

**ASSESSING ENGLISH TEACHERS' PERCEPTIONS AND
PRACTICES OF FORMATIVE ASSESSMENT IN ENGLISH
WRITING CLASSES: THE CASE OF SECONDARY SCHOOLS IN
HARAMAYA WOREDA, EAST HARARGHE ZONE**

M.A. THESIS

MULUGETA GUDISA MEGERSA

**APRIL 2025
HARAMAYA UNIVERSITY, HARAMAYA**

**Assessing English Teachers' Perceptions and Practices of Formative
Assessment in English Writing classes: the case of Secondary Schools in
Haramaya Woreda, East Hararghe Zone.**

A Thesis Submitted to the School of Foreign Languages and Journalism

**In Partial Fulfillment of the Requirement for the Degree of
MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

MULUGETA GUDISA MEGERSA

**APRIL 2025
HARAMAYA UNIVERSITY, HARAMAYA**

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAMS DIRECTORATE

As the research Thesis advisors, we hereby certify that we have read and evaluated this thesis prepared, under our guidance, by Muluget Gudisa Megersa entitled: Assessing EFL teachers' perceptions and practices towards formative assessment in English writing classroom. We recommended that to be submitted as fulfilling the thesis requirement.

Rabuma Fekadu (PhD) _____

Major Advisor	Signature	Date
----------------------	-----------	------

Alemayahu Getachew (PhD) _____

Co-Advisor	Signature	Date
-------------------	-----------	------

As members of the Board of Examiners of MA Thesis Open Defense Examination, we certify that we have read, evaluated the Thesis prepared by Muluget Gudisa, and examined the candidate. We recommended that the thesis be accepted as fulfilling the thesis requirement for the degree of MA in TEFL.

_____	_____	_____
Chairperson	Signature	Date

_____	_____	_____
-------	-------	-------

Internal Examiner	Signature	Date
--------------------------	------------------	-------------

_____	_____	_____
-------	-------	-------

External Examiner	Signature	Date
--------------------------	------------------	-------------

_____	_____	_____
-------	-------	-------

Final approval and acceptance of the Thesis is contingent up on the submission of its final copy to the Council of Graduate Studies (CGS) through the candidates "department or school graduate committee.

DEDICATION

This work was dedicate to my mother and father, those who have consistently supported me throughout my life.

STATEMENT OF THE AUTHOR

By my signature below, I confirm this thesis was my work. Throughout the preparation, data collecting, data analysis, and compilation of this thesis, I complied with both technical and ethical scholarly criteria. All sources included in this thesis are properly acknowledged through citation. This thesis is submitted in partial fulfillment of the requirements for the Master of Arts degree at Haramaya University. Clear quotations from this Thesis can be made without special permission provided that accurate and complete acknowledgement of the source is made. Requests for extended quotations of this thesis, in whole or in part, may be granted by the Head of School or department if, in their judgment, the proposed use of the material serves the interests of scholarship; permission must be obtained from the author of the thesis.

Name: Mulugeta Gudisa Megersa

Signature_____

Date of submission_____

School of foreign language and journalism, Haramaya University

BIOGRAPHICAL SKETCH

The author was born in 1985 at Oromia Region, South West Shoa Zone, and Burka Bido Keble. He attended primary school (1-8) at Burka Bido Primary School, secondary school at Goro Secondary School (9-10) and preparatory school (11-12) at Dejazmach Gerasu Duki preparatory school in Waliso town. He then joined Haramaya University in 2007 and graduated from school of foreign language and journalism in 2009. Since, then, he has served as English teacher, in Haramaya woreda primary and Secondary Schools. To pursue his further studies, and improve his qualification he joined Haramaya University for MA degree program in teaching English as foreign language TEFL.

ACKNOWLEDGMENTS

First, I would like to praise Allah for helping me succeed in my work. I express my heartfelt thanks to my major advisor, Dr. Rabuma Fekadu, for his meaningful support and guidance from the initial to the final success of my work, and my co-advisor, Dr. Alemayahu Getachew, for his additional support. I have deepest gratitude to my mother, Merge Rafisa, and my father, Gudisa Megersa, for their sacrifice to help me reach this level. Next to them, my special thanks go to my current family members, including my wife, Remala Aliyi, for her continued support, facilitation, and tolerance from the initial to the end of my work. I appreciate my daughter, Hikma Mulugeta, and my son, Ammar Mulugeta, for their patience and encouragement while I wrote this thesis. Additionally, I would like to thank one of my senior staff members and friends, Abdulkadir Usman, from the Mathematics Department, for his effective support and guidance while I was writing this thesis.

ABBREVIATIONS AND ACRONYMS

CA	Continuous Assessment
EFL	English as a Foreign Language
FA	Formative Assessment
USAID	United States of America International Development

TABLE OF CONTENTS	page
DEDICATION	iv
STATEMENT OF THE AUTHOR	v
BIOGRAPHICAL SKETCH	vi
ACKNOWLEDGMENTS	vii
LIST OF TABLES	xii
<i>ABSTRACT</i>	xiii
1. INTRODUCTION	1
1.1. Background of the study	1
1.2. Statement of the Problem	2
1.3. Objectives of the Study	4
1.3.1. General Objective	4
1.3.2. Specific Objectives	4
1.5. Significance of the Study	4
1.6. Scope of the Study	5
1.7. Limitation of the Study	5
1.9. Operational definition of key Terms	5
2. LITERATURE REVIEW	6
2.1. Concepts of Formative Assessment	6
2.2. Definition of Formative Assessment	7
2.3. The difference between summative and formative assessment	7
2.5. Formative Assessment Strategies	9
2.5.1. Clarifying and sharing learning intentions	10
2.5.2. Engineering classroom discussions and activities	11
2.5.3. Providing feedback that moves learners forward	11
2.5.4. Activating learners as learning resources	11
2.5.5. Activating learners as owners of their own learning	11
2.6. Steps of formative assessment in the classroom	12

2.6.1. Pre-formative assessment	12
2.6.2. Formative assessment during teaching	12
2.6.3. Formative assessment after teaching	13
2.7. Techniques of Formative Assessment	14
2.7.1. Portfolios writing	14
2.7.2. Home Assignment	14
2.7.3. Self-Assessment	14
2.7.4. Peer-Assessments	15
2.7.5. Observation	15
2.8. Teachers Role in Formative Assessment	15
2.9. Nature of writing	16
2.10. Importance of formative assessment to improve writing skills	16
2.11. Teacher Perceptions and practices of formative assessment	17
2.12. Challenges in Formative Assessment Techniques	17
2.13. Theoretical Concept of the study	18
2.14. Related studies.	19
2.14.1 Global studies	19
2.14.2. Local studies.	19
3. RESEARCH METHODOLOGY	20
3.1. Area of the study	20
3.2. Research Design	20
3.3. Sources of Data	20
3.4. Sample and sampling techniques	21
3.5. Data gathering Instruments	22
3.5.1. Questionnaire	22
3.5.2. Interview	22
3.5.4. Document Analysis	22
3.5.5. Classroom Observation	23
3.6. Data collection procedures	23

3.7. Methods of Data Analysis	23
4. RESULTS AND DISCUSSION	25
4.1. Biographic Information of Respondents	25
4.2. Data from closed-ended Questionnaire	26
4.4. Data analysis from EFL teachers' interview	32
4.5 Result of document analysis	34
4.6. Result of Classroom observation	35
4.7 Discussion of major findings	38
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	41
5.1. Summary of the study	41
5.2. Conclusion	42
5.3. Recommendation	43
6. REFERENCES	44
APENDIX- 1	51
APENDIX- 2	51
APENDIX- 3	52
APENDIX- 4	52
APENDIX- 5	52
APENDIX- 6	53
APENDIX- 7	54
Appendix 8	56

LIST OF TABLES

Table	page
1. A Comparison of Formative and Summative Assessments Knight (2001)	8
2. Five strategies for formative assessment (Black &William, 2009)	10
3. Population, Sample Size, and Sampling Techniques	21
4. Biographic information of the respondents	25
5. Teachers' perception of formative assessment in English writing classroom	26
6. Teachers' perception of formative assessment in English writing classroom	27
7. Teachers' perception of formative assessment in English writing classroom	28
8. Teacher practice Formative Assessment in English Writing Classroom	29
9. Challenges to practice formative assessment in English writing classroom	31

ABSTRACT

The purpose of this study was to assess the perceptions and practices of English teachers regarding formative assessment in English writing classes at Haramaya Woreda Secondary Schools. A descriptive survey design involving both quantitative and qualitative methods was employed. The study utilized data collection instruments such as a questionnaire, an interview, document analysis, and classroom observation. Since the total population of teachers was small, an availability-sampling technique was used to include all available teachers in the study. The questionnaire was analyzed quantitatively, using the Statistical Package for Social Science (SPSS), and interpreted using mean, percentages, and frequency. Interview, document analysis, and classroom observation were analyzed qualitatively and interpreted using word explanation. The results of the study showed that English teachers had positive perceptions of the benefits of formative assessment for improving students' writing skills. In addition, the statistical correlation analysis revealed that positive and significant correlation between teachers' perceptions and their practices $r = .680$, $p < 0.01$). However, qualitative data showed that teachers' practices were poor, relying only on summative assessment, and teachers' perceptions and practices did not match. Generally, teachers' low practices of formative assessment, large class sizes, lack of resources, and lack of student and teacher interest were the main factors for students' problems in writing skills. Even though these are challenges to practice writing skills with integrated formative assessment, it was recommended to provide supportive tutorials, pay high attention to writing skills, and offer training directed at focusing on formative assessment, particularly in English writing classrooms.

