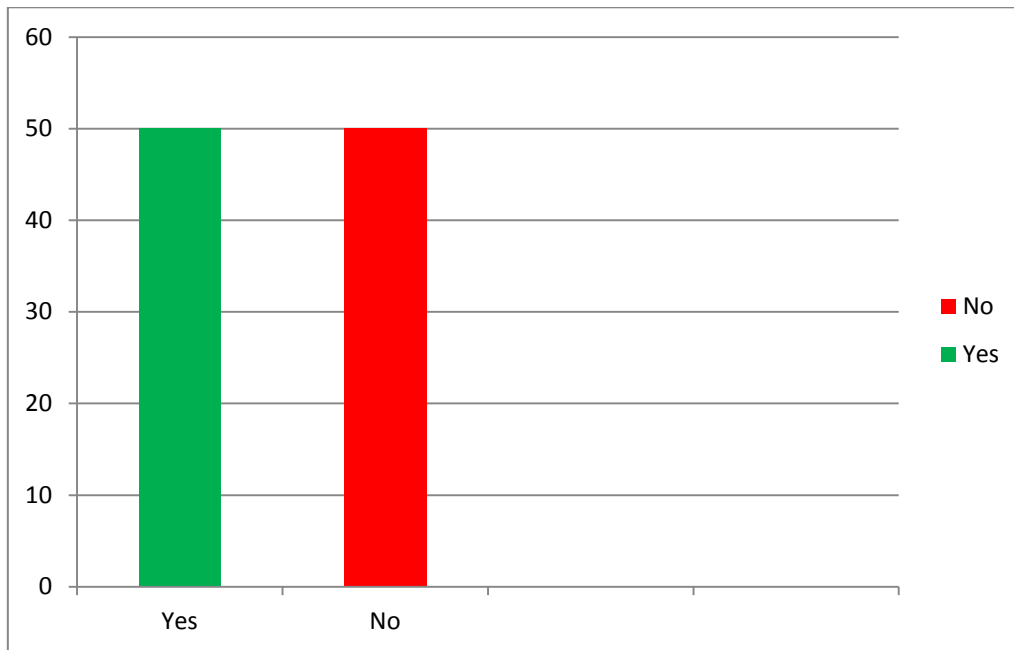


Figure 4.10 the Effectiveness of EAP Course for Biology Students Writing Skill

50% claim that EAP course is an effective program for Biology students writing because they need it in their field. While, only 25 % of teachers said that it depends because most of the students do not really know how and when English would be useful for them, may be for PhD students the image is more or less clear.

Q11: What difficulties do you face when assessing EAP students writing skill?

All the teachers confirm thatthey are facing some difficulties when they assessing the EAP students writing skill; because of writing consist of much rules, student needs to learn new vocabulary and knowledge of grammar rules. Also, a strong brain attachment to the strategy based on "word by word" translation from French to English.

Q12: As a teacher when you provide feedback to your EAP students, which form do you use?

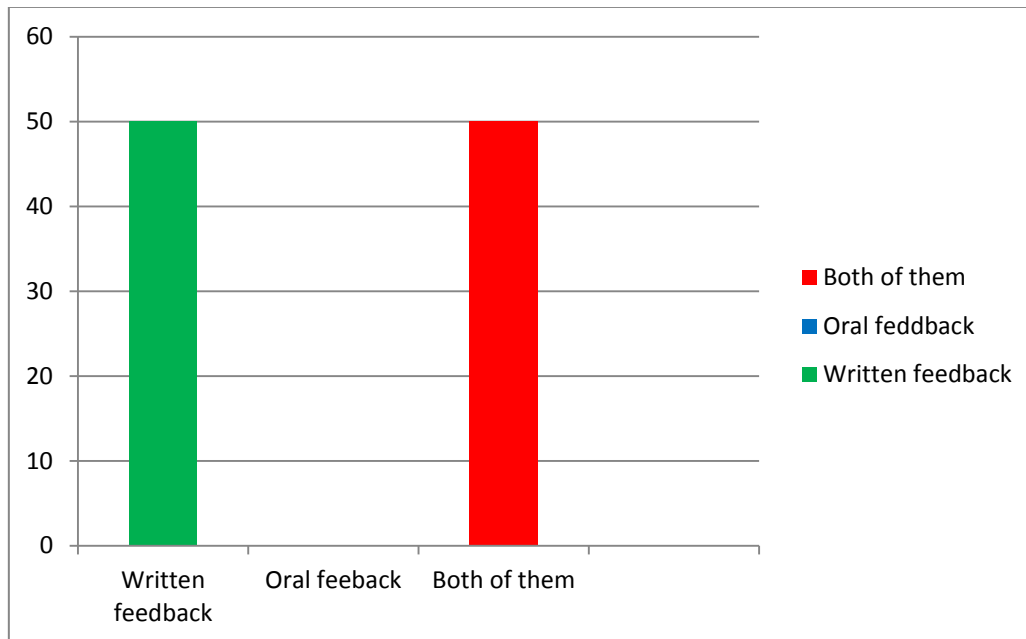


Figure 4.12 The Forms of Feedback that Teachers used for EAP Students

The results show that 50 % of the teachers argue that they use both written and oral feedback when assessing their EAP students of Biology. Because there are things that comments and instruction must be immediate. The other 50% use only written feedback in order to avoid anxiety.

