

Addis Ababa University
School of Graduate Studies
Department of Foreign Languages and Literature

**Instructors' and Students' Perceptions and Practices of Feedback
Provision During Continuous Assessments in EFL Writing
Classes: The Case of Wollega University**

By

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Addis Ababa
Ethiopia

**Instructors' and Students' Perceptions and Practices of
Feedback Provision During Continuous Assessments in
EFL Writing Classes: The Case of Wollega University**

By

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This is to certify that the thesis prepared by EYERUSALEM TADESSE, entitled *Instructors' and Students' Perceptions and Practices of Feedback Provision During Continuous Assessments in EFL Writing Classes: The Case of Wollega University* submitted in fulfillment of the requirements for the Degree of Doctor of Philosophy TEFL (Teaching English as a Foreign Language) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

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ABSTRACT

This study explored EFL instructors' and students' perceptions and practices of feedback provision during continuous assessment implementations in EFL writing classes. It examined whether EFL instructors and students use feedback as a mediational tool between what had been intended and what have been achieved in EFL writing classes.

This study was exploratory descriptive case study. Convergent parallel mixed method design was adopted for data collection, analysis and interpretations. Target Populations of this study were EFL instructors and 1st year undergraduate EFL students of Wollega University who took Basic Writing Skills course. Sample participants of the study were 18 EFL instructors and 230 EFL students. Data were collected through quantitative and qualitative tools. The instruments were: questionnaire, Focus group discussions (FGD) and document analysis (DA) of marked EFL students' continuous assessment papers. Data were analyzed using both quantitative and qualitative methods. Questionnaire data were analyzed quantitatively using descriptive statistics such as: frequency and percentage. SPSS V20 was used to process the data. FGD data were analyzed thematically, while the marked continuous assessment (CA) papers were analyzed both quantitatively and qualitatively.

Findings of the study revealed that both EFL instructors and learners positively perceive that feedback can bridge the gap between the intended goal and the current level of students' performance. Students' questionnaire data also depicted that majority of the respondents 74 (32.2%) had interests to use feedback to enhance their writing performance even though EFL instructors reported that lack of students' willingness to get feedback was one of the hindrances of the effectiveness of feedback. In spite of students' positive perceptions, 92(40.0%) of the respondents claimed that EFL instructors' feedback for the continuous assessments of Basic Writing Skills were not given in an appropriate time. Similarly, among 783 marked Basic Writing Skills' Continuous Assessments papers collected from six EFL instructors, 579 (73.9%) were found only with the score/results the students scored while 204 (26.1%) of the papers were found with very slight written feedback. Implicit feedback provision strategy was prevalently used. On the majority, or 91(44.6%) of the slightly commented writing CA papers, the feedback were written implicitly and those comments were found to be constructive in nature.

It was also reported that large class size, students' lack of willingness to solve their writing problems, students' preference of marks to qualitative/ descriptive feedback, and students' poor language background to read and understand written comments, number and variety of CAs were major problems. One of the reasons for the negligence of feedback on students' writing CAs in EFL classes was also found to be the assessment types. i.e., objective types of assessments which did not require detail feedback in nature were dominantly used. Based on the findings, it was concluded that offering feedback along with all these challenges was found to be very tiresome since writing feedback on students'

writing CAs consume most of the teachers' time, commitments and willingness to respond to the feedback from both EFL teachers and students. CA without feedback less likely serves its purpose. It was recommended that to enhance EFL students' writing performance and to bridge the gaps observed during CA in EFL writing classes, feedback on assessments of EFL writing should be integrated in the instructional process. To effectively execute CAs' feedback, the university should facilitate working environment and encourage both teachers and students by designing various mechanisms. Then, the university could certainly produce competent citizens who are equipped with the required knowledge, skill and attitude.

Key Words: Perceptions, Practices, Continuous Assessments, Feedback, Basic Writing Skills

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LIST OF ACRONYMS

BWS	Basic Writing Skills
CA/s	Continuous Assessment /s
CPMMD	Convergent Parallel Mixed Methods Design
DA	Document Analysis
DFLL	Department of foreign Language and Literature
EFL	English as a Foreign Language
FA	Formative Assessment
FGD	Focus Group Discussion
HLIs	Higher Learning Institutions
ILSJ	Institute of Language Studies Journalism and Communication
IN	Instructor
L2	Second Language
MoE	Ministry of Education
MMR	Mixed Method Research
MMD	Mixed Method Design
MCAP	Marked Continuous Assessment Papers
QUAL.	Qualitative
QUAN.	Quantitative
SPSS	Statistical Packages for Social Science
WU	Wollega University

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

To enhance quality of education in general and EFL teaching and learning in particular, various pedagogical innovations and strategies are emerging. Learner-centered methods of teaching and learning, students' assessments and students' autonomy are some of the major innovations in education system at this time. EFL teaching and learning also experienced various methods of language teaching and learning from the Grammar Translation Method to Communicative Language Teaching (Richards & Rodgers, 1986). Although there is no best method, the search to find methods, approaches and strategies which suit dynamic need of EFL teaching and learning seems in progress.

For instance, in the 21st century, in the educational reform progress at all levels throughout the world, students' assessment methods have got due attention. The transition of summative assessment (assessment of learning) to formative assessment (assessment for learning) is a recent paradigm shift in the education system in general and in EFL teaching and learning (Lee, 2007) in particular. In the conventional methods of assessment (assessment of learning), concerns for students' improvements during the teaching and learning process are insignificant matters. On the other hand, assessment for learning paradigm, paved ways to incorporate information about learning progress which is even collected when the teaching learning is taking place. In the active method of teaching and learning, identifying weaknesses, strengths of the teaching learning process and needs of learners are essential. The weaknesses, strengths and immediate need of learners are easily identified via continuous assessments carried out during the instructional process. This assessment process allows both teachers and learners to undertake proper adjustments to suit immediate needs and solve challenges

emerged during the teaching learning process. Assessing learners in a continuous mode enhances teacher and learners interaction..

Continuous assessment is not giving several assessments in continuous form. It matters wise use of information (feedback) from those assessments and integrating its feedback into the instructional process to support the teaching and learning processes. Feedback of an assessment is a golden opportunity to close the gap between what is intended and supposed to be achieved (Ramaprasad, 1983; Hattie & Timperley, 2007). It is an intervention mechanism to enhance students' performances in the teaching learning process. However, in practice, the role of assessment as information tool to support learning and teaching seems underestimated. The current assessment practice seems to be more concerned with identifying who failed or passed certain assessment task. i.e., assessing students' performance for the sake of grading is perceived as a core and an end. Birenbaum et al. cited in Norton (2003:134) state 'many current assessment systems do not allow learners to improve their own learning because the assessments are understood as 'an end point instead of a beginning or a step forward.' If it is desired to facilitate learning via assessment, students need to get information about their current performance, and they should effectively process that information to reduce the gap between the desired level of achievement and their present status (Lipnevich & Smith, 2008).

Feedback is the main gap filler tool in language teaching and learning process. It is a crucial component of formative assessment (Brookhart, 2008) to enhance learning outcomes in education process (Black & William, 1998; Gibbs & Simpson, 2004-5 cited in Bloxham & Boyd, 2007). It is also a powerful mechanism to motivate, direct and reinforce students for real and lifelong learning (Hattie & Timperley, 2007).

As stated above, to reduce the discrepancy between the planned level of achievement and students' present status, communicating feedback of an

assessment immediate in time is a very crucial aspect; otherwise, it cannot help students to bring the desired change, especially on areas of their weaknesses. It has less effect on students' learning unless communicated immediately and recognized easily by the learners (Gibbs & Simpson, as cited in Bloxham & Boyd, 2007).

Assessments which are conducted during the course delivery are sources of such immediate information. Continuous assessment (CA), a type of formative assessment, is useful to give continuous feedback since it takes place during the course in continuous forms. It is then, a great opportunity for both teachers and students to take responsibility on their teaching and learning progress, respectively. As several writers argue, this kind of assessment enables teachers to obtain exact information about progress of their students and the need to adjust their teaching, too (Westwood, 2008). The information from those assessments is one of the intervention strategies to reinforce teachers and students to take timely action on their progress.

Unlike summative assessment, formative/continuous assessment is used not only to grade students at the end of a course; rather, it is used to diagnose the strengths and weaknesses of students during the instruction (USAID, 2003). As a result, teachers can adapt ways and/ or contents of teaching to scale up quality of their teaching and to suit students' immediate need. Each of the students also identifies what he/she has learned or not, what he/she can/cannot do and what he/she knows or not (USAID, 2003). The assessments should also be informative to facilitate teaching and learning. Black, et al. (2003:2) state 'An assessment activity can help learning if it provides information to be used as feedback by teachers and by their students in assessing themselves and each other, to modify the teaching and learning activities'.

In the pre1994, summative assessment type was mostly dominant in the Ethiopian education system. The formative /continuous/ assessment is introduced through the education and training policy (MoE, 1994). The policy stated that continuous assessment (CA) in academic and practical subjects will be conducted to

‘ascertain the formation of all-rounded profile of students at all levels. This made students’ progresses to be assessed on an ongoing basis’.

The introduction and implementation of CA to all education levels was gradual and step by step. First, it was introduced to be implemented in primary schools of Ethiopia (MoE, 1994). Later, based on the experiences gained from its implementation at the level, it was suggested to be implemented in secondary and preparatory schools. Finally, referring to the main policy document of 1994, and also developing Harmonized Academic Policy Document of Ethiopian Public Higher Education Institutions (HAPD of EPHEI), 2012 which all universities abide by, CA was introduced to all universities.

The harmonized policy document states ‘...continuous assessment in the form of tests, reports, assignments, presentations, etc. should be made for every module/course which shall count for 50% of the total module/course mark. The remaining 50% shall be allotted for a final exam at the end of module/course’ (Article, 56: 88). As a matter of general principle, the document has also made clear that the assessments may be written, practical, oral, etc. depending on the nature of the course.

Of course, some HLIs, including teachers training college (TTC) began earlier to the development of harmonized policy document. Even, some HLIs like WU, where the researcher is working, began using CA even since its inception (i.e. 2007). It has been a very common activity of the instructional process in the university. Students of the university who are enrolled in different programs are assessed out of seventy percent via CA types and only thirty percent is set for final exam which commonly applied on ends of a semester or a module.

The implementation of CA in the entire education is affected by conventional assessment (summative assessment) trends (Aytaged, 2013). That is why high emphasis is given to the use of frequencies of certain assessment forms like tests and/ or quizzes in the entire education. Other assessment strategies have not been fully utilized (Brehanu, 2013). In practice, CA is understood and practiced as

continuous testing (Havnes & McDowell, 2008; Abiy, 2013). Nevertheless, test is one type and a subset from so many techniques of assessment (Brown, 2003). Let alone using one assessment form only, giving varieties of assessment by itself is not an end. CA achieves its goals if and only if it is followed by giving, acting and receiving feedback on the assessments for necessary modifications in the teaching and learning process. Therefore, in implementing CA, teachers' role should not be limited only to assess students on an ongoing base. They should facilitate effective ways of interaction on students' performances on given assessments. Teacher's feedback is a source against which students can check their own goals, criteria, and standards and help them become more aware of their strengths and weaknesses. Then, the students can take steps to address their weaknesses in the learning process (Pintrich cited in Bryan & Clegg, 2006).

In fact, using feedback on students' assessment has its own pedagogical perspectives. Knowledge is constructed through social interaction as social constructivist's theory suggest. Feedback also facilitates interaction among teachers, students, parents and other stakeholders to enhance the teaching learning quality. Teachers and students daily interaction process in giving and receiving feedback is a practical manifestation of the practicality of this theory of learning. The theoretical framework of the present study is also driven from this learning theory. Teacher and learner interaction via feedback one of the means to bridge gaps between what has been intended on the onset of the teaching learning process and what has been achieved by the learner in the present. Then students can plan what they should do to improve their progress in future. It is argued that feedback is strongly tuned with improving students' language learning.

Normally, language cannot be practiced and mastered by a scientifically proved formula as in the natural sciences. For example, in natural sciences, to get a scientific output of a given problem, students might get introduced to different formulas which are related to a specific subject. Then after, students apply a defined principle or formula to work out and present the expected result.

However, in the case of language learning, the target language is learnt through trial and error. The best strategy is practice and practice to master the target language i.e., through having an exposure to the target language environment, interacting with each other, with target language users and with teachers. After such practices, feedback helps since it is one of the vital language tools that help students to revisit errors they committed in spoken or written language forms.

English language is an important foreign language to run various national and international businesses in Ethiopia. It is serving as an official and diplomatic language in governmental and nongovernmental organizations. According to the Education and Training Policy of Ethiopia, it is taught as a subject at different education levels from lower grades to preparatory schools. It is also a medium of instruction and evaluation starting from secondary (grade 9) schools to tertiary levels (MoE, 1994). In spite of its prominent position in education policy and implementation in the country, students' English language performance at different education level is deteriorating (Animaw, 2011; Mebratu, 2015).

In Ethiopian HLIs, 'Basic Writing Skills' course is one of basic courses to develop students' writing performances. The course focuses on acquainting students with basic skills which help them develop their EFL writing skills and succeed in their other academic courses. It also serves as a supportive course to enable learners to easily succeed in their academic courses since English language is a medium of instruction and evaluation in HLIs context. Moreover, it helps them a lot in their future career for different communicative purposes. According to the Harmonized Academic Curriculum, the course 'Basic Writing Skills', comprised of three major aspects of EFL writing in the course content of the syllabus; namely, Sentences, Paragraphs and Essay level writing aspects.

In EFL writing instructional processes, students engage in several practical activities to construct error free discrete sentences. This directs learners to compose these pieces into a whole to convey their ideas in a broader sense. Thus, having applied what have been practiced in sentence writing, students develop their writing skills to paragraph and essays level writings. The expectation is to

enable students minimally satisfy the basic requirements of writing meaningful, accepted and /or error free sentences/paragraphs/essays when they have been engaged in several writing performances.

In the selected university, EFL writing assessments is, as all other courses, executed in a continuous form. As mainly suggested by writing skills scholars, effective writing instructions are tuned with feedback. Feedback is an intervention strategy and a common way of responding to students' writing (Hyland & Hyland, 2006; Tom, et al., 2013). It plays indispensable role to enhance EFL students' writing skills by reducing the gap between current EFL students' writing status and the desired writing performance.

Despite the theoretical points of view, what is perceived and practiced in different teaching and learning contexts might vary and far from the facts. Boud and Molley (2013) criticize the inadequacies of feedback provision to students than for almost any other aspects of the courses. As usual, teachers might consider designing, administering, marking and recording assessments as routine activities. Students are also more aware and eager to know the numeric value of their assessments (OCED, 2005; Chen, 2009). However, perceptions and practices of EFL instructors and students concerning feedback provision during writing skills continuous assessments implementations is not yet supported by empirical data.

Thus, it requires in-depth inquiry to ascertain perceptions EFL students and teachers hold on feedback on continuous assessments and explore the existing practices of feedback on CA in EFL writing classes. Therefore, considering the issue worth studying, the researcher interested to explore instructors' and students' perceptions and practices of feedback provision in EFL writing skills' continuous assessment implementation contexts.

1.2 Statement of the Problem

Theoretically, any forms of continuous assessment should be followed by feedback. i.e., if there are students' ongoing assessments, feedback is an

inevitable task. Fiseha (2010:102) reflects that ‘assessment without feedback and comments is less likely to enhance students’ learning’. The more students are given feedback, the more they improve their learning progress, and the more they are successful. Feedback plays immense role to improve students’ written as well as spoken performances.

These days, students’ poor English language performance in general and writing performance in particular has come to be a common complaint even though English language is taught as a subject starting from grade one and also a medium of instruction from secondary to tertiary levels of Education system in the country. The target is to enable students to have general mastery of the four major and sub-skills of the English language in general. However, it is asserted that students at different education level face difficulties in effectively using English for communication purposes (Alamirew, 2005; Animaw, 2011).

As scholars suggest, several factors contribute to the poor performance of learners in the use of English language both in spoken and written forms. Fear of committing error in writing and speaking productions prohibit learners to practice the language and improve their performances. Despite the fact that in any forms of language use committing error is natural (Lee, 2005), students set themselves off from the game (practices) of using the language in speaking and writing forms. This ignorance perhaps resulted from the way it is handled or treated when students commit errors. The treatment directly or indirectly refers to the feedback students get on their piece of written or spoken productions in EFL writing instruction and assessments. In enhancing EFL students’ writing performances and treating errors in EFL writing instructional and assessment process, feedback plays indispensable role. It determines successfulness and unsuccessfulness of EFL learners in their writing performances.

Students’ progresses in EFL Basic Writing Skill classes are continuously assessed formally and informally via various techniques. The written assessment and writing activities are thought to be marked by instructors or peers. Practically, as

part of the process of the teaching learning in HLIs, the present researcher observed when teachers seem busy in designing and administering various forms of CAs for the course, but the researcher was in a doubt that what could have been followed as the principles of CAs. The question was the place of feedback in implementing CAs in EFL writing classes. It was difficult to observe the way EFL instructors and students perceived and practiced feedback during the implementations of those CAs.

The researcher is, then, interested in this area due to two reasons; first, there is a claim that there is a research gap concerning teachers' and students' perceptions and practices of feedback on continuous assessments in EFL Writing classes as (Lee, 2009; Evans, 2013) stated. Second, according to Lee (2009), even, 'much of L2 teacher feedback research has focused on the effectiveness of feedback and its impact on student revision and writing. There is research inadequacy in examining teachers' feedback in the larger classroom context of teaching and learning to ascertain the functions teacher feedback serves in a context of assessment for learning (CAs). That is why the present researcher found the issue relevant and intended to conduct this study. Some international and local researches which were conducted so far focused on the two aspects in separation: continuous assessment and feedback in exclusive manners. i.e., some of the researches dealt with the implementation of CA with little or no focus on feedback and the vice versa.

In this regard, scholars such as Onuka, (nd.); Brehanu (2008); Dagne (2009); Habtamu (2009) and Abiy (2013) assessed the implementation of CA at various education levels. Findings of those studies reveal that there had been problems in implementing CA at various educational settings. Accordingly, problems such as lack of preparedness, poor test administration procedures, poor handling of scores and feedback to students, poor coverage of instructional contents by test contents, large classes, inadequate time for tests and lack of knowledge and skills, inadequacy of the use other assessment techniques were revealed in the studies. Studies of these researchers, therefore, focus only on the extent of implementation

of CA at different education levels. Most of the studies were survey type and lack depth. Role of feedback on CA to enhance students' writing performance is not considered in any of the above studies, so the current study is different in its focus area and design. Accordingly, the current researcher explored teachers' and students' perceptions and practices of feedback on EFL writing assessments.

With respect to studies related to feedback, some local researchers conducted both survey and experimental type on some aspects of feedback; however, to the knowledge of the researcher, none of these researches considered practices and perceptions of feedback in EFL writing classes in general and EFL writing CAs in particular. For instance, Italo (1999) examined the effect of teacher and peer feedback in writing. He compared the effectiveness of different feedback methods on students' writing revisions. The result of his study reveals teacher and peer feedback are equally effective in improving students' writing.

Nuru (2000) also conducted research on the role of feedback in EFL classroom and explored its role in the communication of teacher expectation. His intent was to explore the relationship between feedback and teachers' expectation and its effect on students' future progress. Thus he found out that teachers' classroom behavior implied great quantitative differences in the feedback received by high and low expectation students on their successful and unsuccessful performances.

Animaw (2011) explored teachers' behavior on oral error treatment. He aimed at exploring the manner in which high school teachers treat their students' oral errors in English classroom. Accordingly, result of the study reveals that the participants lack theoretical knowledge of error treatment.

The previous researches mainly focus on the effect of feedback in different education settings. Feedback was seen exclusively in relation to classroom instruction; it was not considered vis-à-vis assessments employed in EFL writing classes. The current study is, thus, different in many ways. First, the previous

studies about CA and feedback were not part of one another. The current study intends to examine the status of the integration of feedback of continuous assessments into EFL writing instruction to improve students' writing performance. Second, the role of feedback on CAs in general and EFL writing classes in particular has not been given consideration in previous studies. Third, the current study is different in its scope and setting. Most of the studies on CA were conducted on high school and elementary school levels; only few of them conducted at the HLIs context. Scopes of the studies were also general to the implementation of CAs in English language teaching and learning process. They were not specific to EFL writing assessment classes. The current study focuses on teachers' and students' perceptions and practices of feedback provision on CAs of EFL writing in higher learning institution context. Fourth, the theoretical framework of the current study reveals feedback is an intervention mechanism between instruction and assessments. The integration of feedback of an assessment into instruction enhances students learning by closing the gap between what was intended and what is achieved. The current researcher also believes that any forms of continuous assessment in the instructional process should be followed by feedback so that both students and teachers are informed about their current progress and plan to improve their weaknesses in the teaching learning process.

Continuous assessment without feedback cannot serve the purpose it is intended for. From the researcher's personal experiences and observations, there seem to be simply giving CAs for students. However, no empirical data reveal teachers' and students' perceptions and practices of feedback on CA of EFL writing. Evans (2013) reveal lack of research evidence on the progress of feedback practices in improving students' performances citing Orrell (2006). Finally, the current study is different in its research paradigm, design and depth of enquiry to better understand and construct the existing reality concerning perceptions and practices of feedback on EFL writing skills continuous assessments in the selected higher learning institution. The current researcher is, thus, inspired by aforementioned

reasons and explored teachers' and students' existing perceptions and practices of feedback on EFL writing CAs.

1.3 Research Questions

In exploring teachers' and students' perceptions and practices of feedback on EFL Writing skills' continuous assessments, the following questions were designed to guide this research work.

1. What perceptions do EFL instructors and learners have about feedback provision of continuous assessments carried out in EFL writing classes?
2. What roles do EFL instructors of Wollega University play on various forms of EFL writing skills' continuous assessments?
3. How often do EFL instructors of WU provide feedback to their students on the continuous assessments they conduct in EFL writing skills classes?
4. Which of the feedback strategies do EFL instructors prevalently use during feedback provision on the continuous assessments of EFL Writing Skills?
5. What is the nature of the written feedback/comments EFL instructors deliver on students' writing skills' continuous assessments?
6. What challenges do EFL instructors and learners at WU encounter in providing, receiving and applying CAs' feedback in writing skills CAs classes?

1.4 Objectives of the Study

1.4.1 General Objective

This study was concerned with teachers' and students' perceptions and practices of feedback provision during continuous assessments specific to the course Basic writing Skills offered to the undergraduate students. Therefore, the general objective of this study was to explore EFL teachers' and students' perceptions and practices of feedback provision during the implementation of continuous assessments in EFL writing classes at Wollega University.

1.4.2 Specific Objectives

This study, thus, specifically intends:

1. To explore what perceptions EFL instructors and learners have about feedback provision of continuous assessments carried out in EFL writing classes.
2. To investigate what roles EFL instructors of Wollega University play on various forms of EFL writing skills' continuous assessments.
3. To explore how often EFL instructors of WU provide feedback to their students on the continuous assessments they conduct in EFL writing skills classes.
4. To investigate the prevalent feedback strategies EFL instructors use during feedback provision on the continuous assessments of EFL Writing Skills
5. To identify nature of the written feedback/comments EFL instructors deliver on students' writing skills' continuous assessments.
6. To explore challenges EFL instructors and learners at WU encounter in providing, receiving and applying CAs' feedback in writing skills CAs classes.

1.5 Significance of the Study

Educational research has multi purposes for different stake holders in education system. The result of this study would be useful for different concerned bodies. First, the results of the study will be useful for EFL teachers. It will help EFL teachers see their real practices in their institutional context the place of feedback practices on continuous assessments they administer in EFL classes in general and writing classes in particular. Based on the result, they will devise strategies through which they work for the improvement of learning through feedback provision on EFL writing continuous assessments. Second, it informs higher learning institutions, the real practices of CA in relation to providing timely feedback to students in the instructional process to enhance students' EFL writing skills. It is hoped that the findings of the study would be immense on the practices

of CA in higher learning of the land, is recently embarked on. Based on the result of the study, it would make the HLIs design strategies of how would CA effectively be implemented and how feedback would effectively be given to students. It would also enable them to prepare working guidelines about how to effectively implement CA and provide timely feedback. Third, it would help policy makers and curriculum designers see strength and weaknesses of previous policies of students' assessments and places of feedback in it to improve students' progress during the course time in a continuous form. It might give them some insight into how this issue has to be given due attention as part of instruction as equally important as other issues.

Finally, it might contribute some on the existing literature. It will serve as a stepping stone for further research on the effectiveness of feedback in relation to the instructional process and implementation of CA in various education systems in general and EFL classes in particular.

1.6 Scope of the Study

Continuous assessment is one of students' evaluation systems in universities according to the Harmonized Academic Policy Document of (HAPD) of Ethiopian Public Higher Learning Institutions (EPHLIs) (2012). All courses offered in different programs of the universities were evaluated via this though the degree varies. However, in this study, it was intended to explore teachers' and students' existing perceptions and practices of feedback provision on EFL writing continuous assessments in EFL writing classes at WU.

The study was delimited to Wollega University for its accessibility and proximity to the researcher. Assessments were carried out in CA forms across all academic programs in the selected university. However, due to the time and resource limitations, the study was confined to EFL writing classes.

Although there were several issues to be studied in the EFL classes, perceptions and practices of feedback provision on students' BWS' CAs were found to be one

of the vital existing practices which required due attention in EFL teaching and learning process for the effectiveness of the implementation of CA and students' writing performances. Therefore, the study was limited to exploring the existing perceptions and practices of feedback provision on EFL students' CAs of EFL writing classes at WU.

1.7 Limitations of the Study

It was not so easy to come up with the result of the present study. Many challenges were observed during data collection. The researcher faced challenges from both the EFL students and instructors. Accordingly, the researcher confronted that some students lack interests and commitments to effectively respond to all questionnaire items and even to return the questionnaires to the researcher. Second, instructors were overcrowded by several academic and community service activities during the data collection, so it was found difficult to assemble them to conduct the FGD. They were found to be busy to take part in the discussion when required.

However, the researcher had to design coping strategies to overcome the limitations. Thus, the researcher used the following mechanisms to minimize the challenges. First, as far as the problems experienced from the students were concerned, the researcher asked some instructors who were teaching that particular class's major course for their assistance in distributing and collecting the questionnaires after their class time. The instructors willingly helped the researcher. Moreover, the researcher also oriented the students regarding the purposes of the questionnaire and procedures to be followed and made them return to their instructors.

Second, with regard to some problems the researcher encountered from the EFL instructors were concerned, the researcher tried to consult each and every instructor to adjust the FGD time with the time they propose from the options the researcher set. With regard to handling FGD, as also mentioned earlier, because

of different institutional activities, it was difficult to get sample EFL instructors at once. Having discussed with individual participant of the FGD, it was reached consensus on convenient time and place that works for all of them.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, an attempt is made to show theoretical aspects of the major themes and related notions of the present study. The review mainly focuses on four basic concerns of the study. These are: feedback, assessment, writing skills feedback and its relationship with EFL writing skills instructional process and its assessment procedures.

First, overall issues of feedback such as concepts, theoretical aspects, strategies, contents and types of feedback are presented. Second, overviews of assessment which includes its definition, purpose and types are discussed. Third, issues related to writing skills such as writing ability, macro and micro skills of writing, designing writing assessment tasks and marking writing assessment issues have been presented. Finally, issues related to feedback in the context of EFL writing skills teaching, learning and assessment process are presented. Accordingly, characteristics of quality feedback on assessments, integrating assessment and feedback into instruction, role of assessment and feedback to promote learning, conceptual frameworks of feedback and local studies related to feedback and CA are discussed.

2.2 Feedback

2.2.1 Concepts of Feedback and Ramaprasad's Theory of Feedback

In the pedagogical understanding, feedback is one of the important elements of teaching learning and assessment processes. In a broader sense, it is an instructional instrument to maintain quality of education in general and specific learning outcomes in particular. Feedback is considered as an accelerating drive

between instructional process and assessment. In order to realize this, understanding its theoretical point of view is a very essential thing.

To frame the present study, Ramaprasad's theory of feedback was adopted. Accordingly, "Feedback is 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" (Ramaprasad, 1983). As revealed by Taylor & Silva (2013); Voerman (2014), Ramaprasad was the first scholar who defined feedback in management, communications systems and decision making processes in existing system. Feedback is a piece of valuable information about the gap between the actual level of performance and a system parameter which can alter existing gap.

In the teaching learning context feedback is viewed as information which is provided to students' by different concerned bodies who directly or indirectly take part in instructional process. For instance, teachers, peer, book, parent, self, experience are sources of feedback on the actual performance or understanding of learners in the teaching and learning process (Winne & Butler, 1995; Hattie & Timperley, 2007). It also refers to the 'information' given to student on his/her current status, where the standard refers to the learning objectives set, and the gap is the current level of students' achievement.

Based on this general framework, that is, feedback closes the gap between actual performance and the intended goals. During communicating feedback, students are able to get more chances to interact with each other and their teachers about their weaknesses in learning the language. Besides, language learning is better achieved through social interaction as suggested by social constructivists' theory of learning. This theory is more practical in the process of giving and receiving feedback in the teaching learning process.

Several scholars (Sadler, 1989; Black & William, 1998) tried to deduce how the concept can be applied in formative assessment context. According to Du Plessis

et al. (2003:11), it is very essential to look about the place, insight, purpose and strategies of feedback in relation to implementation of assessment as follows.

Feedback refers to the information teachers give to learners about their performance on an assessment.What does it mean to provide learners feedback after an assessment activity? There are many different ways to do this. Most good teachers provide students with feedback. If we see a teacher's role as someone who is a facilitator of learning and someone who provides opportunities to learn, then we will make assessment feedback an opportunity for children to learn. This means that our feedback will provide students with constructive comments and suggestions where they may improve and acknowledgement of the learning and thinking that has been shown in the assessment exercise.

As indicated above, feedback is an intervention mechanism to fill the gap between students' current achievement and the desired level of achievement / the standards or criteria set on the onset of the teaching learning process. Gaps are mainly identified when students are assessed via ongoing/formative assessments while the instruction is in progress. After the identification of students' present performance level against the predefined learning expectation, feedback plays an indispensable role to bridge the gap. Appropriate and valuable comments play significant roles to encourage, motivate learners to improve their current performance and to close the observed gaps in the learning process.

Feedback will enable students to realize where they have done well and indicate what they could improve on, as well as justifying the grade/mark of summative assessments. 'Good' / 'quality', comprehensive and timely feedback is a very important factor in driving students' learning. The main purpose of feedback is to minimize the gap between the actual performance/ understanding of learners and the predefined learning goals or objectives. Therefore, to enhance learning and to be effective in the delivery and

receiving of feedback the three basic questions which are perceived as models of feedback that are raised by students and /or teachers should be addressed (Hattie & Timperley, 2007:87).

The first question raised by the student is concerned with asking oneself to identify the goal. The learner asks himself or herself “**Where am I going?**” (*What are the goals?*), which refers to the effort made to achieve the learning goals/objectives.

The second question is related to the process and the effort made to achieve the goal. Thus, he or she asks him or herself “**How am I going?**” (*What progress is being made toward the goal?*), which is posed to answer ones current status towards the standards set. What the current performance of the learner depict in relation to the objectives set.

Finally, after identifying ones’ present status, he/she asks himself/herself about what to do in the future. Hattie & Timperley (2007:87) depicted the learner ask himself or herself “**Where to next?**” (*What activities need to be undertaken to make better progress?* This indicates that the learner tries to plan to achieve relatively best performance in the future after identifying the problems or areas of weakness and strengths. They also belongs these questions to the views of ‘feed up’, feedback’, and ‘feed forward’.

According to Hattie & Timperley’s feedback model, the ways to respond to the questions to reduce the discrepancy between the actual performance and the defined goals relay on four levels at which feedback works. These include “the level of task performance, (task level) ,the level of process of understanding how to do a task, (process level), the regulatory or metacognitive process level, and/or (self-regulation level), the self or personal level (unrelated to the specifics of the task)(self-level)”.

It is crucial to see each of the levels one by one. According to Hattie & Timperley’s (2007:90) and Evans (2013), the first level ‘task feedback’ is concerned with ‘information and activities’ carried out in order to clarify and

reinforce aspects of the learning task. The second level ‘process feedback/level’ refers to the extent students are able to perform to proceed to the subsequent learning goals. The third, ‘self-regulation feedback’ focuses on ‘metacognitive’ elements comprising ‘self-monitoring, directing’ and ‘regulating’ of actions and the strategies’ he or she uses to improve his/her progress. Concerning this level, Winne & Butler (1995) additionally state that ‘Self-regulated students are thus aware of qualities of their own knowledge, beliefs, motivation, and cognitive processing elements that jointly create situated updates of the tasks on which the students work’ and the fourth level, self-feedback implies that it is ‘personal evaluations’ and ‘affect about their attributes’, for example, how well the student has done.

Feedback is, thus, appropriate in CAs implementation where the goal of series of the assessment is meant for students’ improvement. According to Joshua (2017:25)

...continuous assessment must serve first and foremost to inform decisions and actions at the many respective levels of an education system and among its myriad actors to guide all towards improved outcomes. Stakeholders must have clear visibility of how well students are succeeding *and where they are not*—the gaps—so that they can fashion and enact remedies.

Continuous assessments are effective if the feedback of each of the formative assessment is used as an input to alter the gaps between reference level (goal) and students’ current status in the teaching learning process.

2.2.2 Overall Feedback Strategies and Contents

2.2.2.1 Feedback Provision Strategies

To give effective feedback, various strategies can be utilized. Brookhart (2008:4-5) demonstrated four variables to be considered in strategies of effective feedback provision. These are Timing, Amount, Mode and Audience. When a teacher

decides on a feedback strategy to be used, it is also, of course, deciding what it is that the teacher wants to say to the student. The author also demonstrates possible contents of effective feedback delivery in the teaching learning process. The following paragraphs summarize what should be considered in the strategies and contents of feedback provision (Brookhart, 2008:4-7).

According to Brookhart (2008:4-5) four strategies of feedback delivery have been identified.

1. Timing

In feedback giving strategy, timing refers to when and how often feedback is given to students. The timing determines the effectiveness of feedback whether or not to enhance students' learning progress. Timing of feedback is also determined by the type of feedback to be given. Feedback has to be given immediately if it is related to knowledge/facts. On the other hand, when students' thinking and reviewing process is required on the feedback, it is possible to delay the delivery of the feedback (Brookhart, 2008; Molly & Boud, 2013).

2. Amount

Amount in feedback strategy refers to how many points and how much about each point need to be considered. Brookhart recommends that it needs to prioritize the feedback by selecting points related to major learning goal and understanding students' level of development. Too much or too few feedback is not recommended.

3. Mode

This strategy of feedback provision refers determining an appropriate way to deliver feedback. It is recommended that the feedback giver should select the best mode for the effective delivery of the required information. In doing so, it is needed to understand the context and choose the appropriate way to suit the context. For example, is passing feedback sufficient per student's desk? Or Is a conference needed? Or Interacting with the whole/ per student is best one.

Moreover it is also recommended that teachers can use written feedback on written work or assignments, or use demonstration if "how to do something" is an issue or if the student needs an example.

4. Audience

This strategy refers to understanding audience as individual or as a whole to deliver them feedback in appropriate manner. When teachers give feedback for individual students the students perceive that my teacher value my learning and it encourages the learner to get feedback on his /her work. Group/class feedback is applicable when majority of the class committed similar errors on a given task.

Moreover, (Brookhart, 2008:6-7; Derrick & Ecclestone, 2008) demonstrate that knowing what and in what way the feedback is offered to learners on their work is very essential point. According to the authors, seven points of considerations have been identified before providing feedback to the learners.

2.2.2.2 Contents of Feedback Provision

1. Focus

Focus shows that teachers' intention in determining which aspect of feedback has to get emphasis during feedback provision. It is important to understand (On the work, the process, the student's self-regulation, on the student personally). It is suggested that focusing on both the work and the process is essential. The comments have to focus on self-regulation if it is needed to enable students develop his/her effectiveness in the learning process. On the other hand, feedback giver must avoid personal comment. It has to directly or indirectly related to the work not on the student.

2. Comparison

Such contents of feedback are used when the teacher want to consider feedback in relation to various circumstances. For example, teachers can compare students work with the preset criteria/standards which means criterion referenced feedback

delivery. It is also possible to compare learners effort in relation to others progress which refers to norm reference. This kind of feedback is seen in terms of the others performance not in terms of the learning goal. The other one is comparing students' progress with self-performance in relation to the past which means comparing students' present status with their past performances.

3. Function

Contents of the feedback on learners work must fit for purpose. The author suggests that the feedback should be descriptive. It should not be judgmental/evaluative type. The purpose should be aligned with filling the gap between the intended purpose and students' present status. It should show the students what they did as intended, what they did not do as expected from them, and it should show them ways how should they fill the gap or improve their writing performance.

4. Valence

Contents of the feedback given can be in positive or negative forms. Positive comments are applied when describing what has been done properly. Negative feedback is delivered when things have not been done as expected. This feedback should accompany negative explanations with positive/ constructive suggestions for improvement. 'Negative responses might have damaging effects on pupils' self-esteem; unjustified comments and praises might also lead to discouragement of corrections' (Budimlic, 2012:31). Hyland & Hyland (2006) also asserted that every feedback has positive and negative effete on students' cognition and progress.

5. Clarity

To let students understand the feedback, it has to be clear enough. Teachers must use understandable words, symbols and concepts. If the operational definitions of symbols are not clear and use vague or unclear phrases or expressions, students get confused. Thus, Brookhart suggest teachers have to use vocabulary and

concepts the student will understand. They ought to adapt the amount and content of feedback to the student's developmental level. The feedback should be as clear as possible to the students' level of understanding.

6. Specificity

This refers that teachers should be specific enough in their feedback delivery. It has to be consistent. It should not be overly general type. This means, teachers need to use feedback at the expected level of specificity to the students and the task. They should make feedback specific enough so that students know what to do but not so specific at a level it is done for them. That indicates identify errors or types of errors, but avoid correcting every one (e.g., copyediting or supplying right answers), which does not leave students anything to do.

7. Tone

This refers to the way teachers put their comments. It is recommended to use the language that signals respect for the student and the work. Choosing the language that enable students to appreciate his/her work or think over what he/she performed is very essential role of feedback givers.

2.2.3 Types of Feedback

There are two major ways to communicate feedback to students in a meaningful way (Pakbaz, 2014; Ferris, 2003). These are 'explicit or direct and implicit or indirect' feedback.

2.2.3.1 Direct (Explicit) Feedback

According to Ferris (2003), explicit or direct feedback refers to ways of corrective feedback provision by the teacher in such a way that the correct form of the error the student committed is given to the student by writing above the error. This way includes giving the appropriate response by crossing out the students' response. Direct feedback refers teachers' provision of correct answers (forms) in response to student errors having realized the error type is complex and beyond students'

ability to self-correct (Lee, 2007; Bitchener et al., 2005). Pakbaz (2014) and Petchprasert, (2012) also restate that this way of feedback provision includes the crossing out of a word, phrase, or morpheme and the provision of grammar rules, or the oral clarification of written meta-linguistic explanations on the students' written works.

Second language writing researchers argue on merits of this feedback strategy over the other Chandler as cited in (Pakbaz, 2014). Accordingly, direct/ explicit feedback reduces students' confusion on errors and enables them to accurately and easily review their previous work. It gives adequate information to learners to correct more complicated errors. Besides, direct feedback is more immediate.

2.2.3.2 Indirect (Implicit) Feedback

Indirect (implicit) feedback refers to ways of teachers' indication of errors on students' written works. In this case, the error is not explicitly explained. i.e., the type of the error and the correct form of the error is not provided directly. In the implicit feedback, it is the role of students to identify and correct the error themselves (Ferris, 2003). The teacher indicates that an error has been made without providing a correction. Students themselves are required to diagnose and correct their own errors on certain writing task (Bitchener et al., 2005). It is also believed that this error correction strategy enhances students' problem-solving capacities and independent editing skill (Pakbaz, 2014; Petchprasert, 2012 and Lee, 2007). This error can be made clear to learners by means of underlining or circling the error; recording in the margin the number of errors in a given line; or using a code to show where the error has occurred and what type of error it is (Pakbaz, 2014; Petchprasert, 2012; Lee, 2007 and Bitchener et al., 2005).

2.3 Overviews of Assessment

2.3.1 What is Assessment?

Assessment was being defined in different ways. For instance, it was seen in light of its judgmental purpose solely. According to Sadler (1989), the term assessment expresses, “any appraisal (or judgment, or evaluation) of a student's work or performance”. Sadler, thus, defined the term assessment as an evaluative/judgmental device in education system. Pellegrino (2004) also defines assessment as an educational tool used to measure the outcomes of education and the achievement of students.

In addition to its judgmental purpose, other scholars explain that the term assessment comprises broader meanings which express its manifold purposes. It is a systematic way of collecting information about students’ performance, progress of teaching and learning (Du Plessis et al., 2003; Bachman, 2004; Richards & Schmidt, 2010). It is further stated that based on the information gained from any assessment techniques employed, students and teachers can draw conclusion on their progress of learning and teaching, respectively.

Other scholars also widen the notion of assessment. For instance, Havnes & McDowell (2008:5) argue that in the contemporary education system, the meaning and the role of assessment is changing.

..... the social meaning of assessment is changing, firstly, from an act performed at the end of a learning trajectory to an act in the course of learning, and secondly, from an act by teachers on students to an act performed also by students. Assessment is being redefined. From being a way of controlling student learning it is becoming a way of communicating to students what counts as valid knowledge...

Thus, the conception and implementation of assessment is changing from conventional trend which is mainly applied to evaluate learners at the end of a course to be applied in the learning process. It was also considered as the only teachers' role, but it has been shifted to be performed by learners as it is encouraged in the active leaning. It is also regraded as an informative diagnostic tool to identify individual learner's success and failure and the progress of the teaching and learning. Farenga & Ness (2005:84) confirms that 'Assessment of academic outcomes entails obtaining a comprehensive understanding of the unique strengths and limitations of each student learner'. It clearly shows instructional quality (failure and/ or success) of institution in general and students' achievement for various purposes (promotion or certification) in particular.

Generally, it can be concluded that assessment is among inseparable educational activities in entire education system. It plays a central and important role in teaching and learning as referred in (Cheng, et al., 2004). Effective assessment manifests the current status of students' achievement and progress of teaching. Teachers and students can collect, analyze and interpret information about their respective progress of learning and teaching. Finally, the information enable to plan either to excel by the result (success) or to improve (failure) so as to enhance quality of learning and teaching.

2.3.2 Purposes of Assessment

As mentioned earlier, assessment has several pedagogical purposes in education. Weeden et al. (2002); Fautley & Savage (2008:15) revealed the manifold purposes of assessment. They view assessment as: diagnostic tool to identify pupils' current performance, its decisiveness to aid learning through feedback, summative for review, transfer and certification and evaluative instrument to see how well teachers or institutions are performing. According to Black as cited in Irons (2008) assessment is used to certify achievement of learners (normally, through summative assessment) create accountability in the institution and

education system, and it enhances learning through feedback provision (through formative assessment and formative feedback).

Assessment can prepare students' for long life learning (Falchikov & Boud, 2008). It equips learners with the required knowledge, skill and attitude for their future career. It helps instructors to diagnose the strengths/achievements and weaknesses /failures of students in the instructional process. Educational institutes maintain standards via it (Jarvis, 2004). It is also believed that assessments can 'frames learning, creates learning activity and orients all aspects of learning behavior' (Gibbs, 2006: 23).

Westwood (2008) identified the following purposes of assessments. First, Assessment allows teachers to look over progresses of learning and teaching as if it is going on as expected to achieve the intended outcome, and enable them to plan to revisit ways of knowledge transfer and materials to be used in the process. Second, it helps teachers to detect their learners who face challenges to achieve the intended learning outcome. Thus, it makes them to pay special attention or let them design ways of through which learners achieve the intended goal. Third, assessments can present significant data about students' present status against the preset standards. Following this, appropriate measure can be taken to alter the gaps between the present status and the desired one. According to Westwood, the other role of assessment is it can pose responsibility to the students' family about their children's progress and allow them to share responsibility on their students' progress in the teaching learning process. Finally, it enables to indicate the attainment of the learning outcomes to the government.

Generally, it can be recognized that assessment has manifold purposes in education. It frames the teaching and learning process, maintains standards in the academic institution, certifies students' achievement and creates accountability in the educational institution about the learning and teaching progress. It provides feedback (information) on students' performance primarily to teachers and

students and to different stake holders like school administrators, parents/ and learning community.

2.3.3 Types of Assessment

In education setting, assessment is implemented in various forms. According to various scholars' views, their classifications usually relay on purposes of each assessment forms. There are two major types of assessment. These are namely: summative and formative assessment.

2.3.3.1 Summative Assessment

Summative assessment (assessment of learning) is an assessment type that is basically used to assess overall students' achievement in certain course(s) on the base of a fixed schedule. Summative assessment 'contributes to a grade and overall calculation of the degree classification' (Norton, 2003: 137). In the same way, Iron (2008:7) also explains that it is "any assessment activity which results in a mark or grade which is subsequently used as a judgment on student performance" There are, however, serious critiques on the techniques and implementations of this assessment form. For instance, Havnes & McDowell (2008:3) argue that:

In recent years this has focused on the inadequacies of traditional exams and the failure of mainstream assessment policies and practices dominated by tests, exams, and other forms of summative assessment. The critique has been based on the assumption that these forms of assessment do not support high quality learning associated with 'deep' learning, critical thinking, sustainable knowledge, and lifelong learning. In other words, the widely shared everyday view of assessment in the form of exams and tests as a safeguard for the quality of education is brought into question

Fautley & Savage (2008) also state that its basic purpose is to inform students' achievements of learning. It focuses on the past achievements. It has little or no attention on the process of learning; rather, it focuses only on the product of learning. From these we can understand that if there is no any linkage between instruction and assessment, there is no chance to diagnose weaknesses and strengths of teaching and learning process. As obvious, the instructional process and students' assessment takes place in a separate time. That is, teaching then testing (Fautley & Savage, 2008). Inputs (information) gained via this form of assessment modalities (mid/final exam) never serve to enhance learning because of its divorce in the time of its implementation from the regular instructional process. This implies that once learning and teaching takes place then assessment follows; then, nothing will be made whatever the result of students' assessments achieved. This assessment type has no room to use feedback to enhance teaching and learning progress.

2.3.3.2 Formative Assessment: Continuous Assessment

Unlike summative assessment, formative assessment (assessment for learning) is defined and applied in education in a different manner. As many scholars definition, Formative Assessment (FA) is an assessment type which is used to collect information about the process of learning, teaching and students' learning progress. Bennett & Gitomer (2009:60) explain formative assessment as follows.

Formative assessment is an ongoing process in which teachers and students use evidence gathered through formal and informal means to make inferences about student competency and, based on those inferences, take actions intended to achieve learning goals.

This kind of assessment is normally 'intended to provide feedback to the student such that they can improve their work and to the teacher so that they may adjust their teaching' (Bloxham & Boyd, 2007:234). Its focus is not about past achievement of learning; rather, it is on future achievement of learning. Unlike

summative assessment, formative assessment is applied in an integrative approach in the instructional process.

Formative assessment refers to an ‘assessment that is specifically intended to generate feedback on performance to improve and accelerate learning’ Sadler as cited in (Nicol & Macfarlane, 2006: 199). Formative assessment creates opportunity to frame learning and teaching. Nicol & Macfarlane further argue FA and feedback should be used to empower students as autonomous learners. Feedback from this assessment form is like a signal that either motivates both learners and teachers to move forward or warns them to check their way of teaching and learning. As a result, they devise intervention mechanisms to achieve the intended goals or bridge the gap between current academic status with what is expected of them since formative assessment aids learning by generating feedback (information) to students and teachers (Juwah et al., 2003).

Formative assessment can then be applied in two ways. The first form of this assessment is applied when assessing a single course entirely in a formative way. The other form is applied when a single course is assessed on an ongoing base via various assessment types during the instruction is taking place. Their difference is only the matter of using final exam at the end. This kind of formative assessment is referred as a continuous assessment (CA).

Monika (2013:47) explains that continuous assessment (CA) is an ongoing instructional activity applied to measure students’ overall progress in the instructional process. Monika further explains that the term “continuous has the continuity and regularity of assessment during the whole session or the regular assessments, frequency of unit testing, analysis of learning gaps, applying corrective measures, retesting and giving feedback to teachers and students for their self-evaluation, etc”. Iseni (2011:65) also explains “continuous assessment is an ongoing assessment and helps teachers to evaluate the learner’s performance.” CA is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by pupils (USAID, 2003). CA can be

distinguished from conventional and other formative assessments. ‘Continuous assessment is formative in that it enables both teachers and students to be aware of the knowledge base and level of students, and indicates both teachers and students the gaps to be filled and the higher level to deal with’ (Abiy, 2013:2). CA deviates from formative assessment only on the use of final assessment modality (final exam) at the end. The exam in CA is used to assess students’ overall achievement of the entire course as in a comprehensive way.

Therefore, as Trotter & Isaksson as cited in (Hernandez, 2012) depict continuous assessment practices encourage learners to learn on ‘an on-going basis and encourages the provision of feedback’. Unlike summative assessment, feedback is central in a formative continuous assessment practices. Feedback in such assessment ‘enables students to restructure their understanding/skills and build more powerful ideas and capabilities’ (Juwah et al., 2004). Feedback on CAs is more practical in writing classes. Before looking about feedback in EFL writing classes, this study presents issues related to the teaching and learning of writing ability and assessment issues in writing as follows.

2.4 Writing Ability and Its Assessment

The ability to write in English language both for academic and professional purpose is becoming a core requirement all over the world. Writing is one of the medium of communication among nations for social affairs, businesses and diplomatic purposes. In a communicative approach to language teaching, language ability or communicative competence is not only about using good grammar and command, but it is ‘the ability to use the language system appropriately in any circumstances, with regard to the functions and the varieties of language, as well as shared sociocultural suppositions’ (Munoz et al., 2006). Due to technological and infrastructural advancement throughout the world, the need to interact with each other via speaking and writing ability for business and personal reasons are getting universal acceptance (Sara, 2004).

Assessing learners writing ability is a complex activity. Before designing writing assessments, identifying aim and criterion of writing assessment is essential. Understanding what is needed to test whether to assess hand writing ability, or writing grammatically correct sentences or writing paragraph through logically organized ideas is the first stage of writing assessment task designing process (Sara, 2002; Brown, 2004). Based on diverse purposes of the writing, various assessment tasks can be designed.

According to the author, the type of the writing assessments task is determined by different genres (which refer to form and purpose) of writing. Sara (2002); Brown (2004) present various genres and tasks of writing. Based on this fact, the first genre of writing task refers to 'Academic Writing' this involves: papers, various report types, essays compositions, academically focused journals, short answer tests responses, technical reports (lab reports), thesis, dissertations and etc. Basic purpose of such writing task is to achieve academic or instructional requirements. The other type of writing is 'Job related Writing' such as: phone messages, letters/emails, memos (inter office) and reports. Such writing task is related to certain functions to be used in various situations. Their purpose is to meet immediate need in different contexts. The third one is related to 'Personal Writing' such as letters, emails, greeting cards, invitations. Their purpose is also to meet ones immediate need.

Based on this fact, there are four categories of written performance under which all written productions (Brown, 2004) are characterized. The first category is revealed '*Imitative*' writing. In this this type of writing performance, students must have mastery of basic writing letters, words, and punctuation and effective sentences. In this level, the students are expected to know mechanics of writing. The primary concern of this level of writing is 'form'. 'Context' and 'meaning' is secondary in this type of writing performance.

According to Brown (2004), the second category is '*Intensive*' (controlled) writing assessment. In this type of writing performance assessment, meaning and context have some importance in determining appropriateness and correctness.

The other type is '*Responsive*' in this writing assessment category; students are required to perform a discourse level task. For example, they are required to connect sentences into paragraphs and create logically connected and limited numbers (two or three) of paragraphs. In order to produce various writing genres, students will follow certain guidelines or directives given.