1. INTRODUCTION

1.1. Background of the study

Assessment is a crucial teaching method that involves collecting information about students, schools, curricula, and educational policies. It is an effective teaching method to enhance education quality and prepare learners for the 21st century. According to Rink (2006) and Abera (2012), modern educational reform has emphasized assessment in the teaching-learning process. In addition, Boyle and Charles (2010) demonstrate the direct relationship between educational quality and assessment procedures. This implies that assessment and teaching are integrated; if teaching learning relationship and assessment fail, there is no doubt that, all efforts of education quality fail. Therefore, Assessment is not only assesses student achievement, but it also gives essential feedback to teachers as they construct and revise their teaching methods.

Particularly, Formative assessment is an ongoing process teaching method that employs various techniques, such as quizzes, group work, and written assignments, to enhance students' performance. It is a method of collecting information to identify students' difficulties in the teaching and learning process (Monteiro, 2021). Furthermore, Arega (2014) stated that the purpose of formative assessment is to diagnose and interpret evidence that helps both teachers and learners determine where students currently stand, where they need to go, and how best to reach their goals. Therefore, numerous studies have indicated that formative assessment plays a crucial role in ensuring quality education and improving student outcomes (Anderson & Palm, 2018; Black & Wiliam, 1998; Bunnet, 2016). In the context of teaching writing skills, formative assessment is a crucial process for improving students' writing abilities, as it provides the opportunity for immediate feedback on their written work (Brown, 2004). Hattie and Timperley (2007) argues that formative assessment offers valuable insights into students' current understanding, which can shape instruction and guide further learning. By receiving feedback at different stages of the writing process, students can actively engage in their writing, reflect on their work, and make necessary adjustments to enhance their writing skills (Ahmed & Troudi, 2018).

In Ethiopia, English has taught as a subject in elementary schools and serves as a medium of instruction in secondary schools to higher education. However, Solomon (2004) stated that one of the biggest obstacles faced by Ethiopian students is writing skills. This is due to teachers' low attention to effective teaching methods in English writing classrooms.

Therefore, incorporating formative assessment in daily writing classrooms is essential method to address this issue. Writing skill is an important lifelong skill that students should have the ability to write. In English as a second language learning, learning writing skills is different from other language skills like listening, reading, and speaking because learners can learn these skills from their environment except writing skills. Since lower level, students learn writing skills from school with the guidance, effort, and practice of teachers. Especially at the level of secondary school, writing is a serious issue that needs attention and daily follow-up from teachers, because at this level students are ready to join higher education where they can do further academic writing such as paragraphs, essays, proposals, and research work. Thus, at this level, EFL teachers should incorporate formative assessment techniques such as portfolios, take-home assignments, peer and self-assessment, and observation to improve students writing skills.

Significantly, teachers' perceptions and practices in utilizing formative assessment to improve students' writing proficiency is important. Indeed, if EFL teachers had good perceptions to practice, follow up, provide variety of activates and effective techniques like formative assessment, the learners easily become independent and the current struggle of students' academic writing become improve. However, Abiy (2013) founded that the Ethiopia high schools have experienced heavy use of judgmental approaches, which indicated poor practices of formative continuous assessment in secondary schools. In line to this, in the context of Haramaya Woreda Secondary School formative assessment practice is also the same with these concepts. Therefore, the researcher believes that conducting research on teachers' perceptions and practices play a crucial role. As a result, this study aimed to assess the perceptions and practices of EFL teachers related to using formative assessment in English writing classrooms at Haramaya Woreda Secondary Schools.

1.2. Statement of the Problem

Formative assessment is recognize as an effective teaching method that plays a crucial role in improving students' academic achievement, particularly writing skills. It involves continuous data collection, analysis, and remedial actions. Similarly, Granberg et al. (2021) and Voinea (2018) recommend formative assessment as a powerful tool for enhancing writing instruction. Advanced nations prioritize formative assessment to ensure quality education, and in Ethiopia one of the recent focuses to bring, quality assessment is quality assessment integrated. In addition, the new curriculum and textbook encourage teachers to use continuous formative assessment devices for each section, especially in writing skills formative assessment

techniques, such as group assessment, self-assessment, and portfolios, are highly suggested to improve students' writing skills performance.

Despite these attempts, students are still struggling with writing skills due to the lack of effective grammar, vocabulary, organization, and coherence. Concerning this, it was noted that from primary school lack of competence, and serious language problems and a lack of basic reading and writing skills in all languages, including English (Tirussew & Tassew, 2018), cited in (Behailu, 2021). Similarly, the researcher, based on over five years of teaching English language at Haramaya Woreda Secondary Schools, observed that teachers were poor in practicing formative assessment methods during writing skills rather than simply using the lecture method aimed at summative assessment purposes. Due to this problem, students are currently struggling with writing skills from lower levels to higher education. By its nature, writing skills cannot be achieved without teachers' guidance, processes, practices, and effective teaching methods and feedback on day-to-day practices. Therefore, the researcher intended to fill this gap by focusing on EFL teachers' perceptions and practices of formative assessment towards writing skills in the English classroom.

Furthermore, with this topic, numerous relevant global and a few local studies have been carried out and have come up with findings. Globally, many studies have been conducted. For instance, Burner (2016) investigated the attitudes and experiences of educators and learners on formative evaluation of writing in an EFL classroom in a Norwegian school. The findings the result showed that teachers were interested in formative assessment, but they did not formative device like self-assessment. Sway's (2019) study also found that EFL teachers were favorably inclined towards assessment for learning, but their perceptions might not be aligned with their reported assessment practices.

Among local studies, Zelalem (2018) conducted on the beliefs and practices of EFL instructors regarding formative assessment in teaching writing in Debra Markos University. Their findings indicate that teachers believe formative assessment is important and that they use it at a medium level. Fatherly, they concluded that teachers should use formative assessment in the classroom. Dagne (2009) explored EFL instructors 'practice of continuous assessment at Jimma Teachers College. The result of the study showed that 70% of the teachers did not use continuous assessment due to inadequate training, workload, extra responsibilities, and large class size. Similarly, Desta (2019) examined perceptions and practices of CA in English Focus EFL Writing Classes. The study showed that EFL instructors had negative attitudes and improperly implemented CA in their schools.

As a result, locally, few studies were focused on the topic. However, the researcher believes there are insufficient local studies on EFL perceptions and practice of formative assessment in the English writing classroom. This implies that little attention was given to improving writing skills. Consequently, this inspired the researcher to research the current topic, to fill this gap by focusing on EFL teacher perceptions and practices of formative assessment towards writing skills in the English classroom. Hence, this topic is advantageous to fill the existing gap concerning students' writing skills achievement in Haramaya Woreda secondary school.

1.3. Objectives of the Study

1.3.1. General Objective

The General objective of the study was to assess EFL teachers' perceptions and practices of formative assessment in the English writing classroom, in the case of Eastern Hararghe Zone, Haramaya Woreda Secondary Schools.

1.3.2. Specific Objectives

The study included the following specific objectives

1. To assess English teachers' perceptions towards formative assessment in the English writing classroom.
2. To assess the current EFL teachers practices of formative assessment techniques in English writing classroom.
3. To assess the relationship between English teachers' perceptions and their actual practices of formative assessment.
4. To find out the challenges EFL teachers faced in implementing formative assessment method in English writing classroom.