Q13: When your EAP students make mistakes, do you:?

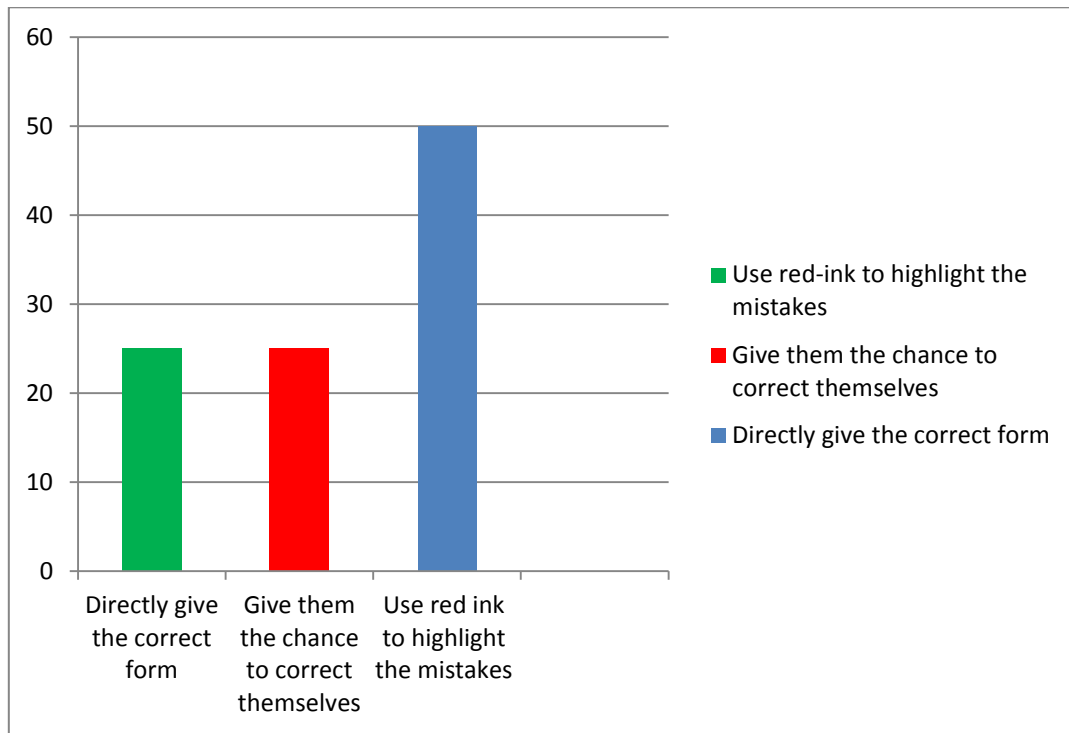


Figure 4.13 correcting the EAP students writing mistakes

50% of teachers use red-ink to highlight the mistakes as the students know their mistakes easily. While 25% prefer to allow the students to think how to correct themselves and do not rely on the correction of the teacher by giving them the chance to correct themselves, in which will good means to develop the students' ability of learning. Thus, the rest of 25% directly give the correct form.

Q14: Do you consider that formative assessment will help your EAP students in their future job?

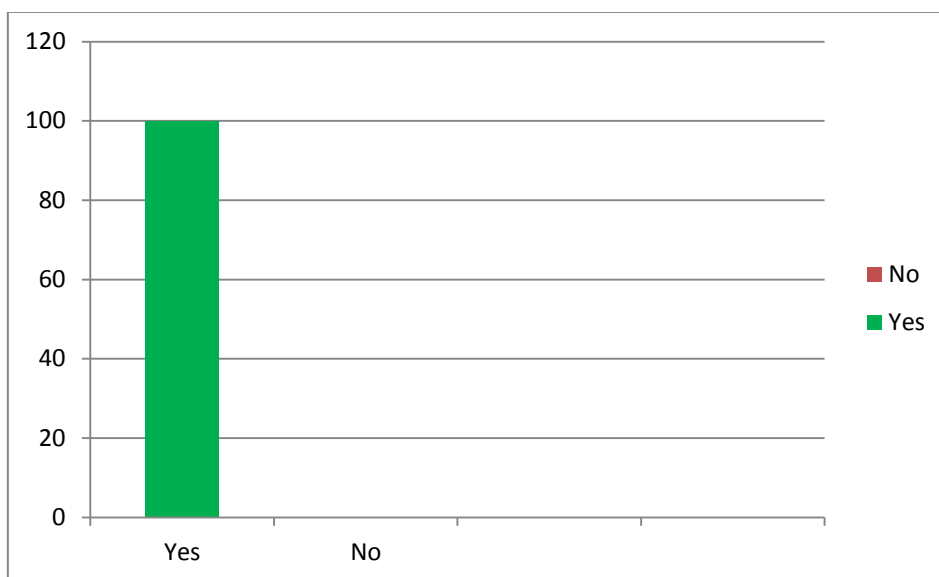


Figure 4.14 the Benefits of Formative Assessment that helps EAP Students in their Future Job

With the agreement of all teachers 100% they confirms that formative assessment will help the EAP students in their future job because it is great tool that ameliorate and develop students awareness of learning.