As depicted in Brown (2004) '*Extensive*' writing assessment type is the forth category of writing performance. Writers try to employ all possible and successful process and strategies for diverse purposes up to the length of the writing genre (it can be term paper, a major research project or a thesis). The purpose of the writing is to achieve certain purpose of writing. Here, students' organize idea logically, using details to (to illustrate or support ideas), demonstrate syntactic and lexical variety and implementing various writing process they are expected to produce diverse drafts before final writing version.

2.4.1 Micro and Macro Skills of Writing

Micro and macro classification of writing skills enables to determine the fundamental requirements of writing assessment procedures. Brown (2004:221) reveals two major taxonomy of writing performance to determine assessment procedures.

2.4.1.1 Micro Skills

This form of writing required to attain six major writing skills or abilities according to Brown (2004:221). These are producing graphemes and orthographic patterns of English, writing at an efficient rate of speed to suit purpose, writing an acceptable core of words and using appropriate word order patterns, using

acceptable grammatical systems (Ex., tense, agreement, pluralization,) patterns and rules, expressing a particular meaning in different grammatical forms and using cohesive devices in written discourses.

2.4.1.2 Macro Skills

In a macro skills of writing there are also six major writing abilities to be practiced and attained. The first macro writing skill one refers to using rhetorical forms and conventions of written discourse. The second macro writing ability is appropriately accomplishing the communicative functions of written texts according to form and purpose. The third one is conveying links and connections between events, and accomplishing such relations as main idea, new information, given information, generalization, and exemplification. Another macro writing ability is distinguishing between literal and implied meanings when writing. The next macro skill of writing is conveying culturally specific references in the context of written text. The six macro skill of writing is developing and using a battery of writing strategies accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using for revising and editing.

Writing tasks and activities directly or indirectly depends on the above major taxonomy of writing ability. The writing skill that students are required to perform must align with these major taxonomies of writing skills. The writing assessment tasks are intended to develop linguistic competence through writing, or develop writing process/strategies with linguistic knowledge (Sara, 2002).

2.4.2 Writing Assessment Tasks

The above four writing performance taxonomies have various assessment forms (Ur, 1999; Sara, 2002; Brown, 2004). Accordingly, there are three major category of designing writing assessment tasks. Namely: Imitative writing (guided writing

tasks), Intensive (controlled writing tasks) and Responsive and Extensive (free writing tasks). These major writing categories of writing assessment tasks can be designed in various forms to suit dynamic needs, specific purposes and students' level of understanding to perform the writing assessment tasks.

2.4.2.1 Designing Imitative Writing Assessment Tasks

I. Handwriting, letters writing, words and punctuations Assessment

Forms

In the case of such writing assessment forms, teachers can design several writing assessment tasks. For instance, re-writing copying given words on given spaces, dictating students with closed ended selection tasks or dictating with frequent deletion of some words/ every four or five words, displaying particular Pictures and let students write what that particular pictures represent, giving pictures with some differences and allow them to fill forms prepared to show what similar things and differences they observe from the pictures and converting numbers and abbreviations to words (Ur, 1999; Sara, 2002; Brown, 2004).

II. Spelling tasks & Detecting Phoneme- Graphic Correspondences

Assessment Forms

The aim of this writing assessment task is to verify whether students write correct spellings and phonetic representation of words they are taught. Based on this, the above authors identified four writing assessment forms. Writing the given words with appropriate spelling, giving pictures and letting students to name the pictures, asking students to identify homonym words in a multiple choice and matching Phonetic symbols.

2.4.2.2 Designing Intensive /Controlled Writing Assessment Tasks

According to Ur, (1999); Sara (2002) and Brown (2004), teachers can design about six major writing assessment forms in designing intensive/controlled writing assessment tasks. The first one is dictation and Dicto-Comp. In this task

of writing assessment teachers make students to listen and written exactly what they listen.

The second one is transforming various grammatical tasks in to their appropriate forms. For instance, changing tenses in given paragraphs, writing full forms of words or phrases into short forms (contraction), changing statements to interrogatives and the vice versa, changing direct speech to reported speech changing active voice sentences to passive voice forms are and etc.

The third form of the controlled writing assessment tasks is picture cued tasks. This form of writing assessment can also be designed in various forms. Such writing assessment also includes writing short sentences, describing pictures and describing pictures in sequencing orders.

The forth type is vocabulary assessment tasks. In this case, teachers can design activities like defining a given word. It is also possible to design activities that allow students to use given words in sentences or constructing sentences using the given word.

The other one is ordering jumbled words tasks. In this case, teachers design words disordered words. Then, students are asked to re-write the jumbled words using correct sentence writing pattern and write structured and meaningful sentence.

The sixth form is short answer and sentence completion. Here, teachers design tasks that require controlled response. Therefore, writing teacher can use aforementioned controlled/ intensive writing assessment tasks according to the learning goal and what they want to assess during the writing instruction as stated in (Ur, 1999; Sara, 2002; Brown, 2004).

2.4.2.3 Designing Responsive and Extensive Writing Assessment Tasks

As indicate above, one of the imitative writing assessment task is responsive and extensive writing assessment. Responsive and extensive writing assessment task has various forms. These are paraphrasing given written texts, guided questions

and answers, writing paragraphs tasks (writing topic sentence, developing topics developing main and supporting idea of the paragraph). Besides, strategic option is another form of responsive and extensive writing assessment tasks. Strategic option assessment task has also two forms. These are tasks related to attending task and writing task related to attending genre. Each of this responsive/extensive writing has their own nature. For example, attending to task writing assessment form can be designed with writing activities like compare/contrast, problem/solution, pros/cons, and cause/effect writing tasks). On the other hand, attending to genre responsive writing assessment task includes reports (lab reports, project summaries, articles, and book reports), summaries of (readings, lectures, Videos) and responses to (readings, lectures, videos). Moreover, Narration, Description, Argumentation, Exposition, Interpreting (Statistical Graphic, tabular data) and Library Research Papers are practical examples of attending genre form of strategic option of designing responsive and extensive writing assessment tasks.

The above various writing performance taxonomy and assessment varieties in writing have been shown from simple to complex. Writing assessment task designers need to consider the objectives of the assessment task and apply which suit to their teaching learning environment. Writing assessment designers should also consider validity, clarity, reliability and interest as a minimum requirement of writing assessment design (Sara, 2002).

2.5 Issues in Marking Writing Skill Assessments

Written assessments pass in complex procedures starting from its design to handing it back to learners. Other researchers argue that marking of written assessment is more complex than its design. After its careful design of assessing what learners are intended to be assessed in relation to the course objectives, the written assessment forms are administered to the target learners. Then after, scoring /marking students' responses on the assessment against preset criteria, teachers handed it back to learners with some sort of numeric value of their work

and probably with written feedback on the written assessment. The important aspect after marking is the delivery of necessary feedback on students' progress. To provide effective feedback, the marking procedures and feedback contents on pieces of students' written tasks are important issue. Teachers' written feedback plays central role in EFL writing classes (Hyland & Hyland, 2006).

In marking procedures, teachers can alternatively use selective or comprehensive marking strategies. Several scholars suggest various marking and strategies. In order to minimize subjectivity in marking students writing performance, teachers should use a rubric or scoring guide/tools. This rubric consists of 'specific, pre-established performance criteria, used in evaluating student work' (Al Jarf, 2011).

Moreover, Saliu-Abdulahi & et al. (2017) revise universally accepted marking and feedback focus in EFL writing classes. These authors compiled feedback practices from (Hyland & Hyland, 2006; Shute, 2008; Ferris, 2014) and they regarded as 'best feedback practice'. Ferris (2014) states possible and universally acceptable contents comprised in EFL writing feedback practices. He stated these elements as content, organization, language, mechanics, and style.

The other concerns are prioritizing feedback by focusing on 'global and local-level concerns', being selective, focusing on indirect (implicit) feedback which lasts for long-term use, providing feedback on drafts of writing tasks and applying multiple feedback sources such as teacher-student, conferencing and the like than teacher feedback only.

2.6 Feedback in EFL Writing

Important aspects of helping learners improve their language ability rely on the decisions made to correct or not to correct errors they commit in any mode of the language production (Edge, 1989) either in written or spoken forms. Feedback is an essential part of language learning and teaching that influences students' performances and achievement (Petchprasert, 2012). If students' use corrective

feedback on their performance, it brings prominent effects in their language proficiency. Teachers mark students' written performances of assessments conducted in EFL classes, and check students' responses against the criteria of the assessments/ learning goals. That is, they give marks /quantitative reports of the students' performance. However, detecting the errors and correct response, only cannot make learners improve their deficiency. In addition to marking procedures, giving proper corrective feedback on what students achieved well, what they did not achieved and ways for future improvement should be considered vital.

As already stated before, 'feedback is a form of intervention and is one of the most common ways of responding to students' writing' (Tom, et al., 2013). They, then suggest that teachers should give appropriate feedback that enables students improve their writing ability.

Feedback is widely seen as vital for encouraging and consolidating learning in general and in the field of second language (L2) writing in particular (Hyland & Hyland, 2006). Its importance is more acknowledged in process-based classrooms. Unlike the product approach, the process approach writing gives opportunity to learners to produce piece of writing being pass in processes of 'planning, drafting, and revision' and applying comments from self, peers and teachers. Responses or feedbacks given on the task by teachers or peer or self will help students improve their writing performance and minimize the recurrence of mistakes in succeeding writing tasks.

Feedback on EFL writing assessment progressively enhances students' performances of writing skill if given in an ongoing base on their progress. The formative/ continuous assessment form of EFL writing skill's assessment obviously meant to improve students' writing ability via formative feedback. Formative assessment and formative feedback by themselves are processes and allow improvements on an ongoing base in the instructional process and in long life learning.

Moreover, feedback is a useful tool to increase teacher student interaction in the teaching learning process in general and in writing classes.

... feedback is a useful means for teachers to establish an interpersonal relationship with students, to find out how well they have taught and how much students have learned, to develop students' interest, confidence and independence in writing, and to improve teaching and learning. It is important that teachers create a win-win situation so that responding to writing is a rewarding experience for themselves and receiving feedback is a beneficial experience for students (Lee, 2009:39).

Based on the analysis of the 'seven principles of good feedback practices' described by (Nicol & Macfarlane-Dick, 2006), and definition of formative assessment by William as cited in (Lee, 2007: 183), Lee have proposed six characteristics of feedback that promote assessment for learning in writing classes.

Lee (2007) adapted the seven good feedback practices of Nicol & Macfarlane-Dick (2006) which focus on general pedagogy to EFL writing assessment settings. He said that the assessment has to be prospective to inform students about their strengths and what needs to be done in their writing in the future. It should show areas for improvement in terms of content, organization and language (grammar). The second one is, it is expected to provide clear and intelligible information to students about: what they have learnt, clarifying what good performance is and also fostering a close link between teaching, learning and assessment. It should also provide opportunities to students to act on teacher feedback and to improve their writing i.e., to close the gap. It must also encourage students to play an active role in managing their own learning e.g., in engaging in peer/self-assessment and/or a dialogue with the teacher. EFL teachers' feedback has to

develop students' motivation and self-esteem in writing. Finally, feedback from assessment has to serve in improving the overall teaching and learning process.

2.7 Characteristics of Quality Feedback on Assessment

Feedback is an essential tool to maintain quality education in many ways. However, in this context, it is important to see how quality feedback on the result of assessment affects the teaching and learning process. In educational context, quality feedback is manifested in different ways. Irons (2008:55) states that '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)'.

For the effectiveness of the feedback in the teaching learning process and to facilitate self-regulation Juwah, et al. (2004); Nicol & Macfarlane (2006: 204) identified what are effective feedback practices in teaching learning process. They argued that good feedback practices are determined as anything that might reinforce the students' capacity to self-regulate their own performance. Based on this general fact, Juwah, et al. (2004); Nicol & Macfarlane (2006: 204) proposed seven good feedback practices. First, good feedback is characterized as it must help learners to clarify what good performance is in relation to the goals, criteria, and expected standards. The second one is it promote the development of self-assessment (reflection) in learning. Third, it should consist of high quality information to students about their learning. The other good feedback practice is characterized by its ability to encourage teacher and peer dialogue around learning or to facilitate the interaction among students and instructors. The fifth principle is stated as good feedback should build positive motivational beliefs and self-esteem on the learner. The other one which is the center of this dissertation is good feedback has to create opportunities to the learner to close the gap between the current and desired performance. The seventh characteristics of effective feedback as revealed by (Juwah, et al., 2004; Nicol & Macfarlane, 2006: 204) is

effective feedback has to provide information to teachers that can be used to help them shape teaching learning process to achieve the intended learning outcome.

These show that good feedback practices enable instructors and students to identify standards/ criteria's and what is expected of them in the teaching and learning process. Good feedback practice enables them to reflect on their progress of the teaching and learning respectively. It gives them information about their current performances like their strengths or weaknesses. Quality feedback facilitates classroom interaction /discussion among instructors and students and students themselves. Good feedback practices build students positive affective factors. This feedback practice gives chances to learners to close gaps between their current status and what is expected of them and make them work hard to improve their performance. Good feedback also provides chances for the teachers to adapt his /her method or content of teaching. In general, good feedback practices, allow instructors and learners to exert their maximum effort to enhance teaching and learning respectively.

2.8 Integrating Assessment and Feedback into Instruction

Historically, assessment and instruction were seen as activities that happen one after the other. Assessment was viewed as an independent instructional activity which occurs after the completion of learning tasks (Fautly & Svage, 2008). However, in the contemporary education system, teaching, learning, assessment and feedback are the main inseparable activities of education process.

Integrating assessment into instruction results in enhancing learning; because, instructors and learners can get the possibilities of engaging into the process of instruction and assessment. After the assessments task, they simply exchange feedback on the progress of teaching and learning. That is, they are in a position to give and receive feedback. The feedback gained in any way leads them to work much on their progress of teaching and learning and augment learning to the desired level. In this regard, Kauchak & Eggen cited in (Westwood, 2008:71),

reveal that students learn more in classes where assessment is a regular part of classroom routines, particularly when assessments are frequent and provide feedback to learners. From this, it is possible to understand that the need to use assessment in an integrative approach with instructional process to use feedback as an input because assessment only is not adequate to augment the teaching and learning. It has to be backed up with feedback. If the stake holders / administrators, teachers, parents, students/ are in a position to achieve the learning objectives at large, they have to integrate feedback into instruction. Brown S. (2004: 84) explains

... assessment practices are developmental, rather than solely judgmental. If assessment is to be integral to learning, feedback must be at the heart of the process. Even though it is time-consuming, I would argue that significant energy must be devoted to helping students to understand not only where they have gone wrong, but also what they need to do to improve.

Generally, without an integration of the process of teaching, learning, assessment and feedback, the education system cannot be alive. To serve their purpose and achieve the desired goals, they have to be integrated into the instructional process. However, 'Feedback has no effect in a vacuum; to be powerful, there must be a learning context to which feedback is addressed' (Hattie & Timperly, 2007:82). In fact, assessment and feedback are inseparable activities in the instructional process (Rahman, et al., 2011). If we use assessment only to measure students' achievement, it is impossible to think about enhancing learning because the focus usually on the result of assessment rather than focusing on what students learned/have to know or do not. As the assessments are continuous teachers can continually use information from the assessments to adjust their teaching, improve learning, and plan for the next instructional process (Lee, 2007).

2.9 Role of Assessment and Feedback in Promoting Learning

For the instructional development feedback plays vital role. Effectiveness of feedback in enhancing teaching learning quality depends on the decisions like: (a) setting goal (reference parameter) on the onset of the teaching learning, (b) assessing the actual level of performance, (c) recognizing the gap between the present/actual performance and the desired level, (d) devising strategy to take corrective action to alter the gap (Schermerhorn et al., 1985; Sadler, 1989; Molly & Boud, 2013).

To use feedback as an input to enhance learning, the assessment needs to be informative. The formative-continuous assessments serve as formative feedback on students' performance during the instructional process. Both instructors identify what they performed and what was expected of them. Teachers then direct the students what to do next so as to fill the gap between what was expected of them and what they achieved. To alter the situation and bring the expected result, feedback is an influential educational tool. Brookhart (2008:3) says, 'Teacher feedback is input that, together with students' own internal input, will help the students decide where they are in regard to the learning goals they need or want to meet and what they will tackle next'. Brookhart (2008:2) further explains the power of feedback in enhancing learning as indicated beneath.

Feedback can be very powerful if done well. The power of formative feedback lies in its double barreled approach, addressing both cognitive and motivational factors at the same time. Good feedback gives students information they need so they can understand where they are in their learning and what to do next-the cognitive factor. Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning-the motivational factor.

Feedback is powerful if applied properly as revealed above. It has both cognitive and motivational impact on learner. This means, it can determine students'

progress positively or negatively. Therefore, the feedback is expected to let the students identify their problems. Then, it has to inform them what to do next and why that. It must also inform how to do that.

2.10 Assessment and Feedback in EFL Classes

In the preceding sections, an attempt was made to discuss basic pedagogical views of assessment, feedback and writing ability. It is true that language teaching and learning shares these basic principles of assessment and feedback in the teaching and learning process. However, since every classroom has its own context, EFL students' assessment and its feedback should be seen in its own classroom settings.

Feedback has pivotal roles in the education system based on the 'learning environment', the 'needs of the learner', 'the purpose of the task', and 'the particular feedback paradigm adopted Knight & Yorke; Poulos & Mahony cited in (Evans, 2013). The importance of feedback in the teaching learning process is considered differently in various theories of learning though it is thought central to the teaching and learning process Dheram mentioned in (Italo, 1999). According to Brookhart (2008), behaviorists see feedback in light of its effect on the learner). They consider feedback as negative and positive. That is, they associate positive feedback with positive reinforcement; whereas, negative feedback with a negative reinforcement. In this case the instruction is controlled by instructors and students have passive roles in the teaching and learning process. This implies they do not react on their errors by themselves. Feedback is thus required to close the gap between what is intended and what is achieved.

In a cognitivist theory also, feedback is considered central to the teaching learning. Evans (2013:71) states 'the cognitivist perspective is closely associated with a directive telling approach where feedback is seen as corrective, with an expert providing information to the passive recipient'. According to this theory, in

addition to the reinforcement feedback provides learners information which enables them in modifying their behaviors in the learning progress.

Constructivist theory also appreciates using feedback in the teaching learning process. This theory argues that, knowledge is constructed when an individual is involved in a social interaction. According to Thurlings et al., (2012) and Evans (2013), feedback is considered as a mediator among teachers, students and other stake holders in the teaching learning process. The feedback provides comments and suggestions which enable learners to revise their works and it also creates situation for dialogue to enable learners to get new knowledge being involved themselves in the process.

Moreover, according to Evans (2013:71)

‘... a co-constructivist perspective emphasizes the dynamic nature of learning where the lecturer also learns from the student through dialogue and participation in shared experiences (Carless, Salter, Yang, & Lam, 2011). In such situations, interactions between participants in learning communities lead to shared understandings as part of the development of communities of practices (Wenger, McDermott, & Synder, 2002), with the student taking increased responsibility for seeking out and acting on feedback. The complexity of networks can be challenging for students and lecturers in the giving, taking, and adapting of feedback from one learning community to the next.

The constructivist learning principles can encourage both learners and teachers to view feedback as a ‘co-produced system of learning’ (Molly & Boud, 2013) than like a one way traffic. That is, teachers are always givers and learners takers. Both are expected to actively engage in it and learn more through interaction which is natural than discreetly dealing on feedback.

According to Evans, all the aforementioned perspectives are not mutually exclusive. 'They should be seen as reinforcing rather than as opposite ends of a continuum when considering the precise nature and emphasis of feedback to support task, individual, and contextual needs'.

Brown, H. (2003) confirms the general notion which says assessment is an integral part of the teaching learning. Assessment and feedback have positive effects on students' language ability. Specially, if assessment task is presented on an ongoing base throughout the course time, there are chances to give and receive feedback to improve errors made in language production in any forms (i.e., oral/written) of the assessment. For the effectiveness of the feedback, learners should react to achieve the intended learning goals. Brown strengthen this point that 'the key to such formation is the delivery (by the teacher) and internalization (by the student) of appropriate feedback on performance, with an eye toward the future continuation (or formation) of learning' (p.6). This implies that the primary concern of ongoing assessment is to give learner comment or suggestion on the error formed. Thus, assessment feedback enables students' improve their language ability.

2.11 Conceptual Framework

Feedback is a mediational tool between the learning objectives and students' current status. The Effectiveness of classroom teaching and learning and specific goals of learning are identified through ongoing assessments. One of the purposes of the ongoing assessment is to verify whether the intended learning outcome is achieved or not (Bloxham & Boyd, 2007; Bennett & Gitomer, 2009). The ongoing assessments inform if gaps exist between the goals and students' achievement.

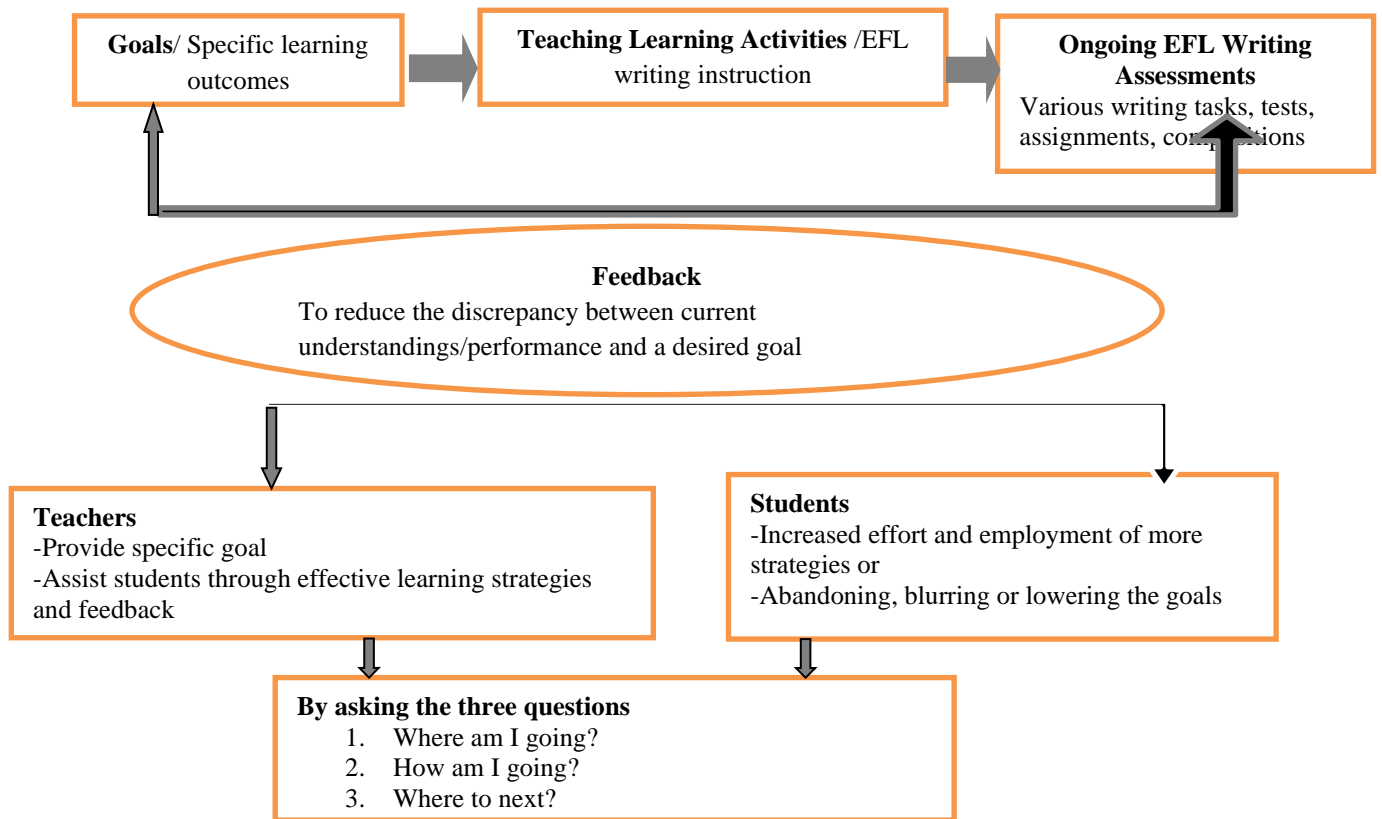


Figure 1: Conceptual Framework of Feedback on CAs' adapted from Ramaprasad (1983:3) (Hattie & Timperley's (2007:87) model of 'Feedback to Enhance Learning'

Accordingly, the above figure shows before engaging to the teaching learning, assessments and feedback practices, setting appropriate learning goals are fundamental issues. Every activity accomplished by teachers and students is basically aimed to attain those general and specific learning goals.

The actual teaching and learning processes are means to share vital inputs/ contents of the language in an organized way. Students acquire theoretical and practical information about the subject matter through formal classroom instruction. They apply the knowledge, skills and attitude they have developed.

Following this, students' performances are assessed via different assessing techniques. The primary purpose of classroom instructions is to let students to achieve the intended outcomes. Both teachers and students identify their present status in relation to the predefined learning objectives via various ongoing assessments.

After this, feedback is followed to bridge the discrepancy between students' present status and the expected learning outcomes. Here, both teachers and students are required to ask themselves three basic questions to effectively operate feedback for real and lifelong learning. As mentioned in the above conceptual frame work, the three questions which teachers and students should ask about their progresses are '*Where am I going? How am I going? And Where to next?*' (Hattie & Timperley, 2007:87). The questions help them to know about their present level of performances like what they have achieved, what they did not achieved and what should they do to improve their performance.

2.12 Local Studies Related to Feedback on Continuous Assessments in EFL Writing Classes

In this part, previous researches which are related to feedback and CAs were presented in order to show relevance of the issue and the existing research gap to the area. Accordingly, it was attempted to present studies done so far and analyzed the place of feedback in CAs implementations in EFL writing classes.

For example, Italo (1999) conducted an experimental research to examine the effect of teacher and peer feedback in EEL writing classes. Setting of his study was Addis Ababa University. The major intention of this study was to make a

comparison of the effectiveness of teacher versus peer feedback on Addis Ababa University students' writing revisions. His specific objectives were to discover what feedback methods used in responding to students' writing, what students feel about the different feedback methods used in writing, to compare the effectiveness of the teacher versus peer feedback on students' writing revisions, to suggest the feedback that could promote students' writing skills. Twenty six second year students and twelve writing (Sophomore English) teachers of Addis Ababa University were participants of the study. Result of his experimentation revealed that teacher's and peer feedback are equally effective in improving students' writing. That means if teachers' feedback and students' feedback are applied in EFL writing classes, they will have positive effect on students' writing performance.

Another research which was conducted by Nuru (2000) aimed at investigating the role of feedback in EFL classes in relation to the communication of teacher expectation on students. Specifically, he explored the relationship between feedback and teachers' expectation and its effect on students' future progress. The study was conducted in some selected primary and junior secondary school of Addis Ababa City Administration. The analysis of observational data collected on teachers' classroom behavior revealed great quantitative differences in the feedback received by high and low expectation students on their successful and unsuccessful performances.

Besides, Animaw (2011) conducted another research on oral corrective feedback. Major objective of his study was to explore the manner in which four high school teachers in public schools in Addis Ababa treated their students' oral errors in English classroom. The study was conducted at four selected high schools in Addis Ababa City Administration. He used twenty-three video-recorded lessons in their natural setting. Then, he interviewed the teachers to indirectly elicit their beliefs of the oral corrective feedback. After the in-depth interview with each teacher, the corrective feedback episodes in the recorded data were identified and

classified using a slightly modified model lessons. The result of his study revealed that the participants did not have theoretical ground on which they based their actions. Rather, they reacted to their students' errors based on what they naturally feel was right. The participants of his study treat errors the way their own teachers responded to them when they were students. He concluded that the participants of his study had problems related to lack of mastery of the language they are supposed to teach.

The second part of local studies related research review is concerned with continuous assessment. Accordingly, Habtamu (2009) explored EFL instructors' knowledge of the principles and purposes of CA, to determine the extent to which EFL instructors were implementing it, and to find out the problems associated with the implementation. The study was conducted in Southern Nation and Nationalities and Peoples Regional State at Dilla University. He used 15 EFL instructors and 76 Second and Third year students of English Department of Dilla University. He collected data through questionnaire, observation, and document analysis. Result of the study indicated that though the subjects of the study revealed that EFL instructors used limited number of assessment devices. EFL instructors in Dilla University had inadequate knowledge about principles and purpose of continuous assessments.

Similarly, Dagne (2009) explored if EFL instructors use continuous assessments to assess their students' English language performance. He also examined how the instructors generally assess their students, and what the teachers do based on the CA results. The study was conducted in Oromia Regional State at Jimma Teachers' Training College (JTTC). Ten EFL instructors and one hundred forty one students were participants of his study. He observed Five EFL teachers' classroom lessons to identify the CA types which are most frequently used by the English teachers. Accordingly, he found out that most of the EFL instructors, (70%), in the college did not always use CA to assess their students' English language performance. It is also revealed that the EFL instructors in the college

were not practicing CA in their English language classes to the extent expected of them. They use only tests, mid and final exams to record the students' grade. He the problems were due to EFL teachers' lack of adequate training on the practices of CA, teachers' workload, large class they teach, their extra responsibilities were among the major factors hindering the proper practices of CA in EFL classrooms of the college he studied.

Moreover, Abiyi (2013) examined high school teachers' and students' perceptions, attitudes and actual practices of continuous assessments. He conducted the study in different High Schools of Amhara Regional State. Forty one teachers and 808 students in Injabara General and Preparatory, Tilili General Secondary, Mengesha Jembere General Secondary, and Dangila Preparatory schools in West Gojjam. To gather data, instruments like questionnaires, interviews and content analyses were used. His finding shows that continuous assessment is not properly practiced by the English teachers of the schools he selected for the study.

To sum up, the summary of the above two category of researches concerning feedback and researches concerning CAs were not part of each other. The first category exclusively looked at various issues of feedback which are different with the present topic. The second category also considered to examine status of CAs implementation at various education levels/settings with no focus about the place of feedback during the implementations of CAs particularly in EFL writing classes. The previous researchers focused only on the extent of implementation of CA because their intentions were to assess to what extent continuous assessment is understood and implemented in different education system. No local study was found in relation to perceptions and practices of feedback provision during the implementation of CAs in EFL writing classes. The local studies did not consider CA and feedback in an integrative way.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of the current study was exploring the existing EFL instructors' and students' perceptions and practices of feedback on EFL writing CAs in EFL classes. Data were collected via quantitative and qualitative methods. Research scholars like Creswell (2012) and Denscombe (2007) assert that using both methods in a single study results in producing sound and comprehensive visualization of the problem under study than applying the mono-method. The mixed method allowed the researcher to carry out in-depth investigation, to better understand about the existing situations, perceptions and practices concerning feedback on CAs in EFL writing classes. In this chapter, an attempt has been made to present the research design, settings, participants and overall research methodology of the current study.

3.2 Research Method and Design

3.2.1 Mixed Method Research

Mixed method research is the research paradigm through which researchers systematically collect, analyze, and mix both quantitative and qualitative data in a single study. Mixed method research (MMR) builds its base on best of both paradigms. It integrates multiple perspectives, methods and procedures of quantitative and qualitative research paradigms. It gives a single study a broader image than adopting only one of the methods. MMR complements strengths of both and minimizes shortcomings of each method, and results in producing more complete and comprehensive research output than using either of the method (Denscombe , 2007; Creswell 2012).

In a MMR approach, data produced by different instruments are complementary to one another (Denscombe, 2007). It allows researchers to apply alternative

perspectives in collecting and analyzing data when compared to data produced using only mono-method approach. MMR lays its foundation on pragmatics philosophy which is oriented on the real world practices and allows pluralistic approach to drive knowledge from multiple perspectives (Creswell, 2003). A pragmatics knowledge claim allows researchers to apply multiple methods in collecting and analyzing data. It is flexible in nature to choose and use alternative research methods, procedures, techniques and strategies which suit to the purpose of the study (Creswell, 2007).

The current researcher used MMR for the following reasons. First, the purpose of this study was to explore EFL instructors' and students' perceptions and practices of feedback provision on CAs in EFL writing classes. To this end, the researcher believed that perceptions and practices of EFL instructors and learners regarding feedback on writing CAs could be explored and described through the adoption of MMR design. Quantitative research method was used since it allows the researcher to include relatively larger number of EFL learners in the study. For example, quantitative scores on an instrument from many individuals provide strengths to offset the weaknesses of qualitative sources from a few people. The use of quantitative data parallel to qualitative data helps researchers to generalize the results to larger population of the study. Based on this, in this study, questionnaire was used to collect data from students on their perceptions and practices of feedback in EFL writing CAs classes.

Secondly, for the exploration and description of the existing situation, qualitative methods were used. FGD as a method of qualitative data collection, thought to be useful to get deep and rich data about EFL instructors' perceptions of feedback provisions. Qualitative, in-depth interview (FGD) of a few people offers strength to quantitative data that does not adequately provide detailed information about the context in which individuals provide information. In addition, documents analysis as part of qualitative method was employed focusing on marked CA papers of Basic Writing Skills. DA were used to see whether feedback on EFL

writing CAs exists or not (that is, its current level and/or status of its practices). Hence, the researcher planned to gather both quantitative and qualitative data, analyze both datasets separately, compare the results from the analysis of both datasets, and make an interpretation as to whether the results support or contradict each other.

3.2.2 Convergent Parallel Mixed Method Research Design

Among the other designs of the MMR, the present researcher adopted convergent parallel mixed method design (CPMMD) based on the following justifications. According to Creswell (2012), before selecting any type of MMR design for a particular study, it is very important to know about: priorities given to collect data through quantitative and qualitative methods of data collection, sequences to be followed during data collection phase, procedures to be followed during data analysis and where to mix both data.

First, in a MMR design, priority refers to when one of the methods is considered as the major and the other one is thought as supplementary or when both are considered equally. Specifically, it is to mean when qualitative research method is given more weight than quantitative (QUAL quan), or when the quantitative research method is given greater weight than qualitative methods (QUAN qual), or when both quantitative and qualitative research methods are considered equal (QUAL + QUAN) a single study.

Second, sequence refers to the order that researchers apply to collect the intended data i.e., they determine which data has to be collected first, which has to be next or simultaneously or concurrently collected. In the sequential MMR design, data are collected in two phases. Either qualitative or quantitative data are collected in the first phase and the other in the second phase. In the concurrent data collection type, both quantitative and qualitative data are collected without following one after the other. Rather, they are collected simultaneously.

Third, procedure refers to decisions that researchers make concerning where to combine (mix) both (qualitative and quantitative) data. Specifically, it is about decisions researchers made about data integration: mixing data during the analysis or to presenting the analysis of both data separately or mixing both data during interpretations. Thus, researchers could decide to combine or separately present the quantitative and qualitative data or mix during interpretation (Creswell, 2012).

Based on the above important considerations, Creswell (2012) identified six types of MMR designs which researchers can opt from and adopt to carry out their study. Thus, the researcher adopted CPMMD. CPMMD was purposefully chosen for this particular study. CPMMD gives equal value to both methods (QUAN + QUAL) (where, + (sign)) indicates both data can be collected concurrently. CPMMD suggests both quantitative and qualitative data can be analyzed separately and merged during interpretations. In the present study, due to the above rationales of the CPMMD, data were collected simultaneously via both instruments of qualitative and quantitative methods. Both of the methods were given equal value. Both data were also analyzed separately as shown in the following Creswell's CPMMD model for the study.

As far as the presentation of results obtained via quantitative and qualitative instruments were concerned, each of the data was presented independently. As mentioned above, all data were considered equal and the datasets were presented independently. The results of the study were integrated in the discussion and interpretations of the findings of the study

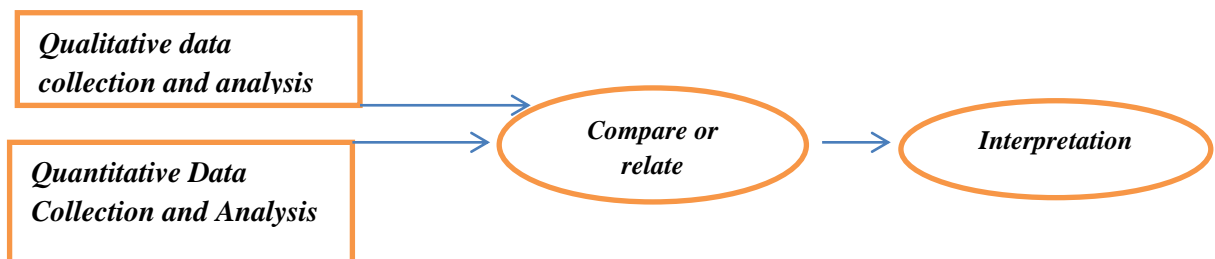


Figure 2: Convergent Parallel Mixed Method Model: Adopted from Creswell (2012)

The above diagram indicates when both data are required to be collected concurrently since they are shown parallel. They were given equal priority. They were also presented independently. Then, the researcher relates or compares all data entry. To draw conclusion and better understand the problem, both QUAN+QUAL data are mixed/integrated during the interpretations of the results of the study.

3.3 Setting and Participants of the Study

3.3.1 Settings

The present study was conducted at Wollega University which is one of the second generation universities in the history of HLIS in Ethiopia. It was established in 2007. The university is geographically located in Western part of the country. Specifically, it is found in Oromia Regional State, East Wollega Zone. The university has three campuses. The main campus is found in Nekemte town. The other two campuses are found in Shambu and Gimbi towns. The university first commenced at Nekemte (main) campus with a few students and a few programs of study. Currently, the university has shown significant expansion in terms of programs of study in various modalities and also students' enrollment in regular programs both in undergraduate and postgraduate studies and also in extension modalities (distance, weekend, summer and evening) programs. It has also been showing increment towards the number of both academic and administrative staff.

Reasons for the selection of the university were presented as follows. First, as mentioned in the background of this study, the university began using CA mode of assessment as a principle since the commencement of the university. MoE lately forced other HLIs, including the first generation universities, to apply this assessment form. However, as mentioned earlier, WU started implementing CA prior to the development of Harmonized Academic Policy Document of Ethiopian Public Higher Education Institutes. Thus, the so called CA implementations were

thought to be deep-rooted among students and academic staff of the university as compared to those institutions which began later. Applying CA solely is nothing unless followed by feedback. As indicated in a theoretical framework of the present study, feedback closes the gap between the current status and the intended goal. Second, it was believed to reveal the existing perceptions and practices of feedback EFL instructors and students on CAs of EFL writing classes. Thus, the study was designed to explore the status of feedback practices on CA: effectiveness of applying CA in terms of bringing the desired change in enhancing quality of education at large and improving students' writing performance. Third, the researcher came up with this research title basically from her teaching experiences in the institution. The researcher observed that students were assessed frequently on an ongoing base, but how was feedback handled during the CAs implementations requires investigation. The researcher was in doubt about the place of feedback on a number of CAs conducted in EFL writing classes. Designing and administering more than seven assessments for Basic Writing course per classes were common responsibilities of EFL instructors in the institution. Fourth, the university was among the newly established ones. It was thought that the current study was relevant to see how the teaching learning process was going on. Exploring EFL students' and instructors' perceptions and practices of feedback on EFL writing assessments partially reflect the status quo.

3.3.2 Participants

As mentioned in earlier sections, participants of this research were EFL instructors and EFL students of Wollega University. First, EFL instructors were preferred because of their direct involvement in giving feedback on students' CAs carried out in the EFL classes. Second, since one of the major objectives of this research was to explore to what extent EFL instructors of the selected university provide feedback on students' CA results in EFL writing classes, EFL instructors were, thus, mandatory to take part in the study. As far as the students were concerned, they were also subjects or receivers of the teachers' feedback. Thus, it was assumed that they could show the general practices of feedback provision on

CAs in EFL classes, and they could reflect what they do after getting feedback on the CAs conducted in EFL writing classes.

3.4 Sample and Sampling Techniques

Various sampling methods were applied to determine the number of instructors and students who participated in this study. The staff profile data of the university revealed that there were twenty four EFL instructors who were active or on duty in the English Department during data collection. To select participants, comprehensive/available sampling technique was used since the number of the instructors was manageable for FGD. Three FGD units (18 EFL instructors) were used for the main study; in one FGD unit, six EFL instructors took part; whereas, among the twenty four EFL instructors, 6 (six) of the instructors had participated in the pilot study.

Document analysis of marked writing assessments was one of the major qualitative tools in the present study. Samples of marked students' CAs of the course BWS were collected from EFL instructors randomly to explore the current level of EFL teachers' feedback practices on students' writing assessments. Hence, written and marked CAs papers were collected from 6 EFL instructors who were randomly selected from the 3 FGD sessions (i.e., two instructors from each group).

Statistical formula was used to determine number of students who took part to respond to questionnaire. The total numbers of first year students in the main campus were 3242 during data collection. To determine sample participants, the size of the sample participants for this study was determined statistically. Participants were drawn from first year EFL students who were learning basic writing skills. The sample size of first year students who took part in the main study was determined via the following formula as indicated in Israel, (1992).

$$n=N/I+Ne^2$$

Where N = number of total population, e margin of error n =is the required sample of the study

$$n = 3242 / (1 + 3242 * 0.06^2) = 277$$

As indicated in the following table, the samples of the participants were drawn from all academic units found in the main campus of the university. Accordingly, 22 male and 15 female students were from FBE. 35 male and 17 female students were drawn from college of Health. 30 of male students and 23 of female students were selected from college of NCS. Moreover, 41 male and 24 female students were form College of Technology. 14 male and 9 female students were selected from ILSJ. In sum, 142 (61.74%) of the participants were male while 88(38.26%) of the students were female.

Table 1: Sample Respondents' Profile

S/N	Academic Unit	Gender		T
		M	F	
1	FBE	22	15	37
2	HEALTH	35	17	52
3	NCS	30	23	53
4	TECHNO	41	24	65
5	ILSJ	14	9	23
	Total	142	88	230

Keys: *FBE: M= male, F= female; Faculty of Business and Economics, NCS: Natural and Computational Sciences TECHNO: Technology, ILSJ: Institute of Languages study, Journalism and Literature*

3.5 Research Components and Tools of Data Gathering

3.5.1 Quantitative Component and Tools of Data Collection

Qualitative research method alone is not adequate by itself. Quantitative method is useful to engage relatively large sample from study population when compared to qualitative methods. It is also possible to collect rich and broad data that can be generalized to the study population. Since the number of EFL instructors in the

selected HLIs was limited, qualitative methods were used. As far as EFL learners were concerned, there was greater number of students who had been taking the Course BWS throughout the institution. Therefore, to make the research finding complete and generalize the result to the study population of the selected HLI, applying quantitative research method was assumed relevant. Data from this method were analyzed quantitatively using descriptive statistics to show, the current phenomena or situation of the problem under investigation (Cothari, 2004). This method was, thus, preferred to explore the existing practices and students' perceptions regarding feedback provision on EFL writing CAs at WU

3.5.1.1 Questionnaire

Questionnaire is one of the instruments of quantitative data collection. In the MMR, it is helpful to collect broader and richer data from larger sample when compared to data collected via qualitative instruments. It is possible to involve large participants from study population and generalize the result of the study to the population. It allowed the researcher to relatively get complete data and to better understand the problem under study. It was intended to explore students' perceptions and practice of feedback in EFL writing assessment classes.

The questionnaire was both close and open-ended type. The open-ended was to let respondents to freely reflect their views and experiences about feedback in EFL writing classes. The questionnaire items were developed using Likert-scale format to provide a range of responses (Cohen, 2000) that respondents could opt from. Thus, the respondents provided possible responses of their perceptions and classroom practices of feedback provision in EFL classes. The responses were prepared using a five-point rating scale to elicit how often feedback was given on CA of BWS. To this end, the scales of the questionnaire items were 'Always', 'Usually', 'Sometimes', 'Rarely', and 'Not at all'.

The questionnaire was designed for first year EFL students who learnt the course BWS. Before administering the questions to the students, it was validated through

various means. First, it was read and given constructive comments by the advisor. Second, it was also given to colleagues and they also gave their constructive comments. Finally, it was validated through Pilot study. Based on the comments from the advisor, colleagues and lessons obtained from the pilot study, few questionnaire items were modified for the main study.

The questionnaire had five parts. The first part of the questionnaire was aimed at explaining the purpose of the study to the participants. Subsequently, some general information about participants' bio data and their respective academic units were included. The third part of the instrument aimed at examining students' perceptions about the importance of feedback on the CAs of BWS. In this regard, there were 12 perception statements that state respondents to rate degree of their agreements as strongly disagree, disagree, neutral, agree, strongly agree which range from 1 up to 5 rating scales, respectively. Fourth, to assess the extent to which feedback on CAs were provided in BWSC, 19 statements with adjectives (never, rarely, sometimes, often, always which were also rated from 1 up to 5, respectively had been set. Finally, the fifth section was used to uncover challenges EFL instructors and learners face in giving and receiving feedback on CAs conducted in BWS classes. This questionnaire part had closed and open-ended type. The closed-ended type was in a 'yes' or 'no' form. Statements related to challenges of feedback practices on CA in EFL writing classes were given in the left column and the 'Yes', or 'no' in the right column. Generally, 7 closed-ended statements were incorporated followed by two open-ended questions. The intent of the open ended questions was to let learners write challenges they encountered to get feedback and to act on the feedback of the CA of BWS.

Before disseminating the questionnaire and conduct other tools to collect data, ethical concerns were communicated to ILSJ (Institute of Languages Study, Journalism and Communication) and DELL (Department of English Language and Literature) using the support letter from AAU to get permission to collect necessary data from the selected university. The researcher let the ILSJ and DELL of WU being aware of it and asked to get their support during data collection.

As far as distribution of the questionnaires was concerned, the researcher distributed the questionnaires to all faculties of the main campus. Before distributing the questionnaires, to know about days and specific period certain program had BWS class, class schedules were collected from EFL instructors. Then after, possible adjustments were made to collect data during students had the BWS. The questionnaires were distributed to the sample participants by excluding the programs which had already engaged in the pilot study. After reaching consensus with the instructors, the researcher tried to randomly distribute the questionnaires. The students were randomly selected in their classed using lottery method. Before distributing the questionnaire, detail discussions were made and reached agreements with the students. A total of 277 questionnaire papers were distributed in the main study. Unfortunately, some questionnaires 7.22% of the papers were not totally returned and 9.74 of the questionnaires were not properly responded so that they were not included in the analysis. Because of this, 230 (83.03%) of the questionnaires were coded and used for the analysis.

After coding and tallying questionnaire items and responses, data were filled into Excel data sheet and then transferred to SPSS V20. Using this software, the reliability of the questionnaire was analyzed. Accordingly, the Cronbach's alpha quotients were found to be 0.840. The alpha quotient was calculated after data was transferred to SPSS. Using descriptive statistics from the SPSS software, its reliability was computed. Thus, based on the result obtained, the instrument was reliable to measure EFL students' perceptions and practices of feedback of BWS' CA since the alpha quotient value was greater than 0.5.

Concerning the questionnaire data presentation is concerned, items were thematically rearranged. So, the items were analyzed not in a way they appeared on the questionnaire. Similar items were grouped under the same category. Then, the data were analyzed in terms of frequency and percentages via descriptive statistics.

3.5.2 Qualitative Components and Tools of Data Collection

In the MMR design of the present study, the qualitative research method was to carry out in-depth investigations to explore the existing perceptions and practices of EFL learners and instructors regarding feedback in EFL writing classes at WU. Qualitative research method is vital to get enriched data from its natural setting where the respondents experience the situation. Researchers can describe the phenomenon as it occurs (Creswell, 2007; Dornyei, 2007). It offers an opportunity to employ multiple instruments (Creswell, 2007).

Qualitative method helps researchers to get deeper insight into issues under study. Focus group discussions (FGD) were held with EFL instructors to explore the existing perceptions and practices of feedback on the CAs of writing skills. Marked BWS' CA papers were also collected to examine the practical experiences of EFL instructors concerning the practices of feedback provision on students' written assessments. Those tools were considered to collect in-depth information from EFL writing instructors and learners regarding the existing perceptions and practices of feedback. This research method also offers advantages in managing emergent issues during data collections; it is not tight to the initial design only (Creswell, 2007).

Data collected via those qualitative instruments were analyzed verbatim and some aspects were quantified and presented statistically. As suggested by CPMMD (Creswell, 2012), all of the data were analyzed independently and merged during interpretation.

Thus, to answer the research questions and to scrutinize the existing classroom practices of feedback provision on students' CA in EFL writing classes, first, students' questionnaire had been distributed to the students randomly after the BWS instructor left the class having informed them to co-operate the researcher. Next to this, FGD was conducted to explore shared experiences and understandings of EFL instructors of the university concerning the implementation of feedback on the CAs of EFL BWS. Finally, samples of written and marked BWS' CA papers were randomly collected from 6 randomly selected

EFL instructors. It was intended to assess EFL instructors' responses to the various BWS' CAs and to examine what they practically do on the assessments other than marking; to identify whether the instructors really give comments/feedbacks on the assessments or they do not give feedback. It was also intended to describe the nature and strategies of the written feedback they use to offer feedback in response to students' writing performance.

3.5.2.1 Focus Group Discussion (FGD)

FGD was held to get shared and collective experiences and insights of EFL instructors of WU on the perceptions and practices of feedback on writing CAs. The researcher systematically organized FGD made with EFL instructors by setting agenda on perceptions and practices of feedback on EFL students' CAs in BWS classes.

FGD gives research participants opportunity to express shared practices/experiences, attitudes and understandings with respect to issue under study. Focus group discussion is an essential research tool to collect high quality data (Dorneyi, 2007). It helps the researcher elicit collective insights and experiences of participants of a study. The role of the researcher was facilitation and clearing out discussion questions. Concerning the number of participants in each group, there is no an agreed number, but usually it takes place among 6 to 10 individuals (Marczyk et al., 2005). Thus, the 18 EFL instructors were divided into three groups.

In the present study, to let the participants willingly take part in the FGD, the time for each of the FGD was set flexible. The instructors proposed their convenient time schedule which could not affect their regular duty time. Then, it was held within the range possible times they proposed.

To collect the information in an organized and systematic way, open ended semi structured question items were designed. The researcher invited the participants formally through FGD invitation letters. Then, general themes of the FGD were introduced to them through invitation letters. Agreements were made with them to

choose the alternative time schedule convenient to each of them, and participate in one of the three sessions or groups.

It was carried out for three consecutive days in Smart Rooms of ILSJ of WU. Before formally starting the discussion, the researcher explained purpose of the FGD; because, securing consents of the participants were so crucial for their active participation and to keep audio record of the FGD. Finally, after explanation of issues like purposes, ethical considerations and procedures of the FGD, the questions were presented by 3 moderators and other 3 facilitators. The moderators and facilitators were colleagues and PhD fellow students of the university. The researcher was acting as mediator to explained unclear points without imposing any interest.

3.5.2.2 Document Analysis (Marked Written CA papers)

Students' writing CA papers which EFL instructors marked for classroom purpose were considered vital in order to examine overall instructors' feedback practices on CAs of BWSC. In addition to FGD and closed and open-ended questionnaire items, documents can be treated as a source of data (Denscombe, 2007).

Marked basic writing continuous assessment papers (MBWCAPs) were treated as one of the major instruments of the present study. To explore what teachers practically do on students' assessments other than marking, collecting students' marked assessments of the course, BWS was conceived significant in the present study.

To describe the practices of feedback provision on EFL students' writing CAs, the researcher collected samples of students' written assessment papers which were marked and recorded for grading purpose. This enabled the researcher to better describe the existing practices in relation to data obtained via students' questionnaire and instructors' FGD. It was also intended to investigate whether or not EFL instructors of WU provide feedback on EFL writing CA, assess how they

give feedback to make learners improve their progress of learning. Similarly, it was aimed to examine if EFL instructors simply use the assessments for the sake of mark or record only to know who passed/failed the assessments. Besides, it was used to analyze the nature and strategies used to give feedback on students writing skills CAs.