1.5. Significance of the Study

The findings of the study have both theoretical and practical benefits. Theoretically, it will contribute to the existing body of knowledge on formative assessment and its impact on writing instruction. Practically, this study will be significant, first, to all English teachers in Haramaya Woreda secondary schools, to give attention to the integration of the formative assessment method to improve students' writing skills. In the second, it helps students of secondary schools to achieve ability to writing skills and get motivated towards writing skills. In the third, it is essential to share knowledge and information for directors, principals, and

experts at Woreda, Zone, and Regional to all high-level education experts. Finally, this study serves as a valuable resource for further researchers.

1.6. Scope of the Study

This research was geographically conducted in Haramaya Woreda secondary schools. In this Woreda, there are six secondary schools such as Aweday Secondary School, Haramaya Secondary School, Bate Secondary School, Adele Secondary School, Ugas Secondary School, and Dengago Secondary School. Therefore, due to time and budget, the study cannot reach beyond this Woreda. As a result, conducting research on this area is crucial to address the issues related to writing skills in these secondary schools and implement formative assessments that indicate day-to-day follow-up on students' writing skills.

1.7. Limitation of the Study

The researcher faced the following limitations when conducting the current study. In the area of research, researchers experience several challenges that hinder their research efforts. Moreover, the primary limitation of this study was a small sample size because the study was limited only on 32 English teachers, who were teach grade 9 to 12. In addition, lack of respondents' availability for interviews is another limitation of the study.

1.9. Operational definition of key Terms

Key terms related to the perceptions and practices regarding implementing formative assessment in the English writing classroom were:

Perceptions: teachers' opinions and judgment to assess teaching and learning process based on the students' performance or result they can observe in classroom

Formative Assessment: it is an ongoing process of collecting evidence and providing feedback to students and identify areas of improvement, and supporting.

Practices: Practice is a performance on activities.

2. LITERATURE REVIEW

This chapter presents; concepts of formative assessment, the difference between formative and summative assessment, formative assessment strategies, stages of formative assessment, Elements formative assessment, importance of formative assessment in improving writing skill, teacher perceptions and practices towards implementing formative assessment, and conceptual framework of the study and related global and local studies.

2.1. Concepts of Formative Assessment

Formative assessment is a teaching method that uses various tools to help students improve their learning and achievement. Several studies conceptualized formative assessment as an effective method for integrating the teaching and learning process. Screven stated the first concept of formative assessment. According to Screven, formative assessment is used during the learning process to support students. Formative assessment aims to monitor students' learning progress throughout the learning process, providing feedback to address areas of weakness that require improvement in education. In addition, the Assessment reform group (2002) stated that formative assessment involves gathering and analyzing evidence to determine learners' current learning level, identify their future goals, and devise strategies for achieving those goals. However, the current concept of formative assessment in the 21st century is linked to a sociocultural constructivist perspective on learning. According to this theory, learners are viewed as actively constructing knowledge and understanding through cognitive processes. Vygotsky describes learning as a "joint productive activity" within a social context, such as the classroom. In this context, the teacher acts as a mediator or facilitator between the learners and provides scaffolding to assist in achieving these goals.

Overall, formative assessment is an ongoing process, and teachers' interactions in which teachers and students collect data regarding the progress of the teaching and learning process. Especially in the context of teaching writing skill, it is better method to follow and improve students' academic writing skill. The three central questions of formative assessment are a great starting point for school leaders as they help teachers recognize and use the formative assessment process in their classrooms. They can guide teachers as they plan their lessons, monitor their teaching, and help their students become self-regulated, assessment-capable learners. Teachers can display the three questions along with the lesson's learning target in

their classrooms and remind their students to think about them before, during, and after each learning experience.

2.2. Definition of Formative Assessment

Different scholars define formative assessment in different ways. For instance, Burke & Deepka (2016) define it as an activity used to identify student progress and adjust teaching techniques in response to learning needs. According to Husain (2013), it is an ongoing assessment process for learning, and this term is based on the evaluation used in assessing a program. In addition, Irons (2008) also defines formative assessment as an activity that generates feedback for students concerning their learning and process that involves monitoring, diagnosing, and taking action to identify learners' needs. Another definition of formative assessment is provided in the book by Black and Wiliam. According to the above scholars' definitions, formative assessment is not an assessment that forms at the end of a unit or as a final judgment that is used to determine a student's level of achievement without providing feedback. Rather, it is formed during classroom instruction to determine how well students recognize what is being taught.

In addition, Sadler (1998), on his part, defined it as a kind of assessment that is intended to produce feedback on performance to enhance and accelerate learning. Overall, the inclusive definition of formative assessment by Chappuis (2012) goes beyond looking at what happens during instruction to include teachers and students assessing students' strengths and weaknesses, knowledge, and skills before, during, and after instruction. Formative assessment is an ongoing process of collecting evidence of student learning during instruction to inform next steps that an educator can use for instructional decisions and students can use in improving their performance (Moss & Brookhart, 2019).

Generally, formative assessment is any classroom practice to identify students' strengths and weaknesses towards the given lesson and to close the gap. Therefore, it is not only the purpose of grading students but also for academic development and achievement. As one of the scholars, Graham (2022) argued that formative assessment is one of the solutions to reduce students' pressure from summative assessment.

2.3. The difference between summative and formative assessment

Formative and summative assessments are both important tools for assessing student learning and progressing, but they different depend on their purposes, method and occurring. Summative assessment, as its name suggests, is a conclusive evaluation of what students have

learned throughout a course, typically conducted at the end of the semester (Brown, 2004). It measures the objectives that have been achieved; however, it does not provide feedback or suggestions for improving performance. The primary aim is to obtain a quantifiable measure of achievement that can inform decision-making. Furthermore, summative assessment results in a mark or grade, which is used to evaluate student performance. This type of assessment is product-oriented; in summative assessment, the grade awarded is determined by the mark achieved. Examples of summative assessments include final exams, mock exams, and national exams, all of which lack feedback or suggestions for enhancing ongoing performance.

On the other hand, formative assessment emphasizes the learning process to ensure success in achieving outcomes and to evaluate what has been learned. In contrast, summative assessment is utilized at the end of an instructional period to measure overall learning. An example of formative assessment is a peer assessment activity. Generally, formative assessment is an ongoing process in which teachers' assess students' understanding of the lesson whereas summative assessments are typically utilized for grading, promotion, or certification purposes.

Knight (2001) clearly highlights the distinction between formative and summative assessments as follows.

Table 1: A Comparison of Formative and Summative Assessments Knight (2001)

	Formative Assessment	Summative Assessment
Timing	Conducted throughout the teaching-learning process	Conducted at the end of teaching-learning phases (e.g., end of semester or year)
Method	Paper & pencil tests, observations, quizzes, exercises practical sessions administered to the group and individually	Paper & pencil tests, oral tests administered to the group
Aim	To assess progress and recommend remedial action for non-achievement of objectives Remediation or enrichment or re-teach the topic	Grading to determine if the program was successful. To certify students and improve the curriculum
Example	Quizzes, essays, diagnostic tests, lab reports and records	Final exams, national examinations, qualifying tests.

Therefore, the above table shed light that, the difference between formative and summative assessment. As it illustrated from the above table, formative assessment can be practice in multiple ways of practicing activities to achieve students' performance. However, the summative assessment is assessment of learning aims to measure students 'achievement, and it is conducted at the end of the unit or semester and year.

Formative assessment is a type of ongoing activities, which is goal to shape the learner's development. Mc Alpine (2002) stated as formative assessment encompasses a continuous process of assessment, review, and observation within the classroom. Teachers establish clear learning objectives, support students in their learning journeys, monitor progress, assess the effectiveness of educational programs or approaches, identify strengths and weaknesses, and adapt instructional materials (Gallagher & Worth, 2008). Therefore, the purpose of formative assessment is to monitor student-learning progress and provide continuous feedback that both teachers and students can use for the improvement education. More specifically, formative assessments assist students in recognizing their strengths and weaknesses, allowing them to focus on areas that require improvement in writing skill.

2.5. Formative Assessment Strategies

Formative assessment is an ongoing process used to improve student understanding by planned method learning outcomes and help students to become self-directed learners. The main purpose of formative assessment is to monitor the process of learning and provide ongoing feedback that can help learners to improve their learning and help teachers to improve their teaching method. Furthermore, William & Thompson (2007), teachers should help learners respond to the questions like where am I going, 'How am I right now' and 'How to get there.