Conclusion

In the present chapter, the data collection instruments were used in order to know if first year students of Biology at Chadli Bendjedid University EL- Tarf are aware of the big role of formative assessment in enhancing their writing skill. Moreover, this section deal with the analysis of the obtained data from ESP teachers' answers helped us a lot to identify students use and recognize the value of formative assessment to improve EAP students' writing proficiency.

Chapter Five: Discussion and Recommendations

Introduction

The present chapter is an important section; it will highlight the interpretation of the results obtained from the analysis in which we are going to give a deep discussion of these findings, and whether it proved or disproved our hypotheses. Also, this chapter state the various impediments confronted this study, as it gives some recommendations and suggestions for further research.

Implications of Research Findings

Discussion of Teachers' Questionnaire

So as to discover teachers' different opinions about if they do use, formative assessment in the teaching /learning process in order to develop their students' writing performance, we have administered a questionnaire for four (04) ESP teachers at the department of Biology at Chadli Bendjedid University, ET-Tarf to get some basic information about this phenomenon.

The obtained results from the analysis of the questionnaire, have certainly showed and in a very apparent way that those ESP teachers are thoroughly interested in the formative assessment as a suitable tool used in evaluating their students writing and providing them with the best constructive feedback to improve the way they write in order to deliver the write message across.

Students' commitment of mistakes and errors is also scrutinized via the analysis of the questionnaire. According, to some teachers, students' construction of a piece of writing in English is regarded as the most sounding activity in this area because their frequent feedback to guide learners' efforts in writing is absolutely significant.

Accordingly, teachers' use of formative assessment with students while writing has been effectively taken a place in the learning sequence. It was much more helpful for those students to improve and ameliorate their writing, and its role was actually tremendous in helping them succeed. By this interpretation, we come to the point that formative assessment is absolutely crucial for the development of students' writing skills.

Suggestions for Further Research

This research is carried out to investigate the role of the formative assessment in enhancing EAP students' writing skills and its benefits over their level of proficiency. In fact, this study is open ending one; it can be further researched by other students specially who are immersed in the field of ESP in which they can carry on different studies in this scope in order to highlight some problems raised in this area of enquiry.

Accordingly, other types of research works can be investigated. For example, the role of formative assessment in enhancing EAP students speaking skills, the role of summative assessment in improving EOP students writing skills (course design), another topic would be the impact of ESP courses on students' oral proficiency, or, enhancing EAP students' technical vocabulary through the use of video in classroom ... etc. These are some suggestions for further research wishing that some students are going to take them into consideration and carry on different studies upon.

Conclusion

Interpreting the obtained results was the main aim of this chapter, in which the findings are scrutinized and the stated hypotheses that entails "when teachers give a positive and systematic formative assessment to EAP students, they will encourage them to achieve their writing performance" is proved. Besides, the present section gives some recommendations and states the hurdles we have gone through to accomplish this research work.

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Appendix 01

Teachers' Questionnaire

Dear Teacher,

We will be grateful if you answer this questionnaire that aims to find the effect of teachers' and the role of formative assessment in enhancing EAP students writing skills. We would really appreciate your cooperation if you answer the following questions:

1 Which degree do you have?

- a- License degree b- Master degree
c- P H D

2- How long have you been teaching EAP programme in Chadli Bendjedid El –Tarf University?

- a- One year b- Two years
c- Three year d- Other, please specify

3- Do you enjoy assessing EAP students writing skill?

- a- Yes b- No

4- Do you teach Biology as a part of assignment?

- a- Yes b- No

5- What do you need to assess a successful EAP course?

.....
.....

6- What method of assessing do you suggest for teaching EAP course? Why?

- a- Translation works
b- Task relate to the Biology field

Appendices

c- Communicative approach

d- Group work

7- Are you satisfied with the EAP materials you use?

a- Yes

b- No

-If no, please justify.

.....

8- How do you assess your EAP Biology students writing skill?

a- At the beginning of the course

b- During the course

c- At the end of the course

9- In your opinion, do you like to inform EAP students of Biology about what they will be assessed on?

a- Yes

b- No

10- Do you think that EAP course would be effective for Biology students writing skill?

a- Yes

b- No

11- What difficulties do you face when assessing EAP students' writing skill?

.....

.....

12- As a teacher when you provide feedback to your EAP students, which form do you use?

a- Written feedback

b- Oral feedback

c- Both of them

Appendices

13- When your EAP students make mistakes, do you:

a- Give them the chance to correct themselves

b- Directly give the correct form

c- Just give the students marks

d- Use red ink to highlight the mistakes

14- Do you consider that formative assessment will help your EAP students in their future job?

a- Yes

b- No

Thank you for your cooperation