Thus, to examine instructors' feedback provision practices on students' writing skills assessments, samples of available marked and written assessment types such as tests/ quizzes/and written assignments/term papers were collected from six (6) EFL instructors who participated in the FGD. In order to get those documents, agreements were made with the selected instructors. As stated before, its purpose was explained first. Then, the confidentiality matter such as not to use students' result papers for other purposes and analyzing the papers anonymously for the research purpose only were briefly explained to the teachers. Moreover, an agreement was also made with the instructors that if the papers might be needed for the record and administration purpose, they would be returned to them after collecting necessary information. During the pilot study, one of the instructors was not willing to give all the assessment papers to the researcher until she collects necessary data and returns to him; due to this, the researcher scanned all the assessment documents and immediately returned for him. Fortunately, such problem did not occur during the main study. All the participants were volunteers to give the assessment papers regardless of the time limit it stay with the researcher.

3.6 Data Collection Procedures

As indicated in the preceding sections, the intended data were collected via multiple instruments. The current MMR design used in the present study was convergent parallel mixed method design. The required data were collected concurrently. The quantitative and qualitative data were collected simultaneously (QUAL+QUAN). To effectively manage the data collection procedure and effectively collect necessary data from the respondents, the researcher logically

and systematically conducted the instruments. All data were collected at the same time.

First, questionnaire was distributed to the students. As mentioned above, after preparation of all the questionnaire papers, they were randomly distributed to 277 first year EFL students of all academic units of the main campus. However, 20 (7.22%) of the questionnaires were not returned while 27(9.74%) of the questionnaire were not properly responded so that they were not included in the analysis. Finally, 230(83.03%) of the questionnaires were coded and used for analysis. Second, FGD was conducted with the 18 EFL instructors and audio recorded. Third, a total of 783 samples of marked BWS CA papers were randomly collected from 6 EFL instructors who took part in the three sessions of FGD.

3.7 Data Analysis and Interpretation

In the present study, data were collected via quantitative and qualitative instruments. Its analysis also followed via mixed methods research procedures. As mentioned earlier in CPMMD, quantitative and qualitative data were analyzed and presented separately. Then, the quantitative dataset were presented. Following this, qualitative data have been presented. Based on the design of the study (CPMMD) all data have equal priority (QUAN + QUAL). They are required to be analyzed and presented independently. After relating/ comparing both data sets the findings were merged (mixed) in the discussions and interpretations section for final conclusion (Creswell, 2012).

To elaborately present the procedure of data analyses, after collecting necessary data, the quantitative data of the students' questionnaire concerning perceptions and practices of feedback provision on the CAs of BWS was analyzed using SPSS V.20. The students' questionnaire data were analyzed using descriptive statistics such as frequency and percentages to describe the findings of the study. Moreover, reliability of the instrument was also computed and the results of

Cronbach Alpha Coefficient of the questionnaire were found to be .840 which shows the data from this instrument were reliable. Some, quantitative aspects of the marked CA papers of BWS were also analyzed quantitatively using the content analysis checklist designed to collect data.

With regard to qualitative aspects of this research, data which were obtained via EFL instructors' FGD and content analysis of CAs papers of BWS were analyzed thematically. First, analysis of data gained from EFL instructors' FGD transcripts were presented qualitatively using thematic analysis approach. First, the audio recorded of FGD had been transcribed. Then, it was thematically analyzed to address basic research questions of the study. Following this, DA data were also analyzed both quantitatively and qualitatively using the checklist prepared for this study (Appendix M). Samples of previously marked written students' CAs were analyzed to examine whether instructors provide written feedback on students' assessments, to examine the prevalent feedback strategy and nature of the written feedback they offer, to assess whether they simply give series of assessments for the sake of marking, recording and/or grading purposes only.

As far as the interpretation of the data was concerned, both data were considered equal. Then after presenting those data separately, the researcher tried to relate and compare the findings from both QUAN and QUAL data. Finally, both findings were integrated by relating or comparing the results. This means, both quantitative and qualitative data were mixed during discussions and interpretations of the results.

3.8 Pilot Study and Lessons Learnt

Pilot study is a systematic research process aimed at trying out instruments for their dependability and practicality for the main study. It is conducted purposely to check validness of the instruments for the main study and to acquire lessons regarding the procedures to be followed in the main study. Through the lessons gained from the processes, researchers would get valuable inputs to modify and

enhance quality of instruments for the main study. The pilot study was conducted with 111 EFL students who were learning BWS at the time of data collection. Six EFL instructors were randomly selected from 24 EFL instructors and participated in the FGD. Marked CA papers of BWS were also collected from 3 EFL instructors who were involved in the FGD for document analysis.

The intent of the pilot study was to explore EFL instructors' and students' perceptions and practices of feedback provision on EFL writing CAs. To investigate instructors' and students' perceptions and practices of feedback on EFL writing CA, the researcher had piloted multiple instruments which were used later for the main study. Accordingly, FGD, document analysis and questionnaire were tried out first for their practicality.

3.8.1 Summary of the Major Findings of the Pilot Study

3.8.1.1 EFL Students' and Instructors' Perceptions on CA's Feedback

Data from instructors FGD and students' questionnaire depicted that both EFL instructors and majority of EFL learners (36.0%) hold positive perception regarding assessments' feedback. They assured that feedback on CA plays indispensable role in improving students' progress, improving teaching and learning quality and closing the gap between what was intended with what has been achieved. The problem is only regarding its practicality as mentioned so far.

3.1.1.1 Status of CA

In Wollega University, the assessment method being applied was proved as CA. Practice of CA is associated with the history of the university's establishment, and it gradually reached the current level of implementation. Majority of the participants (92.8%) assured that students' performances were assessed out of 70 percent in a continuous form and 30 percent in final exam. A minimum of 7 various CAs were carried out for one course which at least 10% score/value.

Varieties of formal CA forms were applied to assess students' writing performances. However, the objective assessments forms (techniques) were preferably applied when compared to the subjective assessment forms which encourage the learners to improve their writing performances through constructing sentences, or writing paragraphs and/ or writing essays in guided, controlled or free writing tasks. Tests, quizzes, group assignments, term papers, presentations, paragraph writings, sentence level writings, project assignments and essay writings assessment techniques were found to be the order of their implementations in BWSC. Accordingly, test was found to be the most favorite assessment technique as observed from DA and instructors' FGD. Instructors reasoned out that since there were large class size problems in delivering BWSC, it was found to be difficult to apply other assessment techniques.

CA was implemented in the university, but it had been exercised as conventional assessment trends. As the instructors' asserted in the FGD (Appendix E) CAs were carried out for the sake of recording or accumulating results for the final grade. From their experiences, the participants confirmed that the current practice of CA had no or little contribution on students' learning progress. However, this theme was excluded in the main study.

3.8.1.2 EFL Instructors Roles in Implementing CA

Both learners and instructors perceive that assessing and marking students writing CAs were not the only task in properly implementing CA principles for the intended purpose. In principle, CA is mainly for improvement not for marking/grading students' performances on particular assessment. (34.2 %) of the participants asserted that they had been given feedback on 1 or 2 of the seven or more various CAs implemented in BWS. Both EFL learners and instructors pointed out several challenges why they were not properly applying CAS as its pedagogical principles (see Appendix E). According to DA and students' questionnaire response data, few written comments which were very short and general with students' score/ mark they achieved were observed.

3.8.1.3 Extent to Which EFL Teachers Provide Feedback on CAs

From the pilot data, it has been found out that provision of assessments feedback was not as expected. From the students' questionnaire, FGD and DA findings, feedback was not considered as central to effective instruction and the assessment. The practice shows teach- then assess - teach and again assess.

3.8.1.4 Timing of Feedback

Feedback plays a vital role in learning and growth if given and applied timely. It was found out that giving timely feedback for the students on each of CAs carried out was challenging. Among 111 of the respondents 25.2 % of the respondents said that they were sometimes given timely feedback. Concerning this, many hindrances were identified via instructors FGD and students' close and open ended questionnaire items. These were large class size, lack of time, number and varieties of assessments for each course, loads and etc. (Appendix E).

3.8.1.5 Prevalent Feedback Provision Strategy on EFL Writing CA

Results from DA, FGD and students' questionnaire reveals that instructors use various means to communicate feedback on EFL students' writing performance. Students said that it was given orally (41.6% of the respondents) for all of the students in the classroom. On the other hand, EFL instructors reported that they provide feedback not directly to an individual student. They provide comprehensive comments in an indirect way through students' group representatives. However, writing is about individual's performance since individual variation and writing difficulties are inevitable. Participants witnessed that this ill-practice was due to large number of EFL learners in a class. It was also found out that it was challenging to reach individual learner and deal with particular error or problems each individual student commit on his/her writing assessment tasks due to complexity and variety of students' writing problems (Appendix E).

Moreover, from the instructors FGD analyses it was pointed out that the instructors apply explicit/direct feedback strategy when they correct students' writing assessments. However, in the DA, it was found that instructors were using implicit/indirect strategy of feedback provision in most cases. For instance, they underline, circle or put question mark where students commit various defects on pieces of various writing tasks. There were only few cases of explicit feedback on students' written works.

3.8.1.6 Nature of CAs' Feedback

Students' questionnaire result indicated that the instructors offer descriptive/constructive and positive feedback which could inform students' weaknesses and strengths. Instructors FGD and DA also revealed that though they thought important, they were not giving detail (explicit) feedback (what learners achieved, what they did not achieve (the gap) and what should they do to improve their progresses).

3.8.1.7 Actions Taken Subsequent to CA of BWS and Its Feedback

Concerning this, teachers raised several challenges for not fully implementing principles of CA. Sometimes, they adapt their teaching in a way it simplifies their burdens not in a way it improves students' writing problems (FGD) (*I adapt my assessment to objective assessment type for writing*). They reflected that they did not conduct remedial actions based on students' assessment results to fill the gap between what should have been achieved and what is already achieved. They pointed out that there were several reasons why they did not take appropriate measures. For instance, instead of providing remedial classes, they offer supplementary materials (handouts, notes, worksheets). As far as students were concerned, they had no interest to ask, receive and act upon the feedback to improve their performances due to fear of teachers, lack of interest, poor language background, misconception on the course and etc.

3.8.1.8 Challenges in Providing, Receiving and Acting on CAs' Feedback

Concerning challenges EFL instructors and learners encountered in giving, receiving and acting upon the feedback, several factors were explored from the analysis of the questionnaire (from both close and open-ended items) and instructors' FGD. The identified challenges were emerged from different stake holders who directly or indirectly involve in the teaching learning process. Sources of this constraint were the institution, EFL instructors and learners.

According to the analysis of the questionnaire and FGD data of the pilot study, the following factors were directly related to the institution. Accordingly, large class size was reported as the main challenge to address each student's writing problems during implementing CAs in EFL classes. They reported that there had been an average of 50 and more students exist per class. Students' lack of awareness and lack of guide lines/checklists on the need and how to use CA's feedback were other problems of feedback provision on EFL writing CAs. Additional burdens that varieties and frequencies of CAs imposed on learners and teachers, lack of motivational strategy to encourage teachers and lack of conducive environment were found to be some of the institution's related challenges which EFL instructors and students.

Instructors' related challenges for inadequacy of feedback provision on learners Basic Writing CAs' were found to be lack of time (due to workload, community service, research and other situational activities). The other problem was related to lack of interest to provide feedback. Nature of the feedback, strategies of feedback provision and teaching learning methods were also some of the challenges reported by EFL learners.

Some challenges were found to be directly related to EFL Learners. These were students' poor language background, lack of time due to number and varieties of CAs they took for each course. Besides, students' lack of interest (attention) in receiving and acting on the feedback, complication and variation of errors

committed by the students were great challenges of practicing feedback in EFL writing classes. Other factors were students' fear of teachers, lack of understanding teachers' feedback, unfamiliarity to the assessment method, lack of adequate knowledge about how to use assessments' feedback and misconceptions about the course (*since BWSC is not major course*) were explored as constraints for effective implementations of CAs' feedback.

3.8.2 Lessons Learnt from the Pilot Study

The primary purpose of the pilot study was to validate whether the instruments and items in the instruments were relevant and reliable to achieve the intended objectives and research questions of the present study. Besides, it was meant to acquire lessons from the instruments, items and procedures of data collection for the main study. As a result, using the lessons experienced from the pilot study, amendments and modifications were made in the main study.

To get the whole picture of the existing practices of feedback provision on CAs of Basic Writing Skills, the study design laid its foundation on a pragmatics philosophy. It suggests the use of pluralistic approach to collect data for this particular study. Accordingly, closed and open-ended questionnaire, FGD and document analysis were used.

As far as the questionnaire was concerned, because of the over emphasis on items related to practices of CAs, it was thought that some participants left out the most important questionnaire items and did not respond to all the questionnaire items. Therefore, in the main study, the researcher minimized the items which highly focused on the implementation and challenges of CA to focus on the perceptions and practices of feedback provision on CA in EFL writing classes. This directly notified the researcher to adapt and minimize the research questionnaire from 42 to 38 items to increase students' rate of returning the papers and responding to all items. Thus, item no. 5 was basically included to assess the prevalent assessment form EFL instructors apply to assess BWS was omitted. Item number 8 asks about teachers' role in CAs; it highly talks about CA not about feedback so it was

found irrelevant and omitted. Some items were also found to be repetitive; therefore, such questions were (34 and 35) were also excluded from the questionnaire for the main study. Some items were also modified to minimize ambiguity. Thus, the number of the questionnaire items was minimized from 42 to 38 (Appendix A and B).

The other lesson was concerning administration of the questionnaire to the students. In the pilot study, some of the questionnaire papers were not returned because some respondents took the questionnaire to their dormitory promising that they would bring back. Some of those respondents failed to return. In the main study, to give the respondents adequate time and to fill the questionnaires in their classes, agreements were made with each of the class instructors before class time. The instructors were also cooperative and they were trying to encourage the students to complete the questionnaire just before they are leaving their classes.

From FGD guide also some problems were observed. Because of the inclusion of certain thematic points which focused on CAs practices, the FGD took long time (i.e., more than an hour.) During the discussion, the participants were in a hurry because of overlapping, inconveniences of various academic programs and political instability. For the main study, the researcher minimized the thematic area to the very general ones and focused largely on the perceptions and practices of feedback provision on writing skills assessments. 11 question guides were minimized to 8. For example, items numbers 1 and number 2 were merged together. Themes number 4 and 6 were modified and treated as one theme (Appendix D and Appendix G).

With respect to document analysis, marked and recorded CA papers were collected from three instructors. Two of them were positive and honestly handed to the researcher though one of the instructors did not allow the researcher to keep the assessment papers until collecting necessary data. Later, the researcher convinced the teacher either to scan or copy samples of all the CAs. Lastly, the instructor allowed the researcher to scan all the papers and immediately handed back to him. From this, the researcher learned that creating consent with such

instructors and increasing number of instructors should be beneficial to get the required data for the main study. Concerning analyses techniques of marked CA papers data, ways of analyzing the marked CAs papers were adapted from qualitative (Appendix, L) only to both quantitative and qualitative methods to handle data effectively. In the main study, greater numbers of marked CA papers were collected from the sample instructors. It was, thus found to be difficult to analyze qualitatively only. Thus, marked CAs papers of writing skills for the main study was decided to be analyzed using mixed methods because in the pilot study manageable number of CA papers were collected.

CHAPTER FOUR

MAIN STUDY: FINDINGS AND DISCUSSIONS

4.1 Introduction

This section presents data analysis, findings and discussions of the results of the main study. The main study was conducted by considering and incorporating, lessons gained from the pilot study: data collection instruments, procedures and its analysis. As also indicated in the methodology part of this study, findings of both quantitative and qualitative data were analyzed and presented separately and integrated (mixed) during discussion of the results of the study as the design of the study guides. First, the quantitative data or students' questionnaire data findings and analysis were presented. Second, qualitative data were presented. Based on this, FGD analysis and findings were presented. Following this, the marked CAs of BWS were analyzed and presented quantitatively and qualitatively.

4.2 Questionnaire Data Analysis and Findings

Though the questionnaires were distributed to 277 1st year EFL learners who took BWS, due to some inconveniences, only 230 questionnaires which were fully completed were used for data analyses. The questionnaire incorporated three major themes which were intended to answer the research questions. The issues addressed through the students' questionnaire were perceptions of EFL learners about feedback in EFL writing classes, practices of feedback provision on CA of BWS and challenges EFL learners encounter in receiving feedback on the CA of BWS and problems which restrict them to use the feedback to improve their writing skills. Thus, under each theme, there had been specific items to generate data on EFL students' perceptions and practices of feedback on EFL writing CAs, constraints in feedback provision process and problems students' face to act on the teachers' feedback of BWS' CAs.

4.2.1 Analysis of Students' Questionnaire Data Related to Perceptions of Feedback

4.2.1.1 Students' Views about Using CA as a Feedback Tool

Theme: Continuous Assessments as a Source of Feedback

The intent of this theme was to analyze what views EFL students' hold about the use of several assessment techniques applied in EFL writing classes. That is, to examine whether they positively or negatively perceive the several CA techniques applied in BWS' classes, or as it can serve as a source of feedback to own up-to-date information how they are progressing during the course. The first item in the following table refers to whether CA technique help the learners know about their progress during BWS course teaching and learning process. The second item is related to whether CA can be used as informative tool for both teachers and students and signal to them what they have done well and what they need to improve.

Table 2: Students' Perceptions about the Use of CA as a Feedback Tool

S / N	Item	Responses									
		SD		Dis		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	CA helped students to know about their progress in writing course	19	8.3	40	17.4	69	30.0	68	29.6	34	14.8
2	CA result can inform students about: what they have done well, what they need to improve	25	10.9	25	10.9	60	26.1	87	37.8	33	14.3

Keys: *F*= frequency/number of respondents; % = percentage SD (strongly disagree); Dis (disagree); N (neutral); A (Agree); SA (strongly agree)

As can be seen from Table 2 above, item number 1 was intended to assess students' perceptions of the use of CA techniques as a feedback tool. Based on this, 69(30%) of the respondents shown neutral position with respect to the use of CA techniques applied in BWS classes as a feedback tool. Nearly, similar number of participants 68(29.6%) of the respondents also agreed that CA can help them as a feedback tool. In contrast, 40(17.4%) of the participants disagreed that the CAs methods applied in EFL classes help students as a feedback instrument. Thirty four (14.8%) of the respondents strongly agreed to the view that says CA can help as one of feedback tools, while 19(8.3%) of the respondents strongly disagreed that CA methods help as feedback tool. The result of this item shows that respondents agreed to the notion that state CA techniques can help as one of feedback tools to inform their progress in EFL writing.

The intent of item 2 in the above table was assessing if students perceive CA help as diagnostic tool and inform students what they have achieved, what they have not achieved and what needs improvement. In response to this fact, majority 87(37.8%) of the respondents shown agreement as CA can help students as an informative, tool and 60(26.1%) of the respondents had neutral stand. Similarly, 33(14.3%) of the participants strongly agreed that CA result can inform students what they have done well and what they need to improve. However, 25(10.9%) respondents disagreed to the view while 25(10.9%) respondents were also strongly disagreed. Results of this study noted that majority of the participants agreed that CA is an informative tool for students and inform them their present achievement with respect to the preset standards, the gaps in the present status and then let them decide the way forward, devise strategies how to improve the observed gaps via the CAs conducted in EFL writing classes.

4.2.1.2 Students' Perceptions of the Importance of Feedback

Theme: The Importance of Feedback on CAs' of BWS

In this section, an attempt was made to know how students view the importance of feedback on the CA implemented in EFL writing classes. Specifically, the statements tried to reflect importance of feedback on the CAs applied in EFL writing classes as it enables the students understand what they have done well, what they need to improve and how they can improve their weaknesses in writing performance. The other point was related to whether feedback on the CA can create an opportunity to improve their writing performance.

Table 3: Students' Response about the Importance of Feedback

S / N	Item	Responses									
		SD		Dis		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
3	Feedback - helps students understand what they have done well, what they need to improve and how can they improve their problems in writing	26	11.3	21	9.1	47	20.4	74	32.2	62	27.0
4	-creates an opportunity to improve writing performance.	21	9.1	27	11.7	44	19.1	77	33.5	61	26.5
5	- help to make progress in writing skills	18	7.8	33	14.3	36	15.7	74	32.2	69	30.0

Item 3 of Table 3 was intended to know students' perception of the importance of feedback on the CAs of writing skills helps them understand what they have done

well, what they need to improve and how they improve their weaknesses in writing. Thus, majority 74(32.2%) of the respondents agreed that feedback of the CA of writing skills enabled them to know what they have done well, what they need to improve and how they improve their weaknesses in writing skills. In the same way, 62 (27.0%) of the respondents strongly agreed that feedback of CA is useful to know about their progress and what should they do and some 47(20.4%) of the respondents were shown neutral stand to the idea. On the other hand, 26(11.3%) strongly disagreed that feedback help them to know about their status and what to do in the future to improve their writing performances and 21(9.1%) of them had also shown disagreement to the notion. Hence, it can be deduced that majority of the students agreed that feedback on CA of BWS helps students understand what they have done well, what they need to improve and how they improve their weaknesses in relation to writing skills.

With respect to item 4 above, it was aimed to assess whether the CA's feedback is an opportunity to improve students' writing performances. The data shows that 77 (33.5%) of the respondents agreed that CA's feedback is an opportunity to improve their writing problems and 61(26.5%) of the respondents also strongly agreed. In contrast, 44(19.1%) had neutral position towards feedback of CA enhance students' writing performance. Among the respondents, 27 (11.7%) of them disagreed and 21(9.1%) of them also strongly disagreed that feedback on the CA in EFL writing classes can be an opportunity to enhance students' performance. Similarly, the result of the second item in the above table also depicted that majority of the students agreed as CA creates opportunity to enhance their writing performance.

As indicated on item 5, students were asked whether teachers' feedback on their writing assessments help them improve their writing performances. Thus, 74 (32.2%) of the students agreed that feedback enables students to improve their writing performance. Again, 69(30.0%) of the respondents strongly agreed that the feedback given on CA helps them enhance their writing skills and 36 (15.7%) of the respondents depicted that they had neutral outlook to the view. In contrast,

33(14.3%) of the participants’ response revealed disagreement in relation to the statement about whether the feedback given on writing assessments helped them improve their writing performance. Few respondents, 18(7.8%) of them also strongly disagreed to the indicated point on this item. Concerning this item too, majority of the respondents’ agreed that feedback of CA helps them to improve their writing performance.

4.2.1.3 Students’ Interest to get Feedback on BWS’ CA

Theme: EFL Students’ Readiness to get Feedback

In this section, it was aimed to ask EFL learners whether they have interests to get feedback on their BWS CA during the course, or whether they do not have interests for it. It was aimed to examine whether the students need EFL teachers’ feedback/comments on their strengths, and or weaknesses to improve their writing performance on each of the CA applied in BWS classes.

Table 4: EFL Students’ Interest to get Feedback on the CAs Implemented in BWS Classes

S / N	Item	Responses									
		SD		Dis		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
6	Interests of students to get feedback	27	11.7	27	11.7	33	14.3	69	30.0	74	32.2
7	Interests of students concerning feedback on the earlier assessments before subsequent CAs	27	11.7	22	9.6	35	15.2	84	36.5	62	27.0

With respect to assessing students' willingness of feedback provision BWS classes, as can be seen in the above table, 74(32.2%) of the students asserted that they strongly agreed that they want to get feedback/comments on both their strengths and weaknesses to improve their writing performance. Sixty nine (30.0%) of the respondents agreed that they want to get feedback on the CAs conducted in EFL writing classes. Thirty three (14.3%) of the respondents indicated that they had neutral position with respect to whether they had willingness to get feedback on their BWS. In contrast, few respondents 27(11.7%) strongly disagreed and 27(11.7%) of the respondents disagreed to this notion. As can be seen from the result of descriptive statistics, majority of the respondents strongly agreed that they have interests to get feedback/comments on the CAs of Basic Writing Skills to improve their writing performances.

Item 7 was also intended to assess whether students prefer feedback on each of the writing CAs before the administration of subsequent CAs forms. In line with this, 84(36.5%) of the respondents strongly agreed that they need feedback on the earlier CA before the subsequent ones. Sixty two (27.0%) of the respondents also strongly agreed that they want to get feedback on each of the CA before the next assessments' administration. Thirty five (15.2%) of them had neutral outlook to the view. Unlike the other respondents, few 27(11.7%) respondents strongly disagreed and twenty two (9.6%) of the respondents also disagreed to the notion of this item. The result of this item revealed that majority of the respondents strongly agreed to have feedback/comments on earlier CAs before the execution of the subsequent EFL writing continuous assessment techniques.

**4.2.1.4 Students' Preferences of written Feedback of CAs
Compared to its Mark**

***Theme: EFL Students' Preferences of the Results of the CAs in relation to
Feedback***

It was designed to identify students' preferences of descriptive feedback on the CA of BWS in relation to its mark/scores. Various options were given as indicated in the following table. Variables such as students' preferences on the mark or the grade of BWS CAs' only with rejection of its feedback, the correct forms of the errors they committed, and or the mark/grade with error feedback and written comments of the BWS continuous assessments.

Table 5: EFL Students' Preferences of the Results of the CAs in relation to Feedback

S/ N	Item	Responses									
		SD		Dis		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
8	Students' preferences of: grades/marks of writing CAs	44	19.1	66	28.7	38	16.5	50	21.7	32	13.9
9	Grades/marks and feedback	18	7.8	27	11.7	55	23.9	73	31.7	57	24.8
10	correct forms of errors committed only	31	13.5	67	29.1	62	27.0	44	19.1	26	11.3
11	Mark/grade, error feedback and written comments on BWS CA.	16	7.0	16	7.0	47	20.4	91	39.6	60	26.1

As introduced above, item 8 of table 5 was intended to examine students' preferences of feedback compared to the quantitative figure or score of writing assessment techniques applied in EFL writing classes. Thus, 66(28.7%) of the respondents disagreed to the need to know their scores only, while 50(21.7%) agreed that they desire to see their grades/score only on their assessments of BWS. Among the respondents to the questionnaire, 44(19.1%) of them strongly disagreed that the idea of assessments' score only, while 38(16.5%) of the respondents revealed that they had neutral position. Unlike the other respondents, 32 (11.9%) of the respondents strongly agreed that they prefer their grades/scores only than the feedback on BWS. Result of this item shown that majority of the respondents disagreed to get assessments' scores/ marks only compared with assessment scores with its feedback.

Unlike item 8 of the above table, item 9 questioned whether EFL learners prefer marks and feedback together or not. In response to this item, majority 73(31.7%) of the respondents agreed that they want to see their grades and feedback. Similarly, 57(24.8%) of the respondents strongly agreed that they need their grades and feedback while 55(23.9%) of the respondents were found neutral to have both the mark of the assessment and its feedback. Contrary to this, 27(11.2%) of the respondents were disagreed to prefer the result/mark and feedback of the CA. Few 18(7.8%) of the respondents also strongly disagreed to the idea of results of assessments with feedback. From this, majority of the respondents' agreed that they want to see their results/scores and feedback/comments of the BWS CA.

On the other hand, item 10 of the above table was intended to examine students' perceptions about students' preferences of correct responses of the errors they committed in response to the CA conducted in EFL writing classes. Based on this, 67(29.1%) of the respondents disagreed that they desire the correct forms of errors they committed, while 62(27.0%) of them stated they were neutral. Forty four (19.1%) of the respondents revealed that they had been in agreement with this point. Contrary to this, 31 (13.5%) of the respondents strongly disagreed that

they prefer to get only correct forms of errors they had committed. Among the respondents, only 26 (11.3%) of the respondents strongly agreed that they desire to get correct forms of the errors they had committed. The result shows that majority of EFL learners disagreed to the view of requiring only the correct forms in response to the error they committed during their writing performance.

In the above table, item 11 presented the preceding three items in an integrated way to examine students' preferences of their mark/grades, error feedback and written comments on their writing assessments. Thus, 91(39.6%) of the respondents confirmed they agreed that they need their marks along with error feedback and written comments. Similarly, 60(26.1%) of the respondents also strongly agreed that they had positive preference to the points mentioned, while 47 (20.4%) of the respondents had neutral to the stated idea on this item. Only few respondents 16 (7.0%) of respondents strongly disagreed. Again, 16 (7.0%) of the respondents disagreed to get their mark/grades, error feedback and written comments on the BWS CA. Accordingly, great number of participants reflected that they prefer mark/grades, error feedback and written comments of the CAs of BWS.

4.2.1.5 Students' Perspectives Regarding the Role of Teachers' Feedback to Improve Students' Writing Performance

Theme: Role of Teachers' Feedback to Enhance Students' Writing Performances

The aim of the above theme was to explore perceptions EFL learners hold concerning EFL teachers' comments on the writing assessments. They were asked to rate their response as their writing performance got improved due to the EFL teacher's comments/feedback.

Table 6: Role of EFL Teachers’ Feedback in BWS Classes

S/ N	Item	Responses									
		SD		Dis		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
12	teachers’ Feedback enable students to improve their progress	30	13.0	28	12.2	36	15.7	70	30.4	66	28.7

With respect to the above table, the intent was to assess students’ perception of teachers’ comments/feedback of writing assessments aimed at improving students’ writing performances. Accordingly, 70(30.4%) of the respondents agreed that EFL instructors’ feedback help them improve their writing performance. Sixty six (28.7%) of them also strongly agreed that teachers’ feedback enables them to improve their performance, while 36(15.7%) remain with neutral stand. In contrast, 30(13.0%) strongly disagreed that EFL teacher’s comments/feedback help writing performance. Twenty eight (12.2%) of them to the respondents disagreed teachers’ comments/feedback help them enhance their writing performances. Hence, results of this item depicted that teachers’ comments/feedback on the ongoing writing assessments help students improve their writing skills.

4.2.2 Analysis of Students’ Questionnaire Data Related to Practices of Feedback in EFL Writing Classes

The preceding part of this chapter focused on the presentation and findings of data concerning EFL students’ perceptions of feedback provision on the CAs of BWS.

However, the following data analysis and findings focused on the practices of feedback provision on the CAs implemented in BWS classes.

4.2.2.1 Students' Responses of EFL teachers' Feedback Provision Practices on Various CA

Theme: EFL Teachers' Feedback Practices on CAs of BWS

As introduced above, the main purpose of this part was to present the results of the analysis regarding practices of feedback during CAs in EFL writing classes. The intent of this theme was to assess to what extent EFL instructors offer feedback on the several CA forms they used in assessing EFL students' writing performances.

Table 7: Feedback Provision practices as per number of CAs Conducted in EFL Writing Classes

S/N	Item	Responses	Fr	%
13	feedback provision practice per the CA executed in writing classes	EFL teachers give feedback only on 1 or 2 of the various CA of BWS	111	48.3
		EFL teachers give feedback on 3 or 4 of the various forms of CA of BWS	44	19.1
		EFL teachers give feedback on all of the various forms of BWS CAs	29	12.6
		EFL teachers never offer feedback on any of the various CAs forms	46	20.0
		Total	230	100.0

Accordingly, majority of the respondents 111 or 48.3% of revealed that EFL instructors provide feedback only on 1 up to 2 of the CAs they conduct during the teaching learning process of BWS. Forty six (20%) of the respondents shown that EFL teachers never provide feedback on EFL writing CAs. 44 (19.6%) of the respondents also said that EFL teachers offer feedback on 3-4 of the CAs they carryout. However, 29(12.6%) of them asserted that their EFL instructors offer feedback on all of the CAs they conducted in EFL writing classes. The results of

this study depicted that EFL instructors provide feedback on few of the CAs they conduct to assess students' EFL writing.

4.2.2.2 Students' Response on the Timing of Feedback Provision

Theme: EFL Teachers' Practices of Immediate Feedback Provision during CAs of BWS

In this section, it was intended assess whether EFL instructors give timely feedback on a number of CAs they execute during the teaching learning process of the course BWS. As a result, timely and formative feedback improves students' writing performance.

Thus, the item in the following table questioned the respondents in how long time do their EFL instructors respond CAs' feedback and return the marked papers to the students to let them identify their weakness and strengths. It is believed that through the timely feedback, the students are able to know their current status and strive to close the gap between what was intended and what they have achieved.

Table 8: EFL Students' Response about the Timing of Feedback Provision

S/N	Item	Responses	Fr	%
14	In how long time EFL instructors offer feedback on EFL writing CAs?	a. within a week time	8	3.5
		b. any time before the subsequent assessment	18	7.8
		c. after a week time	23	10.0
		d. after a month	27	11.7
		e. on ends of a semester.	92	40.0
		f. Never return CAs papers with its feedback.	62	27.0
		Total	230	100.0

As revealed in the above table, students were asked to indicate in how long time EFL teachers provide the students' feedback on the CAs carried out during the teaching and learning of the course BWS. Thus, as indicated in the above table, majority 92(40%) of the respondents said that EFL instructors return assessment papers along with feedback on ends of a semester. Sixty two (27%) also revealed that their EFL instructors never return assessment papers and its feedback to them. However, some of the respondents 27(11.7%) of them showed that their EFL instructors returned CAs papers and feedback after a month. Twenty three (10%) of them also said that their EFL instructors return the corrected CAs after a week time. Eight (3.5%) of EFL learners confessed their EFL instructors return CAs papers of their BWS within a week time. Result of this analysis indicates that students were not given immediate/timely feedback on the CAs of EFL writing skills and their EFL teachers' return CAs papers of BWS at the end at the end of a course.

4.2.2.3 Means of Feedback Provision EFL Instructors Use BWS

Theme: Means of Communicating CAs' Feedback to Students

The aim of this part was to examine how feedback of the CA of BWS is delivered to students. The next section presents how EFL instructors communicate feedback of the CAs of the BWS to their learners.

Table 9: Ways of Communicating Feedback to Students

S/N	Item	Responses	Fr	%
15	means of communicating feedback to students	a. In a written form on individual student assessment papers.	35	15.2
		b. Orally for the whole class at one time/ together	140	60.9
		c. Orally for individual student having contact hour in his or her office	16	7.0
		d. Using peer feedback to let students correct each other's errors.	39	17.0
		Total	230	100.0

As it can be seen from the above table, it was intended to assess which methods of feedback delivery system were mostly applied during offering feedback on EFL students' writing assessments in BWS classes. Based on this, 140 (60.9%) majority of the respondents revealed that EFL instructors offer feedback on EFL writing assessments orally for the whole class at once, while 39 (17%) of the respondents showed that their EFL instructors offer feedback using peers to let students correct each other's errors during writing classes. Only 35 (15%) of the respondents reported that their EFL instructors deliver feedback on individual students' written assessments in a written form, but 16 (7%) of the respondents indicated that their EFL instructors offer them feedback orally for individual student having fixed time.

4.2.2.4 Nature of Teachers' Written Feedback Practices

Theme: Nature of Feedback Provision Practices

The intention of this theme was to examine the nature of EFL instructors' written feedback regarding EFL students' BWS' CAs. Thus, the students were asked if EFL instructors focus only on the mark/quantitative figure that they scored, or the marks and praises only for high scorer students only, or the mark with constructive feedback.

Table 10: Nature of EFL Instructors' Feedback of BWS' CAs

S/ N	Item	Responses	F	%
16	Nature of the feedback that EFL instructors offer on students' writing assessments	a. the result/ the mark that individual learner scored only	101	43.9
		b. Result/ mark and praises for high scorers only.	37	16.1
		c. Result/ mark with constructive feedback on what have been done well and what needs improvement.	30	13.0
		d. Never return assessment papers to their students.	62	27.0
		Total	230	100.0

According to the above table, 101 (43.9%) or majority of the students asserted that their EFL instructors provide the students only the mark/ the result that individual student scored on particular writing assessment. Sixty two (27%) of the respondents said that EFL instructors never return assessment papers to them. 37 (16.1%) offer the mark and praises only for high scorer students. However, 30(13%) of the students confirmed that their EFL teachers provide the students' result/ mark along with constructive feedback on what students have done well and what need to be improved. This analysis indicates that students' writing CAs papers were returned to the students with the students' scores/results.

4.2.2.5 EFL Instructors' Feedback Provision Practices

Theme: The Extent to which EFL Instructors Offer Feedback on each the CAs of BWS

This theme was intended to explore and verify the extent of feedback provision practices during CAs of BWS implementation. It was intended to examine whether EFL instructors write feedback and return each of the CA papers to the students.

The item of the following table (11) indicates that 72(31.3%) of the respondents said that their EFL instructors never return CA papers after marking. Seventy one (30.9%) of the respondents indicated that the marked assessment papers were returned to them sometimes. Moreover, 50(21.7%) of them said that the marked CA papers were rarely returned to them. However, 15(6.5%) of the respondents showed that marked CA papers were often returned to them. Twenty two (9.6%) of the respondents confirmed that EFL instructors always handback marked writing CA papers to the students. As it has been indicated above, result of this finding revealed that marked CA papers were never returned to the learners.

Table 11: The Extent to which Feedback is given on BWS CA Papers

S/ N	Items	Responses									
		Never		Rarely		Sometime s		Often		Always	
		F	%	F	%	F	%	F	%	F	%
17	Writing teachers return CA papers after marking.	72	31.3	50	21.7	71	30.9	15	6.5	22	9.6
18	They offer feedback/comments on each of the CA of the course BWS	46	20	69	30	61	26.5	37	16.1	17	7.4

Item 18 of the above table was basically intended to examine if EFL instructors offer continuous feedback/comments on the CAs they conduct during the teaching and learning process of the course BWS or simply, they mark the assessments for record/ grade purpose only. Accordingly, 69 (30%) of the respondents revealed their EFL instructors rarely offer feedback/comments on each of the CA of the course BWS. Sixty one (26.5%) of the respondents reported that they were sometimes given feedback on the CAS of BWS. Forty six (20%) of them asserted that they were never offered feedback on the assessments. Some of the respondents 37(16.1%) said they were often given feedback/comments on each of the CA of the course BWS, while 17(7.4%) of the respondents said they were always given feedback on the CAs of BWS. Result of this item revealed that EFL students were never given the marked CAs papers and also rarely given feedback on their writing performance.

**4.2.2.6 Students' Response about the Extent to which EFL
Instructors' Provide them Constructive Feedback**

Theme: EFL Instructors' Use of Constructive Feedback Practices

The intention of this theme was to analyze students' response on the nature of EFL instructors' feedback on the CA implemented in BWS classes. The items were aimed to assess whether students were given constructive feedback. Hence, it includes if EFL instructors offer motivational feedback, or if they focus only on strengths of the students' performance only, or if their feedback reflect students' weaknesses only, or if the feedback comprises all aspects which means, if they offer motivational feedback that focus both on the strengths and weaknesses of the students on the BWS CA performances.

Table 12: Students' Responses to Questions asked on the Frequency of Constructive feedback offered to them

S/N	Items	Responses									
		Never		Rarely		Sometimes		Often		Always	
		F	%	F	%	F	%	F	%	F	%
19	students get marked CA with comments	41	17.8	69	30.0	68	29.6	38	16.5	14	6.1
20	EFL teachers provides feedback which inform students' strengths only	41	17.8	60	26.1	74	32.2	31	13.5	24	10.4
21	teachers focus only on students' weaknesses	72	31.3	51	22.2	63	27.4	32	13.9	12	5.2
22	teacher provides feedback which tells both strengths and weaknesses	47	20.4	52	22.6	67	29.1	47	20.4	17	7.4

As it has been indicated in Table 12 above, the intention was to know if EFL instructors provide feedback/ comments which motivate students to improve their

writing performance. Among the total respondents, 69(30%) of the students reported that they had been given constructive feedback/comments rarely. Sixty eight (29.6%) of the respondents also indicated that constructive feedback/comments were given to them sometimes. Forty one (17.8%) of the respondents revealed that they never get constructive feedback/comments to improve their writing performance. Thirty eight (16.5%) of the respondents confirmed that they were often given constructive feedback which inspire the students to improve their writing performance. Few or 14 (6.1%) of the respondents also witnessed that they were always offered motivational feedback. The analysis of the finding depicts that majority of the respondents revealed that they were sometimes offered feedback which tell students both strengths and weaknesses them.

With regard to item 20 as referred to table 12, it was intended to assess if EFL instructors provide feedback that focus on strengths of the students' writing only. In relation to this, majority 74 (32.2%) of the respondents asserted that they were sometimes given informative feedback which inform their strengths only during EFL writing CAs. 60(26.1%) of the respondents showed that their EFL instructor rarely provided feedback which inform their strengths only on basic writing CAs they conducted in writing classes while 41 (17.8%) of them were never given feedback on their strengths only on the basic writing CAs. However, 31(13.5%) were often given feedback on their strengths only and 24(10.4%) of them also reported that they were always given feedback on their strengths only. Results of this item also indicated that EFL learners were sometimes offered feedback on their strengths only.

Item number 21 in the above table indicates whether basic writing teachers focus only on students' weaknesses when giving feedback/comments on the assessments of BWS they conduct in EFL writing classes. Consequently, majority 72 (13.9%) of the respondents revealed that their EFL instructors never focus only on students' weaknesses when they offer them feedback on their writing assessment. Besides, 63(27.4%) of the students revealed that their EFL instructors

sometimes focus on their weaknesses during feedback delivery on their writing assessments whereas 51(22.2%) of them said their EFL teachers rarely focus only on weaknesses of students' writing CAs. However, some of the respondents showed that 32(13.9%) their EFL instructors often focus on their weakness during feedback provision on their writing assessment. Very few 12 (5.2%) of the respondents revealed that their instructors focus only on their weaknesses. Similarly, as indicated above great number of the respondents indicated that EFL instructors never focus on the students' weakness only during feedback delivery in BWS assessment classes.

On the other hand, as shown on item 22 of the above table, it was intended to know the extent to which EFL instructors give emphasis to both students' strengths and weaknesses while providing feedback. In response to this, majority 67 (29.1%) of the students stated that their EFL teachers sometimes provide them feedback which could inform both strengths and weaknesses of the students' performance. Fifty two (22.6%) of the respondents also stated that they were rarely given feedback on their strengths and weaknesses of their writing ongoing assessments. Forty seven (20.4%) of the participants revealed that they had never been given feedback on both strengths and weakness. In the other way, 47(20.4%) of the respondents pointed out that their EFL instructors often give them feedback on both of their weaknesses and strengths. Only, some of the respondents 17(7.4%) stated that EFL instructors always give feedback which inform the students' strengths and weaknesses regarding their writing performance via CAs. The result of this theme depicted that EFL instructors sometimes focus on both students' strengths and weaknesses during feedback provision on students' writing assessments.

4.2.2.7 Respondents' Response Regarding the Extent to which Students Make Use of Feedback

Theme: Students' Reaction if they Apply EFL Instructors Feedback of BWS' CAs to improve their Writing Performance

The aim of this theme was to assess whether students make use of EFL instructors' feedback of BWS CAs forms to enhance their writing performances. The item explores if the students' positively receive and consider the feedback to improve their writing performances.

Table 13: Students' practices of Applying EFL Teachers' Feedback

S/ N	Item	Responses									
		Never		Rarely		Sometime s		Often		Always	
		F	%	F	%	F	%	F	%	F	%
23	applying EFL teachers' feedback/ comments	30	13.0	48	20.9	55	23.9	64	27.8	33	14.3

It was also intended to know about to what extent EFL students make use of instructors' feedback on the CAs of EFL writing to enhance their writing performance. Majority 64 (27.8%) of them reported that they often make use of feedback/comments given by their EFL instructors to improve their writing skills. 55 (23.9%) of them asserted that they sometime use EFL instructors' feedback to improve their writing ability. Forty eight (20.9%) of them said that they rarely utilize instructors feedback. Thirty three (14.3%) of the respondents revealed that they always apply the feedback that was offered to them on their writing assessments. Only, 30(13.0%) of the respondents never act on feedback/ comments given by their English teachers to improve their writing performance. As mentioned above, majority of the respondents revealed that they often make use of EFL instructors' feedback to improve their BWS.

4.2.2.8 Students’ Responses concerning their practices of Using Feedback to Close the Gap between What Was Intended and what they have achieved

Theme: Students’ experience about Using Feedback to close the gap between their Present Status and the Desired Level of Writing Performance

This theme was designed to verify if EFL students use feedback as mediational tool to fill the gap between the intended goal and their present status. The items included in this section are concerned with examining if EFL learners apply the feedback model to be effective in their EFL writing skills. Aims of the items were to assess students’ reaction towards EFL instructors’ feedback on students’ ongoing writing assessments conducted in EFL writing classes.

Table 14: Students’ Response about Using Feedback to Close the gaps

S/ N	Item	Responses									
		Never		Rarely		Sometimes		Often		Always	
		F	%	F	%	F	%	F	%	F	%
24	Where they are (present)	24	10.4	53	23.0	48	20.9	58	25.2	47	20.4
25	Where they are going (future)	36	15.7	48	20.9	38	16.5	55	23.9	53	23.0
26	How they close the gap (feedback)	33	14.3	41	17.8	48	20.9	64	27.8	44	19.1

Accordingly as revealed in the above table, the target respondents were asked if they ask themselves about their present status (‘where they are?’). Based on this, 58 (25.2%) of them revealed that they often ask themselves to identify their present status. Fifty three (23.0%) of them rarely ask about their present status. Forty eight (20.9%) of them sometimes ask themselves where they are to know their actual status. Forty seven (20.4%) of the students responded that they always ask themselves about their current status while only 24(10.4%) of them said they

never ask themselves about their present status. Results of this theme shown that majority of them often ask themselves to know their present status with regard to their writing performance.

Similarly, it was also asked to know if the students ask themselves about their future progress via CA and its feedback. In accordance to this, majority 55(23.9%) of the respondents confirmed they often ask themselves where are they going via EFL instructors' feedback of their writing CA. Moreover, 53(23.0%) of the respondents always ask themselves where they are going. Forty eight (20.9%) of them ask themselves of the students said they rarely ask their future progress. Thirty eight (16.5%) of the respondents confirmed they sometimes ask themselves their future progress 36(15.7%) of the respondents revealed that they never ask themselves where they are going. Analysis of the result for this part also indicates that great number of the respondents often ask themselves about their present status.

Item 25 of the above table was the third question that students ask themselves how they could close the gap between the intended level of writing and their present writing status. Thus, 64(27.8%) of the respondents said that they often themselves how they close the gap. Forty eight (20.9%) of the participants revealed that they sometimes ask how to close the gap between what was intended earlier and what is achieved at present. Among the respondents, 44(19.1%) of them said that they always ask themselves how they could close the gaps. Forty one (17.8) of the participants confirmed that they rarely ask themselves how they close the gap between the intended objective and the present achievement with regard to BWS. Thirty three (14.3%) of the participants asserted that they never ask themselves how to close the gap between what was expected of them and what has been achieved in basic writing assessments. Similarly, result of this theme also revealed that majority of the respondents often ask themselves how to close the gap between the intended goal and present status of their BWS.

4.2.2.9 Students' Response about Types of Feedback Practices

Theme: Students' practices of Feedback Types

With regard to this theme, the intention was to explore which way of feedback provision is applied in BWS during CA. This implies, in addition to EFL instructors' feedback, it was aimed to identify if EFL learners use peer feedback in BWS to get comments on their writing activities.

Table 15: Students' Practices of Various Feedback Strategies in BWS Classes

S / N	Item	Responses									
		Never		Rarely		Sometimes		Often		Always	
		F	%	F	%	F	%	F	%	F	%
27	Using peers feedback in addition to teachers' feedback	33	14.3	35	15.2	75	32.6	56	24.3	31	13.5

According to item 28 of the above table, participants of this study were asked if they use peer feedback in addition to their EFL instructors' feedback. Thus, 75(32.6%) of the respondents stated that in addition to their EFL instructor feedback, they sometimes use peers feedback to improve their writing performance. Fifty six (24.3%) of the respondents often use peer feedback in addition to their teachers feedback in EFL writing class to improve their writing performance, while 33(14.3%) of them never use peer feedback to improve their writing performance. Similarly, 35(15.2%) of the participants revealed that they rarely use their peers' feedback. Thirty one (13.3%) of the respondents said that they always use their peer feedback in EFL writing classes. According to the computed descriptive statistics, in addition to their EFL instructors' feedback, the students sometimes use their peers' feedback to improve their writing ability.

4.2.2.10 EFL Students' Responses Regarding Nature of teachers' Written Feedback and Measures Taken Subsequent to CAs

Theme: Nature of Instructors' Feedback and Measures Subsequent to CAs

Continuous assessments were conducted in various intervals of time to assess students' progress. Basically, the following items were intended to assess if EFL instructors give positive and/ or negative comments that describe and suggest what students have done well and what should they improve intended and also to assess what roles EFL instructors play just after the implementation of each piece of the CAs. The items were intended to explore if EFL instructors, give remedial activities based on students' CAs' results.

The items (28 and 29) of the following table were intended to assess the extent to which EFL instructors give positive/ negative nature of feedback respectively. Hence, in response to item 28, majority 73(31.7%) of the respondents revealed that writing instructors rarely give positive comments that describe what students have done well and what should they improve. Fifty seven (24.8%) of the respondents also confirmed their EFL instructors sometimes give them positive comments which describe what students have already done and what should they improve for the future. Thirty six (15.7%) of the respondents claimed that their EFL instructor never give positive feedback that could tell students strengths and weaknesses and possible ways to improve their writing performance for the future. In contrast to this, equal number of participants which means, 36(15.7%) of the respondents asserted their EFL instructors offer them positive comments about what they have already done and what should they improve for the future with respect to writing skills. Twenty eight (12.2%) of the respondents also said EFL instructors often give them positive feedback which describe what students have done well with possible suggestions on what they could not achieved. The result infers that EFL instructors rarely include positive feedback which describes what students have done well and what they should improve.

Table 16: Measures taken Following EFL BWS CA and its Feedback

S/ N	Item	Responses									
		Never		Rarely		Sometimes		Often		Always	
		F	%	F	%	F	%	F	%	F	%
28	EFL instructors: positive comments that describe what students have done well , what they improve	36	15.7	73	31.7	57	24.8	28	12.2	36	15.7
29	Negative descriptions of what students did not perform well with positive suggestions.	45	19.6	72	31.3	65	28.3	28	12.2	20	8.7
30	Remedial activities	55	23.9	46	20.0	67	29.1	32	13.9	30	13.0

As far as item 29 in the above table is concerned, 72(31.3%) writing instructor rarely include negative descriptions about what students could not performed well on their writing assessments with positive suggestions for improvement. Sixty five (28.5%) of the respondents revealed that they sometimes offered negative comments with constructive remarks which describe about what students could not perform. Forty five (19.6%) of respondents said that EFL instructors never give negative descriptions of what students were not able to perform with positive intent to encourage students improve their weaknesses in writing skills. Twenty eight (12.2%) of the respondents stated that EFL writing instructors often provide EFL students negative feedback that informs them to understand their problems in writing and improve it for the future progress. Twenty (8.7%) of the respondents also informed that their BWS instructors always give students negative descriptions of their problems in writing to let them enhance their future

performance in writing. Based on the finding, majority of the respondents revealed that EFL writing instructors rarely include negative descriptions about what students have not performed well on the BWS CA.

The aim of item 30 of Table 16 was to assess whether EFL writing instructor gives remedial activities based on students' continuous assessment results. In line with this, majority 67 (29.1%) of the respondents asserted that their EFL instructors sometimes give remedial activities after CA implementation in EFL writing classes. Fifty five (23.9%) of the respondents said that their EFL instructors never offer remedial activities after implementation of BWS ongoing assessment. Forty six (20.0%) of the respondents also said that they were rarely given remedial activities. Whereas, 32(13.9%) of them said that EFL instructors often gives tutorial classes after implementation of CA in EFL writing classes. Thirty (13.0%) of the respondents said that their EFL instructors always offer them remedial activities after EFL writing CAs. According to the result of this theme it can be concluded that EFL instructors sometimes give remedial activities on the bases of the feedback of CAs of BWS CAs to help students improve their writing performances.

4.2.3 Analysis of Students' Questionnaire Response about Challenges of Feedback Practices

4.2.3.1 Closed- Ended Students' Questionnaire Response Analysis

Theme: Challenges of Feedback Practices during Implementations of CAs of the Course BWS

In this section, an attempt was made to explore challenges that hampered the successful implementation of formative feedback on the CAs executed during the teaching learning and CAs' implementations in relation to the course BWS. This theme was explored both in a closed- ended (a 'yes' or 'No') and open- ended questionnaire types. For the closed-ended, seven statements were prepared comprising various variables that could reveal the challenges as indicated in the

table beneath. As far as the open ended questions were concerned, respondents were asked to write whatever challenges they had encountered to receive feedback and apply the feedback to improve their writing skills.