Table 2 Five strategies for formative assessment (Black & William, 2009)

Actors and roles	Where the learner is going?	Where the learners are?	How to get?
Teacher	1. Clarifying and sharing Learning intentions	2. Engineering effective discussions	3. Providing feedback classroom question, that moves learners forward
Peer	Understand and share Learning intentions	4. Activating learners as learning resources for one another	5. Activating students as instructional resources for one another
Learner	Understand learning intentions	Activating learners as owners of their own learning	Activating students as the owners of their own learning

Furthermore, Black and William (2009) provided a visual of formative assessment model by intersecting the five key strategies of formative assessment such as clarifying and sharing learning intentions, engineering effective classroom discussions, providing feedback that moves learners forward, activating students as instructional resources, and, activating students as the owners of their own learning. The strategy with the three questions such as where the learner is going, where the learner is right now, and how to get there and with the three participants including the teacher, the peer, and the learner. Generally, the five strategy reviewed as follow in this study.

2.5.1. Clarifying and sharing learning intentions

Black and William (2009) identify the first strategy as aim-oriented education, which involves establishing clear objectives and assessment criteria. This approach informs learners about their learning trajectory as teachers articulate goals to students. Educators should clarify learning intentions and success criteria during assessments (Black & William, 2009), thereby providing learners with a clear understanding of expectations. This underscores the responsibility of teachers to communicate appropriate learning objectives and success criteria to students. Similarly, learners must have a clear understanding of what constitutes success and the evidence they need to provide to demonstrate it. Moreover, teachers can enhance clarity through daily telling the goal, guiding questions, collecting exit slips, or administering quizzes. Teachers play a significant role in ensuring that students understand what is expected of them and what they need to demonstrate to achieve success.

2.5.2. Engineering classroom discussions and activities

The second strategy is meaningful teaching, which aims to elicit evidence of learning. In this strategy, the teacher's role is to foster efficient classroom discussions and employ effective assessment tasks to document students' skills. Supporting this, William (2011b) and Clarke (2008) suggest that teachers should carefully plan the questions they intend to ask prior to the lesson and include them in their lesson plans. Additionally, they should ensure that the questions align with the learning goals and success criteria, incorporate a variety of activities types including higher-order thinking questions, and involve students in the process of developing these questions. This indicated teachers should have discussing with student about the given lesson to the way them success and achieve in their education.

2.5.3. Providing feedback that moves learners forward

The third strategy of formative assessment focuses on advancing learners through constructive feedback. Feedback provides valuable information to enhance understanding and progress towards learning objectives. The primary purpose is to bridge the gap between current performance and desired goals. Teachers play a crucial role in offering guidance to improve learning, guide students towards their goals, and address misconceptions (Hattie & Kimberley, 2007). Moreover, feedback is one of the pillars element of formative assessment that students can be learn from it.

2.5.4. Activating learners as learning resources

This strategy deals that students are valuable resources of knowledge for one another when they actively collaborate in the classroom, either in groups or in pairs, to share insights on specific activities. In this process, teachers are responsible for providing appropriate tasks and questions that elicit evidence of students' understanding. William (2011b) states that peer assessment can effectively implemented if teachers create opportunities during lessons to develop the necessary skills for students. This implies that learners are must be taught how to use the learning intentions and success criteria to review their peers' work. More importantly, being student in pairs or group to correct their written work is indicated giving attention for writing skill. Otherwise writing skill cannot improve. Therefore, students themselves are sources of knowledge for one another, which means they should utilize within their peers to guide their own understanding.

2.5.5. Activating learners as owners of their own learning

Self-assessment is a process in which learners reflect on and evaluate the quality of their work based on established success criteria to identify strengths and weaknesses that need to be

addressed (Andrade & Du, 2007). Moreover, this strategy establishes that every student should be accountable for his or her own learning, as each individual is an integral part of the learning process. Graham et al, (2011) students' writing also develop when teachers teach students how to assess their own writing. Overall, the formative assessment strategies discussed above, along with the three essential questions where am I going. Where are the learners? "How do I get there? . These are essential to energize students and encourage them to reflect on their learning before, during, and after each classroom. Furthermore, the main steps of formative assessment in the classroom were clearly stated in this study as follows:

2.6. Steps of formative assessment in the classroom

Formative assessment is a helpful method for the progress of students in their learning process, and it is a continuous teacher's action in the classroom to understand students' performance towards the lesson day by day. Therefore, the process of formative assessment can happen in three steps in the given period. These are before instruction, during instruction, and after instruction.

2.6.1. Pre-formative assessment

Pre-formative assessment is before the teaching stage to prepare students' progress and motivate them in learning, so that students will be active and engaged in learning. During this stage, questioning is the most dependent strategy that helps to have a clear idea about students' prior knowledge (Green, 2010). The teacher's role is to design instruction based on this pre-assessment stage. Pre-formative assessment helps teachers to set their instructional goals based on the outcomes of these assessments for future planning. It determines the baseline and gives you a starting point for planning your teaching. Moreover, it is a kind of motivating students towards the lesson by asking about prior knowledge and telling students the main objective of the lesson.

2.6.2. Formative assessment during teaching

It is a process used to identify how learners understand the lesson in an ongoing process to determine whether to move education forward or backward. It also helps teachers in assessing each student's abilities, to identify who requires more practice and explanation than others do. Like this, teachers may identify students who are having difficulty understanding a lesson (Greenstein's, 2010). As a result, gaining new information and abilities will increase students' interest towards education. Several techniques, such as asking students to show their knowledge in various contexts, are used in formative assessment during class. Furthermore, questions must be an essential part of education, as teachers require the data that students

supply to determine whether they have understood the lesson (McMillan, 2007). Questioning and answering is the part of formative assessment activities teacher and students used as formative assessment during learning. A process used to identify how learners understand the lesson in an ongoing process.

2.6.3. Formative assessment after teaching

Formative assessment after teaching aims to identify areas in which students need more clarification, practice, or re-teaching before summative assessment. It is an agreed-upon definition that formative assessment comes to fill the gap of misunderstanding after the instruction has been completed. Formative assessment in the classroom involves continuous monitoring of student progress through pre-assessment, assessment during teaching, and assessment after teaching to support student learning and inform instructional decisions. In line to this, to improve learners' ability of writing skills, EFL teachers use formative writing assessment activities that students practice at different stages in the classroom.

Generally, Zhao and Song (2017) suggested these activities for formative writing assessment:

- Before the class activity–writing sample collection (Zhao & Song, 2017)
- Before class, teachers assign a writing task to learners and ask them to find a good sample beforehand and comment on it.
- Teachers can collect all learners' opinions on these good writing samples and evaluate their prior knowledge before class begins.
- During class, activity–teachers can apply several activities for assessing learners' writing performance, like request or reciprocal questioning (Zhao& Song, 2017), which is a direct tool for teachers to check learners' understanding in genre-based writing or task-based writing.
- Both teachers and learners are given opportunities to ask each other questions after learning the writing skills.

Therefore, the above scholars further conclude that these activities should continue until learners get enough information about how to writing and achieve effective writing skill.

2.7. Techniques of Formative Assessment

Formative assessment is effective modern teaching method, which involves multiple alternatives activities, involves variety of techniques, such as having students write summaries, take brief quizzes for feedback, engage in peer assessments, create concept maps, participate in class discussions, and conduct self-assessments, portfolios. Moreover, these activities are briefly describe below.

2.7.1. Portfolios writing

Portfolios are multiple writing samples, written over time, and purposefully selected from various genres to represent a student's abilities, progress, and most successful texts in a particular context (Richards, 2003). This will give the students and teachers information on how the students are progressing on their writing skill within the year or semester. Assessing students using portfolios have many benefits to develop students' proficiency in academic writing skill. Therefore, portfolios is students to revise through the year or semester for the course rather than just during the process of learning. However, in our context of Ethiopian secondary school as a general and particularly in Haramaya Woreda secondary school EFL teachers are poorly using this effective device. Even though large classroom is difficult, it is better if teachers give the sample of writing and improve students writing ability outside the classroom and follow up time to time with effective feedback through portfolio.