Table 17: Students’ Response on Challenges of Feedback Practices

S/N	Items	Responses			
		Yes		No	
		F	%	F	%
31	CA is applied for accumulation of results for the final grade not for improvement of my writing ability.	141	61.3	89	38.7
32	Lack of orientations on how to use instructors’ feedback/comments on CA	133	57.8	97	42.2
33	Lack of written guideline on how can students get and use comments/ feedback on CA to improve their writing performance.	163	70.9	67	29.1
34	There are large numbers of students.	151	65.7	79	34.3
35	There is no conducive environment for teachers and students to give and receive feedback on continuous assessments.	127	55.2	103	44.8
36	Varied number and types of assessments carried out for writing course and other courses make students busy.	156	67.8	74	32.2
37	Lack of time to ask and act on feedback on writing assessments.	131	57.0	99	43.0

Items 31 in the above table were intended to assess what challenges affect implementation of feedback in EFL writing classes. It was to examine if the stated variables in the table were among challenges in feedback provision practice during CA or not. Based on this, majority or 141 (61.3%) of the respondents said that CA was applied for accumulation of results for the final grade, but not for improvement of their writing ability, while 89 (38.7%) of them said that CA was not applied for accumulation of final grades.

Item 32 of table 17 was to verify if there was lack of appropriate orientations on how to use feedback on CA carried out in EFL writing classes. Accordingly, 133(57.8%) of the respondents confirmed that lack of appropriate orientations on how to use instructors’ feedback/comments on continuous assessments was found

to be one of challenges to desire feedback of CAs and also to apply those feedback of CAs given in writing classes. Ninety seven (42.2%) of the respondents showed lack of appropriate orientations on how to use teachers' feedback was not recognized as problems to effectively implement feedback in BWS classes.

According to item 33, majority 163 (70.9%) of the respondents revealed lack of clear written guideline how can students get and use comments/ feedback on CAs to improve my writing performance. However, 67(29.1%) of the participants' response revealed that lack of clear guideline on how to get and use feedback was not a challenge to use and teachers' feedback to improve their writing performance.

The other point was whether number of students in a class affects feedback practice. In line with this, 151(65.7%) of the respondents claimed that large class size was one of the challenges that limit EFL instructors to give the students timely feedback on each of the CAs' in writing classes. Seventy nine (34.3%) of the respondents considered large class size was not a challenge to provide feedback on writing CA.

The respondents were also asked whether lack of conducive environment for teachers and students affect to properly give and receive feedback on CA in EFL writing classes. In response to this, 127 (55.2%) of the respondents asserted that lack of conducive environment for both teachers and students were considered among challenges EFL instructors and learners face to give and receive feedback. On the other hand, 103 (44.8%) of the participants depicted that lack of conducive environment was not a problem to give and receive feedback in EFL classes.

It was also intended to examine if varied number and types of assessments carried out to assess BWS course and other respective courses of their program/field of study might make them busy. Among the total respondents of the study, 156 (67.8%) of them indicated that the number and varied types for each of the courses in addition to BWS CA was another hindrance to feedback practice in

EFL writing classes. With regard to this, 74 (32.2%) of the respondents said that number and varied assessment techniques conducted in BWS classes and other courses of their respective programs were not considered one of the difficulties to put feedback into practice in EFL classes.

Lack of time was also among the challenges of feedback practice in EFL writing classes. Thus, majority 131 (57.0%) of the respondents confirmed that lack of time was one of the constraints to ask and act on the feedback given in response to students writing performance. Ninety nine (43.0%) of the respondents, however, depicted that lack of time could not be challenge to ask and act regarding feedback on writing performance via the CA in EFL writing classes.

4.2.3.2 Analysis of Open Ended Students' Questionnaire Response

This part of the questionnaire was aimed at exploring in-depth data on challenges of feedback provision for the CAs executed in BWS' classes. It was also intended to make respondents freely write their experiences concerning challenges they experienced during the teaching and learning process of BWS CAs implementation and feedback provision in EFL writing classes.

Themes:

- 1. Challenges students face to get feedback from their EFL teachers**
- 2. Challenges which hamper students' use of instructors' feedback**

Accordingly, most of the participants wrote challenges they were facing during feedback provision and what hamper their use of the feedback. Most of their reflections seemed similar except ways of their expressions. The problems identified in giving and receiving feedback on CAs were related to EFL teachers, students and the institution. Thus, the researcher tried to take main points/ core idea of their responses and it was grouped under and summarized as follows.

4.2.3.2.1 Students' Responses on Teacher Related Challenges

Lack of Time: Respondents complained that teachers did not allocate adequate time for consultations, treat individual variations and satisfy diversified needs of students. One of the students wrote that “...*teachers were busy because of unknown reason...*” Teachers’ lack of time might result in not fairly treating individual student and could not give feedback on individual student’s performance. “...*instead the teachers take general idea of one student...*” That means, the strategy instructor’s use was not inclusive of all student type.

Teaching Learning Method: The students’ explained this in general terminologies like: ‘*unpleasant*’, ‘*Some teachers didn’t give us handout*’.

Teachers’ Lack of Interest (Attention) to CAs’ Feedback: In terms of this challenge students explained that ‘*No feedback is given; teachers didn’t return assessment papers even in short period of time*’.

Ways of Feedback Provision: Ways of feedback provision is related to strategy of feedback provision. As it was understood from students’ description about this problem, for instance, they stated that teachers orally inform students only the results they scored, or they show the score without any comments. They also said that even as “*some teachers never return the assessment papers*”.

Nature of the Feedback: In this regard, the students mentioned that teachers did not give students detail explanations or descriptions of students’ writing performances while giving feedback on students’ writing skills continuous assessments. *Generalizing comments not specific*’.

4.2.3.2.2 Students' Responses Regarding Student Related Factors

Lack of Understanding Comments: The students stated that there had been communication gap among the students and the teacher to understand and make use of the feedback. As it has been stated in the FGD, students' also reflected existence of students' poor language background to effectively communicate to get and use feedback of their teachers on their writing performance.

Shortage of Time: This can be seen in light of the number and varieties of CA students took in a semester. The number of assessment carried out to assess students imposed problems on the students. For example, on average they took 7 CA for each course * 6 Courses+6 final Exam in a semester) which equals to 48 assessments for six courses in a semester as revealed in the instructors FGD analysis part.

Lack of Motivation/Initiation: The Students also asserted that as they had no interests for assessments feedback.

Fear of Teachers: As described in their responses, students failed to freely talk with their teachers to solve different challenges they encountered.

Unfamiliarity to the Current Assessment Mode: Some of the students' stated that '*CA is new assessment method*' by itself.

Lack of Awareness: The students witnessed that they had problems in understanding how to use feedback of CA to improve writing performance

Misconceptions on the Importance of BWSC: Respondent from Health science reflected that "*it is not our major course; as supportive course what we know and get is enough.*" From this, it can be understood that students had misconceptions in learning English language, because without various skills

of English Language, it is not practical, to acquire the intended knowledge of science, technology or any other fields according to the use of EFL in Education policy of this country.

4.3 Focus Group Data Analysis

The focus group discussions were held to explore EFL instructors' perceptions and practices of feedback provision on students' writing assessments. To this end, 18 EFL instructors took part in three groups. 17 of the EFL instructors were male while only one was a female. In FGDS1 6 (Appendix I), in FGDS2 7 (Appendix J), and in FGDS3 5 (appendix K) EFL instructors took part. To effectively run the discussions, three coordinators, who were PhD fellows and colleagues of the university, helped the researcher in asking the questions. Other three staff of ILSJ of the university also helped the researcher by recording the discussions from the beginning to the end. Themes of the FGD were exploring EFL instructors' perceptions and practices about feedback provision on students' CAs, EFL instructors' prevalence use of feedback strategies and nature of their feedback provision practices, students' willingness in relation to feedback and challenges that hamper EFL instructors to effectively deliver feedback on the CAs carried out in EFL writing classes.

4.3.1 EFL Instructors' Responses about the Role of EFL Teachers with respect to Effectively Implementing CA

Themes of this session were exploring EFL instructors' role in implementing CA in EFL classes and their experiences concerning feedback provision on CAs' in BWS classes (See FGD guide item 1 and 2, Appendix H). The aim of this session was to assess whether EFL instructors provide feedback just after implementation of CA or they just use CA only for the sake of grading purpose.

In relation to item number 1 of the FGD, FGD participants of session one were trying to explain the usual roles expected from EFL instructors in EFL writing classes though the intention was to explore where they offer feedback during

implementation of CA in EFL writing. Some participants explained that effective implementation of CA begins from planning the type of the assessment, identifying marking criteria, ways of recording the result and ways of feedback delivery. Regarding this, let us see the exact speech of the participant (FGDS1/focus group discussion session 1) as follows.

IN2...To effectively implement continuous assessment, the teacher or the instructor has a great role in...eh...this begins from planning the assessment, by the instructor should plan what mode of assessment he or she uses or ...eh what criteria he/she uses to mark the assessment and then how to record and then how to give feedback or on what area ... eh...he or she focuses and then...what...what is the means of giving feedback he or she uses.

They further said that EFL instructors were expected to mark/give corrections and remedial activities on written assessments. They also stated that EFL instructors should let learners cooperate to comment on each other's written work since it would be difficult to address each of the students' errors in writing by the teacher.

EFL instructors who participated in FGDS2 also reflected to effectively implement CA in writing classes in relation to feedback provision. Thus, one of the participants said that since it is concerned with basic writing, teachers are expected to give written feedback on assessment activities and assignments. The other participant, IN8 of FGDS2, stated that EFL instructors' roles include giving and facilitating activities, taking written works at home for corrections using different mechanisms of marking, returning the assessment papers and letting the learner to incorporate the comments to produce its improved version.

IN8 of FGDS 2 ...use different methods to give feedback like probably underlining or probably giving codes and give feedback. The following... and immediately the following day the paper back to the students, and the students again the following day what the teacher has written rewrite the paper on the same title so mainly, the task of the teacher or the duty of the teachers there is facilitating and preparing the activity, and

facilitating, and conducting, then commenting and checking giving feedback on the paper

Other Participants of this FGD session also confirmed that though they believe in principles of CA implementation, they were not properly putting into practice for several reasons. IN11 of FGDS2 stated that *“I know that after just ...eh the assessments... I should give appropriate comment on my students’ writing, but I am not doing in practices.*

Participants in FGDS3 also stated that teachers have great roles to play in helping their students write effectively by giving them direction or guiding how to write, what to write, in addressing the procedures of writing. However, as they stated its effectiveness varies from teachers to teachers because all teachers have their own ways of implementing CA in EFL classes. Moreover, one of the participants of FGDS3 explained what were expected from EFL instructors after conducting CA. Let us see reflections of IN15 as follows.

... I think, he has to monitor, monitoring is also one part of the teacher so that he has to supervise who is doing, who needs may be a kind of support, and he has to identify to what extent the students are actually doing the tasks he has already provided and monitoring and supervision is also part of the teachers’ task; otherwise, if we are simply giving and just may be giving burden on the students. This is not a kind of learning so the teachers...the teachers duty goes to from planning I think he has to supervise, he has to monitor and finally he has to give feedback.

As stated above, the participant explained EFL teachers evaluate and analyze students’ performance who is performing what, how competent enough, who is not doing as expected and develop coping strategies to support them. If instructors simply carryout CA that does not help students’ improve their weaknesses in writing, it is merely putting pressure on the students to let them think simply about the assessments and its marks only instead of thinking how to improve their performance. They also further stated CA is different from summative assessment whose goal is assessing for learning. This implies, CA is not assessment of

learning rather it is assessment for learning. Real learning happens when learners get formative feedback on what they have achieved and what they did not perform. In principle, according to this participant CA executed not simply for marking.

4.3.2 EFL Instructors' Experiences of Feedback Provision

As indicated on item 2 of the FGD guide (appendix H), EFL instructors of the selected university were asked experiences they had regarding feedback practices in EFL writing assessments. Based on this, one of the FGD participants (IN1, FGDS1) asserted that students better understand not only during the regular teaching learning process, but also when they are given feedback. He stated that lots of his students get improved due to the feedback he offered. He also further said that feedback had to be given on time. Consequently, there would be improvement on students, but if you delay feedback, it requires extra energy to spend. Similar to this, IN6 also reported that she delivered feedback to her students in written forms and let learners re-write the activity considering the written comments on their written works. Unlike the experiences of the two instructors, other instructors involved in FGDS1 reported that though they believe on its importance, they were not fully providing feedback to their students. Among several constraints, almost majority of the instructors boldly described, problems related to large class size, students' lack of interest to feedback and students' poor language background were major reasons for its ineffectiveness in EFL writing classes. As a result, they could not afford timely feedback to their students at a level expected of them. Another participant of FGDS1, IN4, (Appendix H) also revealed that feedback was not practical in his class. Reasons he stated for the problems were related to the course and students' writing performance. He said that the course itself is exhaustive in nature. And as he said it was difficult on which part of students' writing performance he should have given feedback since students' written works are with full of errors. Students' writing problem starts from word level which means students fail to use correct

spelling of a word, its capitalization in sentences, paragraph and other writing activities. The other issue he stated was concerned with the time allocated to the course compared to number of students per class, number and complexities of problems students have on various pieces of writing activities. IN 5 of the FGDS1 also confirmed aforementioned problems. Even though they believe BWS is most importantly designed to improve individual student's ability to write in English, instructors usually prefer group work method of teaching. Then, they let the groups comment on each other's work instead of providing activities to individual student and comment on individual student's writing performance. One of the reasons they explained for this practice was individual writing activity was exhaustive and consumes more time when compared with group activities. "I don't use individual writing most of the time...since it is time taking and tiresome" (IN1 of FGDS2).

FGDS2 (Appendix J) participants had also reflected on the issue as above. According to one of the FGDS2 (IN7), he pointed out the positive effect of feedback to enhance the overall students' performances both in written as well as in oral forms of language learning process. To this end, he stated that teachers' feedback is expected to be timely, positive, informative and motivational in nature. The feedback must also focus both on strengths and weaknesses of students' writing performance in spite of his real practice. Concerning the real practice, let us see what IN7 reflected.

...when I come to my practical experience of implementing feedback although I believe or I know feedback. Giving feedback on writing assessments to that extent I can confess that I did not frequently provide ...eh feedback on students writing assessment. And if you ask me why I can raise reasons for that one: is large class size, and the other is overload and also it is possible to raise other problems any way I give feedback as much as possible but not frequent...

Another FGD participant in FGDS2 also stated as he did not give feedback on students' CA and even he had no interest to give. From his experience, IN8

justified that, students fail to understand the given comments. Students' interest is not on the written feedback rather they want what mark they scored. IN 12 also reflected that though he believes feedback as one of learning tools, he stated it was not fully applied in classroom practice. He pointed out several reasons why he was not usually providing feedback to the students as other participants did. The reasons were related to the students. Students' willingness to get feedback, students' preferences to the mark/result they scored to the feedback on their language performance and students' language background were found as constraints of effectiveness of feedback in EFL classes. In FGDS2 almost majority of the respondents' shared similar experiences and challenges they faced with regard to feedback practices during implementing CA in EFL writing classes. Concerning its effectiveness, the participants asserted that only few students benefit from their feedback due to the stated problems.

IN16 shared different experience that he was applying feedback in EFL writing classes. He said that he followed process approach in his classes. After passing through steps of process writing, he collects students' papers and provides comments on their written activities. As he said, he wrote comments only not the score/mark they achieved. Then, as he said he brought the marked paper to the class and informed them to consider the comments and rewrite the activity. IN16 then witnessed students' response to his feedback as follows:

....students who are academically higher achievers use it and even middle achievers to some extent use the feedback I give them. But many students I can say in the class cannot understand the feedback. I give them. So, most of the time I find their work the same with the first one...

From this experience, it can be understood that students were not willing to apply the feedback to improve their writing skills due to aforementioned reasons. Though the instructors show effort to give feedback, they reported that except few students majority of the students had no interests and did not apply the feedback to improve their writing performance. The FGD discussants also asked how this instructor managed large class size. He then replied that he was using selective

mechanism to respond to students' writing errors. *"I don't give...eh...on everything. In paragraph writing, for example, the features of good paragraph I consider unity of the paragraph, coherence...eh completeness of the ideas, grammar, diction and mechanics..."* He was also asked to clear out if he provides timely feedback. Hence, he asserted that he provides timely feedback. IN 16 reported that he usually returns the marked papers just after two or three days. The other participants in FGDS3 (Appendix K) also reported that they offer feedback in the teaching learning process since it is a fundamental tool to improve students' writing skills. They further stated that if students make use of it, they would be effective in their writing. However, they claimed the students not using feedback given to them. To this regard, they also confessed as they were not doing to the level of their satisfaction.

4.3.3 EFL Instructors' Perceptions of the role of Feedback on the CAs of BWS

It was attempted to elicit instructors' perceptions whether feedback/comments close the gap between what was intended and the actual status and enable students to improve their performance. Most of the participants in the three sessions almost agreed feedback close the gap between the intended goal and the current level of learners' writing performance. However, they revealed that few students benefit from it. One of the FGDS2 stated that only students who are competent enough probably use it. In this regard, IN8 of FGDS2 said as follows

...those who have already the background and active learners benefit from teachers feedback that is my point. Other...other than this those students others ...the rest I don't think they benefit from the feedback even very difficult to read and understand your feedback let alone the feedback you write on the paper...

Another respondent revealed that not all students use feedback to close the gap between what was intended and what has been achieved. Most of the students are more interested to know what have they scored on certain assessment than the comment. *"...Whenever you want to give them assessment ...eh...feedback, they are*

eager only to see their mark and identify their own progress''. Not to improve their performance via feedback.

IN8 of FGDS3 also revealed it is definitely true that feedback helps to close the gap. He also stated source of feedback is not only related to teachers. They can also benefit from their peer and self-learn from one's error. They should have been given feedback that corresponds to students' level of understanding. Participants of FGDS1 (Appendix I) had also similar views on the need for feedback. According to data obtained from the three sessions of this data collection instrument, EFL instructors' perceptions were found to be positive because they believe as feedback improves students' writing performances inspite of its practical experience.

The other point under this session was assessing views EFL instructors hold concerning marking and returning assessment papers ignoring feedback to let the students know their result/ score or quantitative aspect of their assessments. In response to this, one of FGDS1, IN3, depicted that though it is important to mark students' assessment papers, it is not adequate task by itself. He further said that since students have a number of problems, they need to be encouraged and supported via feedback. IN2 of FGDS1 also said that

...Just marking and returning the paper is not adequate this does not help. The very nature the very reason why we give feedback is to alert the student on what they missed if we just mark and return the paper the student may not be able to detect their own problem. So that will not be adequate to help them learn from their errors. Eh...feedback should go beyond returning the paper... (Appendix, I)

However, participant in FGDS2 (IN9) reported that though he believes in feedback and marking assessment papers for record only is not sufficient task in applying CA. Even he asserted he did not return assessment papers in an appropriate time scale. He returns assessment papers back to students after he completed the whole assessment of the course. *"...they do not care about that so I*

give them after I complete the assessment as a whole” this depicts assessment without feedback has little significance to enhance students’ performance. Almost all of the participants of the three sessions had similar idea about need of feedback on the CA implemented in EFL classes. Students’ response of questionnaire analysis also depicts that EFL instructors usually return assessment papers at the end of a semester which means after the whole assessment is completed.

4.3.4 EFL Instructors’ Practices of Feedback Provision Strategies

In this session, it was intended to explore EFL instructors’ experiences and prevalence use of feedback provision strategies during feedback provision on EFL students’ writing assessments. According to the FGD data, majority of the EFL instructors who took part in this study reported that they were not providing feedback on EFL students’ writing assessments at a level expected of them. They use feedback strategy depends on students’ individual variation among the students. They stated that they usually prefer any of the strategy which can simplify the feedback to the students for understanding and in helping them apply to improve their writing performance. One of FGDS2 IN13 (Appendix, J) reflected that he usually applies the direct method which is simple and straightforward. IN11 also said he wrote direct feedback on students’ assessment paper. IN7 of FGDS2 further explained that he uses direct/explicit feedback delivery method and indicate both strengths and weaknesses of the student on the assessment. On the other hand, IN9 said that he use implicit feedback strategy. He stated that in what way he delivers feedback “... *I don’t want to tell the student just this is the problem...error of subject verb agreement ...I don’t say I simply just circle or underline the two the subject and the verb and then I just draw bi directional arrow then I put a question mark.*

Another respondent of FGDS3 (IN15), the type of feedback strategy to be used in EFL classes depends on students’ level of understanding and difficulty level of the writing activity. As he said, for students who easily understood the comment

and their errors, implicit feedback would be important. If the students had poor level of understanding, he uses direct and clear comments. According to IN1 of FGDS1, most of the time students respect their teachers since they consider their teacher as an 'authoritative' body, offering them a direct feedback is more important. They understand it simply and take into account for use. In sum, majority of the FGD participants of the three sessions stated that they mostly use implicit feedback, and when appropriate they also apply explicit feedback provision strategy. They stated that implicit/explicit feedback depends on the difficulty level of the activity. The feedback depends on the understanding level of students. They further confirmed that they had been using both implicit and explicit way of feedback provision in an integrative way where and when required.

4.3.5 EFL Instructors Response on the Nature of Feedback on Students' BWS' CAs

The intent of this theme was to assess EFL instructors' perceptions and practices of providing positive or negative feedback/comments that bring constructive results. The purpose of positive/ negative feedback is to encourage students to improve their writing problems or vice versa.

Accordingly, majority of instructors in the three sessions of FGD reported that they believe students should be given constructive, positive, simple, understandable and helpful feedback whose primary purpose is to help students improve their writing skills. Despite this fact, they were not practically applying it in their classroom practices at a level expected of them.

Some of the respondents said that they were not deliberately made negative feedback that ends with destructive results. For instance, one of the discussants reflected "*...but sometimes it may come destructive because of some situations; otherwise, I will not deliberately make negative comment or destructive comment or offensive comment*" According to this participant, it depends on how students

interpret the feedback. They further explained that their evaluation of the tones of the feedback they offered sound positive as it should reinforce/motivate the students to improve their writing performance.

Additionally, one of the FGDS2 (IN7) explained his views and practices on the nature of feedback on students' writing assessments as follows:

I give feedback specifically on writing assessment or assignments most of them are descriptive. They are so constructive and I want always like to give positive feedback. I don't want to give negative feedback, destructive or offensive because ...actually as to my understanding indicating the weakness of the student is not negative. Of course, the way I show them their weakness is matters I give a kind of...sandwich method indicating the positive and then their weakness and I did not say negative the weakness and then I tell him his strengths too. So negative the word appropriate for me ...most of the time, I don't use offensive feedback. I would like to add one more variable I use motivational feedback...right... a kind of you know encouraging him wow you are...after this you are going to write perfect such like that. So we call it motivational feedback.

From this extract, it can be deduced that EFL instructors give descriptive, constructive/positive, and motivational feedback. As indicated above, they inform their students' weaknesses not in a way it affects students' emotion. Most of them also stated that they often use positive expressions to show what students did not achieve. They confirmed they had been careful not to use offensive words.

4.3.6 EFL Instructors' Response about Willingness of Students to Receive and Apply Teachers' Feedback

In response to this, the FGD participants shared their views and experiences how their EFL learners perceive about feedback and take it into account to improve their performance. One of the respondents said that continuous feedback is needed to improve the next performance. Most of them witnessed that most of the

students were not happy when teachers give them feedback and let them use it and redo what they had performed before. As they stated few students had been observed by the teacher in using the feedback to improve their performances in EFL writing.

Moreover, as discussed in the above sections, the EFL instructors revealed that their students were more interested in the result/the quantitative figure of the assessment. They were not eager to look at what aspect of the writing assessment they performed well and which they did not, and how they improve in the future.

Two of FGDS2 participants, however, said that students have the willingness to get feedback and even like teachers' feedback. One of the instructors justified that this could be due to the asymmetrical relationship between teachers and students. It was also stated that students consider the teacher as an authoritative in classroom (IN1 FGDS1). They also stated that the problem related to this issue was in relation to its practicality. "*...truly speaking, they have the will, they need to do it, the problem is the practical...eh...the practicality of doing it*" IN8 /FGDS2). In this session, it was also intended to elicit reasons for why students lack interest to get and use feedback. Most of the participants claimed that problems related to students' poor language background and students' preference of the mark only neglecting its feedback. Regarding this, IN15 "*...from my experience I noted that students who are good at English wants to get...just something additional input. But other students who are...most of the students are not in ... the zone of development...*" From this saying, only active and medium students who have relatively good command of English language show interest and apply the feedback to improve their writing performance though majority of the students had claimed not to have such interests.

4.3.7 EFL instructors Responses on the Challenges that Hamper Feedback Provision Practices

Concerning challenges EFL instructors face on feedback provision in EFL writing class in relation to applying CA, from the beginning of the discussion up to the end, almost 18 (all) of the three FGDSs participants reflected several challenges of feedback provision in EFL writing classes. The following paragraphs present issues discussed in the three sessions of the FGD of the main study with respect to challenges EFL instructors face to provide feedback.

The discussants of FGDS1 mainly stated that one of the major problems that hinder feedback practices in EFL classes was large class size. IN5 of FGDS1 asserted that, *“in a single class we were assigned to teach not less than 80 to 100”* He also further stated other problems such as students’ lack of experiences in secondary schools about writing and feedback, students’ lack of attention to the course explained that *“they connect or relate everything to the grade so they are simply take the course for the sake of achieving good mark...”*

One of this session’s discussants (IN1) also reflected that teachers and teaching quality matter. As he claimed, the place where teachers give feedback in teaching and assessing writing skills matters. *“...the quality of teacher and teaching is the most important thing. For example... in feedback we give it a subsidiary position...”*

In the same way, IN2 FGDS2 stated additional challenges EFL instructors face to provide feedback on students’ writing assessments /activities which is related to difficulties they encounter to decide to which aspect of the students’ error they offer feedback/comment.

... The student performance is full of errors, so it is easier to...to... identify...to pin point the few correct items than the incorrect items. Lots of incorrect items are there so, I ...I feel board which item to correct and which to ignore by...by...principle you ...you cannot correct or you cannot give feedback on every error. You need to be focused...

The above FGD data shows varieties, complexity and amount of error on students' written works let teachers to neglect feedback of errors. Students' lack of understanding the comment was identified as one of the challenges. IN4 in FGDS1 stated that university's lack of commitment to manage large class size and classroom setting. He revealed that students were placed in small classroom size which was not accommodative enough to large class size of students. IN4 explained more problems related to feedback as follows:

...nature of the assessment itself; because, we ourselves are more tight ourselves with the assessment for the student to evaluate the students' performance not to...eh couldn't get chance to improve students' writing performance. we all record the marks of the assessment not to give for students for another chance to improve their writing and to mark it for to record it another time. so because out of seventy to work, the assessment to record the students' performance to differentiate evaluate the student. We focus on the assessments rather than the feedback. ..to the feedback on improving students' writing through feedback (IN4)

The nature of the continuous assessments they design did not force them to provide feedback. It was an assessment kind which encourages assessment for learning as summative assessment forms. That means, the 'so called 'Continuous assessment forms' were simply used for evaluation or recording students' results as the summative assessment type. The primary purpose of the CAs out of seventy percent they were applying was not to let students improve their performance via feedback/comments.

FGDS2 discussants had also shared their experiences and challenges they face while conducting CA and provide feedback to their students. As stated above, IN8 identified four major problems related to this issue. The first one is related to large class size. "...if you are not lying it is not possible to go through this all paper and coming with the paper next morning. So the challenge is number of the students in the class..." The second problem he stated was related to students' illegibility or poor hand writing in response to written assessments/activities. The third challenge revealed by the discussant was to decide which aspect of students' error

would be given feedback or not. He explained it as: “... *which part of their sentence you give feedback? To which part? All of them are in most case wrong so sometimes I consider only the spelling and some global mistake*”. The last problem he stated was related with overload.

Besides, IN7 and IN15 also repeated the problem related to poor hand writing and students usually copy from one another when they are given home take writing assignments. IN7 of FGDS2 further briefed that instructors were seen busy in conducting a number of assessments to a number of students who are in different programs.

... We are expected to examine students seven times...If I am not mistaken... there is also final exam ...out of thirty and more than four class of student. Therefore, let alone just providing specific feedback for these each and every exam marking, checking by itself is cumbersome, truly speaking....

IN12 had also shared IN 7’s idea with regard to the challenges EFL instructors face to give feedback on CAs of EFL writing. He said it is an ideal to give feedback seven times for individual student. He also reported that it was challenging since instructors always give tests/ various assessments to students. In order to satisfy those seven CA forms they had to give for the course, they had been forced to use in appropriate assessment forms to asses students writing performances. That is, “*you prefer a kind of assessment that doesn’t require feedback provision... as true false...a,b,c like that so I am forced to fill these gaps in order not to worry much eh...giving feedback a,b,c ..*”

Discussant of FGDS3 had also identified several reasons why feedback is not effectively provided in EFL writing classes. IN14 restated that large class size is one of the problems. From their discussions, students’ lack of motivation and inadequacy of the time allotted for the course were found to be among the problems stated so far.

IN10 FGDS2 and IN16 (FGDS3) stressed on students' lack of experience to receive feedback and use it to improve their writing performance since writing was neglected at high schools. Similar to IN8 FGDS2, IN16 of FGDS3 had boldly reaffirmed that overload was one of serious problems in HLIs.

... in our department...eh most often instructors have more than six classes but according to the legislation six credit hour and other activity can be assigned to the instructor, but here more than that. So, it is very difficult to give feedback for all these students you have sometimes more than 200 students in one semester in writing course... I remember about eighty students in one class even, one hundred ten in one class. They combine different departments. ...for example if I have four sections twelve credit hours how many students? Imagine four hundred ...four hundred forty students....

The above instructor explained that the load assigned to the instructor, the time allotted to the course and numbers of students in a class were serious challenges. This instructor further said that instead of feedback he preferred easy tasks like giving tests and then the mark only. “... *I give mark in absence of feedback. Even sometimes we give by guessing ...eh...hhh... the mark even I know some instructors simply looking good handwriting...*” (Appendix J).

According to IN15, teachers' lack of commitment and the problems the teaching learning encountered due to political instability during the data collection were another factors affecting effective implementation of CA and feedback. “... *for example, if you take this year..., every person is rushing in order to cover the semester's class because much of the time is actually wasted with no reason...*”

4.4 Document Analysis of Teachers' Marked Basic Writing Skills Continuous Assessment Papers

The analysis of marked CA Papers was sources of data for the document analysis of the present study. It was intended to explore the existing practices of feedback provision practices on the CAs of BWS carried out during the course delivery.

Thus, 783 teacher-marked writing skills' CA papers were collected from six randomly selected EFL instructors.

Accordingly, the CA papers which were collected from EFL instructors were found to be marked for record/purpose. Students' results/scores were indicated on both the individual and group writing CAs forms.

The assessments were analyzed using the pre-designed CA analysis checklist. First, the marked BWS CA papers were categorized as: the CAs papers on which the mark only had been written, the CA papers on which the mark and the feedback had been written, and the CAs papers on which feedback only had been written without students' scores/results. Then, they were counted independently. Second, the CAs which had been marked and commented on were again identified in terms of feedback strategies (Implicit, explicit and both) and nature (destructive and constructive) of the feedback EFL instructors prevalently applied during feedback provision. Finally, after putting them in such categories, the data were analyzed both qualitatively through verbatim and quantitatively using frequency and percentages as indicated in sections 4.4.1 and 4.4.2.

4.4.1 Analysis of the Prevalence of Feedback Practices on the CA of BWS

Theme: Prevalence of Feedback Provision Practices on BWS CAs

In this section, it was tried to present what EFL instructors really do on a number of CAs forms they execute in EFL writing classes. The purpose of this theme was to examine whether or not EFL instructors offer feedback which helps students to know about their status and enable them to plan to improve their weaknesses, or if they simply implement the CAs for record purposes.

As it has been indicated in the table that follows, the CA collected from EFL instructors were group and individual assessment forms. All (783) of the CAs were concerned with sentence and paragraph level aspects of BWSC. Essay level writing assessment samples were not found in the collected CAs papers though it

is one of the contents in BWSC. Majority of the writing assessments were objective type in nature. In sentence and paragraph level writing, the assessments items question the students to apply their content knowledge about writing aspects (see table 18).

Table 18: Feedback Practices in BWS CAs' Classes

Feedback practices	Sentence level		Paragraph level		Descriptions about Purposes and Types of the Writing Assessments	
	Fr	%	Fr	%	Sentence level	Paragraph level
Score+ feedback	73	9.30	128	15.3	<ul style="list-style-type: none"> Identifying types of sentences based on their structural and functional classification, Identifying which types of faulty sentences Correcting faulty sentences Using punctuations at the end of various sentence types using conjunctions to join two sentences 	<ul style="list-style-type: none"> Identifying types and techniques of paragraph development, Identifying structure of given paragraphs. Matching lists of topic sentences to a given paragraph Identifying transitional words used in given paragraphs Writing paragraph using guided technique of writing activity
Score only	310	39.6	269	34.4		
Comment only	0	0	3	0.4		
Total	383	48.9	400	51.1		

Keys= para; paragraph, Sen; sentence, Lv; level

For instance, as shown above, purposes of the CAs in sentence level writing were meant to let learners identify types of given sentences (on the basis of structural and functional categories), identify the specific faulty types from lists of erroneous sentences (Appendix N, page--). Similarly, in paragraph level writing assessments, too, students were asked objective questions: like identifying types

of given paragraphs, identifying techniques of a given paragraph development, analyzing structure of a given paragraph and matching given topic sentences to given paragraphs (also see Appendix N, page..). Concerning free and free writing and guided writing, few assessment forms were observed from the collected CA papers. The content analysis of the assessments indicated that 383(48.9%) of the CA were on sentence level writing aspect of BWS, while 400 (51.1%) of the collected students' CA emphasized on paragraph level writings.

As far as the EFL instructors' feedback practices on students' writing CA was concerned, among the collected EFL students' sentence level writing CA papers, majority 310 (39.6%) of them were found with students' assessment results (marks only), whereas 73(9.32%) sentence level writing were found with the mark and slight written feedback/comments as indicated in the following table . Majority 264(34.4%) of paragraph level writing CAs did not have any written feedback only students' results were written over the papers. On the other hand, there had been written feedback on 128(15.3%) of the paragraph level assessment papers. Written comments without score/what the students achieved were found on 3(0.4%) of paragraph level writing CA papers.

Table 19: Sample Extracts of Teachers' Written Feedback on the EFL Writing Skills CAs

<u>EFL instructors' written comments collected from MCAP of BWS</u>	<i>Examples which seems Explicit</i>
<p><u>Examples for Implicit</u></p> <ul style="list-style-type: none"> • <i>Not Readable!</i> • <i>Unity Problem</i> • <i>Clarity</i> • <i>Spacing between words... Sentences</i> • <i>Grammar problem</i> • <i>Focus... It lacks Focus</i> • <i>Organization</i> • <i>Difficult to read</i> • <i>Orgn?...Lg?</i> • <i>It lacks idea orgn</i> • <i>Excellent</i> • <i>Very good</i> • <i>No orgn (to say organization)</i> 	<ul style="list-style-type: none"> • <i>Coherence of the paragraph is absent</i> • <i>It lacks coherence.....However; I perceive the text is your original work.</i> • <i>This is directly copied from internet...Therefore, better to write it yourself on your own topic</i> • <i>It has no effective topic sentence</i> <p><u>Symbols</u></p> <p>underlining Circling Question marks</p>

As indicated in the above table, an attempt was made to reveal the presence of feedback practices on students' written assessments. Most of the feedback was found on students' written paragraph level writing (see appendix N). The written comments were written in red pens. The comments were written in full words, contractions, phrases and sentences. EFL instructors also used marking symbols such as a \surd (to show correct responses), and X (to Show wrong responses), underlines, question marks, circling, etc. The written comments found on students' writing assessments seemed too general which means they were not descriptive or detailed. For instance, some of the comments were simply in a word level like this '*Clarity*' then question mark; '*Organization*' then question mark; '*Focus*'. This indicates that the instructors' preferences of feedback provision strategies. This means, they prevalently apply implicit feedback provision strategy in their EFL writing class feedback provision practices. However, students might get confused since they were not shown what they have done well, what they have not done and what they should do and how they should improve their present status. That means, the written feedback/comments lack clarity and specificity in the other word the comments were very general. It could not help students close the gap between their present writing performances and the expected level of their writing performance.

4.4.2 Analysis of Instructors' Use of Feedback Strategies and Nature of the Feedback

Theme: Strategies and Nature of the Feedback

The main purpose of this theme was to examine which of the possible feedback provision strategies and nature of feedback practice EFL instructors apply. Each of the marked CAs, on which EFL instructors had written feedback were further classified based on the type of feedback provision strategy used. Thus, they were grouped as implicit, explicit or both, and the other category like: constructive and destructive feedback/comments which were concerned with the nature of the written feedback.

Table 20: Prevalent Feedback Strategies Applied and Nature of the Feedback

Types of the Writing Assessments	Strategies						Nature			
	Implicit		Explicit		Both		Con		Destructive	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Practice of feedback on Sentence level	9	4.4	20	9.8	44	21.6	73	35.8	0	0
Practice of feedback on Paragraph level	82	40.2	24	11.8	25	12.3	128	62.7	3	1.5
Total	91	44.6	44	21.6	69	33.8	201	98.5	3	1.5

As indicated in the preceding table, from 783 of the learners' CA papers, 204 (26.1%) of them were found with students' score and EFL instructors' written feedback. An attempt was also made to identify which of the feedback provision strategies were prevalently used in EFL writing classes. Thus, on 44 (21.6%) sentence level writing CA papers, both explicit and implicit feedback strategies were applied. Explicit feedback was given on 20 (9.8%) of the collected sentence level writing CA of BWS, while 9(4.4%) of the sentence level writing assessments were commented via implicit way of feedback provision.

On the other hand, with respect to paragraph level writing CAs, implicit feedback strategy had been used on 82(40.2 %) of the assessment papers. Twenty four (11.8%) of the paragraph level assessments were commented using explicit strategy. Twenty five (12.3%) of the papers were commented via both feedback provision strategy.

In sum, unlike the results of the FGD data which revealed EFL instructors were using both feedback strategies, the DA of EFL instructors' feedback practices on EFL learners' BWS CA was found out that implicit/ indirect feedback provision strategy was prevalently applied. That means, among the commented 204 CA papers of sentence level and paragraph level assessments, 91 (44.6%) of the

writing assessments were given implicit feedback. On 69(33.8%) of the assessment papers, both implicit and explicit feedback provision strategies were used. However, explicit feedback strategy was found on 44(21.6%) of the marked CA papers.

As far as nature of the feedback EFL instructors offered was concerned, on the 201 (98%) of the commented papers, the written feedback were found to be constructive feedback. Very few 3(1.5%) of the feedback/comments were found destructive.

4.5 Discussions and Interpretations of the Results

This study explored EFL instructors' and students' perceptions and practices of feedback provision during CA in EFL writing classes. How someone perceives something (positively or negatively) directly or indirectly affects its practices. Findings from the student questionnaire analysis revealed that both students and EFL instructors hold positive perception on the importance and need for feedback on the CA executed during the teaching learning and assessment processes of the Basic writing course. The findings coincide with the existing literatures and researches concerning the need of feedback on the CA carried out in EFL classes.

Basically, feedback is an opportunity through which students are supported to enhance their present writing performances during the teaching learning process. Feedback is one of the pedagogical tools used as driving engine in writing instruction to improve students' writing performance (Molloy & Boud, 2013; Saliu-Abdulahi, 2017). In this study, feedback was considered in the context of continuous assessment implementations in EFL writing classes.

Continuous assessment is an ongoing assessment which generates timely feedback on students' progress, while the teaching learning is alive. Since it is applied in an ongoing mode, EFL learners and teachers can collect timely and formative feedback. It is a constructive educational tool (Black & William, 1998; Pellegrino et al., 2001; Irons, 2007) IT can emerge valuable information that is

used to inform both the teachers and the students about their weaknesses and strengths (USAID, 2003). CA is formative in nature and it allows learners and teachers to obtain continuous feedback of the overall progresses of the teaching learning process. After identifying their own problems in the teaching learning process, both the instructors and students infer for decision about what they should do to alter the situation. CA is an assessment used to diagnose students' weaknesses and strengths (USAID, 2003). It also provides information that leads students to revise their work and achieve what is expected from them. In the same way, results of this study also coincide with the views that CA can serve as a feedback tool as asserted by both participants of the present study.

Feedback is essential language learning and teaching aspect in EFL classes in general and writing classes in particular (Hyland & Hyland, 2006; Hadzic, 2016). Giving students feedback about their writing helps them understand their strengths and weaknesses and identify what parts or aspects of their writing require improvement. It is information used to close the gap between what was intended and what has been achieved (Du Plessis, 2003; Ramaprasad, 1983). Providing continuous feedback for the ongoing assessments executed in EFL writing classes can help students to identify their present status in writing and let them devise strategies how to cope with what is expected of them.

Bearman et al., (2014) state that feedback provides manifold opportunities if applied properly. It has to be considered helpful and recognized by students to be applied to certain activity for improvement (Lipnevich & Smith, 2008) and then gain feedback on their succeeding works. Feedback should be a planned activity and it has to be related to the intended performance that is expected from the student. Effective feedback is given in appropriate time to improve students' performance while the instructional process is alive (Nicol & MacFarlane-Dick, 2006; McCarthy, 2015). Students should also understand why they are given the feedback and apply it for the desired purpose. But, results of this study indicated that students were not given timely feedback on their CAs results.

According to Brookhart (2008), teacher feedback is characterized by clarity and specificity in its content. This indicates if the feedback is over generalized, students get confused or failed to understand and to apply those feedback for improvement. Nevertheless, the result obtained from marked CA papers in this study indicated that EFL instructors wrote generalized and highly implicit feedback / comments which were not detail and descriptive type. The teacher written feedback on students' writing skills CAs papers collected for this study lacks clarity to inform what learners have done, what they did not do and what they should do to improve their writing performances.

Feedback can be given in several ways from showing students' score to detail and descriptive feedback. Several researches and the practical experiences of teaching and learning confirmed that students are more interested to the 'least' feedback provision which is related to the grades or score they have achieved on certain pieces of written assessment tasks (Bearman et al., 2014). However, feedback includes both aspects: the grade/score and detail and descriptive constructive comments (Brookhart, 2008). Regarding this, the EFL instructors' FGD result and students' questionnaire result contradict each other. The FGD result revealed that from their practical experiences, EFL instructors complained about their students. They reflected that their students were more eager to see their score than the descriptive/qualitative feedback of their work. On the other hand, students' questionnaire results indicated that they had interests to know about their scores and the feedback/comments of what they performed well, what they did not achieve and what they should do to improve their performance. From the DA of marked continuous assessments of the course BWS, detail and descriptive feedback were rarely observed. On the majority of the papers, students' scores were commonly found. This implies, even though the EFL instructors complain about students' willingness, they were not writing detail and descriptive feedback on students' writing assessments. This could be the reason why students lack motivation to look for descriptive and qualitative feedback, and they became more eager to look for the quantitative figure or the exact score they achieved on a

particular writing assessment. EFL instructors' feedback delivery practices were not at the level expected. The classroom practices were not practical to encourage the students to apply and look for their teachers' comments/ feedback on their written performances. Teachers' practices have direct and indirect impact on students' interest and applying feedback to improve their written works.

Feedback practices could be challenged due to several constraints. Both EFL students and instructors witnessed that they were not fully applying feedback in the actual classroom practices. The finding was also similar with Boud and Molley (2013). They found that there is inadequacy of feedback provision to any other activities in the teaching learning process. For instance, from the practical observations from the marked CAs papers, EFL teachers' use several CAs technique to assess their students. Feedback was given on some of students' CAs papers. This reveal EFL instructor give more attention to the teaching and learning and assessment aspect neglecting feedback from their classroom instructional activities. The reality is, however, if feedback is neglected from the implementation of CA especially in EFL writing classes, it is essential only for evaluation purpose. It cannot facilitate real learning. Assessments without feedback less likely serve its purpose (Fiseha, 2010; Rahman, et al., 2013). Such assessment is meant for assessment of learning not assessment for learning whose purpose is different. Unlike assessment of learning, assessment for learning is used to bring real learning and growth and invite students to take responsibility over their learning. Formative assessment (assessment for learning) promotes self-regulated (independent) learning (Lee, 2007; Nicol & Macfarlane, 2006).

In effective teaching and learning process, feedback is an inseparable learning tool, especially in writing classes. Writing is a skill to be mastered gradually. Feedback is the driving force in a process based approach to teaching writing and constructivists' learning theory (Evans, 2013). This theory shows students writing is not on a spot activity. It requires practice and interaction with teachers, students and the target language users. A social constructivist learning theory also argues that knowledge is best constructed from social interactions. Teachers' interaction

through feedback on students' performance is the practical way of this theory of learning.

Feedback allows students to revise their errors in addition to the formal classroom instructions. Teachers' feedback is essential on pieces of students' written activities either to let them improve or praise their performances. As the social constructivists' theory, via interactions made between the teacher and students and with each other students can learn more and improve their problems in writing. Through time, they become effective and an autonomous learner to self-correct their own errors to produce what is expected of them. In contrast, if feedback is neglected in EFL classes, improving students' performance becomes unrealistic. In turn, this directly contributes to students' poor performance in writing and affects quality of education in general.

English is a medium of instruction and assessment in HLIs, other courses are also taught and learnt via writing skills. From the analysis of this study, the CAs were meant for summative purpose/grading purpose not to give chances for the students to apply the feedback to improve their current status. Due to these incongruences, the practices of CA and feedback provision were found not healthy; because, they were not being functioned as per the pedagogical principles. Results of this study reveal that CAs were, merely, executed in various time intervals for recording students' grades.

Instruction, assessment and feedback should be integrated (Hattie & Timperly, 2007; Lee, 2007) if it is desired to bring real learning and development. CA has to be used systematically to create ongoing teacher and learner interaction (Lia & Luca, 2014) by integrating feedback into instructional process. The Social Constructivists support the interaction between teacher and students in the teaching learning process since knowledge is constructed from the social interaction (Evans, 2013; Molloy and Boud, 2013). However, if feedback is not part of the educational practices in writing classes, if learners lack interest to seek feedback on certain written works or assessment tasks, enhancing students' writing performance is impractical (Agbayahoun, 2016). In general, findings of

this study indicate that there were mismatches between what instructors and learners believe and what they practice in the real setting. Lia and Luca (2014) also state what teachers believe and what they practice were not identical. They have positive perception of the role and importance of feedback on written works, but their practice is not in line with their understanding as confirmed in this study.

The other findings of this study were related to the prevalent feedback strategy used by EFL instructors during feedback provision. According to the DA of marked writing continuous assessment paper results and EFL learners' questionnaire data, EFL instructors mostly use implicit/indirect feedback provision methods. The strategy is appropriate if the learners can detect aspects of their errors. Implicit feedback encourages students' problem solving capacities and promote autonomous learning (Lee, 2007; Petchprasert; 2012 Pakbaz, 2014). However, the great problem is if the students failed to understand the feedback and the errors they committed. Findings of this study also showed that one of the problems related to the malpractice of feedback on EFL writing CA was related to students' poor language background. When learners are at lower writing proficiency levels in the target language, providing direct feedback is more appropriate and helps them to write in the subsequent writing process (Ferris, 2003). However, integrative approach can benefit both the autonomous and other students who want detail and descriptive explanatory comments of their writing to minimize confusions and additional burdens to understand the comment/feedback itself.

In this study, several challenges were explored concerning what challenges EFL instructors and learners face to offer, receive and apply feedback in EFL writing CA classes. The factors which had been identified in this study were attributed to various concerned bodies of HLIs. Accordingly, the challenges were EFL instructors related, students related and the institution related. These stakeholders directly or indirectly hamper to effectively provide, receive and apply feedback to improve students' current status in EFL writing performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study was intended to explore EFL instructors' and students' perceptions and practices of feedback provision on the EFL writing skills continuous assessments. CA is the contemporary assessment form which is basically aimed at enabling learners to own all-round professional developments. It has been used in different educational settings of the country. However, CA without feedback does not serve its purpose. Therefore, the major focus of this study were exploring what views EFL instructors and learners hold on the importance of feedback on CA, the extent to which feedback is offered on students' assessments, prevalent strategy EFL instructors use during feedback provision and nature of feedback given to students on their BWS' CA. This study also addressed challenges that hamper EFL learners and instructors to respectively give and receive feedback during CAs' implementations in EFL writing classes at the selected higher a learning institution.

The study was exploratory descriptive case study. Convergent parallel mixed method design (CPMMD) was adopted to carry out the study. Participants of the study were 230 EFL learners and 18 EFL instructors. 783 of marked CA papers were also collected form 6 EFL instructors. For data collection and analyses, both quantitative and qualitative instruments were employed. The instruments were questionnaire, FGD and marked CA papers of BWS course.

Questionnaires were randomly distributed to first year EFL students who took BWS course. It was intended to assess EFL students' perceptions and practices of feedback on the CA of BWS course and to identify challenges EFL instructors and students face to give and receive feedback during the course time. Following this, FGD was held with 18 EFL instructors dividing them into three groups based on their interest and convenient time for each of them as per optional schedule suggested by the researcher. Thus, three FGD sessions were held. It was intended

to uncover EFL instructors' perceptions and practices of feedback provision and to assess challenges that hinder them to give feedback on the CA conducted in EFL writing classes. Finally, DA of the marked BWS course CA papers were intended to examine what had been practically done by the instructors after administering and collecting various CAs. Thus, 783 marked EFL students' CA papers were collected from six EFL instructors to examine whether or not EFL instructors give feedback on students' the CAs they carried out in EFL writing classes, to assess prevalent feedback strategy they use and nature of the teacher written feedback on students' CAs papers of BWS.

Findings of the study revealed that both EFL instructors and EFL students had the view that feedback plays a great role to enhance students' writing performances. In this study, the exploration of EFL instructors' and students' perceptions and practices of feedback provision were seen in relation to the implementation of CA in EFL writing assessment classes. Thus, the finding showed that even though EFL instructors perceive CA is useless without feedback, they reported that they had not been playing their roles in giving timely feedback after the execution of several CAs. They reflected that they apply CA for marking/ record purposes. They confirmed that in spite of their perceptions, they did not apply feedback at a level expected from them.

The findings obtained via questionnaire, FGD and DA of the marked CA papers indicated that offering feedback on students' writing performances was found neglected or given little attention. Majority of the marked CA papers collected from EFL instructors' revealed students' scores/results, and few of the papers were found with slight written comments. Even those few teacher written feedback/comments were very general, not descriptive and incomplete. Those feedback/comments were thought to be difficult for the learners to understand and apply it to improve their writing. The comments were simply shown with few adjectives/phrases and using some marking symbols such as underlining, putting question mark, circling around where the writing problem appeared on students' writing assessment tasks. The FGD result also confirmed that due to several

constraints which the EFL instructors pointed out, they simply use CA for record purpose, not for real learning and growth. Implicit feedback provision strategy was observed on those commented papers; however, EFL instructors reported that they use both explicit and implicit feedback/comments in an integrative way. Feedback strategies prevalently applied by EFL instructors during feedback provision on EFL writing CA were identified to be implicit/indirect feedback method. Even though the comments lack clarity, specificity, and not descriptive enough to students' level or status of writing ability, the feedback/ comments observed on the commented papers were constructive.

In this study, several challenges that hamper both EFL students and instructors to effectively put feedback into practice were explored. The challenges attributed to EFL instructors, students and the institution.

5.2 Conclusions

Language learning can be effective when the target user practice it without fear of making mistakes but supported by feedback. The gaps between how should the language be used and how has it probably been used can be aligned via feedback. The target language user (students) should use the language for the intended purpose. Teachers are, thus, needed to identify students' problems in writing and help them acquire the language not only via the formal classroom instruction but also via feedback.

Continuous assessment is one of the contemporary methods of students' assessment which is intended to assess for learning. It allows learners master the language via formative feedback in a progressive manner. However, the finding of this study revealed that EFL instructors apply CA simply to address assessment requirements. Simply, it has been implemented continuously as conventional/summative assessment which serves only for evaluation not for learning and identifying weaknesses and strengths of the learners throughout the teaching learning process or course of study.

Students were blamed for their poor writing performance. However, unless they are given feedback on each of the writing assessments, how could they progressively master the required knowledge and skills in teaching and learning writing skills?

EFL instructors have great roles in identifying students' weaknesses and strengths continuously in EFL writing classes via the ongoing assessments. Before teaching and assessing writing paragraph, students should be effective in writing effective sentences. After practicing effective sentence writing, they can move to the next writing level. The existing practices in relation to implementation of CA in EFL writing classes were simply running to cover the entire course not to help students to acquire the required knowledge and skills via assessments' feedback. Testing students' continuously as simply for the sake of evaluation/grading the students at the end of the semester may not bring any change on students' writing performance.

Types of the writing assessments by itself determine the teachers whether to give feedback or not on certain assessments in EFL classes. Writing is a skill that is practiced applying the acquired content knowledge on how to write something effectively. The data obtained from FGD and DA indicates that objective assessments were prevalently used. Students were assessed not to apply their knowledge about how to write effective sentences or paragraphs. In contrast, they had been assessed to analyze different writing sentences/paragraphs in terms of the acquired knowledge of sentence /paragraph level writing. Perhaps, due to large class size and time constraints, instructors highly employ the objective assessment forms which could easily be marked and require no feedback/comment. Therefore, the types of the assessments executed in EFL writing classes determine the feedback provision practices. That is, if the assessment is guided, free or subjective form, it is possible to give detail and descriptive feedback. In this study, majority of the assessments were found to be the objective assessment forms. As a result, much feedback was not found at

expected level from writing classes even on some of the subjective CAs forms, too.

Feedback provision strategy preference will have impact on students' writing performance. Teacher written feedback should be descriptive, clear and easily understandable to the learners. Due to students' individual differences and language proficiency level, they will not equally benefit from certain strategy of feedback delivery used by their teachers. Implicit feedback/indirect feedback is aimed at encouraging autonomous learning; however, with the students writing problems and their level of writing ability, students found it challenging or even ignore considering it to improve their writing. In this case, using explicit feedback strategy is advisable. On the other hand, for EFL teachers, explicit feedback is tiresome and time consuming; especially, in the case of large class size, variety and complexity of errors students commit in their writing.

Students get motivated and learn from their errors when they are encouraged to use the language for the intended purpose. Since the primary purpose of feedback on writing CA is to show progress in the learning process, it seeks careful planning and creating awareness to enable the learners to use it effectively to show change in the subsequent assessment. Effective feedback should have positive emotional valence on learners to learn from their errors. Therefore, both negative and positive constructive feedback is like a fuel to let students strive to improve their performance in a progressive way.

In general, feedback and CA are like two faces on a single coin. Without feedback, a continuous assessment in different time span is just like a fragmented street. Unless certain bridge is constructed between the fragmented streets it is hazardous to walk through. If somebody attempts to jump or to move to the next fragmented street he/she might fall into a deep. Maintaining the street or constructing bridges that help to pass from one to the other is a key to reach where to go. In the same way, unless the students' writing problems on each of the CA is supported by feedback, simply, the students jump from one level of writing to the next level of writing. At the end of the day, they fail to write a single effective

sentence or a piece of paragraph. To let students achieve the intended goal, feedback plays fundamental role in EFL writing classes. The institution, the instructors and the students themselves play great role to enhance students' writing performance via feedback.

5.3 Recommendations

Writing skill is one of the four skills used as medium of communication and other academic purposes. In HLIs, since medium of instruction and assessment is English language, other academic courses are taught and assessed via this language. BWS is one of the basic courses given to students in HLIs to support EFL students' writing ability. Like the other courses, it is also assessed in a continuous way. Basically, the aim of CA is to diagnose students' weaknesses and strengths. Based on the result of the CAs, students are given feedback to close the gap between what was intended and what students have achieved. However, results of this study revealed that continuous assessments were basically not serving this purpose. Therefore, the following recommendations were forwarded.

Feedback can be gained from various sources. It can be from self, teachers, peers, family...etc. However, students consider their teachers an authoritative body and give attention to teachers' feedback to other sources of feedback. In EFL writing classes, the teachers check students' writing performances via formal and informal CA forms. Basically, the assessments should not be collected for record purpose only or to assign grades at the end of the courses. CA is to facilitate learning and to bring real learning and development in the teaching learning process. It helps teachers to progressively assess students' problems and devise strategy to cope with the problems. In this study, students were assessed and given their scores only without feedback. Teachers are expected to play the lion's share to apply CA as a tool to identify students' problems, assess problems in their ways of teaching and offer feedback on what have been done well and what should be done by the students to close the observed gap. Marking students'

writing assessment only should not be a complete task of assessment procedures. EFL instructors should give appropriate and timely feedback on the CAs they execute in EFL writing classes to help students improve their writing problems timely.

Continuous assessments' feedback is like a bridge that allows students to smoothly progress to the next level of writing skills. Especially, in EFL writing classes, besides, the formal instruction, feedback supports the teaching learning at a great extent. Formative feedback is a timely treatment on students' writing problems. By nature, writing skill itself is a skill which is procedurally mastered via feedback. However, result of the study indicated that feedback was not practiced at a level expected in BWS classes. Therefore, it has been suggested that EFL instructors should devise their own strategy that suits their dynamic teaching and learning environment to effectively offer feedback on EFL writing assessments and to put principles of CAs into practice. They should integrate feedback of CA into the formal instruction and enable EFL students to learn from their writing problems timely to let them move to the next level of writing tasks. Assessing students in different time span ends with summation of assessment results/ scores not assessing for learning; neglecting feedback from continuous assessments does not serve its purpose. EFL instructors should make an effort to give feedback on each of the writing CAs conducted during EFL writing classes.

Feedback provision strategies have their own merits and demerits. EFL instructors' preference of one strategy over the other does not equally benefit students to learn from their own errors. Students have various levels of understanding, needs of learning, and a number of problems in their writing skills due to the fact that there are undeniable individual differences. CA is, thus, useful to identify current status of individual students during the teaching and learning BWS. EFL instructors should use both explicit and implicit feedback strategy in an integrated way on the bases of their students' level of understanding.

Feedback is one of the motivational instruments to reinforce learning. To let EFL learners positively react to the given feedback, it has to be constructive. It should clearly show the gaps and students problems in writing. The intent of both positive and negative feedback should be to create positive emotions to enable students enhance their writing performance. The feedback of BWS CA should signal students' deficiency in writing in a clear, specific and descriptive ways. If feedback is general and not clear, it imposes additional pressure on the students even the feedback itself let alone understand what they should improve and how they should improve their problems.

Both EFL students and instructors positively perceived that feedback on EFL writing CAs plays vital role to close the gap between what were intended and what have been achieved. However, EFL instructors complained that the students were more eager to know about the quantified result of their assessments than the descriptive feedback on their writing performance. EFL teachers should orient and give clear guidance to their students about uses of teacher written feedback on the writing activities and continuous assessment tasks. EFL instructors should give credit to encourage students to apply feedback to enhance their writing skills during BWS course rather than simply avoiding feedback from teaching and learning writing skills. A skill is something improved through time, so students should use feedback on their current performance to revise their pieces of written works.

Several constraints affect quality of teaching and learning in general and EFL writing classes in particular. The constraints might not be from a single source; several bodies share it since education system involves several structural bodies. Result of this study also indicated that starting from students early background up to the current educational level, students have come passing through the system and these multi educational bodies which directly and indirectly contribute to the quality of education in negative and positive ways. Therefore, several problems

were stated by both EFL learners and instructors for ill-practice of feedback on the CAS conducted in EFL writing classes.

EFL instructors are the direct and immediate authoritative body on the classroom instruction and students' writing performance. They should use the CA as instrument to collect data about students' present status of writing performance, identify their strengths and weaknesses and supplement learning via feedback. Based on the feedback they directly obtain from the assessment results, they should adapt their teaching method and the material/contents of the course.

Students have full power on their learning. They should revise their performances by themselves. CA helps them to check their progresses in writing. From the result of the assessments and descriptive feedback from their EFL instructors, they should revise their work and enhance their writing skills.

One of the teachers complaints were large class size. Skill is something to be practiced with strict follow up and formative feedback. This can be possible when teachers get adequate time and a manageable class size. The university should allocate adequate time and manageable classroom size for EFL classes in general and writing in particular. Language classrooms should be considered differently to encourage EFL instructors to give timely feedback, to address individual students' diversified writing problems and to give adequate and descriptive feedback on varieties of errors students commit during writing activities.

The other problem stated by the students and instructors were the number and variety of the CA administered in a semester for a course. They said that it imposed a great burden on both the students and the instructors. Due to the CA, both teachers and students were rushing to cover the course/minimum assessment requirements for the semester. There had been time constraints for teachers to read and give feedback and also for students to revise the feedback to enhance

their writing. Therefore, the university should minimize number of the CAs to a level adequately managed both by the students and the teachers.

Ministry of HLIs should also play the lions' share. CA should serve its purpose not simply for marking and recording/grading purpose only. EFL instructors should be encouraged to exert their maximum effort to offer feedback on CA and to enhance learners writing performance. Ministry of HLIs along with universities should design a working guidelines on how effectively put CAs and its feedback.

Finally, the researcher identified implications for further research. This study was limited to explore EFL instructors' and students' perceptions and practices in EFL writing CAs classes. Status of feedback provision practices during various continuous assessments applied in EFL classes of HLIs was found an area to be studied by concerned bodies; because, to get comprehensive and complete image about status/place of feedback during the implementation of CAs in other institutions, too. This study explored EFL students' and instructors' practices and perceptions of feedback provision on CAs of EFL writing skills with a particular reference to Wollega University among several HLIs of the country. Several problems were also explored concerning teaching, learning, assessing giving feedback in EFL writing, classes during this research process. The study implies that in-depth and comprehensive investigation will be required to enhance the quality of teaching and learning writing and solve problems of EFL students' writing skills. According to the FGD and the open-ended students' questionnaire responses, several issues out of the scope of this study but related to the teaching, learning, assessing and giving feedback in EFL writing classes were emerging. For instance, overall EFL writing assessment practices and techniques of CAs applied in EFL writing classes and EFL teachers' focuses of feedback provision on students' writing performances need to be further studied.

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APPENDICES

Appendix A

Addis Ababa University

School of Graduate Studies

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Language and Literature

EFL Students' Questionnaire (Pilot Study)

Dear respondents:

The purpose of this questionnaire is to collect information about students' perceptions and practices of feedback on continuous assessments of the course 'Basic Writing Skills' conducted in EFL classes. The information you provide will be kept confidential and used for the research purpose only. Your genuine responses contribute the most valuable part to the successful completion of this study, which leads to a Doctoral Degree in TEFL.

Thus, the questionnaire has five (5) parts. So, you are kindly requested to give your genuine responses according to the given instructions for each of the item types.

Thank you in advance for your cooperation!

Part One: Personal Information

Please, make a tick (√) mark in the boxes given next to the alternative which suits to your personal background information.

1. Gender:

Male

Female

2. Field of Study : _____

Part Two: General Information about Status of Continuous Assessment and Feedback Provision in the University

The following items are intended to survey general information on the status of continuous assessments and feedback implementations in EFL classes of your institution. Please, give your genuine responses by making circle on a letter of the alternative responses given.

1. On how many of the continuous assessments your writing teacher gives you feedback?
 - a. He/ she gives feedback on few (1-2) of the assessments.
 - b. He/ she gives feedback on some (3-4) of the assessments.

- b. Quizzes
- c. Presentations
- d. Tests
- e. Project Assignments
- f. Group Assignments
- g. Individual Assignments
- h. Sentence Level Writings
- i. Paragraph Writings
- j. Essays Writings

1.____ 2. ____ 3. ____ 4. ____ 5.____ 6.____7. ____8. ____9. ____
10.____

Part three: Students’ Perceptions of Feedback on Continuous Assessments of Basic Writing Skills Course

The following statements are about feedback on continuous assessments of Basic Writing Skills course. Please, put a tick /√/ mark on numbers that best describes the degree of your agreements or disagreements. Using the keys: 1(strongly disagree), 2(disagree), 3 (neutral) 4 (agree) and 5 (strongly agree).

S/N	Items	Responses				
		1	2	3	4	5
6.	Continuous assessment techniques help me to know about my progress in writing course.					
7.	Continuous assessments result can inform both teachers and students what they have done well and what needs improvement.					
8.	Do you think, the role of English teacher in implementing continuous assessment is only marking and returning what students’ scored on assessments.					
9.	I need feedback/comments on my strengths, and weaknesses to improve my writing performance.					

S/N	Items	Responses				
		1	2	3	4	5
10.	Feedback on continuous assessments of basic writing skills course help me to understand what I have done well, what I need to improve and how I improve my weakness in my writing performances.					
11.	Feedback on my continuous assessment creates an opportunity to improve my writing performance.					
12.	I only prefer to see my grades/ marks of my writing assessment performance.					
13.	I need to see my grades/ marks and feedback.					
14.	I need to get only correct forms of errors I committed in response to the writing skills' assessments I have taken.					
15.	I need to get Mark/grade, error feedback and written comments on my writing assessment performance.					
16.	Feedback on writing assessments helps me to make progress in my writing ability.					
17.	My English teacher's comments/feedback on writing assessment enables me to improve my future progress in the teaching and learning process.					
18.	I need to know the feedback of the earlier EFL writing assessments before the subsequent (next) assessments.					

Part Four: Students' Practices of Feedback on Basic Writing Skills Continuous Assessments

The following statements reflect students' practices on assessments' feedback in the writing classes. For the items indicated in the following table, please put a tick /√/mark on numbers which represent: 1 (Never), 2 (Rarely), 3 (Sometimes), 4 (Often) and 5 (always).

No	Items	Responses				
		1	2	3	4	5
19.	My English teacher uses continuous assessments to assess students' writing performances in a Basic Writing Skills classes.					

No	Items	Responses				
		1	2	3	4	5
20.	In my basic writing classes, assessment techniques such as tests, assignments, projects, class works, group works etc. are applied.					
21.	My writing teacher returns continuous assessment papers to the students after marking.					
22.	I get the marked continuous assessments comments which encourage/motivate me to improve my writing performance.					
23.	I get feedback/comments on each of the continuous assessments of the course basic writing skills.					
24.	My English teacher provides feedback which tells my strengths, weaknesses and ways how can I improve my writing skills.					
25.	My English teacher marks and returns previous assessments of writing skills before administration of other assessments.					
26.	I act on the feedback/ comments given by my English teachers to improve my writing performance.					
	I use feedback of my writing teacher to ask myself about					
27.	Where am I now? (my current status in writing skills)					
28.	Where am I going? (with respect to a goal)					
29.	How I close the gap? (how I improve my weaknesses)					
30.	In addition to my English teacher's feedback, I use my peers' feedback to improve my writing performance.					
31.	The Basic writing instructor gives remedial activities based on students' continuous assessment results.					
32.	My writing instructor gives positive comments that describe what I have done well and what should I improve.					
33.	My writing instructor includes negative descriptions about what I couldn't perform well on my writing assessments with positive suggestions for improvement.					
34.	My writing teacher gives us delayed feedback on continuous assessments.					
35.	Our English teacher does not give any feedback on the continuous assessments of writing skills.					

Part Five: Challenges of Feedback on Students' Continuous Assessments

The following phrases/statements indicate some challenges of feedback on writing skills Continuous Assessments. Please, put a tick mark (✓) on the response which describes challenges that you encounter to get feedback on writing continuous assessments carried out in your EFL classes.

S/N.	Items	Responses	
		Yes	No
36.	Continuous assessment is new method of assessment, but students practice it as the traditional one.		
37.	Lack of appropriate orientations on how to use feedback on continuous assessments.		
38.	There is no clear written guide line how students get and use feedback on continuous assessments to improve their progress.		
39.	There is large number of students in our class so that our English teacher cannot give us timely feedback on each of the assessments.		
40.	There is no conducive environment for teachers and students to give and receive feedback on continuous assessments.		
41.	Varied number and types of assessments carried out for the writing course and other courses make students too much busy.		
42.	Lack of time to ask and act on feedback on writing assessments.		

Please write any:

a. Challenges you face to get feedback from your English teacher

b. Challenges you face to implement (use) the feedback your English teacher gives you on Basic Writing skills Assessments during the course to improve your writing performances

Appendix B
Addis Ababa University
School of Graduate Studies
College of Humanities, Language Studies, Journalism and Communication
Department of Foreign Language and Literature

EFL Students' Questionnaire (Main Study)

Dear respondents:

The purpose of this questionnaire is to collect information about students' perceptions and practices of feedback provision on continuous assessments of the course '**Basic Writing Skills**'. The information you provide will be kept confidential and used for the research purpose only. Your genuine responses contribute the most valuable part to the successful completion of this study.

Thus, the questionnaire has five (5) parts. So, you are kindly requested to give your genuine responses according to the given instructions for each of the item types.

Thank you in advance for your cooperation!

Part One: Personal Information

Please, make a tick (√) mark in the boxes given next to the alternative which suits to your personal background information.

Gender:

Male

Female

Field of Study : _____

Part Two: General Information about Feedback Provision in Basic Writing Skills Classes

1. On how many of the continuous assessments your writing teacher gives you feedback?
 - a) He/ she gives feedback on few (1-2) of the assessments.
 - b) He/ she gives feedback on some (3-4) of the assessments.
 - c) He/ she gives feedback on all of the assessments.
 - d) He/she never give us feedback on any of the continuous assessments.

Write _____ if _____ any
2. In how long time your English teacher gives you Comment/feedback on a particular writing skills assessment?

- a) Our English teacher returns assessment papers and its feedback within a week time after the assessment.
- b) Our English teacher returns assessment papers and its feedback any time before the next (subsequent) assessment.
- c) Our English teacher returns assessment papers and its feedback after a week time.
- d) Our English teacher returns assessment papers and its feedback after a month.
- e) Our English teacher returns assessment papers and its feedback on ends of a semester
- f) Our English teacher never returns assessment papers and its feedback.

Mention _____ if _____ any _____

3. Among the following feedback provision methods, in which way your teacher mostly gives you feedback on EFL assessments?

- a) In a written form on individual student’s assessment papers.
- b) Orally for the whole class at one time/together.
- c) Orally for individual student having contact hour in his/her office.
- d) Use peer feedback to make students’ correct each other’s errors by themselves.

Describe _____ if _____ any _____ other _____ means _____

4. In what way does your writing course instructor provide you feedback on your assessment papers?

- a) He/she provides me only the result/ the total mark I scored.
- b) He/she gives the mark and praises (appreciations) for high scorers only.
- c) He/she show me the result/ mark of the assessment with constructive feedback on what I have done well and what I need to improve.
- d) He/she never returns assessment papers to the students.

Please _____ explain _____ if _____ any _____ other _____ ways _____

Part Three: Students’ Perceptions of Feedback on Continuous Assessments of Basic Writing Skills Course

The following statements reflect about feedback on continuous assessments of Basic Writing Skills course in EFL writing classes. After reading each of the statements carefully, please, put a tick /√/ mark right to numbers that best describes the degree of your agreements or disagreements. Using the keys: 1(strongly disagree), 2(disagree), 3 (neutral) 4 (agree) and 5 (strongly agree).

S/N	Items	Responses				
		1	2	3	4	5
5.	Continuous assessment techniques applied in EFL writing classes helped me to know about my progress in writing					

S/N	Items	Responses				
		1	2	3	4	5
	course.					
6.	Continuous assessments result can inform both teachers and students what they have done well and what needs improvement.					
7.	I need feedback/comments on my strengths, and weaknesses to improve my writing performance.					
8.	Feedback on continuous assessments of basic writing skills course help me to understand what I have done well, what I need to improve and how I improve my weakness in my writing performances.					
9.	Feedback on my continuous assessment creates an opportunity to improve my writing performance.					
10.	I only prefer to see my grades/ marks of my writing assessment performance.					
11.	I need to see my grades/ marks and feedback.					
12.	I need to get only correct forms of errors I committed in response to the writing skills' assessments I have taken.					
13.	I need to get Mark/grade, error feedback and written comments on my writing assessment performance.					
14.	Feedback on writing assessments helps me to make progress in my writing ability.					
15.	My English teacher's comments/feedback on writing assessment enables me to improve my future progress in the teaching and learning process.					
16.	I need to know the feedback of the earlier EFL writing assessments before the subsequent (next) assessments.					

Part four: Students' Practices of Feedback of Continuous Assessments of Basic Writing Skills course

The following statements reflect students' practices regarding feedback on EFL Basic writing Skills Continuous assessments. Please read each of the statements carefully. Then after, put a tick /√/mark right to the numbers the statements represent to show your practices of feedback on Basic writing assessments.

1= Never, 2= Rarely, 3= Sometimes, 4=Often and 5= always.

No	Items	Responses				
		1	2	3	4	5
17.	My writing teacher returns continuous assessment papers to the students after marking.					
18.	I get the marked continuous assessments comments which encourage/motivate me to improve my writing performance.					
19.	I get feedback/comments on each of the continuous assessments of the course basic writing skills.					
20.	My English teacher provides feedback which tells my strengths only on basic writing continuous assessments he/she conducted in writing classes					
21.	My Basic writing teacher focus only on my weaknesses on basic writing assessment he/she conducted in writing classes					
22.	My English teacher provides feedback which tells my strengths and weaknesses on basic writing assessment he/she conducted in writing classes					
23.	My English teacher marks and returns previous assessments of writing skills before administration of other assessments.					
24.	I act on the feedback/ comments given by my English teachers to improve my writing performance.					
I ask myself the following question to put assessments feedback into practice :						
25.	Where am I now? (to know my current status in writing skills)					
26.	Where am I going? (whether the I achieved the expected goal or not)					
27.	How I close the gap? (how I improve my weaknesses)					
28.	In addition to my English teacher's feedback, I use my peers' feedback to improve my writing performance.					

No	Items	Responses				
		1	2	3	4	5
29.	My writing instructor gives remedial activities based on students' continuous assessments results.					
30.	My writing instructor gives positive comments that describe what I have done well and what should I improve.					
31.	My writing instructor includes negative descriptions about what I could not perform well on my writing assessments with positive suggestions for improvement.					

Part Five: Challenges of Feedback provision on Students' Continuous Assessments

The following phrases/statements indicate some challenges of feedback provision on writing skills Continuous Assessments. Please, put a tick mark (✓) on the response which describes challenges that you encounter to get feedback on writing continuous assessments carried out in your EFL classes.

S/N.	Items	Responses	
		Yes	No
32.	In EFL writing, continuous assessment is applied for accumulation of results for the final grade not for improvement of my writing ability.		
33.	Lack of appropriate orientations on how to use instructors' feedback/comments on continuous assessments.		
34.	There is no clear written guideline how can I get and use comments/feedback on continuous assessments to improve my writing performance.		
35.	There is large number of students in our class so that our English teacher cannot give us timely feedback on each of the assessments.		
36.	There is no conducive environment for teachers and students to give and receive feedback on continuous assessments.		
37.	Varied number and types of assessments carried out for writing course and other courses make students too much busy.		
38.	Lack of time to ask and act on feedback on writing assessments.		

Please write any:

- c.** Challenges you face to get teacher's comments/feedback of Basic Writing Skills Continuous assessments

- d.** Challenges you face to implement (apply) the feedback/comments your English teacher gives you to improve your writing performances

Appendix C

Invitation for Focus Group Discussion (Pilot Study)

Dear Mr/s _____

It gives me great pleasure to invite you to take part in a focus group discussion that will be held in the college's Smart Room on 26 -06-2017 at 10.00 am.

I am certain that your active participation and reflections on the themes mentioned beneath will benefit the PhD research work I am undertaking and possible improvement of feedback on EFL writing assessments in the university.

Themes :

- 1) EFL instructors roles to enhance students' writing performance via continuous assessment' implementation in EFL writing Classes
- 2) Instructors' views on Feedback
- 3) Practices of EFL instructors' feedback Provision practices

Thank you in advance

Appendix D

EFL Instructors' FGD Guide (Pilot Study)

1. What practices you experienced in implementing CA in EFL classes?
2. Would you explain trends of feedback provision on students' continuous assessments of writing skills in the University
3. Do you think teachers' feedback help students close the gap between what has been intended and what they achieved on certain assessment? That means, how do you view its helpfulness in terms of improving students' writing performance?
4. Can you explain what experiences you have regarding feedback you offer to your EFL learners and progresses students show as a result of the feedback in their learning?
5. Do you think that marking and returning assessment papers to the learners is an adequate task?
6. What roles do EFL instructors have in applying continuous assessments in terms of offering feedback on students' writing assessments, facilitating remedial/tutorial classes and adapting instructional methods and materials?
7. As an EFL writing instructor what feedback strategies you use?
8. How do you view the nature of the feedback you offer to your learner on his /her assessments? I mean that are the feedback you offer to your learner descriptive, constructive and allow the learners easily act up on to improve their performance?
9. Would you explain your experiences on the timing of feedback on writing continuous assessments? how do you view its timing in terms of
10. How do you view the students' reaction in applying feedback on the CA to improve their writing performance?
11. What hindrances (challenges) EFL instructors might face to give feedback on EFL writing CAs?

Appendix E

Date: _____

Time: _____

Place WU ILS, Smart Room

FGD Transcript (Pilot Study)

Re: First of all I would like to thank you for coming to this Focus Group discussion session. As you all know, I am conducting my PhD dissertation entitled “an exploratory study on practices and perceptions of EFL teachers and Students feedback provision on CA in EFL writing classes. So, I tried to give you the major themes last time when I invite you through the paper. So, today, we will have a discussion here in this class. So, there is no right or wrong answer ...eh... I invite you just to share your experiences and your views regarding the questions that we are going to raise now. So... eh... I may clarify some points if they are not clear for participants and the moderator Mr. Mo will present us the questions one by one, and then I will follow with some clarifications on such questions. So, try to feel free to give whatever you feel about the issue and also the practices that you made concerning feedback provision on EFL writing ...eh...continuous assessments in EFL classes.

Mo. Ok. Thank you very much. Let me begin ...eh...from the first question ...eh...so all of you are ready? So, the first question says that: **What practices you experienced in implementing continuous assessment in English as a foreign language classroom?** Let me repeat once **what practices you experienced in implementing continuous assessment in English as a foreign language classroom?**

IN₁: Shall I start?

Re: Yes, you can start

IN₁: May,I tell my name

Mo: It is not as necessary. Ok. It is possible.

IN₁: My name is IN₁. I am teaching English... eh in this department. so, continuous assessment given in the university for almost... eh... started with the University's enhancement or begun. So, when we teach, meaning writing skill one problem is to implement continuous assessment in writing. When we apply CA in writing, particularly, writing activity meaning when we practice, it is always one of the problem is to give feedback because of the number of students in the classroom is very difficult to give for each student individual feedback. So, in my experience meaning from my experiences if I speak ...eh... when I think about writing I am worried always about feedback that my student should worried always about feedback that my student should get. Sometimes, what I should do is I read, I correct their papers and I show the common problems most students commit that sometimes when class is huge, but when it comes to smaller classes I correct each students' paper and give it to them back and they see their problems where they commit mistakes. Eh ... any way I can't say with a confidence I provide sufficient feedback in all my writing classes; because, writing is very challenging to students and myself when I check because the type of error that they commit make particular different types. So what I try to do is I see the global errors global errors means what most students make individual meaning they have their own problems in writing but, I focus on the global global errors like subject verb agreement, spelling, content sometimes, punctuations, conjunctions and these are for me very important because they affect meaning ...eh... very difficult to give comment to individual student to enable him or her to correct. Eh... therefore, it is challenging, particularly, when it comes to common courses, particularly, basic writing skill given to engineering student and other faculties that have many students. Therefore, this challenge I hope will get solution. I don't know the way but this challenge is still there still there. So, this is my experience. I can add.

Mo: Ok. Thank you. You will add some other time. Eh... to save our time just make it short and precise please. The first question is what practices you

experienced in implementing continuous assessment in English as a foreign language classroom.

Re: So, you might raise about feedback in the next questions.

IN₂: If it is necessary my name is **IN₂**. In fact, when we talk about ...eh...this continuous assessment is not this much different from what we know before. Even though continuous assessment is the current trend, ...eh...because cont... the continuous assessment that we are conducting now is not continuous assessment because continuous assessment is for improvement. Continuous assessment is for learning for learning improvement. It is not for cumulative grades or mark. So, talking about continuous assessment is not the right time to talk about it. I think because it is not really continuous assessment when I come to continuous assessment ...eh... the so called continuous assessment we are conducting...eh it is difficult again to talk because when we implement continuous assessment on writing it might be at sentence level, paragraph level, and essay level because the course we are teaching is comprising these things. Eh...I give feedback to the student when I just make them to practice I give them to practice. I give them to practice based on the topic. I give them I deliver based on the objectives of topics just I try to give them assignments may be individually in themes and the like. In fact, this question number one is not talking about feedback. I think it talks about that the practice is that. I deliver the students to do...eh... to write individually and to write in groups this is what I make. So, this might be at the levels that I told you at the sentence, paragraph and essay level. I will come to others the feedback and others letter.

IN₃: Ok. Thank you. My name is **IN₃**. So, my practice in giving feedback in writing class, it depends. Simply, not usually the same, but it is depend up on the purpose and objectives of the class and activities and lesson itself. Sometimes, you may give delayed feedback or peer assessment or sometime, you may give them chance to evaluate oneself or personal assessment or giving himself his own correction or some other time you may give

immediate because you may go through ...eh... when they are doing that activity you give them immediate feedback. This is what I practice in my EFL class. Thank you.

IN4: Ok. ...eh... the trend has been changing since we started to call it continuous assessment and start using it. ...eh... the trend has been changing. So, first we started with forty percent (40%), then we went to sixty percent(60%) and now students take seventy percent (70%) continuous assessment. And because there is fulfilling requirement... grading as my colleague said previously. It is always associated with giving marks and there are few cases I use continuous assessment without imposing marks. So, most of continuous assessment I appreciate are associated with marks and the varieties depend on the objectives as said before, and also the length we have to complete the course; there are different factors. Any way, we might talk about them latter on so, I use even tests...eh... when I start writing process I involve students at different stages of writing process ad I try to check whether they are... eh... moving through the process. There are different varieties any way.

IN5: Ok. Actually, things are already said...eh... regarding continuous assessment implementation mostly or basically, when we just implement continuous assessment in different forms in the classroom so as to help students or improve students' writing status in the classroom and at the same time thinking that it provide opportunities for both teachers and students to express themselves to different strategies of learning and teaching processes. May be, it help the teacher even to gain deep understanding about their students because we use it so as to identify the student, or I mean, the individual difference may be as others said there are challenges because we just implement this assessment in different ways using different techniques or different forms that might have been in the forms of group, or I mean individual work or other using other techniques. So in doing so, maybe there are challenges as we are said... may be when we just provide or give assessment for the student just it gives students to copy from the others if

things are in the form of home take assignment. So, these are some of the challenges but we give feedback accordingly.

IN6: Ok. Right to add some, maybe, to what others said. For me...am... am using continuous assessment...eh... I can see it from two angles on one side; I am really implementing continuous assessment to be frank. When the class size is very manageable, but for example, if you go to engineering students in which I mean where there are seventy (70) or eighty student in the class I am not I am not you know implementing continuous assessment but but ...eh... you know I'm I'm using different techniques to evaluate their performance their existing performance in that case but if. If you take for example, there are... there are you know small number of students in the class like physics laboratory if ...if I tell you from my experience, chemistry laboratory, there are twenty students in the class. They are only twenty four students in the class I ... I really implemented continuous assessment there. So this is the trend thank you.

Mo :Would you explain trends of feedback provision on students' continuous assessment?

IN2: I haven't raise. To give feedback at the level of university, the students are not at the level of expected because, look, what we expect them to do is not being done by the student because their background is very poor as you know. They didn't achieve what they should have achieved and I couldn't get what I expect to them. So, when I give them writing assessment the feedback that I give is more than expected. There is the objective look when, I just give them to write correct sentences. For example, fault free sentences what I find is not only the fault or the objective of the lesson it is beyond that for example, punctuation, spelling, capitalization the objective and if they write fault free sentence that is free of faulty parallelism, what I expect and should give comment or feedback on is that one, but there are other problem that come to gather with that sentence when the students write. So, it is very complicated and I give feedback which is not expected at that time because if

I skip the other faults they have written correct sentence rather than that faulty parallelism. So I enter in to deep investigation of the sentence and give comment which is not expected of me. So this is the trouble those comes from the students' background and the feedback that is given is maybe explicated implicit most of the time I give explicit feedback.

IN1: May I enter or... ok. As far as I know there is no clear cut trend. I haven't come across. Have you? I know one thing for sure. Feedback provision help students to improve their language, but these feedback are given is different ...meaning people... teachers can do it in different way ...in different way no problem to fit too. Meaning, there is no rule that says everyone should follow these trend...eh... again hat I feel continuous assessment is for improvement already I said. That is very good ...eh... concept about continuous assessment the problem with even with the feedback provision is the number of students. When they are small you just assessment continuous assessment there you just give feedback and you finished on the meaning at the time you are allowed but when it comes to big classes seventy- eighty students even let alone giving feedback collecting the paper itself is not enough. The time is not enough to collect the paper students have produced. Let alone giving clear...eh... feedback. So there is no, I say there is no clear trend as university level, but it is implicitly known that ...eh... provision of feedback is important and we are expected to do, but how we do is different. That is, what I want to add.

IN5: Actually, when we say trends of feedback provision... actually, as already said there is no rule and maybe guidelines or kinds of principles instructors may follow, but ...eh...professionally we did feedback for our students because ...eh... we believe that feedback is very crucial for our students and they are in need of our feedback again. So, we are there to provide our student a feedback, but my fear is do really instructors provide students a feedback with these number of students? There are as already said there is large group of ...I mean, large class size seventy - eighty students in the

classroom specially things are very difficult may be for ...eh... for writing skills because it is unthinkable to...to just go through the paper of all these students to give a feedback, but we believe that ...eh...feedback is very vital for our students to push them one step for our student or improve their writing skills. Yeah, this is all about.

IN4: Ok it is very difficult for me to say yes, there is trend, no there is no trend. Because ,one, we are talking about writing which in fact we shouldn't ...eh...teach in assess and or give assessment in groups or so whatever. Because ...eh... the only way you check students development is by giving individual writing involving students individual work process but because of large class size sometimes we use group writing and they really don't use it appropriately because there is background problem. Any ways, I try my best...eh... to give ...eh...feedback in writing ...eh...because I believe that the objectives ...ah...eh... makes me to consider giving feedback is one of the objective of the course and my knowledge of the subject matter when there is a gap between what I know and what students have done. I believe that it is a must for me to give feedback. I give feedback. There is trend in my own experience and in fact growing trend and because I use process. I want to take my students through the process at every stages of the process. I use checking students' progress even if it is a group work or pair work.so, for regarding how others are working I can't say these and that we do not have checklist prepared for all teachers all students ... all teachers to use, or there is the interaction between students and me that shows gap and that necessitate giving feedback. I do it thank you.

IN3: Ok...eh... in my opinion ...eh... necessarily how others work or what kind of trend there it shouldn't be similar technique or method in doing that. Even for a single teacher, I myself the way or the trend I use is just based on the class size, where there are large class I use different technique. For small class I use another technique. So there is not or there shouldn't be totally as one. That is my opinion.

IN6: Yeah...eh...let me repeat what I said earlier that IN₃ also repeated. Yeah it depends to really give feedback again in writing courses when we teach it depends again on the nature of the class, so for me I can say that an ideal trend an ideal trend is there, but we we I am not insisted to that particular trend and I'm flexibly try to implement different kinds of giving feedback in my class. For example, in large class size I do not think to give individual writing assignment and individual writing feedback. So, I give simply even I use simply group representative to see their...eh...eh...comments and you can imagine how much it is fruitful for others. I will call group representative in front of the class then this is your problem. This this was your problem that is why you get this. That is all, but if the class is small as I said so far, I try to reach every body's heart. Thank you. Thank you.

Re: now, we can proceed to number three. Actually, the question is concerned with theoretical issue. So we are trying to raise that one for the sake of having an organized Focus group discussion.

Mo: Do you think teachers' feedback help students close the gap between what has been intended and what they achieved on certain assessment? That means, how do you view its helpfulness in terms of improving students' writing performance?

Re: This means, What has been intended is just associated with the objectives goals we require from our learners, and what they achieve is their current status may be their assessment results; we can take that as the current status or what they achieved in present, and he gap is may be completed or supplemented or students improve their progress with the feedback we give. So, how do you think, the feedback can close the gap between what has been intended and what has been achieved in the present time?

IN1: well, this question is clear by itself. Feedback improves student problem. Any way the problems can be different but feedback always given to improve so that student do not repeat mistakes.so, this is clear so what is intended or

the objective of that activity and what students should achieve to hit that objective. If there is problem to solve that problem, feedback is essential...eh...my problem is still its implementation I don't have no doubt about the use of usefulness of feedback for students' improvement. We teach language so that students improve their language. Alright, the target language and we give feedback when students have problem to correct that those problems when the problem comes when we apply it ... when we apply it as already said in small classes when we treat each individual student activity and give feedback so that they can improve that student improves meaning her or his activity meaning writing problems then it helps, but the problem is they don't use it when I see they don't care about. For one thing particularly, when group work when they are doing things in a group only one person write and present the others students are just accompanied him. So, I don't think there is feedback for everyone. Probably that the representative is advantageous...eh... so, we shouldn't deny ...eh... feedback meaning helps the students for future. For example, if I give ten in assessment ten out of ten and students do something I give that feedback help for the next feedback activity. For the next assessment activity that is already passed from this mistake and from this assessment mistakes feedbacks they learn for the coming one. Alright, that is the purpose of feedback. Ok , today I made mistakes on subject verb agreement, so next time I should be very careful when I write subject verb agreement related issues. Therefore, it is true. It helps them, but still the problem is whether the students accept or use- apply the feedback properly. That is the problem that I sense. Thank you.

IN₂: Ok. To put it briefly does it improve or help students does the feedback help students' to improve their writing skill? Theoretically, yes, un doubtfully but practically it is not doing. In general, I have said because when students are given feedback, as to me and feedbacks were given and the next assessment is given again and when you check the next assessment the feedback that you give in the next assessment is the one you gave in the previous assessment they are not improving they are not giving attention to what was given as a

feedback. Even the relatively clever students even I observed them. I critically see them and they repeatedly do they commit the errors that they did in previous assessment.

Mo: sorry, where does this come from?

IN2: This comes from look the students are not giving attention to their own learning because there is a trend specially in the continuous assessment what is accustomed is doing in groups and when something is given in groups, only the group leader or the one who is thought to be better does everything, and every opportunity lies on that person, and they are not interested to see their feedback whether they made error. Even they didn't participate in the previous assessment or assignment doing. Only the group leader or few assigned students do it so that they don't know what has been done correctly and not correctly, so which one is correct to - for us, which feedback is helpful. They don't think about that, so this is the trend which is just found or observed all over the schools where ever you go and this is what should be thought over.

IN5: Ok the importance of feedback is un questionable but what matters is the way that we fill the gap. May be ...eh...I remember even the last this second semester. I wrote something on the ...eh... actually the assignment is given in group form and finally after just I collect the assignment, I marked it then after I wrote I comment for them, but after two weeks I asked them the same question the same question, but they fail to answer. It this tell us that students fail to revisit what instructors ...eh...allow them to read and just a kind of feedback instructors ...eh...give them to refer back. So, most of the time our students fail to understand what we wrote on their materials or on their papers because of different factors may be the language problem is there even may be we are worrying about tenses and the other things maybe before that the student fail to understand the word that we use writing or giving feedback on their paper or on their piece of writing. This is the problem that we face now days. So, this is what I have regarding the question.

IN4: Just to add on what my colleagues said...eh... I was also experimenting something as my friend said. I give assessments and check it. I find no progress. Another thing is associated with the group. I really do experimenting...eh... you know checking students' progress throughout the process of writing, so we exchange everything about...eh... implementing the process they do it in groups. Finally, I give them the same thing to do it individually that majority of them do not do it. This still few student could repeat it so, this shows that there issomething behind ...eh... one could be as you said language problem, students background. The other is when we put them in groups students rush and gather around one student who does better than them. So, they give all the responsibility to that student. They don't able even listen to what you said. That student has only responsibility to listen to you to do all the assessment, so one, group work is imposing its impact negative impact on teaching writing. Otherwise, regarding the belief, really ...eh... eh... I have the believe that if there is assessment there must be feedback without feedback we cannot implement assessment.

IN3: Ok much has been said by my colleagues whether it feel the gap or not. Definitely there is no doubt it feel the gap, but for various reasons, it cannot be practical may be because of like IN5 because of they don't understand what mean by that feedback even if you explain by mother tongue or L1. They don't understand, and even they don't make any improvement. I mean no effort to improve for the future. They make the same mistake that have made ...eh... before on final exam or any other test activities for this there are many problems. It can be because of large class you couldn't give every time written feedback for each and every group or individual or it can be large class size problem, or they don't make any effort of making changes. That is what I think. Thank you.

IN6: I am sorry. I feel one thing regarding students' lack of attention may be in giving...eh...I mean in in accepting in considering feedback may be the course they see the course as fulfillment their lack of attention may be.

Mo: Can you explain what experiences you have regarding feedback you offer to your EFL learners and progresses students show as a result of the feedback in their learning?

IN₁: Yeah. May be, I observed not on my student. I observed on myself. Now days when I am teaching writing I am always I feel the problem , so I almost...eh...changing my assessment types because I am almost feed up with the correction and there is no improvement with students, so reading passage and objective type of question why? because always when I check the writing activity of my student I feel that I am communicating only to one person because it is a copy a copy, so ... eh...eh... even if I write the feedback to that student they don't see the feedback to that student they don't see the feedback. Therefore, what I am doing in large class I give reading activities most of the time or ...eh... objective type of question because these are easier to grade and they don't ...eh... make me correct and take time to check all the errors of writing. So, the trend because the student do not change, they do not care about their feedback. They don't see it. So I am tired of these, and therefore, I changed towards other types of assessments like reading and other like reading and other like multiple choice type very difficult because it is very difficult to follow all the procedures of writing as it is said as my colleague said therefore I do not think there is change ...eh... the way we provide feedback and the way students receive it and improve themselves that is what I want to add, so it is very difficult any way.

Mo: Ok. Let's pass to next question because directly or indirectly this one is already touched by all of you so the fifth one is: **Do you think that marking and returning assessment papers to the learners is an adequate task?**

Re: just as a teacher you give them assessment and after you collected you mark. You put the mark of students on the paper in order to aware them what they scored on that particular test. They may score 5 out of ten, ten out of ten or one out of ten, zero out of ten. Just simply giving assessment and showing back the assessment papers to student... do you think an adequate task?

IN2: to save time, it is not enough task just correcting and returning back to help them see the mark. That is not enough, because if we think about continuous assessment, it should be for improvement and if possible there is enough time and the students are willing it is better to react to the feedbacks to gather with the student. just I have given feedback there is the mark that I have given feedback there is the mark that I have put on their papers they may not see, but it is better if I deal with it again why it is given? Why the mark is there on the paper , and what should be the remedy? We should have done this one but to do this in fact with small class size it can't be thought. You can't think about that ...eh...so in short it is not enough to show them back only.

IN4: I think majority of us agree that giving feedback is very important. Actually, any reaction towards students' action...eh... work as its own consequence and even putting the marks itself has its own result, but beyond that the reasons why the mark is allocated is very important I even comment on final exam you can see my papers because I want my students to be satisfied by why I put that mark that is very important because one of reasons why we give feedback is not just always to...eh... fill the gap but also help students to feel satisfied unless there is satisfaction, it is very difficult because our students' might not want to stay with us. I mean, when we go to classes in the next lessons I we need to establish a kind of satisfaction, so an act of correcting or giving feedback might not... if it is not satisfying students might not be happy to follow us, so I give reasons why I give half mark, full mark there are reasons. So, it is important I give feedback not just ...eh... allocating marks.

IN6: Maybe if I am not mistaken we understood your question in different ways.

Re: ...eh... what I want is just sometimes there are trends or practices shows that some instructors simply mark assessments without giving feedback in order to show students what they score -----

Mo: As most of us do and did just simply correcting leaving the other activities like commenting on each and every questions.

IN3: it depends up on the test you give as to my opinion. For example, if you give them objective kind of...eh... no need of giving comments. The mark is enough.

Mo: why?

IN3: because you give them option they don't have any other alternative ...eh... a,b,c no other response so, if it is subjective kind ...eh... of test we can give with comment.

IN4: I want to add you know reflecting my experience. When I use process, I usually use process approach in writing as much as possible I try to take my students through the process of writing, so I mark for example I mark the first one, comment on what they have done, return it back but I ask them back to improve in order to go to next process. I think ...eh... you have also seen what I have been doing. So, I comment and I ask them to improve and then that will be reflected on the next stage.so, they need to take care of the errors they ...they commit. I do even though the frequency is limited because of the class size; I use this kind of assessment.

Re: So, we can consider that you consider feedback with scoring or marking students' paper with feedback not only marking students' assessment.

IN6: We agree. We agree, but...eh...still the problem is ...eh...am students are running to see the figure, the number the number they score. They don't bother for what you say. Even. if you write an insult, they don't consult that. So, they run to the figure. The last the final point they get. Then, they ...they even they complain why we? Why you don't read the comment? Like that. We ...we answer them back ...oh! My teacher it is not good result. I failed in it. Why you don't ...you read the comment for why you score such low points? of like that. So, that is why the problem.

IN₃: Ok, but I need an explanation or something from other anybody. Is it always necessary in process of letting them write always to give them mark? Because, simply you can give them oral feedback and go through the next step.

Re: actually why we are talking about marking is associated with assessment. In classroom you may give students different classroom activities. For the activities, you may not give marks, but ...

IN₃: yeah you give, comment

Re: you give, comment, you discuss orally, in groups, individually you can give comment. That is not our concern because we are talking about assessment. Assessment needs at the end result. What they score. So, if we simply mark and return back the assessment papers to our students there may not be changes in the students' writing performance.

IN₅: But, before we proceed to the next question, as you raised, sometimes, we use oral feedback even if it is a continuous assessment when we just return back the student paper we just...eh...or we can raise them or motivate them because feedback provision is one of the motivational strategy we use in the classroom. So, how we can just use this one? is it something free from the written or from ...from your question? or maybe we deal it to gather.

Re: Feedback can be given in any form orally or written, but what we are talking is just about writing assessment.

Mo: What roles do EFL instructors have in applying continuous assessments in terms of offering feedback on students' writing assessments, facilitating remedial/tutorial classes and adapting instructional methods and materials?

Re: continuous assessments is considered as diagnostic instrument, so we can identify weakness and strengths in the teaching learning process so that there are some roles expected from teachers in applying continuous assessments in addition to giving feedback, so what is your experience in applying? What

roles EFL instructors have in applying continuous assessments in terms of offering feedback on students' assessment in facilitating remedial classes or tutorial and adapting instructional methods and materials based on the feedback of the assessment itself? Because if there is something in the teaching learning process not only students problem but also tells as teachers' weakness and strengths on their content or methods they are using in the classroom of teaching.

IN₁: Yeah. We give feedback to see student or we need students to get better, meaning, to be improved. Alright, if we see the problem, like common problem like students commit common errors students commit. Sometimes, it is imperative to give some kind of additional class, remedial or a kind of ...eh... material they should use to alleviate those problems. So, I see many of the instructors, they come and prepare and short notes handouts and they print and give to their representative and copy and use it the purpose is in addition to the module and textbooks and whatever they have the purpose of those handouts short notes I feel that because teachers feel that students use these things to improve their weakness, so many teachers...eh...use handouts and short notes to help student to meaning get improved...eh... if you probably or some teachers give ...eh...in my experience I haven't give it so far. For female students you gave (pointing to IN₂) tutorial classes. Otherwise, it is very difficult to give tutorial. For one thing, students themselves don't like tutorial class to come. Don't come. On other thing, there is no time. Busy, everyone is busy to give tutorial, so, the best thing I myself or what other teachers give is in addition to module prepared and the reference material...eh...placed in the library. Teachers give short handouts which directly focus on. For example, if it is dangling or misplaced whatever... or when it comes to paragraph writing they topic sentence, details areas that show meaning this difficult areas that show meaning this difficult areas teachers prepare material and deliver to their students. Otherwise, it is very difficult to give tutorial or remedial classes because of

shortage of time and the students' poor interest or you know to participate in this kind of activities. So this is what I feel.

IN4: regarding my roles, I want to talk about my own role, so regarding, my roles I am really limited by two very important factors. One is the classroom size. You know I want to repeat the process I am using in the classroom, but I don't have enough time to reach every student in the classroom where there are seventy eighty sometimes hundred students you know assigned. The other thing is...eh... the belief that continuous assessments is marked and the mark is reported to to add up to create grade that I read something on continuous assessments when it started strong form I can say: says that there is no mark assigned for continuous assessments. Continuous assessments is used to decide whether to go to the next lesson or not. That is the very strong form of continuous assessments, but now we are almost marking every continuous assessment, and we have to report and include in our grades. So, in this institution we are using seventy percent (70%) as part of the grade. So, this two limiting factors impose you know limitations on my role because I want to repeat the process of writing and check whether they are make showing progress, but these are two important factors that affecting negatively the roles we play.

Re: So you mean that you are not applying tutorial?

IN4: Yeah. Even for the tutorials my friends have also said students are not willing. Why? There are different responses I feel. They can give us one, they are engaged in group works and they can secure marks, so continuous assessments is associated with marks by the students and I also think that lead by the institution.

Mo: Sorry I didn't hear your roles some factors hinder you I can't reach every students because of large class size you said what is the other

IN4: my role is checking progress if possible progress of every student in writing, but the problem is I can't check. In most case I can't check progress of individual student because I have to put them in groups.

IN2: Ok. There are different roles of teachers, but I can say that as to me I am not discharging all my responsibility regarding my roles because of different factors as my colleague has said because my roles should be one just sticking to the objectives clear to the students and the assessing the students' background before I go to major topic and this can be done through oral eliciting questions and also some written checking questions as you saw me in the classroom while you observe me. I try in the classroom with my students to produce paragraphs even I try with my students in a classroom I create it in the classroom and they do with me. I first give them chances to create topic sentences just by following process approach for writing that is just starting from designing and...eh...the like and after that after doing everything, assessment is necessary. Giving them individual or group, just formative kind of assessment. I try assessment for learning and assessment of learning, but assessment of learning most of the time I used is oral and the interaction in the classroom that is used as a continuous assessment. The real continuous assessment is that because you adjust your instructional methodology based on what the students background is so formative assessment I used in the classroom is ...eh... the continuous assessments I believe, but the assessment I mark and score the mark is not continuous assessments in fact. By looking at the students background in the classroom I try to give remedial action there by adjusting my ..my method there in the classroom but based on continuous assessments h is for scoring and after that the remedial action I take is not that much significant...eh... in fact I try to adjust myself in the next lesson, but something that is distinct for remedial action like tutorial class is not ...eh... appropriate it is not comfortable to give because students themselves are discouraging you because they are not ready to learn. They are not ready to accept the feedback and improve themselves based on the feedback so that you are discouraged...eh... I tried to give

tutorial classes and based on that tutorial class look the students that were expected to sit for the tutorial class didn't sit for the tutorial class but the students who are not expected to sit for the tutorial class come to the tutorial class and then I was discouraged and stopped and again the institution itself is not encouraging such classes because teachers should just be given attention whenever they did such classes, they should be motivated and give tutorial classes because I think tutorial class has its own credit I think, but it is not being considered. This might be one factor for some students some teachers, so ...eh... in general, it is not being well implemented.