2.7.2. Home Assignment

Home take assignment is the important way to practice and improving students writing skill like as portfolios. Assignment is a way for learners to practice what they have learned to understand. Assignments play a crucial role to students and facilitators, whereby facilitators assess students' progress and where students become familiar with pedagogical content (Venter & Prinsloo, 2011). Specially, in English language, writing skills the purpose of home assignment is to help students to develop their skill. For teachers, it is also considered as an opportunity for gathering information about class's learning and to assess students' progress in achieving the learning outcome for listening, speaking, reading, and writing. Therefore, the teacher should take steps to ensure that any homework or assignment used for assessment purposes is the work of the individual concerned, or at least that any collaboration, which has taken place.

2.7.3. Self-Assessment

This is deals, as the students receive descriptive feedback on their performance from their teacher and they start to self-assess and empowering them to own their learning (Brookhart,

2010). Not only will it allow them to reflect on their own work, but also it will also very clearly demonstrate the gaps they need to fill in by their teachers or materials. This is an important way of try and error in own yourself to check how understand the given lesson. In the context teachers were responsible to encourages students and tell the importance of self-assessment. As a result, such techniques can improve students' academic writing problem.

2.7.4. Peer-Assessments

Peers assessment is a powerful way to develop students understanding. Using peer assessment, the teacher can multiply the number of students assessed during each class (Tuttle & Tuttle, 2012). In addition, Students can use a set criterion to assess the work of their classmates. Peer-assessment can used in different subject areas. In writing, for example, students can assess another student's piece of writing and provide feedback about what they observe. Students tend to accept constructive criticism more from a fellow student than from an instructor. While students are in the process of peer-assessment, a teacher can more easily take command of the learning going on. In the context of student learning, peer assessment is used to assess other students' work, and to give and receive feedback (Wilson, 2002). Moreover, peer or group assessment is a technique that used to share knowledge collaboratively in the classroom. Even though, the number of students were large in the class teachers can improve students struggle with writing giving different activities for students using peer or group.

2.7.5. Observation

Observing in what way students are forward in their learning is important to improve their academic outcomes. Classroom teachers need to consider the answer to each of the following questions as a general framework for planning classroom observation (Genesee and Usher as cited in Hedge, 2000). It is a process of teacher direct watching, to determine what students know and do not know. When teachers carry out the analysis of student performance they get knowledge about: it involves teachers in watching students' behavior and performance in class.

2.8. Teachers Role in Formative Assessment

As it clearly discussed throughout this study, the role of teachers to implement formative assessment in the classroom is paramount. This is because teachers are guides, as facilitators and practitioners' for students to implement any method in the classroom. For example Carless (2007) stated that, teacher are "the key mediator in enhancing students' learning. "Black and William (1998) describe two possible ways in which teachers mediate learning. First, teachers

can build students' capacity to assess themselves and evaluate each other's work. Second, teachers can control the learning environment.

Particularly, writing is the most complicated skill among language skills, such as speaking, reading, and listening, that can be acquired with additional support. Among language skills and skill of writing is learned in school with the support of teachers. For instance, children can learn the skill of speaking and listening from their family and their environment, but reading and writing cannot be acquired without school or teachers. Therefore, teachers must be skilled in teaching writing and its assessment as well. Formative assessment techniques are better equipped to address the diverse needs of their learners.

2.9. Nature of writing

Writing is a written form of communication within society. Thus, the nature of writing is closely related to the sociolinguistic context. This implies that before writing, an author should understand the appropriate social language and the cultural background of their audience. In support of this, Wiggle (2002) states that it is essential to understand that writing is not merely the product of an individual but as a sociocultural act. Consequently, writing is one of the most challenging language skills to teach and assess. Writing involves various structures, including morphology, syntax, semantics, pragmatics, and discourse. For instance, as scholars stated, the writing process encompasses several stages, including pre-writing, drafting, revising, and editing, which involve improving grammar, spelling, and punctuation (Drew and Shyheim, 2006). Therefore, providing various activities that teacher to develop writing skills is essential to enhance students' writing abilities. Generally, the nature of writing, which can be approached through various processes, indicates that formative assessment is the most effective strategy for teaching writing skills. Formative assessment includes daily collaborative activities between teachers and students, peers fostering the teaching and learning process by providing feedback and information, and learning.

2.10. Importance of formative assessment to improve writing skills

Assessment is not a punitive strategy; rather, it serves as an opportunity for students to enhance their learning strategies within a specific course. Formative assessment is crucial for supporting and monitoring student learning while providing ongoing feedback that teachers can utilize to improve their instruction and enhance students' learning progress. Additionally, Ailey and McMillan (2010) stated that formative assessment is widely recognized as one of the most effective strategies for increasing student motivation and achieving academic success. Tzagari (2004) identifies several advantages of formative assessment, including its

ability to assess both the process and product of learning, monitor instructional practices, and provide meaningful results to various stakeholders. It connects learning to cognitive psychology and related fields, represents a collaborative approach to assessment, supports students psychologically, promotes autonomous and self-directed learning, and offers new roles for teachers. Furthermore, it assists both teachers and students in selecting alternative procedures in the learning and teaching process and serves as a reflective tool for enhancing the effectiveness of teaching and learning.

More specifically, formative assessment of English academic writing skills provides significant guidance and improvement. It has multiple mechanisms, which include various activities followed by effective feedback, greatly enhancing students' writing abilities. In this regard, Gewirtz (2011) stated that formative assessment could improve students' writing skills through regular feedback and encouraging activities. Students learn best when they create successive drafts of their work and incorporate meaningful feedback from peers and teachers into their revisions and corrections.

2.11. Teacher Perceptions and practices of formative assessment

Teacher perception plays a significant role in the teaching and learning process because it is directly related to practices in this study. teacher perception refers to teachers' knowledge, beliefs, and attitudes regarding the implementation of formative assessment in English writing classrooms. The successful implementation of formative assessment is linked to teachers' knowledge and perceptions (Widiastuti, 2020). In addition, effective formative assessment requires significant changes in teachers' perceptions related to their classroom practices (Black & William, 1998). Furthermore, several studies have shown that negative attitudes toward classroom formative assessment can hinder its practice and negatively affect students' achievement. When the teacher had positively accepted the benefit formative assessment method for the achievements of learners, particularly for the improvement of writing skills, it was easy to implement it in the classroom. Overall, teachers' perceptions are crucial for the integration of formative assessment into the classroom. Teachers' views and beliefs about the subject matter, teaching, learning, assessment, and students greatly influence instructional change, particularly concerning formative assessment.

2.12. Challenges in Formative Assessment Techniques

Even though formative assessment is an effective multi-technique approach to improving student outcomes and enhancing the overall quality of education, as well as boosting students' writing performance, several challenges exist. Figa (2020) identified various factors that may

hinder the implementation of formative assessment in the classroom. These are large class size, lack of resource, students' absenteeism, shortage of time, lack of interests. Comfortable environment is one of the necessary components for improving the quality of education however; large class size is the common challenges especially in our context Ethiopia. Teachers in large classes often struggle to practice formative assessment. Absenteeism is another challenge of for formative assessment implementation when students are absent, it complicates their learning, and teachers worry about re_ teaching and re assessing. In addition, shortage of time was another main issue to implement formative assessment techniques in the classroom.

Therefore, the process of writing skill and assessing requires a lot of time to practice and to get performance the lesson Hassan (2011). In addition, scholars concluded, lack of the necessary school facilities, shortage of materials for both teachers and students are main challenges (Desalegn, 2012; Yidnekachew, 2014; Takele, 2012). Therefore, it is formative assessment practices are valid when there are fulfillments of enough resource and materials. However, formative assessments has multitude method to improve student's difficult area and improve students outcome, so teachers should incorporate formative assessment techniques in the classroom without raised these challenges is better. Particularly writing skill cannot achieved and writing problem cannot minimize without using formative assessment method.

2.13. Theoretical Concept of the study

The conceptual framework for this research is Vygotsky's (1978) sociocultural theory of second language learning. This theory emphasizes the concept of mediated learning, which established in dynamic assessment and various learning interventions. In addition, this paradigm asserts that formative assessment should take place within the zone of proximal development and fosters a collaborative process between teachers and students (Vygotsky, 1978). In addition, as Vygotsky highlighted the interactions between educators and students is aligns with the core principle of formative assessment and the collaboration between educators and students to enhance understanding of student learning and inform teachers' instructional planning (Andrade & Cizek, 2009).

Since Vygotsky's Zone of Proximal Development (ZPD) represents a formative approach to learning, the explicit interactive input designed to support learners was grounded in this framework during the investigation of language teachers' perspectives on formative assessment. Moreover, the formation of formative assessment is three key factors must

considered in formative assessment, the learners' current level of understanding, their desired learning outcomes, and the actions necessary to bridge the gap between the two.