Re: Ok so we can conclude that though it is important just theorists suggest that applying continuous assessment make teachers to give tutorial feedback and adapt instructional methods and materials because of several factors you have mentioned it is not being fully implemented in the university.

Mo: As an EFL writing instructor what feedback strategies you use? I think you have this paper Direct /explicit, Indirect/ implicit

Re: when we say direct or explicit, when we give ...eh... direct the student the error itself and also give the correct version of the error they committed. When we say indirect or implicit just we simply show there are some errors we don't directly tell the type of the error and its amendment together so, direct is just when you directly show the problem and the type of the problem or error and the correction of that error., but in the indirect or implicit we simply show as students committed some error not explicitly or explain or mention the error itself and correction together, so understand in this way and try to reflect what you practice regarding this when you provide feedback on your students writing assessments.

IN6: ...eh... I use both...eh..., but when I say both, for example, implicit way I sometimes simply encircle the area where they commit mistakes and pass over. This is to see whether they ...they can ask me why I encircled this and that. Deliberately, I sometimes give them implicit comment. If they pass by, I

also pass by. But, in most case I used explicit comment where I get the opportunity up to write things clearly and explicitly the they can read if they can read the problem is they don't worry about their comment that is why.

Re: You said, in most cases, I use explicit? Why can you explain why you use that one?

IN6: Yeah. You know because I use this for two purposes. One, students may at the end may complain about the result they may not be satisfied with the result I gave them so that may be. I witness that may be an evidence for why I gave them that mark. On the second hand, even it reduces burden for me in order not to treat every...eh... every student complaint now and then they can read there. If they are satisfied, they can pass over. So, two purposes: one, students can understand their fault. Second, it may reduce burden for me to to convince them this is why you lost like that. Thank you.

IN4: As my...eh... colleague said I employee both ways of giving feedback, but I can say continuously or dominantly I use direct one ...eh...basically because it is writing when I teach writing,...eh... you know ...eh...the the most applicable means is to communicate through writing. So ...eh... I have to write something on on their paper, but if it were oral, you could be indirect by...eh...asking questions by helping others to add students response but here I am commenting papers, so I have to write something ...eh...like notes. I put notes, I also write questions, about specific error. If it is lack of say topic sentence in a paragraph I can say, no topic sentence, or if there is no...eh...there is word order problem in their sentence, I just give a kind of sign word order in short form and I might put I put questions word order problem questions. I use questions and when I want to make clear things I put correct forms.

Re: You mean, you are integrating?

IN4: Yeah. Both ... both but what I mean is that is different from oral feedback. When I write written feedback, I try to be more explicit because there is no

way you can come together and negotiate. Specially, in group works, it is very difficult. Some understand it. Some don't understand it. Some see it. Some do not see it. So, I want them discuss there and understand, share idea. So, I put written direct comments like notes about the point. If it is about topic sentence – topic sentence lacking, word order- word order lacking. Because I want to get the correct form, next I give comment and I wait for students to bring the corrected form its writing any ways because of its nature.

IN5: Yeah. Actually, things are depends on the nature of the error made by the student...eh in writing. Specially, as others said I prefer the direct one because there when we use the direct or explicit one, we are just directing the students what we want them to re-correct or maybe we directly tell them where the problem is but on the second one, I use indirect one when I want the the student themselves to dig out the problem may be sometimes I can use simply underline it that is categorized under the indirect one. Therefore, in writing I use the direct one.

IN2: In fact, both types of giving feedback are scientific even I believe that the one which is implicit is more encouraging for actual learners because it is encouraging them to self-learn, but there is a gap with teachers and with students to understand even how to give implicit feedback and how to read implicit feedback. For the teachers to give implicit feedback, there are signs that should be learned how to give it. If it is for example, subject verb agreement, if it is fragment, if it is parallelism and the like there are different marks that is the code that should be used between the teacher and students and in fact that this is not the trend we are using in most of us. Therefore, what I am giving is mostly explicit feedback that is the direct one though they dependent up on the nature of the feedback we give.

Mo: don't you think because you said implicit feedback is more encouraging don't you think it is confusing?

IN4: I have said that it is confusing because there is no code between the teacher and the student and even the students do not understand the direct one.

Mo: How do you view the nature of the feedback you offer to your learner on his /her assessments?

Re: In short, that means just are you giving descriptive, constructive feedback which motivate students and allow learners to improve their progress, or you simply focus on the negative aspects of the students work?

IN1:No, first of all the essence of feedback is to make learners be better than the earlier one. So, we write, we circle and indicate the missed like topic sentence or little and we underline where if there is capitalization something like that if this one is taken as negative. Yeah. That is negative, but we do it most of us including myself I give feedback or I indicate where the problem is not to distract or not to demotivate. The purpose is to construct, to motivate them, to improve their writing. Therefore, the activities meaning the feedback activity we do, we give, I give is to improve meaning believing that it helps them to improve they have to know where there is a problem, so it is constructive to construct to learn from what they mistakes so the teachers should give the correct version or showing where the problem is look here there is something is missing here is the problem, so you have to improve it. Don't do it again. That is the purpose alright. Therefore, it is constructive. We don't say poor. We don't say it is wrong if that is the way we give feedback that is not constructive. Therefore, most of us give constructive type of feedback showing their mistakes that means they have to improve next time. So this is the case the type of feedback when it comes to my practice, I give constructive type of feedback, so the students correct their mistakes in the next activity subject or conjunction or something missing. You have to do it again. No this is the problem so you don't repeat it again. So, it is implied. Constructive ነገር ብቻ ነገር የማለበጥ። Constructive and descriptive. We write descriptively written. Ok. Good.

IN4: this may not be acceptable these days. I believe in saying no when saying no is important, and yes when saying yes is important, too. So, I use these strategy when I provide feedback where there is 'eksi' (×) necessary I put 'eksi' (×) and put reasons where there is ...eh...eh...right is necessary I put right (√) to show my general satisfaction about the whole work. I sometimes use 'well done' but by following points I put points. I think you may have seen my comments on my feedback and if the thing is really seriously you know, you know facing problem this is poorly done. I say it because there must be the level known the difference known between students, so I use constructive comments because ...eh... I use both positive. First by saying this is 'well done' but you need to improve the following points some words but where ...where I do not find anything good I say this is not good. This is what I do.

IN6: Well. Naturally, there is sandwich way of giving comments, when we say sandwich it is something we need to begin with something to be improved as to say negative, so then finally we...we should finish with something positive. Nice start...something like that...somewhere between in between but you have to revisit this area. In general, you did it well like that...but...eh...again m y worries are our students understand as if we say so. For example, if...when we train Higher Diploma Program (HDP) you know who are training the instructors they know themselves they want to see, hear where their problem is they are eager to learn from their mistakes. Even if you advise MA students or the like they are eager to see where there problems, but if you apply something on students they don't have such attention, so I prefer the...even though I sometimes I appreciate them I prefer the negative one so that at least they are at least where they are.

Mo: Would you explain your experiences on the timing of feedback on writing continuous assessments?

IN1: Very short. Shall I start?

Participants together: Really.

IN1: Yeah. Most of the activities they do is I think in writing class is assignments because students don't finish when I give activity, so I start in the class and I make it home work because they don't finish on the time expected. So, I collect ...eh... next...next period and take it home, I read then I write comments probably. The next period might not be my class therefore, I give them another day. So, these most of the activities that I give is delayed because the class time is not enough. We take, collect materials take at home either individual or group work or pair work. I read it at home, so the feedback that I give is delayed not immediate because the type of activity that we give is never completed. For one thing, students are not active they are waiting at each other to write from or very... very few...eh...eh...activities are finished in the classroom that we give feedback immediate. Therefore, in my experience I read their work, comment and bring it in another period. This means delayed. There is no direct feedback.

Re: So how do you view in terms of its immediacy?

IN1: I don't think that is working. I don't think it is effective because I don't have feedback from them whether they have read it. I give feedback but they don't give me feedback. They don't ask me teacher why look this. I give feedback; they don't think there is meaning I can't say that is effective.

IN5: If it is in the form of home take assignment it doesn't mean that that it is delayed for most giving feedback.

IN1: for calling it immediate or delayed I will do that. I don't know where to put it.

IN5: But, it works for the oral feedback.

Re: For oral assessment, it works. For the written assessment, you may not mark all the assessments in the class.

IN4: I understand. My understanding is that delayed means, you give feedback, but that feedback is not guiding the next lesson, so before the next lesson this is what I understand for written feedback. So, in that case I do ...eh... in some case when I have completed the topic I have taken some other continuous assessment, but here, I give my students to write a summary about topic or do some library works. I give assignments and I give feedback, but those feedbacks may be delayed and might come after I start the next lesson. But, when goes to the writing process students actually writing I really focus on giving feedback before the next lesson. So, I used two forms. Specially, for writing I collect the papers. I give feedback based on those papers I return it, and I ask them to work either the improved form or use the feedback to do things in the next stage. So, I in fact don't give students writing assignment because I think that they come with copies. I don't give them writing assignment. I give assignment if it is a kind of knowledge checking their checking understanding, doing summaries about what have discussed, but for writing I don't give assignments. So I give those topics or something in the class. They develop a kind of outline. I check outline comment on it, return it back and go to the next stage. This is what I do and this is my experiences.

Re: So, students can make progresses, improve their progress

IN4: Yeah. At least they can use the information for the next.

Mo: How do you view your students' willingness to get feedback on their continuous assessments of basic writing skills? The willingness of your students to get or accept feedback on their continuous assessments

Re: On which feedback way they are most interested in, maybe, teacher feedback or Peer feedback

IN3: ...eh... most of our students are not willing. They are not volunteer to ...eh... take feedbacks. Simply, they need the marks... only the marks. If it has got ...eh...without give him feedback or...eh... something ten out of ten,

he is happy. He doesn't care about the comment you gave there be it group or instructors, personal or whatever.

IN1: Sorry I have to go. People are troubling me. If there is one better student, they prefer this guy to a teacher...a teacher probably or write something they don't think that but when they are talking to each other or they are I think they are interested better than the teacher. So, peer feedback is better I know we have to work I this area. Teacher feedback doesn't work for they don't care about. Teacher and feedback tired of. So, I think they are more interested in peer feedback. So, that is I think what I should continue.

IN4: I would like to interrupt you. You know. Yeah. I have experienced this kind of environment, but I have moved across groups and I have check them and what they are talking about is , one, sometimes is not about the topic you are teaching, the other thing is the result. Situation that force them to say something in a group the language background they are not talking about in English they use another language.

IN2: To that matter, the environment should be adjusted. I think you observed me when...eh...I made them to give feedback to each other, they pronounced a paragraph and came to class and some of the student read in the class and the others listen to them and were giving feedback motivatingly. If we make that in fact, we may not get explicit or specific feedback, but you can experience students can assess each other but you cannot do for individual student to give such comment but groups can assess groups in such away, and for the willingness about students , you have raised ...eh... there are some students who are interested to learn from feedback, so there are a few... a few student as I have observed a few students who are willing to accept and to learn from feedback, but majority of the students are not willingness.

IN4: But, the conclusion on their willingness must be seen at least from two perspectives. One, it is because of internal feeling not to take a comment...eh.... feedbacks or because of other factor. I see that there are

other external factors that made these students not to take or to want to take feedback. One, they are getting marks sharing marks from others work. Specially, these frequent group works because of class size we put them in to groups. They get marks. They are just mark oriented instead of learning oriented. This is the problem. Two, there is language problem. When you give feedback, majority of students do not understand what is written in English; what is being said in English. Because of this... this they keep either silent or go to side talk using other language... mother tongues. So, I think the factors are external.

Re: may be on the willing, sometimes in the process writing that I observed IN₄ class. Mr. IN₄ in his class he was giving the students frequent feedbacks on what the students produced in the classroom and even act up on? Are the students really willing to react on the comment that you gave because you gave them comment then they take papers to their dorm and they should make some amendment as you gave them the comment so, how do you view the learners reaction to apply the comment that you give may be for those students who are willing to accept the feedback.

IN₄: there are there are few students who react towards the comments. Two ways some of them react, some of them react in a way that they can understand and use it some of them react in the way can bargain to get more marks so at least I can't say students are not using comments they react the want to know not many they are few... few students react as questions when things are not clear. There are students who ask questions to get comments clear.

Mo: The last question, **what challenges you face in short when you provide feedback in continuous assessment of writing?**

IN₁: Very good. Already, this is the summation of all the questions and the activities we have been doing alright. So, one thing to me which is very difficult to apply appropriate feedback is size large classroom. We are giving writing courses as a common course right. We are giving for large classes

mostly for engineering and others. Alright, so we don't provide appropriate feedback because of the size of the class, one. The second one is poor ability of students' language to receive feedback. Let alone watching your feedback or listening to your feedback even they don't care about their names. Sometimes, poor name, meaning wrong spelling name I am correcting not only the content but their name. True, I am correcting their names even they are mixing capital and small, so I give for that matter I give a lot of corrections ID, the way ID is written, so they are not willing. Unwillingness, language problem, probably...eh... poor attention to feedback, the perception of feedback they don't think feedback improves their performance teachers give feedback they feel that teachers give feedback not for purpose ገምብ ገሎኑ ነገር የሚጻፈው so that is one problem. Therefore,...eh... feedback is not working properly particularly, in this large meaning that in this continuous assessment particularly, in writing. In writing class, feedback is getting worse and worse, meaning, challenging. So I don't know what shall we do, anyway. This is the status of feedback in our university. Thank you.

IN4: Very important factor. In fact, I would like you to infer the class size... classroom size. Specially, for writing, it is the skill. So, in order to develop skill, you need to deal with manageable size, and you need to repeat the same thing frequently so that it will become behavior. But we cannot make it. We cannot make learnt thing to become behavior because you cannot repeat. You know, for students to adapt, what we say and what we require from them, so we do it in group work. There is...eh... there is expectation to just get mark depending on what one does. So, the classroom, the class size is really very important challenge in teaching writing, and language background of English they have really it is very difficult even to get response for good morning or good after noon. When we say good morning or good after noon, first, students do not respond to that. So, how can you go to a kind of communication like complex writing? It is complex than oral communication so the language background they have and what said is willingness but has different factors behind, so they don't show willingness because of different

factors. They think that they can pass. I share in grades sharing marks from others, so they become...eh...in obedient to teachers in a form of lack of obedience. I think not willing to take comment, means, lack of obedience, so...eh...these are few.

IN6: ...im... in addition to what my colleague is said, facilities in the classroom also can be one of the factor, too. For example, if you go to lecture halls of the university, they are really very difficult to go over and to monitor students' activities. I tried to make students write even their name, and I couldn't get opportunity to see every body's name to write. I mean, whether they can write their name or not, but I finally, I took sample from the front sisters and generalize seventy five percent of the students cannot write their names properly like that.

Re: you mean the arrangement of students' fixed chair?

IN6: Right, Yeah. Specially, around lecture halls, even I can complain the instructors' workloads. We have three missions as university instructors' workloads. We have three...eh... different interrelated pillars like like the community based training. Even though it is not getting much attention by the university we are really feeling various challenges to prepare materials to upload down load to organize training materials even though they have no professional fees like that any ways workload can be one factor that many hamper, I mean, in order not to properly under take continuous assessment and give feedback as expected. Thank you very much.

IN2: I add a few points agreeing with what others said. The point I want to add is that what is challenging, I mean instructors, is that ...eh...the different varieties of error students commit because you don't expect a few errors the errors are more than expected different angles this is one. The other is that the students are overloaded with assessments because each subject. for example, if you take a student taking six courses may be regular students take a student take from five six courses and multiply that with seven assessment

and one final exam. Eight times six, forty eight at a semester. Every time they are dealing with varieties or number of assessment they think about the number not doing it properly because they are tensioned about the number the number of assessment. So, this is something which is very challenging as together with what others have said.

INs: Finally, let me add few points. I share all the ideas raised by my colleague...eh... like large class size, the work load, student performance, language problem and the initiation of students so as to get feedback from their instructor. ...eh...but the last point raised by my colleagues, “there are number of errors”, he said. But, but in that regard we can use techniques that is focused and unfocused. Sometimes, as....eh...may be if I am worrying about paragraphs structure just I stress on that part of focused feedback. No need of referring stressing on another type of errors. So, this just to do in follow we can overcome giving I mean challenges the challenges, but...eh...the other point raised is they are forbidding instructors not to give feedback even in time in time. Than you.

Mo: Thank you very much

Re: Finally, I would like to thank you very much for your presence and sharing your views and practices that you have on feedback provision on continuous assessment in EFL writing. Thank you.

Instructors: Thank you.

Appendix F

Invitation for Focus Group Discussion (Main Study)

Dear Mr/s

It gives me great pleasure to invite you to take part in a focus group discussion that will be held in the ILS **Smart Room** on **31/01/2019** at **08:00 LT** for my PhD dissertation entitled “*Teachers’ and Students’ Practices and Perceptions of Feedback Provision during Continuous Assessments in EFL Writing Classes*”.

I am certain that your active participation and reflections on the themes mentioned beneath will benefit the research work I am undertaking and possible improvement of feedback practices on EFL students’ writing assessment in the university.

Themes:

- EFL instructors roles to enhance students’ writing performance via feedback on the continuous assessments of EFL writing
- Instructors’ views on Feedback
- Practices of EFL instructors’ feedback Provision practices

Thank you in advance

Appendix G

EFL Instructors' FGD Guide (Main Study)

1. Would you explain roles of EFL instructors in effectively implementing continuous assessments in EFL writing classes? What roles are expected from EFL instructor just after conducting CA in EFL writing class?
2. Can you explain what experiences you have regarding offering feedback to your EFL learners on their writing assessments, and students' progress on their writing performance due to the feedback? Do you provide feedback within appropriate timescale to enable students to review and act on it in order to enhance their performance?
3. Do you think that marking and returning assessment papers to the learners is an adequate task?
4. Do you think teachers' feedback helps the students close the gap between what was intended and their actual/present status? Or Do you think feedback on the present status help students improve their writing performance?
5. When you offer feedback to your learners, which of the feedback strategies you use and why?
6. How do you view nature of feedback/comments you offer to your learners on their performance:
7. How do you view students' willingness and reactions/ towards feedback to improve their writing performance?
8. What hindrances (challenges) EFL instructors might face to give feedback on students' writing assessments?

Appendix: H

Transcription of FGDS 1

Time _____

Venue _____

date _____

Re: Good afternoon. First of all I would like to thank you for coming to this FGD session. As I have already informed you and you know it, I am intended to collect data for my PhD dissertation entitled “Teachers’ and Students’ Practices and Perceptions on Feedback Provision on Continuous Assessments in EFL Writing Classes especially higher learning institution.so, I hope you are part of the teaching learning process and you have direct involvement in giving feedback and Continuous assessments to your students. Therefore, what I need is just your views, practices and experiences on feedback provision on Continuous assessments in EFL writing classes. So, based on this general information, you will give whatever experiences you have and views you have regarding feedback provision on continuous assessments in EFL writing classes. So, me and my colleague is going to chair this FGD session, and he will present the question one by one. So, Mr. Chairman is going to read each of the questions. Then, you will give your own reflection, practices and your views on EFL writing continuous assessments’ feedback provision in EFL writing classes. Thank you.

Co: *Would you explain roles of EFL instructors in effectively implementing continuous assessments in EFL writing classes? What roles are expected from EFL instructor just after conducting continuous assessments in EFL writing class? So, we can start from any one of you ready to raise your hand.*

IN1: Okay, thank you very much. Let me start my experience. Of course, in my own courses is not just independent course, but we incorporate... rea...ding I mean writing skills in the course English for lawyers. So, I may just express my own view regarding to writing in English for lawyers classroom and in most cases

yes. Feedback is very significance, of course, because these days our students need extra help. You see, if they don't get some kind of additional information they can't be successful. So, giving feedback initially, it is fundamental. I can say. It is fundamental for improving students' writing skills, but the way how we give... eh this feedback matters. Especially, if we don't join or relate with continuous assessment, students 'need by the way credit for everything now today. So in line with this, it is possible to facilitate students writing skill through continuous assessment. For example in my own I in most cases I will give them assignment in writing skill starting from basic writing sentence construction up to essays writing and in that case oh most of the time I gave assignment to write even in most cases starting from a simple sentence and when I give them let say a feedback on that case there is certain improvement in their own I have observed in my own experiences and in most access if you give out of five certain things and then give them...

Re: May I interrupt...better to focus on the specific question about role of EFL instructors in conducting continuous assessment and then how is feedback viewed?

After I gave writing assignment, I will correct that things first, but in most cases I don't focus on each and every aspect of their own weakness. Let me take weaknesses for example, some of them are weak in sentence construction or spelling error or let me take verb subject agreement, but I most cases I don't focus on each parts. And I major or help them to co-operate each other's. For example, first in order to make them clear that thing. After I correct it, I want to make sure that whether the students have got that correctly or not. You see if you give them simply feedback, they don't realize that things. Therefore, I want to check it first on themselves. But in most cases, I don't focus on each errors committed there so, only the basic ones.

IN2: Right. Thank you. May be the core question you asked here is the role of EFL instructors in effective implementation of continuous assessment. To effectively, implement continuous assessment, the teacher or the instructor has a

great role in...eh...this begins from planning the assessment, by the instructor should plan what mode of assessment he or she uses or ...eh what criteria he/she uses to mark the assessment and then how to record and then how to give feedback or on what area ... eh...he or she focuses and then...what...what is the means of giving feedback he or she uses. Eh...so if...if he has a plan the appropriate plan. If he or she has used the right mode of assessment for example it can be a kind of quiz, test, it can be a kind of group work. It can be a kind of project work. Eh...if he has the right...eh criteria to...to mark, to give value the students' work and then, how to judge that value needs...needs planning. So,...eh the teacher has the role of planning and then executing that plan... designing that mode of assessment for example if he planned to use project then he should design that project...eh and then the very important role the instructor has is may be what we are not doing is to be transparent about that continuous assessment why he used that continuous assessment and in what it will be executed this should be discussed with students. Students should have a clear idea about continuous assessment and at last comes about marking and the feedback. The teachers' role include about all this things. This is what I think about.

IN3: My role in actual classroom it is obvious that marking and giving corrections on a piece of work exam sheet or may be the assessment sheet and then I will take remedial action...remedial action for them. One...eh one student...eh they look they make exchange their paper and look what they miss what they got, and how x got and y miss the point or the ... the mark. And then at the same time I will give a kind of reflection for them and on the board in the classroom and then I will make a remedial action like for instance if they need a kind of tutorial classes in actual classroom in my actual classroom and then I will make a kind of I will make a kind of propose another activity for them. Yes...eh...to...to make to cope up with eh... they learn something from the first assessment and then and they will do in this way any way in my actual classroom.

IN4: Thank you for this chance. I want to say something about this role of EFL instructor in effectively implementing CA one thing to be reminded is that when

writing is practiced teaching writing practice in the classroom how to be assessed is in my case is another issue. Because assessment or assessing writing activities or students writing skill is one thing but before that writing teaching writing if it is actively if the teacher's role is effectively implemented in teaching writing may be continuous is simple ... may be the challenge is one thing the time we get for teaching writing the role of teachers to practice students in writing students to let students practice that writing may be in group is one issue but after conducting continuous assessment, may be after teaching writing effectively continuous comes. Continuously assessing comes but after continuously students are assessed what they have assessed should be given feedback that feedback as the role of teacher it should be may be in...in...in the students themselves should get chance to comment themselves from what they have assessed. Where there problems...where ...where they made good thing or where they made wrong. The other one may be those students should get chance the teacher should play his role to ... students to come together in pair or in group to find some problem they made on the writing on the assessment may be after the students couldn't get clear for example the record or the mark they have got most of the students feel discomfort when they get less mark or on the assessment. Some of the students when they get pass mark or good mark they may don't worry about the strong side they made. Though the role of the teacher should be there where the students have made good thing or the strong side the student who have made wrong or the way they have instructed to do the activity and the exercise they have been given should be interrupted eh... with in ...eh one the students themselves. Second, with in their groups so the role of the teacher here is that to let students identify the ... after it is marked where...the problem they made and within the group and at the end with in...at the teacher themselves or those teachers teach students or assessed the students should deal them later the problem they made on the assessment or what they should be improve in their next step or assessment. Thank you.

IN5: Let me add at least somethings on what is being said by my colleagues. Eh...actually the roles that EFL instructors' continuous assessment plays are

varied. According to the students' performances, eh...when instructors are providing assessments...eh... he or she may get different results from the student and he or she observe different problem upon individual student; therefore, some of the students are good at organization and others are good or have some problems at coherently arranging ideas and some of the students are facing some problems on going according to the content or the topic therefore, when the teachers implement continuous assessment ...eh besides assessing students, he or she is going to identify the students' ...eh ...failure...eh and their strengths and their weaknesses so that he or she is going to help them according to their individual problem. Therefore, the continuous assessments implementation is very important in identifying students according to their individual problems and to help them accordingly.

Re: you have said that it is one way of identifying students' problems...weaknesses and strengths. Especially to work on the weaknesses of the students and improve their performances in writing skill what measures teachers take to solve the students' problem?

IN6: First of all different exercises and on students' handout but I think first how I can effectively implement them and how I can convince the students' in order to do the exercises specially, the assignments and eh first I think I relate the exercises to their real life and I tell them that the exercise help them in order to do something in their real life and this convinces them to do the exercise effectively and it makes my work also effective. First, I think and I sequence it which one must come first, which one must come second and this help me to implement my continuous assessment effectively and then if we come to the feedback after the feedback I will try to continue the next exercise depending on the feedback or the exercises they have done already.

Co: *what experiences you have regarding offering feedback to your EFL learners on their writing assessments? Do you provide feedback within appropriate timescale to enable students to review and act on it in order to enhance their*

performance? How do you view students' progress on their writing performance due to the feedback?

IN1: yeah this is good. Really, in most cases I have seen that students better understand something not during the normal presentation but it is just during the feedback you see most students have got even in recent writing experiences. Students can understand when you give them feedback better than formal... because they don't give attention when you conduct normal classes but when you give feedback especially based on their errors they can improve it and I have seen that progress of course in that area and another matter of importance is whenever we give feedback on time, it has its own effect also the better because if they put their own information in the long term memory again they need additional activation energy and it takes time, So **the sooner is the better** I can say.

Re: *What is your experience then?*

IN1the experience I have got lots of experience lots of students improved. When I ask them again they improved and there is a change. Of course the change specifically I can ...but on their grades also when they feel confidence also by the way ok another time they feel confident in improving that things and they talk by the way Even what they write they talk so it is not during the time of writing, but it has its own implication giving feedback it can instantiate another skills and its they talk for example after they can do anything. This is the experience I have seen.

Re: is that timely feedback?

Time is whenever you give them feedback on time there is change because let me take something is remaining for a long period of time you need another energy again to spend so if you give them immediately specially related to their topic if you go beyond let me you take the area then there is very difficult again to bring. So whenever I give them feedback on time there is change I can say.

IN2: alright my... my experience in relation to this eh... providing feedback to student is look when ... when the number of the students in the classroom is large

it's... it's difficult to provide a timely feedback...because it takes time to... mark the work of the student and it's difficult to provide the feedback on time because the number the number matters the other thing is that...eh eh... I faced sometimes the students do not need feedback for me. I don't now IN1's experience may be different eh... I experienced that instead of giving them the feedback they need just the mark and they are not interested in listening to the feedback and using the feedback for improving their own learning. This...this may be because of different reasons, but I... I have experienced this in my classroom. Even if I...I...try to provide them with feedback they are not interested in listening and improving rather they...they claim that their work is ...is complete and they...they need mark they claim mark...instead of listening to their ...their problems...instead of listening to listening to their weakness and improving themselves it seems that they will be feed up when...when you talk about their problems. This is what I have experienced in my classroom.

IN4: In my case I have experienced the teaching writing at a university level especially, the teaching basic writing skills most of the time writing are exhaustive at basic writing skills from that experience sometimes I get challenged to to get on which part I want to give feedback because, for example on paragraph students are instructed to write certain paragraph. My intention is, for example, about their auto biography write about your auto biography my intention is to let students write effective paragraph on about autobiography. But when they bring to get feedback from that paragraph even the word level they write in that paragraph or the spelling or capitalization or like ...like that those there is a lot of problems that I couldn't my intention is not to give comment on ...on very... very low level grades they should capture there but students have bring here a lot of problem that they have they should have managed at... at elementary level or high school level. That is, in my case giving feedback has a lot of challenges. When I collect a kind of paragraph to bring them tomorrow class before I jump to another session, may be because of time, because of the number of students, because of the number of problems in a single paragraph I encounter, so I am going to make it the students to come together and get feedback from one another

that is one remedy or one way of giving feedback but most of the time because of even the time in the classroom to teach that writing part and to give them assessment later, I fail to bring to the class those feedback at... timely because of those problems as one of my colleague IN2 says because of the number of students the number of the activities to be given and commented on. Thank you.

IN5: The practices almost similar. In my case... eh... as my colleague said, I provide especially, writing activities specifically on paragraph practices. I provide the activities in groups. and then the way I am giving feedback depends on many ways. For one thing, I make or I provide what some the other group provide or produced to be checked by the other groups and after they commented after the other groups comment or give comment upon what the other groups produced I bring the comments together and focus on the serious problems that has to be discussed in the classroom based on the topic I provide. This is my experience.

IN6: Okay, most of the time, especially on written feedback. I prepare advanced written feedback for students since we don't have enough time to discuss on time after I give them advanced written feedback I try if I have time I ask them to write it again because I want to see how much they are effective through my feedback...eh...if we don't have time as I told you to discuss I give them advanced written feedback and I ask students in order to see another similar activities. If they have interest because I want to know where the students want to learn on written tasks and continue in this way.

Co: *Do you think that marking and returning assessment papers to the learners is an adequate task?*

IN3: ok as for me it is not adequate only...only...solely giving and returning assessment to the students is not adequate tasks for me and even why because that needs encouraging them encouraging them since the students have different backgrounds and may be sometimes a language there is a kind of interference from mother tongue to English because they are late for that because may be this

is by itself it is for me it is not adequate task but it is useful and that it is useful but it is not only solely with this is not adequate other encouragement another may be tutorial classes giving additional assessments and assessing them and again looking and giving feedback.

The other is yes I think it close the gap. The gap which is what they have previous so this feedback is closing the gaps but not totally closing the gap and why because with in short period of time we have no much time for one course there is a lot of things there eh...and I don't think that it is hundred percent full the gap but it is vital for their future career in their writing making and minimizing their problems what they have in the previous in their actual life that is my point.

IN1 yes I do have the same...eh...I share his answer regarding number four let me tell you my experience that I have done in this morning while I am teaching English writing course. For example, after I have discussed this sentence functionally and structurally and I gave them everything a sentence has... I mean starts with capital letter and ends with full stop and question mark. After I gave this instruction, and then gave assignment. They bring and they start sentences with small letters so immediately when I tell them that is wrong okay and when I ask them again they improved so is this filling the gap from this the smallest task so there is such kind of aspect I have observed not only in capitalization like that even in active passive. They commit 'I was killed' they just construct non sense sentences but immediately when we give them on that instance there is a change so this can fil the gap.

IN2: ...eh...actually it is clear that...eh.. Just marking and returning the paper is not adequate this does not help. The very nature the very reason why we give feedback is to alert the student on what they missed if we just mark and return the paper the student may not be able to detect their own problem. So that will not be adequate to help them learn from their errors. Eh...feedback should go beyond returning the paper.

It is also clear that if feedback is appropriately used, it helps the learner to...to...improve their performance. By the way, one area of assessment is that help students most to learn is point of feedback. At a feedback level it is a means of teaching and learning for the student, so if used appropriately, feedback definitely help the students to improve their writing performance.

IN4: As others said it is not adequate because before coming to marking and returning assessment the other...other things should be considered that means before marking, the students' assessment the students' should ...the teachers themselves to give for before in individually or in pairs they should practice that area of writing and later comes to marking and giving feedback eh... the other one eh...

Teachers' feedback it helps. It improves students' performance writing. But, only not teachers feedback others' colleague classmates feedback also the part of improving students' writing performance. so to improve students' writing performances feedback should be given not only by teachers ... with in ...there are students in the class who are better than others and also there are individuals who understood the area of the writing. So, totally feedback improves students' writing performances but those feedback should not only given by teachers.

IN5: ok. let me add few points. Actually marking and eh...only marking and returning the paper is not adequate on students' writing practice because the feedback that individual teacher provide for his/her student plays a great role in making them improve their writing skills. For one thing, it can show them. Where there serious problem is...it indicates their problem or show them the problem that they are seriously affected with. For the other thing it again make them to practice by identifying their problems they have to do again and again to solve their problems. In addition to that the feedback that teacher can...eh can...can eh...make them where to focus on which point to focus. Therefore, besides returning and knowing their results, it is very important to...to ...eh identify their problems and to improve their problems. Thank you.

IN6: already mentioned.

Co: *Which of feedback strategies do you use to offer feedback to your learners and how do you view the nature of feedback/comments you offer to your learners on their performance?*

IN1: Of course, feedback strategies you cannot cover only by a person or the teacher. It needs a lot and in most cases eh...both of them are important because you cannot cover everything directly but there are different strategies in indirect ways and also by giving for example students themselves peer...peer assessment. After peer assessment, they can give this kind of things but in most cases whether it is constructive, positive and negative it depends on the students and the teachers' teaching style. For example, what kind of teaching strategy the teacher use to give that thing is matter for example because may students may not feel comfortable in taking say for example taking feedback in that if you give them they don't bring positive things so in most cases whether let me take it this strategy is direct indirect or positive or negative it depends on the students' interest to take and the teachers' teaching styles in that case if he is in the right track perhaps positive or constructive. Otherwise, if you are personal, for example, give it for some kind of error, students' may not feel comfortable. So, in that case it matters, so when do you give is that and what kind of strategy will you use to give it matters. So whether it is positive or negative or my own is...is for example from my experience whenever let me take it...eh...you give that feedback positive without taking particular individuals. so it is not focusing on particular individual as a whole that feedback as a whole it can be sound in that case students may have an interest and yours also can be like that but in overall it is very difficult to judge at this stage positive negative because what is negative, students may take it negative positive and vice versa. In my own English for lawyers' courses perhaps it can be different from another course. There is reading part the writing. After they complete reading, they will start to write. In that case most of the time if you give them, with credit something they may have an interest to do. In most cases of course, we will give them daily. The department

give them paper every day for their own assignment English for lawyers because it has six credit hours in that case what I observed that few give them immediate they have an interest but few students feel comfortable when we give them. So, it depends in position in most case active students can take it.

...Well, as to me the direct one...is in most cases students respect, they take teachers as an authoritative. So in that case what they believe is the teacher so in most cases mine is on but sometimes students who are not let me take confident in front of that they may take another one but it depends but in most cases it is the authoritative.

... according to social constructivism theory yes it is better if you may interact most cases with peer, with colleagues with even externally with others like that but in most cases we shouldn't believe in what it is said. What it is said is said but in actual fact what is seen is that our students believe the teachers, they believe on the textbook. So it is based on that mostly we can say we can talk but theoretically what is said what is believed is different from the actual fact. So generally, the direct one is in my own experience.

IN2: look on...on my own part, I use both the direct and indirect ...eh...ways of giving feedback depending on situations ...depending on whether the students understood my feedback or not. For example if I tried, giving indirect feedback and I felt ...felt that students didn't get me... I go... eh for the direct kind of feedback so I use both depending on situations and I don't think I ...I as to me to give negative, distractive and offensive feedbacks I ...I try to make my comment my feedback constructive, positive and helpful eh... but sometimes it may come destructive because of some situations otherwise I will not deliberately make negative comment or destructive comment or offensive comment...I tried to make it easier, positive, simple and understandable that they can used for... for improving their own learning. so I will do that...look if...if I am giving them a written feedback I will try to make it descriptive in a sense a clear comment for example if it is a problem of grammar and the grammar is the problem of simple present tense I will write wrong tense or wrong ... I ... I may circle that area and

write grammar problem about tense problem or wrong word or a wrong vocabulary. So I will try to make it descriptive and if it is oral we ...we discuss and I orally tell them what exactly the problem is what I mean my descriptive. I ...I try to be careful not to ...eh disappoint them so that they...they develop negative attitude on...on giving...receiving feedback so I ...I will try a kind of ...a kind of you know....a sandwich approach for giving feedback. Praising and telling them their problem and then praising them again so I will try to make sandwich. That is, what I mean by giving constructive and positive.

IN1: But, this is not by the way always the same. Students may vary. For example, if they don't get they accept it in the negative ones. For example, if you reduce the mark they will accept in that way. Because they know it is for their own sake to get improve for tomorrow. there it is ...eh in most cases it depends. If students don't have some interest on their subjects in that case whatever you give them even if you say 'Bravo' they don't feel it. They don't. so what matters is here just eh...doing your own job and in that case students will love..... But just for example when I give initially at the beginning I gave them for example to write their own auto biography, and then they write. And this auto biography I will correct the end of the course. How? for example, after I have just shown them everything. They know for example paragraph writing. They know the criteria. Paragraph has unity, coherence and this completeness. These criteria they know it. There is a topic sentence, concluding. So, if you teach these things clearly and if you give them mark for topic sentence- one, for unity- one, for coherence –one out of five even you can give for students for other student they can correct each other's. By the way this kind of experience is also exit. But your question can ...eh just demarcated us not to go beyond. Even the first one I got it later on when you give me that question. But, feedback is any how important as hopefully it can improve.

IN6: as to me most of the time I give direct or explicit feedback. Because students may not get us, since the knowledge is not this much as especially if we

teach first and second year students I focus on giving direct or explicit feedback and sometimes when I feel that students disappointed by my feedback I try to make implicit. I will try to hide their mistakes not to feel and I give good feedback as much as possible. But the feedback which can correct them and I think my feedback must be constructive for my students and from my students feedback I see that...eh...they think my feedback is constructive for them. They tell me and show me in different ways. And I also believe that, as a teacher I must be constructive teacher for my students.

Co: *How do you view students' willingness and reactions/ towards feedback to improve their writing performance?*

IN2: what...what initially...look the problem I have is continuous feedback is....eh.... the students willingness to...to listen to feedback and...and use that feedback for learning...eh...I...I tried to...eh...give...continuous feedbacks and let the students use the feedback to improve the...next performances. For example when I try to give the assessment the same assignment and see whether they do it better than the first... they complain that...eh...they are not willing to do. So what they ask me is that we have done it already done that is passed and next go to the other and they don't need to go back and improve their performance. so...not...not all the student have the willingness to use to listen and use the feedback. But may be in a classroom there may be...some ...some good students may be who are willing to use feedback and they may use it but, the challenges I have is they are not willing to listen and use that feedback.

IN3: I do share this. On learners willing, reaction cases eh...I observe that in my class...actual classroom teaching there are students who are willing feedback to make a kind of rebuilt their academic status on this having feedback and even I observe that at the end of the day at the end of the course I observe that there is if at the first assessment a kind of punctuation marks, grammar problems they develop now. They become based on eh openness willing to make where is my gap where is my problem and then they have a kind of some kind of development.

I observe that...eh...Unfortunately, I observe that some students are not willing to make having this feedback and recap their problems and ... and make a kind of development. Again, that they repeat the same problem as the next or the third assessment/task to mean. I observed that...eh...and so from this, I observe I dichotomize that in a classroom if people are or the students are willing to...to have it this feedback and other are reluctant to make it cope- up with that.

IN1:First of all in mine, for example, when I teach English for lawyers and the common course basic writing skills, students react in different ways because in English for lawyers, they are given six credit hours so they know that that course very deceive from other courses in that case the grade also matter so in that case when I teach and when I give feedback it is completely different from the one with which we gave commonly in basic courses so it matters so it depends on the credit hour and the course content it matters for that. Their willingness depends on that and but regarding to...eh...these the challenges teachers are for example you can't ...our burden I take this in terms of also social constructivist concept the issue of ideology is there because when I correct every...paper imagine... so teacher's has to get additional credits for their own giving feedback because giving feedback even it is it is another issue by the way it is on that we can change the generation tomorrow. By the way how do we give feedback for our citizen matters for building the nations so let's give credit for those who deserves. Teachers should be given some okay emphasis for that because if they don't have willing themselves on their job if they are not interested, they don't have such kinds of reactions, so it matters I mean. Say giving feedback is related with the lively hood of teachers on their own profession. So, the government has to do something. Additional tools to do that.

IN4: From my experience, most of the learners are not happy or they are not interested to focus on the problem they made when writing just even more they focus on specially on the assessment that are marked and recorded as a result they don't eh...want to give attention to those part of the errors or the problems I

have...eh...try to identify to look at even from what I observed in the classroom. When I observed the assessment individuals for example when individual students are take the assessment they fold it and put it somewhere. Those who have disappointed with in the mark. They don't want to see anything when I try to give them chance to which part they problem you didn't get clear with the mark I made or they dislike it to look it even in group for example sometimes I give for students in pair or in group certain kind of writing and when I bring back to the classroom, those students who are the representative take the work or the feedback, that person or student himself is not motivated to ...to bring...to come together with those his group members. Even the member went to look at those common papers given for them but they only ask 'what mark we have get?' the mark on the result they want to look for that matter challenges what we the last question why students are...interested to that feedback is one issue students are generally not motivated to ...to improve their writing problem they made in the first writing, the second writing thank you.

IN6: most of the time I am open to my students whether they accept or not my feedback I try to understand their view and I don't feel nothing, but I try to convince them to accept the feedback that I give them in order to... I tell them that it will help them improve...eh... their writing skills so, I feel nothing. But, I try to understand them and I try to convince my students.

Co: *What hindrances (challenges) EFL instructors might face to give feedback on students' writing assessments?*

IN5: Thank you very much. In my cases there a number of cases challenges specially that we face while making our students practice their writing skills. Eh...simply to focus on the serious one ...eh... the large classroom size is the most serious problem while I make my students practice their writing skills because in a single class we were assigned to teach not less than 80 to 100 in average eh...so to help and make them to practice and help them according to their individual problem to treat them properly...eh...the large class size is the

most serious problem. Eh...next to that lack of practice is another problem I face while... I... I teach the course because most of the students eh...lack practices...eh or they were not get chances to practice their writing skill eh...in the previous classes so that they are not okay while they are given even the topic sentences or topics to construct their own sentences even not sentence level they are not good so eh...eh...lack of practice is another problem...eh the other one is ...eh...they...they don't give much attention even to the course. Because most of the time, we give this course as a common course...eh they connect or relate everything to the grade so they are simply take the course for the sake of achieving good mark with it. Otherwise, they are not interested to improve their writing skill for the long period of time. These are some of the hindrances that I face while providing the courses. Thank you.

IN1: I may answer indirectly this question. The quality of teacher and teaching is the most important thing and for example in feedback we give it in subsidiary position by the way in our teaching learning practice so, we need to give attention for as an idea specially in teaching teacher educators I mean in teacher educator program we have to give it its own position because here it is not eh...by the way there is let me take there are teachers who can give these areas, so we need to give it focus or the area and we need to additional skills or implementing that thing because if we just take it for example, feedback and feedback and like that if you don't give it proper attention in curriculum I don't think that we can embraces. So we need because if we don't have experience on that area if you don't give attention to that teachers might give attention and hopefully you will just bring something new in our curriculum or in the future after this research products.

IN2: Actually the challenges ...are...eh...mentioned. On ...my part the number of student is one challenge ...eh...what IN4 mean there...which...which error to be focused on is another challenge because may be because of eh...a number of things. The student performance is full of errors, so it is easier to...to... identify...to pin point the few correct items than the incorrect items. Lots of

incorrect items are there so, I ...I feel board which item to correct and which to ignore by...by...principle you ...you cannot correct or you cannot give feedback on every error. You need to be focused. You need to focus on your objectives of that...that lesson but when...when you look at the performance, it ...it is boring if you see others challenge is the students' willingness to listen and... and use your comment or the feedback for improvement. That is what I have already mentioned and the third thing is...is...is when it is ...when it is...eh a written feedback whether the student understand your feedback or not is another challenge... eh... I found that many of the student do not understand the feedback I give them even if it is as descriptive as much it...it...is. They failed to understand and they commit the same error rpeatdly regardless of the feedback I give them. So this is another challenge. May be there are a number of reasons behind this all challenges and I don't think it is the focus of this question...eh...that can be another agenda.

IN4: ...ok something to add...eh...most of the challenges are one thing is students' background because what they should have exhausted at lower grade levels can be problem to work on it because to practice about writing to write paragraph to write essay like that but no the students' problem in writing correct word or letters the other one is perception I think the perception of the students themselves and even not only the teachers by the way in case of the common course not only the teachers especially the teachers out of let say social science or around other natural science, around technology even teacher themselves do have less perception about...about this writing skills because students think as practicing writing is for language purpose not for their academic purpose. They don't assume that writing is helpful for ...for their ...eh is not for their academic purpose, so perception of students as I say it even those other teachers... other teachers those teachers out of language teachers they assume that. They don't give focus on students to work on that. The other one is the commitment of the university as to the university himself in our case Wollega University. For example as...I don't know other classes around eighty ninety students in a class to learn writing. Yes... the university itself assign students seventy ninety for

other courses the same thing is for writing class which is even the schedule is one challenge in teaching writing. The schedule what the other department of English department they assign schedule which is not appropriate for teaching writing even the classroom which is not accommodative for the students. So, this is one thing. The other one there is the nature of the assessment itself because we ourselves are more tight ourselves with the assessment for the student. to evaluate the students' performance not to...eh couldn't get chance to improve students' writing performance we all record the marks of the assessment not to give for students for another chance to improve their writing and to mark it for to record it another time. so because out of seventy to work the assessment to record the students' performance to differentiate evaluate the students we focus on the assessments rather than the feedback attention to the feedback even because of the time, the number of students even the challenge, the number of students, commitment of the university, the perception of students all these are cumulative of the challenge to work on improving students' writing through feedback. Thank you.

IN1: may I want to ask IN4 is it to mean that ask I mean in large classroom? Do you mean that focusing on each student's error or having in the topic you mean feedback?

IN4: by the way writing by its nature is a difficult task for improve student's skills. One student are writing is within a single hand with a single pen students should write by their own hand they should write their own autobiography by themselves so maybe they can cross check with in their friends what they have written they may get time for like that but by its nature writing is individual but for student for improving students' performance we may share in group like in individual. Like that but students should have their own writing skill writing performance they should get time not only group or not only a kind of in a mass or in frame even the should also time for students to be evaluated individually their own writing performance.

Re: really we made very interesting discussion on the theme of this FGD session. I thank all the participants and coordinators very much for your unreserved experience and views you shared us concerning practices and perceptions of feedback provision on EFL writing continuous this research purpose.

Appendix I

Transcription of FGDS 2

Time _____ Venue _____ date _____

Co: *Would you explain roles of EFL instructors in effectively implementing continuous assessments in EFL writing classes? What roles are expected from EFL instructor just after conducting CA in EFL writing class?*

IN7: Pertaining to the first question, actually it is possible to mention different roles of instructors regarding continuous assessment, but the main thing is as long as writing skill is focused in this research, the main roles of instructors are...are...eh...giving written feedback for students continuously and also giving classroom and as the same time home assignment and so correcting the papers so as to just make them improve their writing skills actually it is possible to add different things but let me give the chance for the others.

IN8: May be mine is not different from what IN7 said the role of teacher...teacher in the writing class is facilitator the teacher is there to facilitate writing activity of writing by the students themselves write and submit and the teacher take written works to home and go through check and use different methods to give feedback like probably underlining or probably giving codes and give feedback. The following and immediately the following day the paper back to the students, and the students again the following day what the teacher has written rewrite the paper on the same tittle so mainly, the task of the teacher or the duty of the teachers there is facilitating and preparing the activity, and facilitating, and conducting, then commenting and checking giving feedback on the paper. This is, what I think probably may be the work of instructors in the class.

IN9: Okay, Thank you ...eh...regarding this...eh... roles of EFL instructors in just assessing continuously assessing writing classes, in fact there are so many roles eh... the teacher is there to help the students, to show them some ways or methods the students can use just to produce just the written text so I think ...eh...from text, from nothing then there should be something they can write the students cannot write from nothing there should be kind of showing how can just

there is idea and how to organize just how to come up with just some meaningful text, so the students can use what the teacher has given.. or them they can produce their own text, so the teacher collects the papers as my colleagues has already said and then goes to just to home or office because there is no adequate time to be there in the class and just to look at I mean the written materials a...texts so the teacher should go and take time and just what students did what they wrote so then what is the best thing I mean what is the most important thing for the students giving them a kind of feedback just in order to improve their written text before the future so the teacher should show them the students what should be improved by feedback so the feedback should be given in different ways; direct ... in fact this is really eh.... It may be difficult in just when we want to put into practice there are so many factors so the teachers assessment in the class but the practicality is under question because so many factors may be so the time factor is there even the students interest to go with the teachers I mean plan is another thing so it may be difficult for the teacher just to implement the continuous assessment in the classes because it is time consuming it is not just one time activity it takes time so it could be difficult to put in practice I think.

IN10: ...eh... first the role of the teacher in writing class is just ...eh... I want to say some points the first one is just arranging and preparing relevant topic for student learner, we don't give the topic which is which is hard for the student to manage to generate their idea. So we have to think the level of our student and we give them after just coming with the relevant topic to the classroom the teacher is going to give clear direction clear instruction what they are going to do, how they are going to do may be the activity may be done in pair or in group or individual this has to be clarified for the student. before doing the activity ...eh personally I use a group of most of at the time a group of three student when I give and for the next point what role are expected from EFL instructor just after conducting CA the role is just giving feedback by the way when I give f... I don't stand in front or I don't sit in front while I am teaching even they are doing the activity, I move round the table and even I interfere some times when they are doing something I

ask something to prove in the class they may ask me some words, some vocabulary some ideas and I am interacting with them in the classroom. Continuous assessment is not only for marking because continuous assessment mean it is a part of teaching and if necessary I give feedback and let the student to themselves feedback if they are doing individually I collect and let them to exchange and to give comment one to the other this is the activity I practically do in the classroom.

IN11: yes we take conduct continuous assessment and I know that after just ...eh the assessments I should give appropriate comment on my students writing, but I am not doing in practices. Eh...for one thing sometimes I do have many students in my classes, so I am going to correct 200 and plus students at that time and I can't, so I can say that most of the time I am using Continuous assessments simply for marking I can say that. but sometimes there is a situation I tried to give general comment for the whole classes after I have read my students paper written task I sometimes write worst paper on the blackboard and I ask I don't mention who was the paper and I use the continuous assessments for this purpose. I am not saying that it is okay. It is not it is good but I faced problems to provide feedback to my student. So that is what I am doing in my actual class teaching.

IN12: okay,eh...just to say something in my part...eh... I need to be clear with whether a kind of feedback that I am going to give and asked is for majoring students or generally for common courses students because it matters. Students from English language background may have more activity so that I may give them more practice any way ...eh... in general it is obvious that the role of giving feedback is basically to make students do to make students self-learners rather than receivers of information to let them go through different process to learn and to identify their own problem area and learn by themselves and basically, the role of providing them such kind of feedback the feedback provision in our country by now is designed to make students learn to give students the role for students rather than the teachers. But practically I don't think this is perfectly or absolutely in

practice. For instance, I provide students a given writing task and then I am expected to give them feedback for those students. May be, to identify the level of these students and identify their problem area and give them more elaboration explanation to that subject area to that content area to do so for one thing large class size is determining the other thing, the students themselves have no desire because of their less language background, so they are not active enough to take.. This... these kinds of feedback that we are going t to give them and for this research purpose we need to identify exactly the problem areas exactly the actual feedback provision that you are going to offer to our students. for instance in my part, I provide them writing task and for one thing I give value to that for the other thing I may make students learn from that and when I bring that back the assessment for instances I indicate while I am correcting I indicate planning writing the correct versions, and other techniques and versions I use and this is to make students learn by themselves but I don't think they are accepting and taking and trying to correct and correct it because if you give them feedback today you will found those students who do nothing so it is really discouraging for our students practically to apply as per the principles of feedback provision designed for assessment.

IN13: Actually a lot has been said, actually creating conducive environment is the first step as to me, you have to provide them with clear instruction and tell them clearly what they are supposed and the objectives even. What is expected at the end from the students...eh... after clarifying such point the next point for example if it is group work as some of my colleague said earlier I have to round even sometimes interfere and closely being friendly with them I have to show them even sometimes I have to since students have different ability from different background I can mix the ability of students may be average, and lazy student I can mix them while they are doing I will inform them to share experience. Actually what matters is that for one thing as to my own part I am not implementing as intended because of different factors relatively I have to strive I have to contribute my best but there are so many factors like class size, like

background of student, like interest, for example so these are some of the point make implementing difficult and tiresome.

Co: *Can you explain what experiences you have regarding offering feedback to your EFL learners on their writing assessments, and students' progress on their writing performance due to the feedback? Do you provide feedback within appropriate timescale to enable students to review and act on it in order to enhance their performance?*

IN7: eh... the second question if I am not mistaken asks two different views. The first one is the theoretical aspect theoretical knowledge and second one is practical experience. When I say the theoretical aspect I think it is about the theoretical justification underpinning the implementation of different feedback strategies and at the same times what is the practical experience in implementing feedback in the classroom so as far as my theoretical knowledge pertained to implement feedback is concerned I believe that feedback enhances students' performance both oral and written feedback promotes or enhance the students writing performance and I feel believe that giving feedback timely is very crucial and feedback that we render in the classroom should be positive informative or it is informational and it should be motivational feedback. On top of this the feedback that we give for the students' specifically in assessing writing skill the focus of the strength of the students and at the same time it should indicate the weakness of the students too. Having said this , when I come to my practical experience of implementing feedback although I believe or I know feedback giving feedback on writing assessments to that extent I can confess that I did not frequently provide ...eh feedback on students writing assessment. And if you ask me why I can raise of reasons for that one is large class size, and the other is overload and also it is possible to raise other problems any way I give feedback as much as possible but does not frequent. If there is another point that I should raise I may come back...actually let me answer the first question ...as I said earlier the feedback that we render for our students it is obvious it improves their performance we need to be technical that means when we just give feedback, we need to focus both strengths and weakness and also we don't have to just harm the

students morally in giving feedback if you do like this... it is hopefully the students writing performance will be improved. Eh... With regard to give feedback timely or with appropriate time scale eh... I hope I have raised in the very beginning I didn't because of different reasons but I give feedback.

IN8...Okay...I...I...Share what my colleague has said do you give feedback? Yes we do how about the students' performance? Theoretically there are contradicting theories about whether feedback improves students writing or not...I can mention few scholars for example...eh a person called 'John eh....Schott' yeah this guy says feedback never improve....eh... improves students' writing. It is just time killing....avoid giving feedback... I the classroom I read this article he has many articles 1994...eh and the opposite ...eh writing expertise like Danna Ferris who is well known she is a woman well known around writing she says giving feedback is right it improves students' writing skill so go on giving feedback so John Schott and this Dana Ferris they just argue against and argue for about feedback yeah... on my side...eh traditionally in our country we believe that giving feedback improves students writing, but is that true? In the reality in our cases in Ethiopian especially in Wollega university students if you know I don't think they improve ...ehfrom feedback. I really I don't agree that even the right and appropriate paragraph ...even a sentence ,so whether you give feedback or not even they don't understand feedback. They don't want to look at your feedback, they only look at the mark really what my colleague has said they don't want to give feedback...eh... the result because it is discouraging may be so the students they only want to look at the number that you have written on the paper as an assessment or grade out of 10 probably nine or four then immediately they toss it away. They don't consider so whether you write or not feedback, is not. They don't consider it so we used to give, to full fill the guides or fulfillment of the university. I don't think it will improve their skill... I used to give...but I don't think really it is helpful that is my stand. Okay

IN7 I want to add one thing I think the very advantage of focus group discussion is just to bring check and balance. ...therefore I have a question for him... eh...eh ...you read that there is a contradicting research topic or output pertaining to feedback...the importance of feedback. Eh...so my point is ...actually which writing we are talking about...eh if it is a kind of you know eh...artistic quality we may not but as long as we are teaching for sake of second language we need to give feedback and also the context of the writing session by itself matters because we are giving English as a foreign language even I believe that we need to just give them continuously focusing not only organization and different techniques of writing even we need to focus on the language itself... therefore there might be a kind of contradicting views pertaining to this providing feedback, but as to me feedback is very important for students to enhance writing performance.

IN12 Let me say something...eh...in principle we often give our students feedback believing feedback is means of learning in a assessing our students continuously and in particular in our university we are forced to conduct Continuous assessment but the extent to which you are giving them feedback as per the number of continuous assessment you are supposed to do as every body of us can easily estimate it this is because as I told five or six or seven times continuous assessments supposed to be given to our students in case they learn...eh... if you intended to give fully on students mark or achievement a kind of feedback for a certain assessment for one continuous assessment it may take you more than a month. This does mean, you can't even cover in a week for a section in a week for a section because you are expected to think you are expected to give them lots of strategies on how you improve their learning through your feedback because of this I can say that we are not fully applying but we often do it, so students' willingness to correct the feedback by itself is one factor. The other factor is it is really time consuming. The other factor that makes me failing giving feedback is students believe in mark rather than their believe in achievement language content I know. So few students benefit from the feedback

we are giving. Eh... I want to provide you one tangible example informal kind of experiment I did on biology students once up on a time. It may serve you...eh I always write as you know since it is Basic writing skills I write I enter to the classroom I write the word 'My Friend' on the top of the blackboard always. Eh.... I wrote this kind of writing as a kind of eyes breaker always because as you know many of our students couldn't spell the word boy when they write the word boy sometimes they write 'boi' so it is really very challenging but I am always writing 'My Friend' on the top of the board after a month I told them to get ready and come to the...a kind of assessment continuous assessment in the classroom on the appointed date they get ready and came. So I distributed paper to them. I ordered them to write the word my friend I objectively put them very far apart in order them not to copy from one another. Then I dictate to write the word my Friend and then told them to write a paragraph of more than six lines totally. Eh....forget about the others ...eh ...only 46% of those students spell the word 'my friend'. So in order...in order to blame myself I have been writing for a month...so in order what so ever it is I orally...I told them totally I did this intentionally please give attention to any kind of writing. Pieces of writing I give you but they are not willing totally. And totally the language background itself determine unless the policy the strategy change exists, I don't have a full confidence for my students ability to change their skills...eh...writing performance.

Do you think that marking and returning assessment papers to the learners is an adequate task?

IN9 regarding feedback provision, just I don't have a kind of unique experience from my colleagues. Because....I...I give this feedback, I mean ...even...even the continuous assessment for the sake of continuous assessment because of so many factors there is in the classroom just the students in the very beginning so....eh... the feedback I give them again is I don't think it is timing. I take and I try to consider what they have written and then based on the quality of what they did I give them a kind of mark, but I don't give them timely because of the factors my

colleagues said it could be discouraging because the students are they don't have a...a...any ... eh concept about this feedback provision is very important for them they don't care about that so I give them after I complete the assessment as a whole. So...it is very important. Theoretically it is very good. Again...again I believe that it is very important for students. It can improve their writing skills, if I were just return the papers timely but it is not in practical again this simply returning assessment papers to the learners, I don't think it is adequate task. So I should again check whether students have written I mean considered the feedback I provide in their paper. I...I should check but there is no such continuous ...eh...follow up simply return then...they consider it or ...I don't know whether they consider or not so what I have the experience.

IN10 That is not...there must be discussion between the teacher and the student on the feedback. The way I sometimes I underline and I spell... I say fragment...sentence structure I taught earlier just I try to indicate in the writing and as I have said earlier I don't use individual writing most of the time because as most of you said it is time taking and tiresome I use a group of three to five ...I use the same process writing in group process writing approach in a group of three I use the same topic and instruct and prepare outline individually and they bring together to develop a common paragraph. I told in this way and I use on the feedback. If it is too large, the paper is to large I don't give timely... eh.... I...I can't be out of the reality, I don't give timely. Because it takes me time. because even sometimes it takes more than three weeks or even a month, but sometimes when I give a group of activities in a group I discuss with the students on the feedback in the classroom. This is the way... I ...use in the classroom.

IN13 Okay I don't have different idea but to add one more actually in returning, and marking by itself is not adequate. Students should be discussed, they are expected to discuss exhaustively. Much time is needed. So...eh...by itself writing is time consuming. So, marking and returning the paper is not enough task may be eh...to deal with ...on my part I don't think.

IN11: to react on the returning yes I return after marking. I give them the mark and I return them with some comment...Kinds of comments. I describe their problems on the paper consists. But I don't think ask my students to rewrite the text by improving the problems there . I don't do that... but ...eh... I give the paper with some comment.

Do you think that teachers' feedback help the students close the gap between what was intended and their actual/present status? Or Do you think feedback on the present status help students improve their writing performance?

IN8: yes ...one of my colleague said earlier few students can benefit from teachers feedback, truly speaking. Those fast learners, those who have already the background and active learners benefit from teachers feedback that is my point. Other...other than this those students others ...the rest I don't think they benefit from the feedback even very difficult to read and understand your feedback let alone the feedback you write on the paper with ...some code...probably you can try all of them yeah ...we...I use code when I give feedback let alone understanding the code interpret it even if you tell them orally I don't think they understand. So, my stand on this point is that our feedback teachers feedback benefit few students who are active learners that is my stand yes it fill the gap. It narrow the gap student benefit but active learners or those under quotation good students benefit from teachers feedback that is my point my stand.

IN7 okay...eh... I think the question says do you think teachers feedback *close the gap between what was intended and their actual/present status* so the question is you know a question of perception if you are asking my perception I completely agree. Eh...but it has practical significance. It is not impossible to decide now we need to investigate empirically and then we can assure the answer. Otherwise, as a question of perception, I strongly believe that it close the gap between what was intended and then actual performance.

IN12 I have nothing new idea from totally IN 8 has said. Because it is true I give feed back to my students to benefit from it this is obvious logically this is to benefit students and what curriculum designed in the very beginning is to let students benefit from it but as far as my experience is concerned, very few in number of students benefit from comment that I gave them. And some students can also benefit from it, and majority of students, I don't think can benefit. Eh...the justification if you provide them a given assessment and then give feedback on it with different techniques and redo it, rework the writing assessment at all and provide them another time they will not improve their mark. This implies they are not benefiting from the comment you give at a continuous assessment and only whenever you want to give them assessment...eh...feedback, they are eager only to see their mark and identify their own progress. Of course, from giving them feedback if they have seen their mark, their achievement level they can be motivated and that can by itself serve them as sort of feedback more than that very few students are benefiting from feedback.

IN9: okay ...Yeah I have just the stand that giving feedback by itself doesn't improve students skills. It doesn't...eh just help the student to close the gap between the present status and what is expected from the student should be but the student should look at what is there? What is given to him or her and should try to consider the feedback. As my colleagues have already said, this is really very few students rare number of students consider the feedback itself. Because we know that you may edit this one because of if not important for you because we know our students. Many of them are just under the standard okay. And the entered or they joined university just with something message by doing just such away. So they don't care about even they don't understand. They don't say I did and the teacher evaluated my work no. the teacher give me this mark rather...so I don't think. So if they consider I believe that it can improve the ...the gap they have but if they don't it doesn't work.

When you offer feedback to your learners, which of the feedback strategies you use and why? And How do you view nature of feedback/comments you offer to your learners on their performance:

IN10: in practice I use direct/explicit feedback on writing I ...I ... directly write on the area on the p...problem to show them because as most of you have said that most of the student can't understand if I use implicit type or strategy and I write it on I underline and write on the topic and try to even show the error areas of writing on the sentence and I use direct type of feedback. And I can say that one is descriptive. Just I describe on the area. Sometimes because of that some students come and ask me question why I make that while I read that mark or problem on that area. So, this is what I want to say.

IN13 okay... to add something, actually I am using similar principle I use direct method simple and straightforward due to for example the nature of the student the ability matters since they don't understand even simple language simple words that we are using in classroom we have to be direct and straightforward and specific as much as possible. And similarly, I use descriptive type by underlining by mentioning the type of error they commit...eh...so it is more of descriptive

IN11: alright already my colleagues mentioned eh... and I frequently provide explicit comment...direct. I directly write on their paper the problems they committed in the writing and just my comment I feel that my comment is just positive...eh...and just it is a kind of encouraging and I don't give them just discouraging or offensive kinds of feedback.

IN7: okay....eh...the same fashion with my friends I also give feedback directly or explicitly...eh...indicating...the weakness of the student. And at the same time showing the strength ... on the other hand when I give feedback specifically on writing assessment or assignments most of them are descriptive. They are so constructive and I want always like to give positive feedback. I don't want to give negative feedback, destructive or offensive because ...actually as **to my**

understanding indicating the weakness of the student is not negative. Of course the way I show them their weakness is matters I give a kind of...sandwich method indicating the positive and then their weakness and I did not say negative the weakness and then I tell him his strengths too. So negative the word appropriate for me ...most of the time I don't use offensive feedback. I would like to add one more variable I use motivational feedback...right... a kind of you know encouraging him wow you are...after this you are going to write perfect such like that. So we call it motivational feedback.

IN12 regarding the nature of assessment determine whether it is direct or indirect as to me. Eh...in basic writing skills courses the first chapter usually requires very short kind of feedback to our students in that I may not directly tell them the exact feedback the exact answer to their miss understanding. I may indicate in a kind of question mark simply underlining to indicate by them to reconstruct to re correct answers this can be indirect. The rest, for a process requiring, writing assessments, I usually provide them direct kind of feedback. And some strategies for instance, I underline, I rewrite and let them to read and understand it. Even one best writing feedback strategy that I use when I provide assessment in group is I let them through the writing task then I am saying this because it is up to you to determine whether direct or indirect to use for your research purpose...so I provide them in five or in three and then let them to write writing task at the end they are going to correct or them...then I choose the best and the model paper from all group activities and I make this model paper read in different groups I distribute to other group and let they learn from feedback that I wrote and the least paper I have chosen so they can evaluate the level of their performance depending upon such peers work. So I use such kinds of things. And the other thing is may be a kind of feedback I give is descriptive usually I give explicitly write. This can be descriptive and also I sometimes write to make the students by themselves also be constructive if I didn't miss the meaning it has.

IN9... may be regarding the strategy to be used just personally I prefer this kind of implicit that is I don't want to tell the student just this is the problem...error of subject verb agreement ...I don't say I simply just circle or underline the two the subject and the verb and then I just draw bi directional arrow then I put a question mark. Rather than telling so that the student should...think what my problem is so I use I prefer such kind of feedback strategy. Regarding the nature the feedback or the comment...eh...I don't want to be offensive most of the case I use constructive comment even though they didn't perform to just the standard it is very below the standard just I try to use a kind of constructive words just as a motivational strategy just for the future you can improve for this somewhat not to the standard. I say. So I want to use constructive nature of feedback so this is what I work.

How do you view students' willingness and reactions/ towards feedback to improve their writing performance? &

What hindrances (challenges) EFL instructors might face to give feedback on students' writing assessments?

IN8: alright okay...concerning their willingness, eh...truly speaking, they have the will, they need to do it, the problem is, the practical...eh...the practicality of doing it. So their reaction is,

We can say theoretically they need your comment...your feedback, they like it. They need it, but if you say include my feedback and rewrite this they won't do it. Probably,...eh...few students again can make it can make use of it...eh...those who are able; who have ability to do so. Those students who are self-motivated. Others, probably due to fear due to lack of the language, the practicality they don't apply, but all of them in most cases, they have the willing truly speaking. Concerning this... this is my point....eh.... truly speaking from my experience I haven't seen students who have asked me for feedback, rather they want to know the mark the figure I have written on their paper. Sometimes they argue with me how I scored four, or five, or seven.

So how do you know whether they are willing or not?...they talk...they talk...because when...we all are wrong if I speak truly...look students should write first draft, second draft, mark should be given on last draft... the final draft. That is the theoretical aspect of writing which we are not applying due to some factors that you have already raised number **of students, overload, time bla- bla due to this we are not doing so. We only use one shot writing which is wrong. But I just write this kind of experimental research in the class and I have asked them yes they need. They are willing, but they don't come to me to ask for my comment written comment or oral comment. Rather they ask me the used to ask me the figure the number that I have written on their mark. That is the point. Probably I might have been wrong that is my perception.**

Next the challenge truly speaking, going through all this papers thoroughly for example, in case of Wollega University's culture... we have...eh...up to ...probably sixty students in a class six zero sometimes it goes up to seventy in the class like in pre Engineering class ...so if you are not lying it is not possible to go through this all paper and coming with the paper next morning. So the challenge is number of the students in the class...the large size of students to give feedback in the class. Teaching is possible but giving feedback...because it is hard task...a very hard work again the handwriting of the students themselves, sometimes they have poor handwriting like me. The other thing, is the language, which part of their sentence you give feedback? To which part? All of them are in most case wrong so sometimes I consider only **the spelling and some global mistake**...some global...other in most cases so really the tiresome, handwriting, number of student, the overload and bla-bla as a problem that is my problem.

IN7 okay ...if...if I am not mistaken there are two major points that is willingness and reaction towards feedback. Eh...regarding... students' willingness...of feedback I can say in two ways. The first one, as far as my experience is concerned in most cases the students do not ask you to give ...them feedback or comment on their writing assignment eh...on the other side they

receive feedback positively that is my experience. This is might be because of asymmetrical relationship between teacher and student because they didn't deny just receiving feedback so that this is my experience. The other point is ...eh...regarding the challenges of EFL teachers ... concerning their reactions I am also thinking of that but intending to raise with next point. Actually, it is difficult to notice their reaction abruptly from your just feedback or you can't see their reactions, when you give them you know feedback. That means they...they may not show you a kind of frowning face or something like this..... Actually reaction as to my understanding we can see in two ways. For example, when I give you a comment you may receive or you may not be in a position to receive it so I can read from your facial expression that is why and the other thing...eh...just we may just see them when they utilize the feedback that we provide so that as to me they just positively...just...eh... receive the feedback the other point is regarding the challenges as it has been frequently raised one of the common challenge is large class size and the second point...eh...this also frequently raised point...eh...the students' writing performance by itself is a challenge sometimes as we all know when we ask them to write a kind of paragraph they write funny paragraph like my friend has said before, even it is very difficult to give them a feedback or it is full of problem...you know. Even when you talk about descriptive feedback, I think we need to just think of only few students in the classroom. Otherwise, that is absolutely impossible. That is my point.

IN9: okay thank you. Regarding of willingness of the students to improve their writing performance by considering the comments or feedback given I think we have said the students we have their language background so doesn't allow them to understand the comments the feedback and just to incorporate in the next writing just in order to improve their writing performance as my colleague have already said a few relatively assistant students can consider and most of them ...even do not understand so they may have willingness. Willingness doesn't help there should be something a kind of background, a kind of language...eh... proficiency they should have but ...eh...there is no reaction...among...eh...most

of the students ...and regarding the challenges in fact there are so many challenges as we have already said indirectly in the previous questions. For example, large class size is one of the ...prominent challenge so we have about seventy eighty students in a class so how could it be realistic a kind of written feedback with these number of students is really impractical and the other is as they have said the students' poor English language background is and also...eh...for that we give...this writing skill course to all freshmen students' across colleagues. Leave alone the common course, even the students in English language department...they don't have the background just last year I taught the first year students that was the kind of yeah... spoken ...yeah spoken English they don't know English. They don't know Afan Oromo , they don't know Amharic most of them really it is very difficult ...ahh...hhh... even ...to communicate to each other which mean some of them know Afar some of them know Afan Oromo...it is difficult...some of them know almost know three of the language almost I know I can use so it is difficult there...so it is really frustrating the challenges are many. So it is...really for the teacher ...for the teacher himself or herself it is challenging at large a kind of giving feedback to improve students' written performance.

IN11: I think most of the points are touched but regarding the willingness there are students observed there are good students. I taught HO, Electrical Engineering students and I noted that these students even need...eh... feedback. They reason...they ask even why they scored that mark, students good at...I ...from my experience I noted that students who are good at English want to get...just something additional input. But other students who are...most of the students are not in ... the zone of development ...they are too far and as my colleague mentioned, even it is difficult to read their handwriting... eligible handwriting and just difficult even I ..Sometimes get confused the kind of feedback that I provide. Nothing is good in the paper...eh... so very difficult and even except the students who are good at English they don't want to see what I write even on the paper. They don't read even. I see that they never read. They simply look at the mark.

They need only the mark not the comment. And just the challenging is...just I already mentioned...eh...when I start to provide feedback my first worry is reading the poor handwriting. Their handwriting is eligible. I cannot read it takes me too much time to go through their paper on top of their ...numbers again students' background. Eh...students' background is again very poor and I feel I don't think that they use a kind of comment I provide them in the writing so that these all problems hinder my provision of feedback.

IN12...okay regarding students' willingness when you are giving them feedback in continuous assessment...eh... the great challenge there not only to my own experience but also to my own understanding in university is the knowledge gap between the students themselves very active students are there in a single class students who are coping while they are at high school or grade ten or entrance exam or grade twelve simply copied and joined university so they can't spell very little easy...easy words so knowledge gap among students to provide them feedback to be specific for instance, if...you waste much time in giving feedback on students' assessment very active students who can easily understand your feedback are good while you are giving feedback. The other thing is unreadability of their paper by itself they write as if they are students of grade one so their hand script is unreadable and for such kinds of writing tasks talking about feedback is nothing than wasting time. The other one is, students' join university without capability or willingness, they have no any kind of capacity that help them to join university and make them follow academic dripline at universities...eh the other one is learners are demotivated as a result teachers are also demotivated as a challenge. When learners are demotivated, so teachers themselves are demotivated to give them feedback. The other one students if you inform them frequently you give them feedback and try to check whether they have improved as a result of that feedback they fear so that frustration imposes some kind of emotion on them. Eh...the other thing in particular are at our university to be specific the university's legislation violates other universities harmonized Legislation. If you give them feedback one student, if frequently try to give the feedback in group only one student take that feedback and improve for himself. If

you enforce that student to give feedback on that and how you see how they improved because of feedback even they are going to blame you accuse at higher officials. If you try your best so in general, the problem is...even provision feedback may not work across different bureau uniformly. If you go to sport science department, students of sport science department may not take a kind of feedback on assessment in the same way that you teach health department because you cannot uniformly apply a feedback provision on continuous assessment. These and others may hamper as make us to challenge. **IN 8**...has raised one important thing in this university, if you give them to write at home and come for example, a paragraph. You only find one original paragraph one or two the other are copy. They copy from each other that is a culture accustomed to the student so this is about to stop all papers because once you have read three or four then you again read same line by line the same information and the same spelling error the same grammar error in the whole throughout the papers, so this is very important point that I have read. Thank you very much really.

IN12: We provide feedback seven times as you know is very challenging since we are always examining the students in order to satisfy this seven criteria you prefer students a kind of assessment that doesn't require feedback provision as true false...a,b,c like that so I am forced to fill these gaps in order not to worry much eh...giving feedback a,b,c may not require except doing the home works and the like. It is not considered as writing feedback. The other thing why I accuse the university's legislation if students ...if you provide them a kind of assessment that is feasible for feedback provision they accuse you to the higher official and they leave the class for you and you will be there alone because you should examine them, you should provide them a kind of assessment that they can copy one from the other and if you enforce your students to go in line with your own objectives, they accuse and we have experience practically we are not talking in a theoretical aspect of it. That enforces us a kind of assessment continuous assessment that doesn't require provision of continuous feedback.

IN7 ...okay to put differently the issue we are expected to examine students seven times...if I am not mistaken and there is also final exam ...out of thirty and more than four class of student. Therefore let alone just providing specific feedback for these each and every exam marking, checking by itself is cumbersome, truly speaking. It is tiresome because I is not only teaching is expected of teachers we need to do different things together it is a big challenge. Therefore, the concerned body need to just consider this point in the future I hope there will be improvement we have seen the challenges.

IN12: this research can be an input for concerned bodies.

IN10: may be the other problem I want to rise is that student who join university come below English below the standard. This is a challenge because the course they are supposed to take here is above their level. We can't help the student to start from very...very below the standard because the course we are going to offer is time bounded here. And the other is he students themselves is complain that there is no writing at a high school level. There is no writing assessment there may be the content in the high school, but they say that there is no writing. Teaching writing because the teachers there focuses on the language elements that are necessary for the student in the national examination because of that they don't have even to your surprise sentence structure is there in the high school textbook but they don't know here. We start chapter one with sentence structure. The same point is there in the high school, but they don't know. This is attention should be given from the lower level of the students writing skill this is the very strong problem on the students writing and because of that Even the students themselves they hate writing class to be just frank.

RE: I am really happy, and I thank you very much for your patient and valuable discussion you have made with me. Thank you very much.

Participants: we appreciate.

Appendix J

Transcription of FGDS: 3

Time _____ Venue _____ date _____ \

Co: Let's directly proceed to the focus group discussion as the direction is already given from the researcher hopefully just as already said you can reflect your personal views directly to the question. *The first question says would you explain roles of EFL instructors in effectively implementing continuous assessments in EFL writing classes? What roles are expected from EFL instructor just after conducting CA in EFL writing class?*

IN14: Any ways teachers have obviously have roles to play in teaching in the classroom. In writing classes especially teachers have great roles to play in helping their students write effectively giving them direction guiding how to write, what to write, in addressing the procedures of writing, teachers have a great role to play in the classroom. Regarding its effectiveness, the effectiveness of its implementation differs from teachers to teachers because all teachers have their own mechanisms of addressing the topic of discussion. what students should do what students shouldn't in actual classroom therefore the implementation, the effectiveness of the implementation that is teachers have great roles to play in directing, in guiding, in addressing the best procedure to write how to write, what to write the content as well that teachers have the great role to play in implementing the CA in writing classes. ...what is expected teachers have different roles after conducting CA actually this CA itself takes too much time in writing because writing is not spontaneous it takes time it is procedural teachers' should give feedback proper feedback for their student, they should mark may be the papers and giving them back with the proper comment, appreciation for good did and comment or feedback for those fail to address in the writing I think this way the teacher or the instructor can play great role as CA in English classroom.

IN15: To add few points to what my colleague has mentioned ...as an EFL instructor I think teachers are expected to play varieties of roles during EFL

writing specially we know that writing is not a kind of activity that we can simply pass it is a bit demanding and as well as teacher is expected to just play varieties of role. Firstly the teacher is expected to at least prepare what are...may be the mechanism in which he is going to assess the students based on the continuous assessment that is teaching firstly he has to decide which topic is may be addressed with a kind of instrument the teacher may give for example paragraph writing or he may give just different jumbling sentences and the like so firstly the teacher has to understand why he is just designing different tasks based on the objective that is already assigned.so after he has already just determined the topic that is going to be addressed so the teacher has to be sure that the students are effectively carrying out the tasks according to my be the objective then the teacher is also I think he has to monitor, monitoring is also one part of the teacher so that he has to supervise who is doing, who needs may be a kind of support, and he has to identify to what extent the students are actually doing the tasks he has already provided and monitoring and supervision is also part of the teachers' task; otherwise, if we are simply giving and just may be giving burden on the students. This is not a kind of learning so the teachers...the teachers duty goes to from planning I think he has to supervise, he has to monitor and finally he has to give feedback. This feedback may be in the form of actually sometimes because of large classes and the like, teachers may not get the right time in order to at least to supervise everybody's work in the classroom, so in that case it is possible may be to give general feedback and we can take students to see the progress of one another may be in group, in pair and the like, so the teachers' work is very much vast but this does not mean that everything is done by the teacher he has to play may be the role of facilitating role, so the students have to do tasks on their own as well, so I think teacher is I can say he plays a very significant role just addressing I mean in even not only giving feedback varieties of roles can be done by the teachers so this is what I have to say.

IN16: The role of EFL teachers in Conducting continuous assessments are many as IN1 and IN2 raised some points the first role as I think is conducting the

continuous assessment...eh...next after conducting the assessment what is expected from the teacher is giving feedback...eh...because continuous assessment is different from the summative assessment that we have at the end of terms. By the name of continuous assessment I think it is ...eh... it has relation with giving feedback. The assumption is ...e...you assessed the class, and ee...then you give feedback. In university, as a practice what teachers are doing is as IN2 raised...lastly because of many student in the classroom, or large class size instructors give assessment writing assessment for the student eh....and then they collect what the students produce and they give corrective feedback and even...it is very difficult for them to see each and every points of students product so they give by checking some major aspects like grammar whether there is for example important points are mentioned, mechanics and the other issues and they simply give the mark with the feedback. In any case, I think it will be not good to give mark together with feedback. Because if students score low mark, they don't pay attention to the feedback, they ignore it because they think about the mark, they don't think about the feedback but the primary purpose of continuous assessment is to help students improve their learning by using the feedback given by the instructor, so...it is better if teachers give separate mark and then the feedback. ...eh after giving the feedback...eh...I is better for teachers to give alternative assessment so students can incorporate feedback given on the previous assessment when I say this it may be students may progress from sentence level to paragraph writing level when they progress from sentence level to paragraph writing level the feedback given in the sentence level could help them to write...eh good paragraph so chance should be given to use teachers feedback and then the next role is recording their mark and then if there is any problem the instructor thinks there should be ...some... some remedial action, giving tutorial class or giving additional...eh... what can I say. Resources...eh...he can help them and then he can go to change for example if there is methodology or ways of giving feedback, he can change his method of giving feedback. Normally feedback could be given in different ways. Peer feedback can be applied, if students are well oriented, if not even self-feedback could be again used in writing classes...eh...it needs

teachers effort if ...if the students are well experienced and have the awareness of the skill of even giving feedback for them-selves that could be possible. Eh...I general... the practices the university instructors specially in Wollega University have may be to my information...very difficult to explain ...eh because we teach many classes, many students in one class...so even we don't give feedback timely you give them assessment we collect paper and then we put **the paper until the** .

IN17: as most of my colleagues raised the issue of EFL instructors' role in giving feedback in continuous assessment actually we can provide feedback orally or in written feedback and it can be done during learning and after learning actually. So, teachers do have a great role in providing feedback for example he or she may help the students to identify what is good in his writing and what should be improved in his writing. For example...eh...he may inform the student inform the students what should be preserved in his writing or in his text and what should be point out the imprecise issues the incorrect issues included in his writing or in her writings so instructors do have a great role in giving or in guiding the students or in providing effective feedback in order to let the students finish his or her work timely or properly. So, actually giving feedback is something difficult because due to some cases. For example, as my colleague raised large class size is one of the main problems that we can observe in our actual situation. Eh...the question is regarding practicality...for me the practice is not implemented in our situation because of many reasons...eh there are a lot of reasons that we can raise why it is not practical. Actually, theoretically we can raise a lot of issues...eh...in the continuous assessment we provide continuous assessment for our students. That is obvious but, do we really give feedback for our students timely? Timely is the question do we really give feedback for our students is another question? Yeah we do not give feedback timely for our students because of many reasons...eh...practically the issues that I have raised for example, large class size, not only large class size work load, by itself is another issue...eh that we can raise. So, eh...what is expected of instructor is as much as possible he should...he should timely give feedback for his students in order to let the students improve

their writing skills. But our students' writing skill now a day is not that much good due to this case. So, still we are expected to identify...eh...the gaps or the problems that are related to our students as well as to the teachers. For example, as to the teachers' side as I have said that of large class size and work load...eh... the issue.

IN18 : I need a bit clarification...as the idea stated here informs it also combines the class matters and the assessment matter. So I need clarification is that only on continuous assessment

Or combining both the class practices and the continuous assessment practices? Which response do you prefer?

Re: Okay, my preference is on continuous assessment, but if it is integrated you can reflect on both.

IN18: okay thank you so, eh... as writing is eh...you know mostly a process a process so, eh... a teacher has many roles in in implementing continuous assessment in teaching class in the teaching activity. For example, eh... showing...guiding principles...eh...showing the model...model writing texts so, these are the roles of the instructor. ...eh...showing how to the methods so more of the teachers' role is facilitating. Okay facilitating, counseling and guiding the students to produce gradually following the process, so the way the teacher gives feedback may vary from context to context as my colleagues were responding sometimes the feedback **may be given orally and sometimes in written...but some...some context may be the class size, the time challenge as but... so we can comment... so to follow to process the guiding principles how to write and we also re ask, for example, if assignments are given writing assignments are given this can be one of one of the** continuous assessment. So, we can we can give feedback in the written way orally so that the students may do it again. Correcting and including the feedbacks given by the teacher.

Co: Can you explain what experiences you have regarding offering feedback to your EFL learners on their writing assessments, and students' progress on their

writing performance due to the feedback? Do you provide feedback within appropriate timescale to enable students to review and act on it in order to enhance their performance?

IN14: alright regarding the experience I have in offering feedback, I usually provide them the feedback but not always because of time limit, since writing takes too much time I don't always provide them with feedback but as much as possible I try to provide them feedback occasionally... eh I didn't evaluate...actually frankly speaking I didn't evaluate how the students make use of the comment I provide them in my classes because we rush **all the time to cover the course** actually I provide them but the progress may not be measured because of the time limit. ...it enhances...it enhances , but as a teacher I often don't evaluate the feedback I provided for my students in writing classes due to different problems- time factors, rushing to cover the courses. Regarding appropriately addressing, or timely addressing the feedback as much as possible in writing classes when I give them tests quizzes in the classroom I try to monitor them and try to review what they write but this is not necessarily mean that all the students could be addressed similarly. So, I usually provide, feedback but not always and the progress on the performance of the learners may not be similar in all cases.

IN16: Eh...my experience, in assessing students writing, what I do in my class is especially when I give the basic writing skill course, I assess students' paragraph writing... skill, eh... I give a blank sheet for the students to... to write a paragraph going through the steps of writing. Eh... I could help them the first step specially, the planning stages thinking and planning stage normally, thinking is the planning activity, planning stage I help them eh... I ask them to write their work on the first page in a class in one session. then I collect the paper, and I take the paper or students' assessment back home and I give feedback without mark. And next time, I give them back the paper to use my feedback and produce another paragraph...eh... this is my experience. Why I do? I do this is to help students improve their writing with the help of my feedback. Eh...how much

students use the feedback I give them is question. Especially...eh...students who are academically higher achievers use it and even middle achievers to some extent use the feedback I give them. But many students I can say in the class cannot understand the feedback. I give them. So, **most of the time, I find their work the same with the first one. This indicates, they don't** use the feedback I gave them. Eh... this is because of many reasons not important to mention here. The students' even there is students who cannot produce...eh...a paragraph. They simply write something they don't know. How to write a paragraph though I teach them to do that. So, eh... students who are good in writing can use can use the feedback ...the feedback I give them to improve their writing work but others not this much.

Co: ...you are applying this, how you manage this in large class size?

IN16: eh... I give them a paragraph on class I collect the paper it is time consuming,...eh I give feedback when I give feedback I don't give...eh...on everything. In paragraph writing, for example, the features of good paragraph I consider unity of the paragraph, coherence...eh completeness of the ideas grammar, diction and mechanics and so it is okay I can do that after two days, after three days I finish their ...checking simply I give them feedback then I will give them on the paper back and then in that session I ask them to re write the former work I check by using the feedback given to them. Most of the time, the feedback I give can be normally not corrective feedback. For example, if...if I am not clear with what they say I underline and put what I can understand it and improve it in some cases if it is grammar I know what to write clearly. So, students can use that and write in that session so it is okay at home you can check students of one two classes may be fifty, sixty students.

Re: *do you think the feedback you offer to your students on their assessment is a timely feedback?*

IN16: Relatively I can say it is timely feedback, because it is comment after three days or two days they will have their work next when I give them the feedback or their assessment back again I explain so, they remember what they did the previous day they remember it. Eh...normally its better I know if you give

immediately the feedback they produce paragraph and then you give them feedback, you immediately ask them to rewrite it but since it is difficult I can keep it with me for two days and three days and then students can remember that.

IN15: Okay, I think a lot has been said by my colleague so, actually my opinion is regarding the significance of feedback as already eh...said... eh I think it is very much fundamental and students can just make use of the comments as a kind of ingredient so that today if they need may be very much support they expectation is tomorrow they are going to produce an effective paragraph independently, but to do this I think ...eh...as much as possible in my just writing classroom, I give...eh...just feedback, I don't know whether the feedback I am giving is adequate or not specially students who are just coping up with may be the tittle and the task given just I give them. Okay...eh...eh...usually specially just I can check in the classroom may be activities of some six or seven students then because of time factor then I just directly just move to the other lesson and I will just use the I mean attempt of those students and I can also just give feedback, but I think, specially may be this year and last year I was teaching just specially, I mean FBE students. There are around seventy, sixty students in a classroom. So if the teacher is actually committed to do so the time will not let him to do so because of time limit the teacher is not just delegating or he is not discharging his responsibilities as he likes. But, the believe is there. But, practically as mentioned, a lot of factors are impressing I mean pressurizing the teacher. So, the students are as to me am not doing to the level of my satisfaction because of the problem I mentioned. But, still if the teacher is just giving feedback students can benefit almost and I can say they can produce may be a very good writing in the future. So this is what I would like to reflect.

Co: how can you check progress of your student?

IN15: look learning is not something in...at a given time. So, if for example if you give one activity today, tomorrow you are going to give another activity for the students. So, those students who are performing at least something today you will show a kind of progress from them. Even they are not only in the class there

is a case in which to come whether out of class and ask you what is not clear and if even evaluate a piece of writing they have produced. In terms of at least just evaluating the progress of the students, the first one is actually, as **IN16** has said he tried to treat marking and giving feedback. As to me at least if we have time, no matter if just give value for what the students have produced we can just mark, then even from the mark we can see that at least what we have commented the students get I mean they can consider something from our comments and there is a possibility that they can score more than what they have just achieved may be sometimes before so, I think it is enough.

IN17: the issue is the role of feedback as I think it is obvious that the role of feedback is immense or great in enhancing students' writing performance. Eh...as ... my colleagues raised ...eh...it is obvious that ...I mean writing ...mean the role of feedback is immense. Giving feedback is very critical and important in order to let our students able to produce a good writing or a good paragraph I can say. Actually, to let them produce a good paragraph, or a good writing, eh...the teacher is expected to do certain ...eh activities in order to able the students. For example, as **IN16** stated there are procedures or there are stages to be followed I process writing actually. I ...I... tried to do those stages in order to let the students produce at least a paragraph or a given writing. Eh...eh...in my EFL writing classes, so depending on that I try to give feedback for my students. first, I collect the papers from the students which I gave to them then, I try to mark then on the other day, actually, it is **very difficult to give feedback timely**, or on the spot in the class...eh...actually, you can give during the lesson or after the lesson it is possible, so that I try to give for my students after the lesson ...eh after two or three days I give the comments or the feedbacks to the students in written or in written version...eh...on their piece of paper.

IN18: Actually not different from others, but ...eh similar to my colleagues I asses, the writing activity of my students in different ways. Eh...for example it is possible to class writing activity. I used such strategy. And I collect the papers and then I correct it so, sometimes I... I... give them as an assignment to assess

their writing and I check whether they have applied the process that should be followed in a given writing paragraph or...or...eh composition. So, I used three...three kinds of class...eh writing activity as kind of giving assessment assignment assessing and even a kind of quiz to produce paragraphs. Then...then I correct them. The inmost asses writing feedback and but I also to remind them how ...how to consume in a class level when we are discussing and I assign them to improve this activities so I believe continuous assessment is a kind of assessment is used for learning. It is so not final assesemnt it is must to give timely feedback because the context the method by itself is needs. So I use and experiences

Co: *All right just directly let's move to question number three it says: **Do you think that marking and returning assessment papers to the learners is an adequate task?***

IN14: Alright thank you, eh...in my opinion it is not an adequate task. Of course it can help get something from feedback, but in itself marking and returning assessment papers back is not adequate, much is expected from students, they should exercise, they should practice, they should write so that they can enhance their writing skills. Though it is important to correct and return back to be a good writer one should read well so this reading part is not the writing part it is something students do alone with the absence of the teacher. Therefore, much is expected from the student but marking and returning assessment taking much time to practice exercising is part of the student. What is expected of the teacher, may be as you told us marking and returning can be one aspect which can be considered as an input for the student, but much is expected when I say much is expected, to be a good writer one should be a good reader so, students first of all they should know, they should practice to become efficient writers, the feedback written on assessment is ...can be ...the...that feedback can be considered as in put but I don't think that this is my opinion of course, I don't think that this an adequate in itself.

IN16: I totally agree to **IN14** idea. I also believe that ...eh...marking and returning assessment papers to the learners is not an adequate activity or task for the teacher. If we simply mark and give the paper back to the students where is the position of feedback. We said under question number two we said just feedback plays its own role to improve students writing ...eh...normally...feedback is...continuous assessment is part of learning. continuous assessment ...eh...we teach we give assessment we give feedback these things go side by side so, in my case to be adequate the task must involve giving assessment, giving feedback, even giving opportunity for students to check their work what they do wrong? Why? They did wrong so how could it be corrected I think that is the point that IN 14 said much is expected from the students. Students should identify what they did wrong and what they did right and how could it be corrected in the future what is the correct version of what they did previously. so this is answered by teachers' feedback. So, teachers' feedback, even not only teachers' feedback, students'...students question may be and even students can get feedback from peers after they received the papers so it is not adequate totally.

IN15: in my opinion teachers' role goes beyond marking and just returning may be the corrected papers to the students, so actually if the teacher is may be frequently marking and returning, marking and returning, so this is also good for me because it is one step or one means by which students can learn from their mistakes. The rationale behind the students' mistake...eh students are making mistake it tells you that when students are making mistake as...eh...as an instructor follow what students are doing so as the teacher is expected to give the feedback whether the feedback is scientifically may be following a kind of procedures. for instance feedback on writing and feedback on the other task is not the same okay specially feedback on writing if we are just giving specially may be a kind of controlled writing it is not that much difficult for the teacher even in order to indicate very specific and detail feedback by writing, by underlining by giving different code and the like so the teacher may... if he devoted himself

actually he can do a lot because the just students are may be not only to write in the classroom, but taking a very just one feedback as a model, they can just do a lot of tasks as may be a kind of bench mark so they can do a lot of things based on a very limited feedback from the teacher. So, the teachers' work should not be limited, it should not be limited on task of may be scoring and giving just the students assignment papers rather he has to give specially feedback on different on writing. Take for example, it can be related to organization, it can be related to may be sentence error. It can be, actually, errors are different. There are major errors. And there are minor errors. If we think, the error is totally distracting what writing...eh...may be ...I mean ...the message of the paragraph the teacher shouldn't keep silent. He has to give feedback. And if the error is may be related to very mechanical errors and the like. So he has to only show a kind of direction so the students or the peer by themselves can correct those types of errors. And if you think the error cannot be may if the student taking the chance of correcting himself the teacher has to give feedback.

IN17: Actually, I do agree with my colleagues what is raised, actually marking, and returning is not... eh... An enough task by itself because students are expected...students should devote themselves to work or to improve their writings in their academic status or in their writing unless if the students devoted to improve their writings, teachers mark and return actually he may return the papers to the students. Even though the teacher mark, grade and give te comments to the students if the students are not willing to see the comments written by their teachers if they are not willing to accept as well as to improve their writings ...eh...the teachers devotion is not that much important unless they devote themselves to write to correct and to improve their writing so, here the task of marking and returning is not by itself an adequate task. Rather something is expected from the students.

IN18: Okay....actually, ...eh...giving feedback is very good. it is good because students can use it and improve their writing skill, but if it only stop there...if they

are not involving and using that for their improvement, it may not support as such. So, as...as my colleagues have been saying,...eh may be the way the feedback given sometime may affect students. In a negative way it may stop there. So this has many factors...okay the context, the time, the number of the students ,so sometime they may need some treatment emotional treatment okay checking their willingness. So actually it is good to give feedback but ...eh... different factors may affect our feedback. For example, if we are giving written feedback they may not understand some time they may not read even...they may not involve in their writing tasks. So, many factors can affect the way the teacher communicate, his...his feedback to the students...eh so...as...as my colleagues have been saying some are very active so that they can easily consume the feedbacks given by their teacher which is orally or...by written but some...even do not understand the language how to do so they may need individual advise individual support in that case so it needs additional efforts in addition to giving feedback.

Co: *Do you think teachers' feedback help the students close the gap between what was intended and their actual/present status? Or Do you think feedback on the present status help students improve their writing performance?*

IN14: okay, definitely...yes it can help students close the gap providing them feedback, helping them during their writing so definitely it helps them develop their writing skill. Therefore, I think it is important. It can help students' close the gaps they have in their writing.

IN16: I also believe the teachers feedback can help the students close the gap between what is...what was intended and then, and their present status. If I misunderstood the question, it helps. But, I don't think teachers feedback only can do that because teachers feedback may not be ...eh...helpful to improve students writing all in all because as I mentioned earlier when we need feedback it is very difficult to give feedback for each and every error students make so it help teachers feedback help its own role to feel the gap, but additionally the student

himself or herself needs to look again his work and give his own feedback and even peer feedback is also very important but it can help.

IN15: Actually, I think this question is already may be answered with question number one when we were talking about the role of feedback. As to me, when we are giving feedback, I have mentioned that the students are facing some... some problems some challenges and there are a kind of track that the students didn't may be go. So, this means there is a kind of disparity what is expected from the students and what they are actually doing and experiencing so, if the teacher is taking, may be the role of supporting, helping and scaffolding the students why not they can do even sometimes the students have only need a kind of clue, then if the teacher is giving may be that clue so the students are just using may be those points a kind of good point then they can do their tasks alone...I mean lonely. As a teacher I think, always we are thinking that the students are in need of teachers support might be the level of support can be... it can be vary okay...there are students specially low learner students are needing or they are in need of the teacher support may be highly and most of them they are may be not that much like...okay...low achievers. Therefore, the teacher has to vary his level of feedback based on the students' level of achievement. And if the teacher is identifying the students and if he is actually just implementing the feedback tasks according to level of achievement, I think the students can benefit a lot they can perform a lot they can write ...tomorrow what they didn't do today so...I think it is good for the teacher to give feedback so the students are just benefiting not only from what the teacher is giving, but also they can also may be benefit from their partners as well.

IN17: it is definitely sure that to close the gap observed actually if students...if he or she properly use the gaps or the problems identified by the teacher on his piece of paper which is written by the teacher or by the instructor. Eh... So, it could be helpful if he or she properly use the gaps shown by that teacher the comments given his or her own piece of paper unless he didn't properly use the

feedback given to him it may not help him improve his status from the status quo a very low beginning to the better one.

IN18: Yeah, here, I understand this this idea teachers need to know where the students sometimes the activity beyond their capacity so it may need redesign identifying their level identifying their writing eh...activity and so the feedback may include redesigning another assessment that can motivate them sometimes the activity is beyond their ability so instructors may identify where the students are and may the reality prepare another assessment so that enables them close the gap. So, redesigning, preparing another material adapting I mean sometimes the assessment may be beyond their capacity. Knowing where they are, and preparing another that can motivate them that can inforce them motivate them to be...willing to take the comments and to do the activities so initiating so may it include.

Co: if you have special view or reflection? ...if not lets proceed to the next question number five. *When you offer feedback to your learners, which of the feedback strategies you use and why?*

IN14: I usually give feedback for my learners, I usually use direct the direct one direct or implicit...feedback giving or offering strategy...is the one I most of the time I use the reason is this can help learners...eh... realize their errors they committed directly and correct it...correct because of this I usually use the explicit or the direct feedback provision.

IN16: ...eh... Unlike to IN14 dominantly I use indirect or implicit feedback because...eh...I think if I give direct feedback for the students for example if I underline and put question mark and this may not clear so students recheck it and then write correct version of that sentence. Eh...for example if I say grammar problem students background if it is may be ...eh...verb problem verb form problem actually feedback helps to think critically so I use the indirect feedback; rarely I use direct feedback when I think students do not have potential to read and understand and correct it I give the correct answer and they can refer it.

...Normally, I don't think all my students use my feedback because of some... some factors, but one, I think the science of giving feedback, two, since I give this is written feedback not oral feedback, in written feedback students have chances to re-read again deal with it so I ask my students to ask me question to understand my feedback they may not know some students may not know what my student asked him what is wrong on their work so I ask them to ask me and then address their problem. I can explain it for them. For example, if they write incomplete sentence I should just indicate it is incomplete sentence so they may not understand whether it is incomplete sentence or other problem is there so they may ask me and explain for them its written...written feedback. I have two options one if I believe if my students should be benefitted I will put the burden on myself. Two, I may choose from just investing additional time on my student or benefiting my students or just I can be free and my students loose something so, I can put burden on myself and use extra time to help my students. if you remember on number one or number two I don't remember I said on the first page I said students produce their writing and then I will take to my home and check it and give feedback taking time. And then I will give them back, students read it and then re write the paragraph re-write so before they re-write we may have time for discussion in the classroom. Normally, I have my own experience that is why I am talking about this feedback. ...eh...I did something on it. That is why so students can ask question I can make it and elaborate it or I can help and even I address them. Normally, I know it is time consuming, but I have to do, but from my experience, most students if you give them direct feedback or indirect feedback they don't bother about your feedback these kind of students ask you question. They simply rewrite the same they produce...the same problem again they don't use your feedback, but some students who are good at writing immediately understand it I am beside them to help.

IN15: okay, first let me just reflect my view. Eh...in writing class, I think we said, we can provide feedback and this feedback have different forms sometimes we can give direct and in the other case we can give indirect feedback. Look when

we are saying direct and indirect feedback we have we need to have a kind of reasons okay, based on may be the students' ability to cope up with the activity based on the difficulty of the task so we can sometimes give either direct or indirect. For example, when I give just direct may be or explicit ...I mean comment my feeling is students cannot handle this task unless I simply only if I am giving a kind of and the like there is no room for the students to go and touch that point so in my case I prefer simply tell them and pass to the next task and then if I believe that the students can may be address the given issue so you can hide something simply you can underline and you can may be just touch the point may be with a kind of high intonation or something like that so they give a kind of clue. They believe that there is some...something is wrong with the teacher is may be stressing here so in that case they are just suspect they become or they try to make a kind of effort in order to just at least improve the area what where I am touching. Therefore, both of them are helpful for me, but most of the time if...if...you simply give direct feedback it is not a kind of learning so what...what the student you have to give a kind of tasks so the students have to deal and reach it is a kind of if we are doing this may be this is a kind of learning it is one thing putting one thing on the other. Otherwise, direct one is not enough at the same time indirect is something which is may be impractical so, in my classroom I use the combination of the two based on the tasks as the same time based on the students maturity level and the like.

IN17: actually offering feedback to the students in writing class it is mandatory and it is very essential ...eh...based on the tasks or based on the activities to be performed by the students I use direct strategies or indirect strategies when we say direct strategies it is to mean that in the writing classes you directly use or you directly show where the problem lies that is so the students may identify the problem directly that is obvious so when the task is something difficult for the students to understand or to identify where there problems lies I may use direct strategy where as in some cases if students may identify or may identify where the gaps or where the problems lies I can use indirect such as underlining ...eh...or circling, and the like I may use symbols in general in order to let the students

identify where there problems or where the errors lies in...in their writings so both of them can be used based or the activities may be implemented in the actual classes

IN18: not different idea but I believe that this is based on the context. If I believe students can understand, so I can guide them implicitly, so, they can understand my feedback which is indirectly given and they can implement but sometimes it needs clear and direct instruction so it based on the context. and it is individual some students understand and some students do not understand so when we are giving feedback on specially on written activity it it become specific and individual it needs detail specification and guiding sometimes so it varies based on the context or condition.

Re: how much is this practical in large classes?

IN14 : when we say feedback direct feedback or the explicit one we don't mean that we address all the students in the classroom it is impossible to do like that because as I said earlier writing is process this process cannot be addressed at once for all students...for all students so on one session you may address some, on the other session on the other topic, you may address the others these way you... you can reach your students unless it is difficult to address every aspect of the writing activity you do in the classroom for fifty to sixty student you have in the classroom that is what I want to add.