2.14. Related studies.

2.14.1 Global studies

Numerous related studies to the present topic were conducted abroad, focused on formative assessment. For this study, the researcher attempts to review some related studies from abroad and three related studies from the local area as follows. Lee (2011) conducted a mixed-methods study in a Secondary EFL classroom in Hong Kong, revealing that teachers changed their practices to align with theoretical formative assessment practices, such as multiple drafts and self/peer assessment. This increased student attitudes towards writing and strategies for formative writing assessment. However, obstacles such as a lack of time for collaborative work among teachers were discovered. Nguyen and Truong (2021) collected qualitative and quantitative data from 60 EFL teachers at 16 high schools in Central Vietnam, finding that while teachers' perceptions of assessment practices for formative purposes were positive, they had limited knowledge of different assessment methods, such as journals and self-assessment.

2.14.2. Local studies.

Some related studies regarding the topic were conducted locally, focused on formative assessment. For this study, the researcher attempts to review three related studies from the local area as follows. Among related studies in Ethiopia, Zealand and Emily (2018) conducted on EFL Instructors' Beliefs and Practices of Formative Assessment in Teaching Writing. The findings showed that writing skills teachers have a positive belief in the importance of formative assessment and practice it at a medium level. For example, Habtamu's (2012) investigation of EFL instructors' implementation of continuous assessment in Dilla University showed that instructors in the university had inadequate knowledge about the principles and purposes of continuous assessment. The findings additionally showed that instructors used assessment devices mainly to judge students' language performance, not to guide the teaching and learning.

Moreover, the above studies mainly focused on higher education and separately conducted on perception and practices to implement formative assessment in improving writing skill. Specifically, most of the studies in Ethiopia were focused on higher education. However, the current study focused on secondary schools' EFL teachers' perceptions and practices of formative assessment in English writing classroom.

3. RESEARCH METHODOLOGY

The purpose of the study was to assess EFL teachers' perceptions and practices of formative assessment in the English writing classroom, in the case of Eastern Hararghe Zone, Haramaya Woreda Secondary Schools. Hence, this section was presented with the research design, population of the study, sample and sampling techniques, data collection instruments, data collection procedures, and methods of data analysis.

3.1. Area of the study

The study was conducted in six secondary schools, including Bate Secondary School, Haramaya Secondary School, Awaday Secondary School, Ugas Secondary School, Adele Secondary School, and Dengago Secondary School in Haramaya Woreda, Eastern Hararghe. The Woreda consists of three city administrations, namely Awaday, Adele, and Bate, which are merged and referred to as Maya City. Haramaya Woreda is approximately 558 km from the capital city of Ethiopia, Addis Ababa, and about 15 km from Harar City and 30 km from Dire Dawa City. Moreover, due to the researcher having lived in the area for about ten years, this study was conducted in this area.

3.2. Research Design

Descriptive survey research was employed for this study to identify the perceptions and practices of EFL teachers towards formative assessment in improving writing skills. Kothari (2004) explained that the purpose of a descriptive survey is to describe the situation as it exists at present. Regarding the designed survey, mixed, quantitative, and qualitative methods of data collection were employed to gather in-depth information about this topic. Utilization of a mixed-method research methodology implies incorporating multiple procedures to various types of data collection and analysis to dig out valid data (Creswell, 2018). Hence, the gathered data were analyzed through a sequential explanatory process in which quantitative data were analyzed in the first step and qualitative data were analyzed based on the quantitative findings in the next step (Creswell, 2009).

3.3. Sources of Data

The study utilized both primary and secondary data sources. Primary data were collected from EFL teachers, whereas secondary data were gathered from relevant materials such as articles, books, and theses related to the topic.

3.4. Sample and sampling techniques

The population of the study was English teachers of secondary schools in Haramaya Woreda. As mentioned, six secondary schools were considered, namely: Awayday Secondary School, Ugas Secondary School, Harmaya Secondary School, Adele Secondary School, Dengago secondary school, and Bate Secondary Schools and these were selected using the availability sampling method because, all of the schools are nearest to the researcher and easy to reach. The English teachers' population in these secondary schools was 32. As briefly shown in the table below, out of 32 EFL teachers, 28 were male, four were female, and all teachers were selected through availability sampling techniques. This is also due to the population of the study was manageable and easy to access. In support of this, Bailey (1994) reveals that availability-sampling techniques provide an opportunity for everyone to be included in the sample.

Table 3: Population, Sample Size, and Sampling Techniques

S/No	School name	Sample of teachers		Target population	Sampling techniques
		Male	Female	Total	
1	Bate Secondary School EFL teachers	6		6	availability
2	Haramay Secondary School EFL teachers	9	1	10	availability
3	Awayday Secondary School EFL teachers	4	3	7	availability
4	Adele Secondary School EFL teachers	3		3	availability
5	Ugas Secondary School EFL teachers	2		2	availability
6	Dengago Secondary School EFL teachers	4	1	5	availability
	Total	28	4	32	

3.5. Data gathering Instruments

The study incorporated data gathering tools like questionnaires, interviews, document analysis and classroom observations.

3.5.1. Questionnaire

In this study, the questionnaire was a major tool of primary data collection to obtain information, teachers' opinions concerning the current topic. Thus, answered research questions one and three, which were EFL teacher perceptions and challenges towards formative assessment in the English writing classroom, respectively. In line with this, Kothari (2004) explained that, questionnaire is the most common data collection method and it helps to collect a great deal of information within a time limit and helps to reach a group of the research population. A structured type of close-ended questionnaire was employed to gather quantitative data from EFL teachers, and all teachers participated and completed the questionnaire. Standardized closed questions to asked in a set sequence, and require respondents to choose from a given answer.

Moreover, Closed-ended questionnaires consisted of 22 items and were analyzed quantitatively using a 5-point Likert scale, ranging from 1 5 (1 = strongly disagree, 2 = disagree) 3 = somewhat agree, 4 = agree, and 5 = strongly agree). Open-ended consists of three items and asks for EFL teachers' purposeful responses depending on their experience and level of education. The data from this open-ended questionnaire were analyzed in the form of words or narration qualitatively.

3.5.2. Interview

An interview is a popular research communication tool (Cornea, 2007). It is beneficial to give specific data and allow teachers to comment on their experiences and viewpoints via direct talks about the issue. Semi-structured interviews with five items were designed for four EFL teachers in the current study. Teachers were chosen based on their experience and level of education. It primarily addressed the first research question, which asked about EFL teachers' perceptions of formative assessment in the English writing classroom, as well as the third research question, which asked about the challenges that EFL teachers encounter while using formative assessment methods in the English writing classroom. Furthermore, during the interview, the researcher recorded the respondent's audio to ensure intelligibility.

3.5.4. Document Analysis

In this study, document analysis was used in addition to questionnaires, interviews, and classroom observation to determine if teachers employ continuous assessment in their

classrooms. For this, the researcher used secondary data such as textbooks, syllabi, lesson plans, and students exercise book were analyzed using document analysis checklist to check the availability of formative continuous assessment.

3.5.5. Classroom Observation

Classroom observation is directly observing what the respondents do, rather than what they say only (Dorney, 2007). In line with this, the researcher utilized classroom observation next to questionnaires and interviews to answer research questions number two and three, which were about the practice of EFL teachers writing skills using formative assessment in English writing skills and checking the relation between actual practices and perceptions of English teachers towards formative assessment. Thus, out of thirty-two EFL teachers, four teachers were observed to purposefully depend on their educational background and experience. Structured observation, which involves an observation checklist with a yes or no system, was prepared, and each event of the process was described qualitatively. Finally, observed English teachers how practice formative assessment in English writing classrooms matched their perceptions. Moreover, this observation includes aspects of the classroom such as class size, students' absenteeism, feedback, and the use of formative assessment tools while teaching.

3.6. Data collection procedures

First, the researcher received a letter of cooperation from Haramaya University School English language and journalism. Then, after receiving this letter, on September 10, 2017, the researcher directly contacted the school director and vice director to distribute the questionnaire data. Before the distributed questionnaire, the purpose was explained to them. Moreover, the data were collected sequentially in which the quantitative data (questionnaire) were collected first, which was from September 15-27, 2017 E.C. Then, after the questionnaire was collected, qualitative data (interviews, document analysis, and classroom observation) were collected sequentially. Thus, next to questioner the researcher interviewed EFL teachers depending on their level of education and experience. After the interview was collected, document data was also collected to obtain rich information concerning the topic. Finally, the researcher conducted a classroom observation by designing an observation checklist. This was done two times for some classes; the data was gathered from questionnaires to validate the gathered information by triangulating to check the teachers' actual classroom.

3.7. Methods of Data Analysis

In this study, both quantitative and qualitative methods of data analysis were employed. After data collected the data collected from the questionnaire were edited, grouped systematically

into similar items, tabulated, and analyzed quantitatively. Thus, close-ended questionnaire, which consisted 22 items based on a five-point Likert scale, was analyzed using the Statistical Package for the Social Sciences (SPSS) version 26, employing descriptive statistics such as frequency, percentage, and mean. In contrast, the data obtained through interviews, open-ended questionnaires, document analysis, and classroom observations were analyzed using qualitative methods. Finally, based on the summary of the findings, conclusions and recommendations of the study were drawn.

4. RESULTS AND DISCUSSION

The main purpose of the study was to assess perceptions and practices of English teachers to implement formative assessment in the English writing classroom in the focus of Haramaya Woreda secondary school. Therefore, this section is categorized into four sub-sections, and presented data obtained from EFL teachers through questionnaires, interviews, and classroom observations, and finally summary, conclusion, and recommendation are provided. Moreover, Questionnaires were the major tools for this study; they were analyzed quantitatively, and the findings from this data were presented using frequency, percentage, and mean. Interviews, document analysis, and classroom observations were analyzed using qualitative methods to obtain detailed information on how EFL teachers in Haramaya Woreda Secondary schools perceived and practiced formative assessment in English writing classrooms.

4.1. Biographic Information of Respondents

Table 4 represents the information background of the respondents, which is categorized into three variables (sex or gender, level of education, and experience in teaching English).

Table 4: Biographic information of the respondents

Items	Categories	Frequency(F)	Percent (%)
Sex	Male	28	87.5%
	Female	4	12.5%
	Total	32	100.0%
Educational level	Diplo	0	0%
	Degree	5	15.6%
	Master	27	84.4%
	Total	32	100.0%
Year experience in teaching EFL	1_5year	1	3.1%
	6_10 year	1	3.1%
	11_15	year29	90.6%
	>15 year	2	6.3%
	Total	32	100.0%

Table 4 presents the biographical information of EFL teachers. It is observed that the total population of EFL teachers was 32, indicating that this is a relatively small sample size. In this study, all members of the population participated. Additionally, as shown in the table, among the EFL teachers in Haramaya Woreda Secondary Schools, the respondents of were male, 28 (87.5%) and females were four (12.5%) were represented. Regarding the respondents' academic qualifications, as indicated in Item 2, most of them, 27(84.4%), held a master's degree, while the remaining 5(15.6%) had a degree and no diploma. Furthermore, Item 3 revealed that 90.6% of respondents had worked in the field for 11–15 years, while 3.1% had experience ranging from 6–10 years, and 1.5% had worked for 1–5 years. The results

indicate that the respondents had an academic professional background, and the majority of EFL teachers were experienced.

This suggests that the schools employ competent teachers who are capable of changing and implementing formative assessment methods in teaching writing skills. Additionally, Sadler, as cited by Nicol (2006), emphasizes that efficient and experienced teachers can provide corrective and effective feedback.

4.2. Data from closed-ended Questionnaire

Table 5: Teachers' perceptions of formative assessment in the English writing classroom

S/ No	Items	SD		D		SWA		A		SA			T
		F	%	F	%	F	%	F	%	F	%	M	
1	I have a clear understanding and perceive formative assessment in teaching writing skills positively.	0	0	0	0	4	12.5	9	28.1	19	59.4	4.47	32
2	FA plays an important role in identifying students' weaknesses and strengths.	0	0	5	15.6	15	46.9	4	12.5	8	25.0	3.47	32
3	The classroom assessment that you use in the classroom is important to improve students' writing ability	0	0	0	0	6	18.8	13	40.6	13	40.6	4.22	32
4	Self-assessment encourages students to reflect on their own writing and progress.	0	-	9	28.1	4	12.5	14	43.8	5	15.6	3.47	32
5	Group and pair work as continuous assessment techniques in writing skills in particular, is essential.	0	0	4	12.5	4	12.5	9	28.1	15	46.9	4.09	32

N.B. SA= Strongly Agree, D= Disagree, SWA =somewhat agree, A= Agree, SA=Strongly Agree= Frequency; % = Percentage M=Mean

Concerning EFL teachers' perceptions, twelve items were designed and analyzed using with five options of five-point Likert scale from strongly agree (5) to strongly disagree (1) by separated into three tables as follows. This is because teachers' perception is vital in the teaching and learning process to implement effective teaching methods in the classroom. Moreover, item one in Table 5 got the highest frequency, with 19 (59.4%) and M=4.47 teachers expressing a positive perception of formative assessment in English writing classrooms for enhancing students' writing skills significantly.

Additionally, as item two revealed that 15 (46.9%) and M=3.47, EFL teachers believed that incorporating formative assessment in teaching the writing process plays a crucial role in identifying students' strengths and weaknesses, allowing for tailored academic writing support. According to item three 13 (40.6%), EFL teachers strongly agree with M=4.22 that any formative assessment in the classroom is crucial to improve students' writing skills. Lastly, teachers were asked in items four and five about their utilization of formative assessment tools like peer assessment, self-assessment, and diverse activities to enhance students' writing skills. Responded agree with 14 (43.8%) with M=3.47 and 15 (46.9%) agree with M=4.9, to these devices of formative assessment in the classroom.

In general, the analysis of the above table indicates that, majority of EFL teachers hold positive perceptions towards the use of formative assessment techniques for improving students' academic writing skills as the highest frequency 19 (59.4%) and M=4.47 showed.

Table 6 Teachers' perception to formative assessment in English writing classroom

	Items	SD		D		SWA		A		SA			T
		F	%	F	%	F	%	F	%	F	%	M	
6	I believe in process like think, brainstorm, plan, draft, check, rewrite, proof read in English writing classroom.	0	0	0	0	4	12.5	15	46.9	13	40.6	4.28	32
7	I believe writing skill is complex to achieve so using FA is essential.	0	0	0	0	4	12.5	13	40.6	15	46.9	4.09	32
8	I believe writing skills must focus on other skills(grammar, reading,	9	28.1	0	0	1	46.9	8	25.0	0	0	4.47	32

N.B. SA= Strongly Agree, D= Disagree, SWA =somewhat agree, A= Agree, SA=Strongly Agree= Frequency; % = Percentage M=Mean

Table 6: EFL teachers positively perceived formative assessment in the process of writing skills. For example, in item six. the respondents completely confirm that processes like thinking, brainstorming, planning, drafting, checking, rewriting, proof proofreading in writing lessons are significant to improve writing skill by 15(46.9%) and M= 4.28. For item seven 15(46.9), strongly agreed with M= 4.09, as writing skills are complex and require techniques like formative assessment. Also for item eight, teachers were almost in agreement that the idea writing skill must get attention as grammar and other skills, with 15(46.9%)and M=15(46.9%).

It can be clear that the result of the analysis indicated there is a strong agreement among EFL teachers regarding the writing skill needs process, emphasizing the importance of using formative assessment techniques to enhance students' writing abilities, as teachers should give attention to grammar for with M= 4.47.

Table 7: Teachers' perceptions of formative assessment in the English writing classroom

	Items	SDA		D		SWA		A		SA		M	T
		F	%	F	%	F	%	F	%	F	%		
9	Teaching writing requires more formative effort than other skills.	10	31.3	4	12.5	14	43.8	0	0	4	12.5	2.69	32
10	EFL writing lessons are difficult, time consumer and tiring.	5	15.6	4	12.5	0	0	8	25.0	15	46.9	3.37	32
11	I believe that, most of the students are poor in writing skill yet. Since it needs effective method like FA method.	4	12.5	0	0	0	0	15	46.9	15	46.9	3.75	32

N.B. SA= Strongly Agree, D= Disagree, SWA =somewhat agree, A= Agree, SA=Strongly Agree= Frequency; % = Percentage M=Mean

Table 7, illustrated as EFL teachers perceived as writing skills require an effective approach like formative assessment to enhance writing proficiency. For instance, in item nine, 14 teachers (43.8%) partially agree. with item ten 15 (46.9%) and $m=3.37$, EFL teachers were strongly agreed that teaching writing skills requires time to develop, and it is not suddenly achievable. As item eleven, most teachers believe that students' poor with writing skills compared to other language skills such as reading, speaking, vocabulary, and grammar, as data showed 15 (46.9%) indicated this belief, with $M=3.75$. On the other hand, most of the teachers believe that the reason students are poor in writing skills is due to teachers' increased focus on teaching grammar, according to the data in item twelve showed that agree 13 (40.5), $M=3.84$, and strongly agree 12 (37.5) with $M=3.84$. Nevertheless, a small number of teachers disagree 2 (6.3%) with this question. Hence, the data showed that teachers place more emphasis on teaching grammar skills in the English classroom and give less attention to writing skills.