IN16: I have similar question especially for colleague who are specially using direct feedback let me give you very specific example. If I ask my students to write a paragraph narrative paragraph about their own life one student may say 'when I was child' full stop this is dependent incomplete sentence. If I want to give direct feedback I am going to write 'when I was child for example I used to play the whole day' one, it takes much time to do this single error. Two I am going to give feedback which the student does not know. Eh...not only this feedback I am going to give many...many feedback or o many areas of this kind so it is very difficult ...eh...again I am not clear with the idea IN17 raised there it depends on the type of task what does that mean is there task that...that help us give direct feedback and task that require to give indirect feedback a gain ...im...

he raised similar my colleague raised similar context I am not clear with that context. I know some errors can be corrected by the students themselves but it may be error that they ...they make unconsciously so they can correct it but I know some familiar words they may miss spelling they can simply correct the spelling because it doesn't require students think critically, but in...I most cases the instructor should give in may case it is not impose on other but should use indirect. **One, even it is solution for large class. Two, it contributes to students thinking ability. Three, it is eh...it...eh...lasts long in students' mind.** If they correct their own mistake, they learn from it. Any time they will not repeat it. I believe. ...eh...So that is why...why I said how can we ...we identify type of task, its context and again how can we just manage giving feedback in large classes so that is my worry normally.

IN17: Actually, on the issues IN16 raised actually he tried to touch even by himself when you use direct strategies it is not to mean directing or giving all the direct ...the direct answers for the students. for example, there are issues that needs to be given by the teacher for example words, phrases for example at word level students my commit ...eh... a word or they may miss to write a correct word in this case I don't need to use or write implicit way of giving feedback rather I may write the word why because unconsciously they did it...they know he word they know the phrases well but they unconsciously write the word in this case, I may use the direct strategies whereas for example, students may not write properly. For example, dependent clause and independent clause in narrative paragraph ...when I was then he or she may put full stop in this case this is dependent clause actually known in this case I may not use direct strategies because here it needs me to write the full sentence rather I may underline or I may circle or I may do something or symbols and then I may give key or clarification symbols or the underline key specification I can give so in this way it is possible to give direction or view actually it is to difficult to say task based. To say task based it is difficult for us; however, based on the errors the students committed if it is something to correct it in direct way, I may directly use it if it is...it is not

something easily corrected by me all the activities I can do or I can use indirect strategies.

IN18: when I say context I mean that for example when I am giving feedback, in order to take care of the student okay may not affect his or her motivation or initiation, for example ‘**would ...would you correct this?**’ **Would you** re word it would you re explain it we may use implicitly? But, sometimes it needs to tell them directly what to do even the writing activity is controlled writing activity, sometimes guided writing activity, sometimes free writing activities are given because of the level of writing of the student so...I may not always use the direct one because of what...because of the type of activities, so I said it based on the context I make to take care of the student. I may not to offend them but I approach them indirectly...implicitly so it is based on condition.

Co: *May be...eh you are forwarding your idea regarding the view that you have on the nature of offering feedback, how we can conclude that may be providing feedback?*

Re: *Which means, how do you view nature of feedback/comments you offer to your learners on their performance?*

IN14 Eh...in my opinion, I usually see the constructive one I usually give constructive comments, constructive and progressive more of writing to my students. this does not necessarily mean that the comments I provide for my learners is not always rewarding or positive, but in during practice session I usually see students looking back to their errors and trying to modify and re write their writing so when I see some students progressively using this mode of writing I usually consider my feedback as ...eh...constructive and positive that help student help practice their writing, but as I said it does not necessarily mean that all feedback provision I provide is positive and constructive. Sometimes, it can result in negative or offensive during their practice session of writing.

IN16: okay when I see the nature of the feedback that I give for my student I don't give negative feedback for my student. As much as possible I try to give comment that helps them learn and comments feedback that enhance their writing

skill development, I don't know students may understand the feedback I give them as negative... I am not sure, rarely, descriptive feedback, descriptive feedback I rare here I said sometimes I need to give descriptive feedback eh...for certain student. The area that I need very important ...eh...unless I think I give positive and constructive ...eh...feedback.

IN15 ... as much as possible I try to give in a way that students can learn from their mistakes...so as much as possible giving feedback is a kind of something positive task because students just interpret in a varieties of ways so it is possible, I have to give a comment in a way that it can construct the students psychological make up they should not be discouraged even though there are very serious...I mean major errors I have to tolerate. Okay, but there is a case in which students are making a kind of mistake in which you never expect from them. So, in that case you accidentally you may something, but you should at least refrain from may be acting in that way, so as much as possible the feedback should be expected in a way students learn a given form their mistake never go back or they shouldn't silent because of the mistake they committed so sometimes look the students are complaining them at. For example, when we are just reducing a kind of mark from them and you give a kind of feedback because you may develop a kind of mistake here so you need to penalized. So in that case they 'say no ...no the teacher this is very minor error I should get full mark why I do just cut may be half mark from this one' so in that case there might be a kind of just disagreement between you and the students so any ways as they have already pointed out if even the current approach of teaching just encourages as in order to give feedback what so ever the feedback whether it is may be oral or written so the feedback should be given in a way that it shouldn't touch the students moral so this is what I feel.

Co: thank you very much lets proceed to the next question regarding students' willingness and reactions/ towards feedback to improve their writing performance?

IN17 Actually ...eh...for the questions raised by you how you view students' willingness and reactions/ towards feedback to improve their writing performance...eh it is obvious that giving feedback is ...eh...obvious from the teachers side in this case the students may react on the feedbacks given as most of my colleagues raised they may negatively imply or they may negatively connotate the feedback given from the teacher which is written on a piece of a paper for example, in case of when you write down on their paper they may read and they may understand something even though they understand what you have tried to say or what you have tried to give the comments they may negatively perceive it. It is to mean that for example, most of the time in writing, classes you give writing activities and then on that writing activities the student may commit ...eh the students may commit ...eh...error in that error you give feedback on that feedback, they may negatively perceive rather than positively understand what you want to say so, is this to say they are willing. They may be willing to accept or to improve their writing performance based on the feedback given to their teacher as well as there might be negatively demotivated from the feedback given by their teacher to issues positively motivated to perform or to improve their performance as well as they might negatively be motivated so positive or negative based on the way we give them the feedback.

IN15: in terms of willingness there is no problem the students are very much eager in order to get a kind of feedback because they want to sure what they have done is okay or a kind of may be improvement they need a kind of reflection from the teacher, ...eh...the problem is most of the time we are not going up to the end in order to check whether what I have given them is exactly benefiting them or not. .eh...otherwise, there is no problem that I have faced up to now in terms of even most of the students they are very much volunteer in order to just show their work from the teacher they get a kind of feedback may be they are highly interested, but my problem is if I for example, check if you are I mean simply looking on the paper everybody...everyone from day to day it seems a kind of what I call the teacher may be biased if we are simply focusing on the same

student one day from the other day so I think it is not that much psychologically accepted as much as any ways the issue is we didn't do our best level up to the end in order to see difference between students' progress from time to time.

IN16... I don't know...eh...what he raised may be different from the experience I have on my student. eh...even I can raise some question for IN15 to check if he really understood his students willingness as he expressing is or not if we give to students writing task and then we collect it, we give feedback and ask our students to receive the feedback we give them and re write it do they do willingly if it is not related to marking...okay do students receive our feedback because of marking or really they are thinking to develop their own writing skill that is the basic question we need to answer because when...eh...we ask students to just take feedback and incorporate in their writing if it is related to marking or if the purpose is for marking they do it but if it is not marking they don't do it look if we give mark on the paper and give feedback do you think the students use that feedback after you marked it. Do you really do that? Because,... here, feedback is not only for marking. Specially, for student, feedback is for learning for them to learn something from their own errors, so how can you see that because my students do not like receiving feedback unless I give them mark.

IN15...eh...even I haven't spoken from the mark point of view I am just genuinely talking about students' view when you are giving feedback for the sake of learning only. so, up to know I didn't face a kind of challenge that mentioned. For example, if student...actually we cannot we are not talking about the interest of all of the students. There are students who are very much eager to learn so if for example you give feedback and if you tell them to correct and revise the work according to your comment so they do it why not. So, if...if they fail to do so as a very beginning, why they do show you then? But, my fear is if you are giving feedback, I mean if there is a kind of may be gap between your expectation and the students level because the teacher is still giving some kind of burden on me so that they can be frustrated; Otherwise, even not the issue of giving mark if you

give the students a kind of feedback and then maybe you write a kind of just may be a kind of principle may be take it may be direct or indirect you told us so the students can carry out as to me they don't fear anything.

IN16: for example, if you give them writing task if you give them writing task in the classroom and mark it and give it to them after marking to keep with them or simply to give them to check their mark and the feedback you give them some students come to you how I missed this? You say you missed this because the verb should be past verb but you used present verb in past tense so you are wrong you said sometimes I ask them question are you complaining for the mark or for the knowledge you learned from they say I must...even zero point five (0.5) mark make difference, so I need to get mark. So even I interviewed them and I learn this from just argue.

IN15: ...if ...if ...actually we are talking about in the classroom situation and if there is nothing associated with the business of marking they honestly learn it they take your feedback positively. They don't know any secret behind may be feedback because you are giving feedback to freely but tomorrow may be there is a kind of penalty. For example there is no feedback tomorrow if he missed he is going to be penalized he is going to miss a kind of mark so in that case if you give a kind of feedback after scoring so he know that there is nothing is going to benefit because exactly he is attaching his view with the mark. So, I didn't thought frankly. I didn't think the point from the point of mark. I think based on the given, the example you gave us I agree with you , but if we are talking about may be simply honestly about learning students can at least has voluntary.

IN16: I don't know if I can...

IN15:...others can also intervene

IN18: ...okay when feedback are given I believe that teachers have good view because they want to change to improve their students but when we re assign them we want to improve their skills his writing skills, but on the side of the student it is clear ...it is clear because writing is demanding activity it takes time it take effort and most of the students are not willing when we re assign them. i... I have seen this from my activity when re assign them what you have written

more modification, so write in this way when I say they will not have good reaction most of the time. they are not willing. But, if it is concerning mark they may work for mark rather than attaining the goal of improving their writing skill. So there are big challenges...a big challenge even.

Co: so how can you perceive regarding learners willingness

IN18: Most of the time they are not willing to accept it. Positively they simply ...consume listen to you or read that but they may fail most of the time for example to improve it by writing it again okay. When...when you assign them again why this paragraph improve it they...they sometime complain okay they complain so they sometimes one of the challenging factors the teachers give feedback according to my experience when you give feedback.

Re: if you have more idea you can add otherwise let's proceed to the next question.

IN14: all right sorry ...this willingness of learners depends on the objective of the writing. Most of the time students are lenient. They don't want to correct the feedback you have given provided that unless they get something. If it is for mark, for example, examinations, class activity and this that, they may correct properly. But if not, I don't think that they are willing to take their ...eh...faults the error they committed. They are not willing to correct as long as my teaching experience of writing skill is concerned. Even they don't read. They don't read unless you don't force them to do so. So, this willingness is based on the incentive, if it is of...mark, if it is of ...certain group ...activity they may take unless I doubt that they are willing to correct their errors and mistakes as well.

Re: Therefore, you mean that to put feedback into practice there has to be enforcement?

IN14: I think so. I think so.

Co: thank you very much let's come to final question...the last question I mean... it says: What are the challenges EFL instructors might face to give feedback on students' writing assessments? What are those challenges? We may face challenges during providing feedback...challenges EFL instructors might face.

Re: *Especially in actual classroom practice during continuous assessment implementations to our students. Since this is the last question, we have to recap the points in terms of continuous assessment implementation.*

IN14: of course in our cases there are many challenges...many challenges. These challenges are a little bit known one can consider large classroom size. In large classroom size it is difficult to address all students in timely bounded classroom...large classroom. The other one is students' ability themselves can be questioned. Different kinds of students are there in the classroom. The different ability groups you may have: fast learners, medium and slow learners are there so to go smoothly in the classroom you may face difficulty in addressing all the students timely and at your pace or at similar pace the other one is students themselves are not motivated as I stated earlier unless there is something behind in the writing they are not willing to exercise. They feel that they are not willing, they are not motivated so students motivation and interest can be considered as one hindrance unless they have interest, unless they have motivation, it is difficult to proceed with the activity. The other one is time ...time we have limited time to have one class though in a limited time it is very tough to address and to help them write properly and see the progress as well. This is what I said it is a great part of learners to practice as learners in a classroom other free time to know and to write effectively so time can be considered as one major hindrance to address the feedback for learners and to conduct the continuous assessment as well.

IN16...eh...accepting what IN14 raised here as a challenge of feedback in writing classes. The other one is lack of students experience to receive feedback, I think all of us know the reality at high school, at elementary school and all levels in most cases...the students do not have experience teachers are often observed ignoring even writing skill at secondary school. So when students come to university they don't have an experience of receiving feedback and using it. So, they face a problem even they cannot understand your feedback sometimes they ask you question. Eh...what is wrong with this ...what is wrong with that and it needs you to explain they don't have experience of that. the other one, teachers

over burden or load...over load ...eh normally in our department...eh most often instructors have more than six classes but according to the legislation six credit hour and other activity can be assigned to the instructor. But, here more than that so it is very difficult to give feedback for all this students you have some times more than 200 students in one semester in writing course. So if you want to give a simple writing for your student you are going to give feedback for more than two hundred students (200) students it is time consuming you don't have time to do all this things so what you do what teachers do ...more than two hundred and even more I remember about eighty students in one class even one hundred ten...one hundred ten in one class. They combine different department and one hundred ten. One hundred ten means for example if I have four sections twelve credit hours how many students? imagine four hundred ...four hundred forty students. So if you give writing activity for your student think you are going to check four hundred forty paper which is unthinkable. So, to minimize this burden or to ease my job what do I do I simply test and then I give mark. I give task for them and I give mark in absence of feedback. Even sometimes we give by guessing ...eh...hhh... the mark even I know some instructors simply looking good handwriting and giving even if you cannot read what students write if it is not clear sometimes you don't ...ex ...and zero or one or two so it is common so really great challenge. The third one is the sematic assessment we have in the university can contribute to this challenge one exam is prepared as final exam. So, if you want to help your student you have to cover the portion on time the course on time so you run to cover the course. You run to cover the course because if you for example cover only chapter one and chapter two the final exam may be from chapter two only. so, always we give priority to cover the course...eh...but if you wat to give feedback as ... as since it needs extra time so this is also a challenge. Thank you.

IN15 : actually there is nothing but one point I would like to add is I think the problem can be attributed to three areas one is they have already pointed attributed to the teacher. Okay the teacher is ...if the teacher is not highly

committed to score the students papers regardless of the students' size so I think things can be done properly. And if the teacher is not that much committed and if actually he is fearing the issue of large class and the like so the teachers is may be creating a problem. So, the first one is this one. Secondly, I think the students themselves they are not that much enthusiastic they don't have a kind of ability they have a problem of experience so this challenges are also critical another problem. The third point is related to the environment, even for example, if you take this year..., every person is rushing in order to cover the semester's class because much of the time is actually wasted with no reason. So the environment issue, the security issue, so these are other external factors that are directly intervening in to the assessment not only the assessment even much of the semester class was just missed so this is also imply...I mean challenge create a kind of challenge on assessments itself.

IN17: They thoroughly raised.

Re: Okay Thank you for your patience valuable discussion on practices and perceptions of feedback provision on continuous assessments in EFL writing classes. Thank you.

Appendix K
Addis Ababa University
School of Graduate Studies
College of Humanities, Language Studies, Journalism and Communication
Department of Foreign Language and Literature

Document Analysis Checklist (pilot)

This framework/checklist is designed to analyze practices of EFL instructors' feedback provision on EFL writing continuous assessments. The checklist is designed to achieve specific research objectives of the present study. Four research questions (research question 1, 2 4&5) will be answered via this instrument in addition to other research tools of the present study. From these research questions and objectives, two major themes are derived. Thus, two table formats are designed to effectively examine existing practices feedback on EFL students' written CA carried out by EFL instructors' in EFL classes.

The instrument is intended to

- assess whether EFL writing instructors' give feedback on EFL students' Writing continuous assessments and
- scrutinize to what extent they give written feedback on the CA.
- explore types of CA EFL instructors' use in EFL
- Uncover which strategies of feedback provision do EFL instructors' use on EFL students' writing CAs.
- Find out nature of EFL instructors' feedback on students' writing skills CA.

Keys

CA: Continuous Assessment/s

IN1: Instructor 1, IN2: Instructor 2, IN3: Instructor 3....and etc.

Theme 1: Analyzing what do EFL instructors do on EFL students' writing assessments (RQ 1&2)

- To examine whether EFL writing instructors’ provide written comments/feedbacks on EFL learners writing continuous assessments
- Scrutinize to what extent they give written feedback on the CA.
- to scrutinize types /forms of Continuous assessments EFL instructors’ use in EFL writing classes

Table A: A Table format designed to analyze whether EFL writing instructors’ provide feedback on EFL students’ writing assessments and types (forms) of assessments EFL instructors apply in EFL writing CA classes

Types and Variety of CA and EFL Instructors Feedback Practices

Table A: Types of CA Carried Out in BWSC

Samples of marked CA	Instructor	Group	Individual	Score+ feedback	Score only	Comment only	Purpose of the CAs	Total no. of CAs collected
Test	IN1							
	IN2							
	IN3							
Assignment /term paper on specific course content	IN1							
	IN2							
	IN3							
Sentence construction focused assessment	IN1							
	IN2							
	IN3							
Paragraph level writing tasks (Guided &free)	IN1							
	IN2							
	IN3							
Essay Level writing assessment tasks	IN1							
	IN2							
	IN3							-

Theme 2: Marking Strategies used by EFL instructors’ and Nature of the Assessments’ Feedback (RQ 4& 5)

- To uncover feedback strategies EFL instructors’ apply on EFL students’ writing continuous assessments
- To explore nature of assessments’ feedback on EFL students’ writing assessments
- To analyze if the assessments’ feedback practices are aligned with the theoretical frame work of the present research to close the gap between what has been intended and what is achieved by the learner

Table B: A table format designed to analyze EFL instructors’ EFL writing assessments’’ marking strategies and nature of feedbacks given by the instructors

CA Assessments	Inst.	Nature		Strategies		Sample Feedbacks	Remarks
		Constructive	Destructive	Direct/Explicit	Indirect/Implicit		
		Positive/Neg.	Neg.				
Test	IN1						
	IN2						
	IN3						
Assignment/term paper on specific course content	IN1						
	IN2						
	IN3						
Sentence construction focused assessment	IN1						
	IN2						
	IN3						
Paragraph level writing tasks Guided &free	IN1						
	IN2						
	IN3						
Essay Level writing assessment tasks	IN1						
	IN2						
	IN3						

Appendix L (main study)
Addis Ababa University
School of Graduate Studies
College of Humanities, Language Studies, Journalism and Communication
Department of Foreign Language and Literature

Document Analysis Checklist

This framework/checklist was designed to analyze practices of EFL instructors' feedback provision on EFL writing continuous assessments. The intent was to achieve specific research objectives of the present study. Specifically, four research questions (1, 3 & 4) will be addressed via this instrument in addition to other research tools of the present study. From these research questions and objectives, two major themes were derived. Thus, two table formats were designed to effectively examine existing practices feedback on EFL students' written CA in EFL classes.

The instrument is intended to

- assess whether EFL writing instructors' give feedback on EFL students' Writing continuous assessments and
- scrutinize to what extent they give written feedback on the CA.
- Uncover which strategies of feedback provision do EFL instructors' use on EFL students' writing CAs.
- Find out nature of EFL instructors' feedback on students' writing skills CA.

Keys

CA: Continuous Assessment/s

Theme 1: Analyzing whether or not EFL instructors give feedback on CA(RQ 1)

- To examine whether EFL writing instructors' provide written comments/feedbacks on EFL learners writing continuous assessments
- Scrutinize to what extent they give written feedback on the CA.

Practice of feedback provision

Feedback practice	Sentence level		Paragraph level		Descriptions about Purposes and Types of the Assessments			
	Fr	%	Fr	%	Sentence level		Paragraph level	
Score+ feedback								
Score only								
Comment only								
Total								

Table 2: A table format designed to analyze prevalent strategies and nature of feedback practice

- To uncover feedback strategies EFL instructors' apply on EFL students' writing continuous assessments
- To explore nature of assessments' feedback on EFL students' writing assessments
- To analyze if the assessments' feedback practices are aligned with the theoretical frame work of the present research to close the gap between what has been intended and what is achieved by the learner

Types of the Writing Assessments	Strategies						Nature				Sample Feedback Descriptions
	Implicit		Explicit		Both		Con		Destructive		
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
Practice of											

feedback on Sentence level											
Practice of feedback on Paragraph level											
Total											

Appendix M

Sample of Teachers' written Feedback collected from writing skills CAs papers

KEYS: IN (instructor)

Variety of assessment	IN.	Sample Feedback	Remarks
Test	IN	<ul style="list-style-type: none"> • <i>Not clear?</i> • <i>Topic?</i> • <i>Fragment?</i> • <i>Not complete sentence</i> • <i>Not to the point for conclusion</i> • <i>Refer to the detail.</i> • <i>Excellent! (the only student got complete answer to this question)</i> • <i>Topic? Or topic /sentence?</i> 	Objective test type He coded students response using marking procedures: using (×) for wrong responses and (√) for appropriate responses circling, underlining under inappropriate responses putting question marks
	IN	<ul style="list-style-type: none"> • <i>NFB (no feedback)</i> • <i>Result only</i> 	objective and subjective forms Five of the assessments were simply /coded using (×) for wrong responses and (√) for appropriate responses. since the tests were objective types
	IN	<ul style="list-style-type: none"> • NFB(no feedback) 	One of the tests were subjective type (paragraph writing)
		<ul style="list-style-type: none"> • <i>This is not topic sentence; it is a topic</i> • <i>What does this mean? Which country</i> 	Two assessments were simply coded using (×) for wrong responses and (√) for appropriate responses. since the tests were objective types
Assignment/term paper on specific course content	IN	<ul style="list-style-type: none"> • NFB 	No coding/ marking symbol Result only
	IN		
	IN	<ul style="list-style-type: none"> • NFB 	simply coded using (×) for wrong grammar and punctuations ; (√) for grammatically correct sentences
Sentence construct	IN		
	IN	<ul style="list-style-type: none"> • NFB/result only 	simply coded using (×) for wrong error type they

ion focused assessme nt			identified and they wrongly corrected erroneous sentences and punctuations ; (√) for correct response of the error type they identified and the correct form of the erroneous sentence
	IN		
Paragrap h level writing tasks Guided &free	IN	<ul style="list-style-type: none"> •Margin •Topic_____? •Fragment •-separate word from word •Detail after conclusion. Why? •Copy from certain class 	In order to show the errors the instructor : underlined Circled used an arrow where he observed writing problems
		<ul style="list-style-type: none"> •Clarity? •Where have you got •Not clear? 	The result along with general comments
	IN	<ul style="list-style-type: none"> •<i>The par. Lacks coherence-one of the basic feature of good parag.</i> •<i>Use connectives.</i> •<i>This is directly copied from internet. Therefore, better to write it yourself on your own topic.</i> •<i>It has no effective topic sentence</i> •<i>Organization?</i> •<i>Language?</i> •<i>It lacks coherence</i> •<i>Lacks major details/has capitalizations problem</i> •<i>Not well organized not neadable</i> 	students papers Paragraph writing(free) assessment
	IN3	<ul style="list-style-type: none"> •<i>-You have to associate with economic reasons such as productivity</i> •<i>-What does this mean?</i> •<i>Very difficult to get you points</i> 	Two paragraph writing ass. They were Coded using√ marking symbol for appropriate outlines and circled around unclear words and phrases and put question marks (???) Where he wanted his students to revise.
		<ul style="list-style-type: none"> •<i>-Not a topic</i> •<i>-Meaningless construction</i> •<i>-Meaningless phrases</i> 	

<p>Essay Level writing assessment tasks</p>	<p>IN</p>	<ul style="list-style-type: none"> •-Narrow margin •You used adjective instead of noun (in noun position) •Strengths: Smart topic, Unity, Coherence •Considerable points: clarity of the language, fragments...) •-topic/topic sentence •Strengths: fair language construction, coherence •Considerable points: abbreviations, topic seems topic s., unity... •Meaning of family and its life reflection 	<p>Free essay writing activity</p> <p>Used marking strategies</p> <p>Circling</p> <p>Underlining</p> <p>Providing proper grammatical forms</p> <p>Strengths and weaknesses</p>
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Appendix N

Samples of Marked BWS Continuous Assessments

Dangling modifier
Parallelism

14
/ 20

Wollega University
Institute of Languages Study and Journalism
Department of English Language and Literature
Basic Writing Skills (Enla 1012) Test for 1st Year Trainees (2010/2018)
Maximum Value: 20% Time allowed: 25'

Sim = one predic + C
CD 2 main
CX 2 main + 1 form
CX 1 main + 1 form

Name [REDACTED] ID No [REDACTED] Department C&UI

I. Identify the following sentences as Simple(S), Compound (CD), Complex (CX), or Compound Complex (CCX), and write your answer on the space provided.

- CX 1. We rested when evening came. C
- CCX 2. Because it was a hot day, Kulani ordered a cold coca, and she drank it at once. Hagos know Tigre
Hagos speak to
- CD 3. You are right, but I am wrong. C
- CX 4. After I visited my grandmother, I decided to go shopping at the mall in the evening. C
- S 5. Both dogs and cats are carnivorous animals. C
- CCX 6. When I am depressed, I usually go to swimming, for it gives me relief. C
- S 7. My dad and I usually swim in the pool. C
- S 8. Between Asia and Africa lies a land bridge that is known as the Sinai Peninsula. C
- CX 9. When bees collect pollen, they fertilize the plants that they visit. C
- S 10. Sun, wind, and water are renewable energy sources. C

II. Identify the type of sentence error, and then rewrite the sentence by correcting the error.

1. The teacher worried about their students' grades.
Type of Error: parallelism & apostrophes
Corrected Sentence: The teacher worried about their students's grades.
2. Although Hagos knows Afan Oromo.
Type of Error: missing independent clause
Corrected Sentence: Hagos speaks English. Although he knows Afan Oromo
3. The man is an electrical engineer in a yellow helmet.
Type of Error: parallelism
Corrected Sentence: The man, in a yellow helmet, is an electrical engineer.
4. Photocopying the handout, the light went out.
Type of Error: missing subject
Corrected Sentence: When Mare was photocopying the handout, the light went out.
5. The driver, accompanied with the passengers are enjoying the journey.
Type of Error: the pronoun is not
Corrected Sentence: The driver, accompanied with the passengers is enjoying the journey.

7/10

Wollega University
Institute of Language Studies and Journalism
Department of Language Studies and Literature English Program

Basic Writing Skills (EnLa 1012) Group Assignment (10%)

Team members	ID.No.
1. <u>Debele Tadese</u>	<u>1000758</u>
2. <u>Yehemadoghet Tesemb</u>	<u>1001888</u>
3. <u>Adam Fikadu</u>	<u>1000362</u>
4. <u>Teferste Abiha</u>	<u>1001753</u>
5. <u>Asma Dekeba</u>	<u>1000450</u>

Identify the type of faults the following sentences contain and write the correct version of the sentences on the space given. (10 Pts)

- Shinning in the sky, we saw the first star. Fault: Dangling Modifiers
Revised: While it was shinning in the sky, we saw the first star
- Who is the woman who gave you the candy in the pink dress. Fault: Wordiness
Revised: Who is the woman you gave the candy in the pink dress
- Katherine told me that after school she would practice volleyball, conduct the science experiment, and she would also apply for a job at Starbuck's. Fault: Parallelism
Revised: Katherine told me that she would practice Volley ball, conduct the science Experiment and apply for a job a Starbuck's after school.
- Because we were very late last night. Fault: Sentence fragment
Revised: We were very late last night
- When the bus reached the station, it was almost empty. Fault: Agreement Error
~~Fragment Error~~
Revised: When the bus reached the station ^{it} was almost empty
- Five thousand bricks are what we need. Fault: Misplaced Modifiers
Revised: What we need are five thousand bricks

4/5

Name Addisu Dabe Id no ULU1004955

Basic Writing Skills Assignment

Activity 3:- Identify whether the following sentences are declarative, interrogative, imperative, and exclamatory. Then put appropriate end marks.

1. Who is your best friend? interrogative.
2. What a wonderful adventure it is! exclamatory.
3. Don't ever get out of your car to take the pictures of the elephants. imperative.
4. The human back bone has thirty bones. declarative.
5. Which one is the best exercise? interrogative.

Activity 4:- Identify whether the following sentences are simple, compound, complex or compound complex sentences.

1. Have you ever been to the exhibition; or are you going just now? Compound sentences.
2. What is the main objective of this course? Simple sentences.
3. When you go to Harar, you have to visit the historical place there. Complex sentences.
4. Windows rattled and doors shook. Compound sentences.
5. Because our fuel pump failed, we were stranded on the way and we couldn't attend the meeting. Compound Complex sentences.
6. The united states is depleting its non-renewable energy source: coal, oil, and gas. Simple sentences.
7. As the storm blew, windows rattled and doors shook. Compound complex.
8. Sun, wind, and water are renewable energy sources, and they do not cause pollution. Compound sentences.
9. Although the rain fell for three days, the city's reservoirs were not filled. Complex Sentence.

Wollaga University: Writing paragraph

paragraph on Object:

Television:

Outline:

- One of the wonderful inventions of modern science.
- Combination of the radio and the cinema
- Medium for mass education and recreation.
- Instrument for advertisement
- Still a costly thing.
- Dark sides of television.

Television:

The word 'television' comes from the Greek word 'tele' which means distant and the Latin word 'visio' which means vision. It is one of the most wonderful inventions of modern science. It is an audio-visual instrument and excellent medium for mass education and recreation. Moreover, it is an important medium for advertisement. We also enjoy drama, cinema, sports, quiz and many other important events on television. It puts before our eyes the objects and persons thousands of kilometres away their pictures, sounds, and voices. Thus it has brought the outer world into our drawing room. But still it is a costly thing and we hope that the price of television will come down soon so that the common people can enjoy television. It has great possibilities in future. But television has its dark sides too. It has made people unsocial to some extent. Guests feel embarrassed and unwelcome when they pay visit to some one while a hot programme is on the screen. Children are tempted to spend valuable study hours watching television serials. The adult members of the family should be cautious of it. *Clearly show all the process of paragraph*

Assignment of Basic Writing Skills / Enla-10121

Wollega University

Institute of Languages Study and Journalism Department of Languages Study and
Literature

3

Basic Writing Skills (EnLa 1012) test 1 (10%)

Time 15'

Name Feyisa Meersa IdNo 1000926 Dept Mechanic section B

I. Identify the following sentences as simple, compound, complex, and compound complex based structural classification

- ~~Compound~~ 1. We haven't manage the first unit, so we must be serious since we are about to go out for practicum.
- ~~Compound~~ 2. As the time is up, the teacher stopped, and students rushed out.
- ~~Compound~~ 3. My brother along with his five children went to town and bought clothes.
- ~~Simple~~ 4. Even though it was raining heavily, I didn't take an umbrella.
- ~~Compound/Complex~~ 5. Because our fuel pump failed, we were stranded on the way, and we couldn't attend the meeting
- ~~Compound~~ 6. Sun, wind, and water are renewable energy sources, and they do not cause pollution.
- ~~Compound~~ 7. As I entered to the room, I saw the captain, so I came back to dorm.
- ~~Compound/Complex~~ 8. All of you should not play and waste a minute of your time for this week since they will have final examination.
- ~~Compound~~ 9. Most of the lecture rooms of Social Sciences College in Wollega University seems very wide and attractive.
- ~~Simple~~ 10. It is too hot; some students are tending to sleep.

⊗ Paragraph about Wolloa University.

Wolloa University is one of 13 second generation public University. It is located western part of the nation. Its foundation stone was laid in 1997 E.C; it was established in 1999 E.C. The bounded ~~Wolloa University~~ part of Wolloa University is 150 hectars of land. Air condition is best so, all students adapt their air condition. In Wolloa University referral hospitals after examining for several time, the doctor found that the patients HAV positive, but no one objects may be the case.

Wolloa University is an innovative institutions & pioneer University to implement continuous assessment, student centered and active learning in the teaching by promoting the communicative teaching approach to produce competent and innovative professions in various disciplines through practical, life-long learning, engaging in research, technology transfer, community services and promote good governance to the development endeavours.

Wolloa University aspires to be one of the top 25 universities in Africa in 2025 E.C. As a comprehensive University it engaged in promoting excellence in all round education; research & community services by offering over 100 programs in its 6 Colleges, 3 faculties, 1 institute and 4 schools at its three campuses. Namely Nekemte, Gimbi and Shambu campuses.

Not edited

Unity?

⊗ Sentence Classification by Grammatical structure

1 Simple sentence

- wollega university is one of 11 second generation public university
- wollega university is located western part of the nation.
- The bounded part of wollega university is 150 hectares of land
- wollega university aspires to be one of top 25 universities in Africa in 2025 E.C.

2 Compound Sentence.

- wollega university foundation stone was laid in 1987 E.C; it was established in 1989 E.C.
- wollega university is attractive; so, most students choose wollega university.
- wollega university air condition is best; so, all students admit this air condition

3 Complex sentence

- wollega university lecturers are successful, because the graduate students are abundant
- As a comprehensive university, it is engaged in programming excellence in all rounded education: research and community services.
- wollega is eastward university that has been producing many trained man powers who has lion shares for the countries development.

4 ~~Compound Complex Sentence.~~

- in wollega university referral hospitals after examining for several time, the doctor found that the patients HIV positive, but no one expects may be the case.

Clear?

17/20
9/10

Name Eyosias Abera ID No 1000908 Department CCVL ELP

I. Identify the following sentences as Simple(S), Compound (CD), Complex (CX), or Compound Complex (CCX), and write your answer on the space provided.

- S 1. We rested when evening came.
- CCX 2. Because it was a hot day, Kulani ordered a cold coca, and she drank it at once.
- CD 3. You are right, but I am wrong.
- CX 4. After I visited my grandmother, I decided to go shopping at the mall in the evening
- S 5. Both dogs and cats are carnivorous animals.
- CCX 6. When I am depressed, I usually go to swimming, for it gives me relief.
- S 7. My dad and I usually swim in the pool.
- S 8. Between Asia and Africa lies a land bridge that is known as the Sinai Peninsula.
- CX 9. When bees collect pollen, they fertilize the plants that they visit.
- S 10. Sun, wind, and water are renewable energy sources.

II. Identify the type of sentence error, and then rewrite the sentence by correcting the error.

1. The teacher worried about their students' grades.

Type of Error: Pronoun antecedent/faulty

Corrected Sentence: the teacher worried about ~~his~~ students' grades

2. Although Hagos knows Afan Oromo.

Type of Error: Sentence fragment (lacks independence)

Corrected Sentence: Although Hagos knows afan oromo, he ~~don't~~ ^{can't} talk

3. The man is an electrical engineer in a yellow helmet.

Type of Error: Misplaced modifier

Corrected Sentence: The man, ~~with~~ a yellow helmet, is an electrical engineer

4. Photocopying the handout, the light went out.

Type of Error: Dangling modifier

Corrected Sentence: While I photocopying the handout, the light went out
(or) after photocopying the handout, the light went out

5. The driver, accompanied with the passengers are enjoying the journey.

Type of Error: Misplaced modifier

Corrected Sentence: The driver ¹ are enjoying the journey, while accompanied with the passengers
or the driver, while accompanied with the passengers ^{are} enjoying the journey

Name [redacted] Department Merhan ID.No 1001343

I. Identify the type of faults the following sentences contain and write their correct version. (10 Pts)

1. America, the greatest country in the world. Error type: sentence fragment
Revised: America is the greatest country in the world.
2. I studied for my chemistry exam for six hours, I still did not pass it. Error type: Coma Splice
Revised: I studied for my chemistry exam for six hours, but I still didn't pass it.
3. Because I have no time. Error type: sentence fragment
Revised: I have no time.
4. High grades do not come easily but they are earned by hard work and perseverance.
Error type: run-on sentence work & persevere
Revised: High grades don't come easily, but they are earned by hard work & perseverance.
5. While writing my paper, the telephone rang. Error type: dangling sentence
Revised: While I was writing my paper, the telephone rang.
6. Having finished the assignment, the TV was turned on. Error type: dangling
Revised: Having finished the assignment I turned on the TV.
7. A dedicated musician should practice playing their instrument every day. Error type: pronoun antecedent
Revised: A dedicated musician should practice playing his instrument every day.
8. I placed the chair in the corner of the room that I had recently purchased. Error type: Misplace Mod
Revised: I placed the chair that I had recently purchased in the corner of the room.
9. Darartu studied for the test by reviewing her class notes and she read her textbook. Error type: run-on sentence
Revised: Darartu studied for the test by reviewing her class notes. She read her textbook.
10. The professor posted the notes for the students covered in class. Error type: Misplaced mod
Revised: The professor posted the notes which covered in class for the students.
11. A catalog of courses and requirements often confuse students. Error type: Misplaced mod
Revised: Students are confused often in a catalog of courses and requirements.

Cell Phone

Cell phone is a materials. That used for communicate with each other. There are many cell phone in this world like Samsung smart. Many cell phone is made in china, japan, jamaica and America etc. It has many benefit know days. ~~For~~ Every person can communicate by cell phone in dlt method, like by, Face book, Viber, Telegram and etc. It has also ~~used~~ for storage ~~sub~~ document, like book, Remarker, and abstracts. Cell phone is made by dlt mode. It cost is depend on its model. It solve many dlt problem for ~~how~~ our society. It is the base for Techno of know day it is very cotartable for carrying in pocket and simple get ~~in~~ information.

Generally It has many Importance. ~~for~~ materials. like for. Communicate each with each other and storage document. simple ~~giving~~ information for people.

Name Mestir Taniru

ID. No: 1001073

Depart. Mechanical Engineering

X-1

What is your peers' clarity?

Section, B

Write a Paragraph about water?

Water Pollution is dangerous for living things, because, water pollution is one of the cause of disease. Water Pollution mostly known in developed country, But in developing country there is no bold impact, because there is no many industries, so there is no waste are emitted to the water body. Water Pollution is the cause of human & animal health for example for the deaths like ameba; jarda, tap worms & so on. In this case we say that water pollution is dangerous for human (living) things.



Charity
Organization
Development

~~Uses~~ Uses of Cell Phone

A cell phone is any gadget that uses a cellular network to let people communicate. The sleek and costly smart phones we own may be advanced but there are still cell phones as they operate via cellular network. Cell phone has advantage and disadvantage. First let us see its advantage. One improve communication that means cell phone helps us communicate with friends, lovers, family members and workmates. Second cell phone helps us it is convenience that means how does it feel when you get stuck on a road due to a fire burst? I feel pretty bad. In such a situation and other, you can call for assistance or request someone to pick you up. Similarly cell phone use us for gaming. This means since not everyone can afford a computer, many people, particularly the young blood use phone to play their favorite game. Therefore the game are downloaded from the internet via the browser or from the phone play store. And the other is its disadvantage is also very vast let us see some of them. The first disadvantage of cell phone is its costly. Cell phones, especially the latest models don't come cheaply. Finally cell phone is use us as a net.

X

Legibility?

- Focus theory

It takes me too much time to read, yet I couldn't

Paragraph about Wollega University

Wollega U was established in 2000 E.C, which is located in eastern part of Ethiopia. It is the second widest university in Ethiopia. The campus ^{has} many buildings and construction, which are gradually developing after 2005 E.C. There with cables in almost all ~~the~~ buildings but some of them are damaged & doesn't work properly. The library consists all books for all students in each field. Although the teachers are very serious they are good at teaching, these help us to get more knowledge. Dr. Ebba is the president who administers the university.

No s, cd, ex
in the paragraph

Simple Sentence

1. Wollega University was established in 2000 E.C.
2. It is located in eastern part of Ethiopia.
3. Wollega University is the second widest university in Ethiopia.

Compound Sentence

4. There are libraries for all students to study; to get proper knowledge about their courses?
5. There are wifi cables in every buildings but many of them doesn't work properly.
6. The University is very wide, but ~~there are~~ its infrastructure is not enough.

Complex Sentence

7. The person who is the president of this University is DR. Ebba
8. There are students who ~~are~~ will graduate this year
9. After 2005 E.C, the University was developing gradually.

Compound Complex Sentence

10. Although the teachers are very serious, they are good at teaching us; ^{therefore,} this helps us to get more knowledge.

Paragraph about WU

WU has found in Western Wollega; Nekemte. It was established in 1999 E.C. The University has started with 1600 students but now contains 34,000 students.

The University is surrounded by green forests, and it is beautiful to live, because of the weather of the University has good to learn, and also the University has wide; therefore, there are 3 (three) branches: main campus, Shampo and Gimbir.

The University helps some students such as buy tablet for health students even though it is very expensive and through some fail to use it, properly.

At present time the University has 32 departments, and their own roles; because of these they are effective.

NAME	ID No	Section
1. Amehabete Adile	1000403	B
2. Yemela Sel Tesema	1000388	S
3. Tesfaye Anna	1000377	K
4. Kabbemariam Shukru	1000391	B
5. Arona Dereba	1000450	B

Sentences

1. Simple Sentences

- WU was established in 1999 F.C.
- WU has found in Western Wollega: Nekemte.
- The University helps some students.

2. Compound Sentences

- WU has surrounded by green forest, and it is beautiful to live.
- WU has very wide; therefore, it has three branches.
- WU has started out with 1600 students, but now contains 34,000 students.

3. Complex Sentences, *the weather is good, this not a close dependent.*

- Because* the weather is good, it is good to learn.
- Because* the wide, consists many departments
- WU University buy Tablet for Health student even though it is very expensive & through some facilities properly

Compound Complex Sentences,

- WU has 32 departments, and their work is and because of their effective.

Sentences

1. Simple Sentences

- WU was established in 1899 E.C.
- WU has found in Western Wollega: Nekemte.
- The University helps some students.

2. Compound Sentences

- WU has surrounded by green forest, and it is beautiful to live.
- WU has very wide, therefore, it has three branches.
- WU has started out with 1600 students, but now contains 34,000 students.

3. Complex Sentences

- ~~Because the weather is good, it is good to learn.~~ *this not a close dependent.*
- ~~Because the wide, consists many departments~~
- WU University buy Tablet for Health student even though it is very expensive & through some fail to use it properly

Compound Complex Sentences

- WU has 32 departments, and their role is and because of these their effective.

Read the following paragraph carefully and answer the questions that follow

My two sisters are different as night and day in looks, personalities and traits. The older one, Kulani, has dark hair, brown eyes and an olive facial appearance, while Sorome, the younger, is a blue-eyed blonde with a fair complexion. Kulani is most comfortable in boots; Sorome always dress the latest fashion in the area. Kulani seldom uses any make-up. On the other hand, Sorome does not go out the door without her make-up. Kulani is somewhat shy, but Sorome is extremely bold. Kulani loves sports and she usually enjoys playing basketball most of her life, while Sorome enjoys playing piano and dancing. Kulani is very organized and keeps our house neat and tidy, whereas Sorome is just the opposite thoroughly disorganized. The younger is careless about the kitchen and the kitchen utensils. When money is an issue, Kulani saves while Sorome spends. In short, life is certainly never boring at our home although differences are there between my two sisters.

Write:

10/2
10
Good

1. Type of paragraph

Descriptive Paragraph

2. Technique of development used

Compare and contrast or similarity and difference.

3. Topic Sentence

My two sisters are different as night and day in looks, personalities and traits

4. One Supportive Detail

Kulani: saves money while Sorome spends
Kulani: is comfortable in boots but Sorome dress the latest fashion in the area
- Kulani seldom use any make up, on the other hand Sorome does not go out the door without her make up

5. Concluding Sentence

In short, life is certainly never boring at our home although difference are there between my two sister

6. Two linking words/phrases used in the paragraph

while, but, on the other hand, whereas,

There are some faulty sentences in the following paragraphs. Hence, rewrite the paragraphs by revising the erroneous sentences.

Believing that education is the best weapon to fight poverty, many universities have been established recently. Wollega University is one of these public universities found in Wollega which was established in 1999 E.C. When it started the teaching learning process, it did not have well arranged and facilitated classrooms and offices like today. Even though there were many shortages at the moment. The university used different options to realize its objectives.

The university has three campuses now. Nekemte, Shambu, and Gimbhi. Nekemte campus has many colleges which is the main branch of the university. Gimbhi campus is found in Western Wollega which offers many of the social science courses. Shambu Campus are found in Horo Guduru.

Besides expanding its campus, WU education in different modalities like evening, weekend, summer, and distance programs. Being established recently, M.A and PhD degree are also being offered by the university. Currently, WU is becoming the choice of many Ethiopian students.

Write the correct version of the above paragraph here under only.

Believing that education is the best weapon to fight poverty, many universities have been established recently. Wollega University is one of these public universities which was established in 1999 E.C. When it started the teaching learning process, it did not have well arranged, facilitated classrooms and offices like today. Even though there were many shortages at the moment, it used different options to realize its objectives.

The Wollega University has three campuses now: Nekemte, Shambu, and Gimbhi. Nekemte campus has many colleges which is the main branch of the university. Gimbhi campus is found in western Wollega which offers many of the social science courses. Shambu campus is found in Horo Guduru which offers technology like chemical engineering.

Besides expanding its campus, Wollega University education in different modalities like evening, weekend, summer, and distance programs. Being established recently, M.A and PhD degree are also being offered by the university. Currently, WU is becoming the choice of many Ethiopian students.

Factors of deforestation

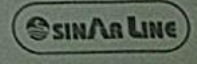
Deforestation has many factors. one of it is clearing
 in forest. it means when we cutting trees for
 constructing material. here at the level of defora-
 station. population growth is also a factor of it. that
 is what persons to making their house with
 making other house hold material. the other cause is
 overgrazing it's also the main cause. when we
 find many animals in every where that place is always
 need ^{more} animal plants. unplanned settlement ^{is also a factor} that
 means without planning a person clear out a
 piece of material for their construction material and for
 comfortable place to live, the other main cause is
 wide use of ploughing land, it is the main cause for
 deforestation. some persons create a forested area
 in many at the time a person catch many forested
 place/area for their farming. it are cause of deforestation
 in general, this all are the main cause of
 deforestation in a country.

(5)

- is too congested. so
- Directly copied from
Tom Prinselout.
- Not a team

Name

JU



Write the Paragraph

- Alemu is a clever student. He study very hard with his friend. He is a handsome boy and known with the University. Alemu live in wolloja University with friend by peaceful way. He has own future plan and he study very hard to achieve the goal. He has a black and short hair. He has straight nose and smiling face. He has relatively fat legs and very long height. Alemu has western wear style. He wear a white coat and brown trousers. He has a short neck and also his eye is red and big. In short Alemu is a well known student in the University and he has a best wear style.

Descriptive Paragraph



If you work on it
often it will be
good paragraphs

2/11/2014

Wollega University

is one of the branches of university those
university are very comfortable weather condition
successful library reference books and knowledgeable
lectures in addition to strategies good decision awareness
experience knowledge and peace and security but this
university is large quantities but less quality as the
work while the class assessment is for the test
group assessment and individual assessment while the
best 30% is final exam then the students score good
mark

Wollega University

1000 002766

5/11

- Make your introduction
Part more smart!

Writing Paragraph

MEKEMTE TOWN

Mekemte is one of east wollega and is a large town. In this town have two referral hospitals. one public university and have many private and government collage. The distance from Mekemte up to Addis Abeba is 328 km or 328000m they have the production of barley gold supply and many necessary foods are found in Mekemte. such as butter, milk and honey. In the university of wollega there are three different campuses. The main Mekemte and the branches are Shambu and Gimbi. In Mekemte there are two campuses FBE and MAIN campuses

← It lacks coherence

← " " coherence

= paragraph structure?

5

→ The method of Paragraph is Expository.

○ Food Important for human

- Food is one of the Important for human being
for example, Giving energy for human being
to keep health condition to life stay is comfortable
than food is very necessary Important for human. Five
those Important of Foods are Frith, Fat, Protein are
very Important for human life stay and building
of human cells. those are Important for human being.

5
10

- It lacks coherence.
- " " major details.
- It has capitalization Pm

① Descriptive Paragraph.

Lomita Teshal is my best friend. She comes from Beshangui and the first year University. WU and the departments Environmental Science. She is a beautiful girl. She has a long and smooth hair.

She has a smiling face with a large forehead and big eyes hidden by tall height.

She has a smart face in general. She is a long and thin woman and good behavior. She can easily communicate with others. Many people like her. I am also like her. She has many friends but with me we are best friends. We will continue by this.

Name T, Walem Debele ID 003039

5/1
6

- No only
- It lacks coherence

However

I perceive that the text is your original work.

Narrative paragraph

my name is METAGES MINAYO I was born on march 19. 94
to: 10:00 aelact Am. in 1987 EC Plom my father minayo sanderic
and from my mother pensanesh Aleno then I ^{my 2nd} inhabited with my
family after 4 years old. I played with neigh hour child by
splattng ^{in court} sail and water each other up to 9 years then
when I was 9 years old I got mexano EYESUS secondary school
when I completed 1-8 Grade I was got mexano EYESUS
secondary & preparatory school. after that I took entrance
exam & when I ^{submit} for up my university placement my choose
was 1st BDU 2nd GU 3rd Auu but I had not get my
choose when I saw my university placement catchup
Walleqa university in that time ~~was~~ ^{was} sorry about
my ^{2nd} luck but I am learning my department of ewriter
since. during system plom here.

⑤

THIS IS MY SHORT HISTORY

- It lacks idea
orfn.
- grammar problem
- It lacks flow
- fail to coherence
of the paragraph

DescriptiveThe Camel

Some people might say that the camel is ugly creature, but in fact, it is a remarkable animal. It has a floppy hump in the middle of its back, big teeth, a strong smell, and long legs as thin as sticks. Its natural habitat is the desert, where there is little water and a lot of hot sand. Yet the camel can survive these difficult conditions because it is built for it. It can exist for long periods on the fat stored in its hump and by eating the thorny plants of the desert; it has pads on its feet, knees and chest so that it can endure the hot sand whether it is standing or sitting. Don't be deceived by appearances. You may think the camel ugly; but its qualities go far beyond its looks.

8/2 v. food!

— I wonder if you add some other details that might ~~add~~ contribute some values for the Penetration in describing ~~your~~ clarifying the idea in topic sentence.

~~University Choosing~~ Choosing a University

Choosing college or university can be difficult;

why ~~etc~~ firstly we must think w/c university or college is nearest to ~~me~~ ^{choose} and where we choose the field for study w/c one is good for major through solid curriculum and we also think about in w/c university the professor have a good experience. Secondly in w/c university the payment is moderate w/c my family can come, and w/c university had ability to give a scholarship to the students. 3rdly we must think the place of university had a good place to study or to enjoyment, and when we graduated from our major course w/c university prepared for us a good job. When we choose the university or college we must consider as a good preparation through solid curriculum, qualified, place to study, and possibility of scholarship.

Good summary but the correct form is given to you!

Group Name

ID

INTRODUCTION TO SENTENCE STRUCTURES

There are four types of Structure of sentence refers to the constituent parts from which the sentence formed. This based on these constituent parts, we can categorise sentences into Simple, Compound, Complex and Compound complex.

I, Simple Sentences. *You need to have your own leading statement as part of introduction*

Simple sentence is a sentence with one main clause or a sentence with one subject and one predicate. Both subject and predicate could be simple or compound.

Example:- Mesay and Selman are mathematics department students.
- Selman and I visited Mekki town and Wollega University.

II Compound Sentences

Compound sentence has two or more independent clause but no subordinate clause. The independent clause are usually joined by coordinating conjunctions and, but, or, nor, for. A comma is usually used for these coordinating conjunction.

Example. Selman supports the Arsenal football club but Mesay supports the Barcelona football club.

Mesay likes banana and Tifit likes coffee.

III Complex Sentences why and?

This type of sentence made up of one independent clause and one or more

dependent or subordinate clause. A subordinate clause can't stand alone as a sentence. A subordinate clause may be adjective clause that begins with relative pronoun like whom, who, whose, which that and an adverb clause that begins with subordinating conjunction after, after, also, because, Although, if, until, when etc.

Example:- Because I had lost my ID, I had no way to pay my fee.

- Call me if you need a ride

- If we studied hard we will pass the exam

*Where did you get this sentence?
It isn't original!*