As a result, one can infer that teachers perceive a need for a more formative assessment approach to improve students' academic writing skills. Items 14 (43.8%), 15 (46.9%), and 15 (46.9%) reveal that the majority of teachers believe that writing skills require formative assessment, particularly through formative assessment, for improvement rather than solely focusing on grammar, with $M=3.84$.

Table 8: Teacher Practice Formative Assessment in English Writing Classroom

S / N o	Items	SD		D		SWA		A		SA			T
		F	%	F	%	F	%	F	%	F	%	M	
1	I Encourage students to think and plan before starting writing formatively to assess.	9	28.1	0	0	15	46.9	8	25.0	0	0	2.69	32
2	I give for students writing home take assignment and writing activities and observe them	0	0	10	31.3	4	12.5	14	43.8	4	12.5	3.38	32
3	I encourage students to rewrite.	0	0	0	0	4	12.5	15	46.9	13	40.6	4.28	32

4	I provide timely constructive feedback to students.		0	5	15.6	13	40.6	2	6.3	12	37.5	3.84	32
5	I make students correct each other's in written work. involve in self-assessment	0	0	0	0	11	34.4	8	25.0	13	40.6	4.06	32
6	I Use FA techniques to help students develop their writing skills.	0	0	0	0	2	6.3	13	40.6	17	53.1	4.47	32

SA= Strongly Agree, D= Disagree, SWA =somewhat agree, A= Agree,
SA=Strongly Agree= Frequency; % = Percentage M=Mean

Table 8, presented, the extent of EFL teachers' current practice of formative assessment techniques in English writing classroom. The table involved six items that detail concerning teachers using formative assessment to improve students writing skill.

Moreover, the data indicated that EFL teachers agreed practicing formative assessment while teaching writing lessons. For example, in item one, which the statement said I Encourage students to think and plan before starting writing; for this item one 15(46.9%) teachers somewhat agree with a M= 2.69. Similarly, in item three, teachers strongly agree 14(43.8%) and have M= of 3.38. Furthermore, in item four, 13(40.6%) teachers were strongly agree and 15 (46.9%) agree with M= 3.84 item three for the statement "I consistently provide writing activities for my students in the form of formative assessment by assigning homework to enhance students' writing skills." These results indicate that most teachers practice formative assessment in the classroom. Likewise, Item 4 asked about providing constructive feedback to students, teachers partially agreed (40%) and 12 (37.5%) strongly agreed with M=4.47. Moreover, , in item six, teachers where respondents were asked about the variety of forms and activities of formative assessment utilized during the teaching of writing skills in the classroom, the data revealed that 17 (53%) strongly agree, with M=4.47. As a result, this is the highest frequency and mea value from these items.

From the above analysis, it is evident that EFL teachers implement writing skills using formative assessment in the classroom. The table indicates that a significant number of teachers, 53%, with M= 4.47, responded in favor of using formative assessment techniques and practicing them in the writing classroom and they employ various formative assessment techniques to effectively enhance students' writing skills.

Table 9: Correlation of Teachers' Perceptions and Practices of Teaching Writing Skills

Variables	Correlation Value (r)	Significance
perception	0.680**	Significant at 0.01 level (2-tailed)
N	32	
Use or practices	0.680**	Positive Significant at 0.01 level (2-tailed)

As illustrated in the above table, the relationship between perception and practices of English teachers was calculated. Therefore, the analysis of Pearson correlation between teacher perceptions and practices regarding formative assessment in English writing classes showed that there is a strong positive correlation between perception and the practices, with correlation values were 0.680 and $0.680 > 0.01$ level, indicating a statistically significant relationship between these variables. As a result, this suggests that individuals who have a positive perception towards formative assessment are more likely to utilize and implement formative assessment strategies in their classroom.

Table 10: Challenges to practicing formative assessment in the English writing classroom

	Items	SD		D		SWA		A		SA		M	T
		F	%	F	%	F	%	F	%	F	%		
1	The large number of students hinders the practice of formative assessment.	9	28.1	0	0	15	46.9	8	25.0			2.81	32
2	Lack of students' interest	0	0	10	31.3	4	12.5	4	12.5	14	43.8	3.47	32
3	There is no enough time to practice FA in the classroom.	5	15.6	4	12.5	5	15.6	8	25.0	15	46.9	3.72	32
4	Students' absenteeism to implement formative	0	0	0	0	4	12.5	13	40.6	15	46.9	4.22	32

SA=Strongly Agree F= Frequency; % = Percentage M=Mean

The first challenge analyzed was the large number of students, regarding this challenge 15(46.9%) with M= 2.81 of respondents partially agreed difficulties in effectively practicing integrated language formative assessment. In the second item teachers complained challenges related to students lack of interest in writing assessments, As reported teachers indicated 14(43.8%) of participants, with M= 3.47 were strongly agree . For third items challenges identified was the lack of sufficient time to implement formative assessment practices in integrated teaching, with 15(46.9%) of respondents were strongly agree for this challenge, with M = 3.72. Similarly, EFL teachers students' absenteeism hinders the implementation of formative assessment strategies in the classroom, as 15(46.9%) of participants were strongly agree, with M= 4.22.

The results demonstrated that there are challenges to formative assessment practice in English writing classroom and concerns among teachers regarding student engagement, time constraints, and implementation issues related to formative assessment in the English writing classroom. Addressing these challenges lead to more effective formative assessment practices and improved writing skill development among students.

4.4. Data analysis from EFL teachers' interview

The study employed semi-structured interviews as the second data tool to decide the extent of EFL teachers integrate formative assessment into writing skills and what kinds of challenges they faced in practicing this method. Moreover, four English teachers were selected based on their experience and asked four thematic questions, which were the same items as the questionnaires were designed, and their response summaries are as follows.

In the first item, teachers were asked whether they taught writing skills and, if so, their feelings towards writing instruction. All the interviewed teachers responded that they teach writing

skills. However, their approach is structure structure-oriented than process-oriented. T₁ provided a detailed explanation regarding this item, as follows.

He replied that he has taught writing lessons in the classroom. Even though I have taught writing skills, they neglected to compare writing skills with formative assessment to other language skills, such as speaking, reading, vocabulary, and grammar. The respondent explains that the reason writing skills are neglected is due to their difficulty and complexity. In addition, the respondents, as well as the respondents, complain about the shortage of time to practice and develop students' writing skills. Furthermore, it was suggested that one of the complaints is that the designed curriculum does not adequately consider writing skills, as the process of developing writing skills and the allotted time are mismatched. Consequently, this presents a significant challenge that EFL educators face today in writing lessons.

Regarding the second item teacher asked if focusing on writing skills is equal to other skills like grammar, and are students achieve writing skills. Concerning the item, T₂ shared in-depth information by said

When I compared writing with grammar, reading, speaking, and listening, I found that writing did not receive equal attention, as this respondent pointed out. This lack of focus contributed to the poor academic writing skills of all students, with less than 25% achieving proficiency in writing.

In the third item, T₃ requested whether assessing students writing skill or not, if they use assessment in English this teacher as follow did report in writing classroom which assessment as they used.

In our school context, summative assessment has prioritized over formative assessment. Formative assessment requires significant effort, process, and specific skills. However, teachers often neglect these formative strategies when teaching writing skills, as it is a lengthy process. Additionally, students' lack of interest negatively affects the use of formative assessment techniques; they tend to prefer that teachers focus on grammar rather than writing skills. Some teachers believe that students will learn the intricacies of writing at the university level.

Regarding to challenges that teachers encounter in practice to implement formative assessment in English writing classroom; all of the teachers stated the same opinions. However, T₄ complain about student absenteeism; as he stated students' absenteeism result for the deficit of academic writing skill.

As it is understandable from interview results showed that due to variety of challenges teacher practices of formative assessment is low. One of the challenges that teacher raised is large class that involves between eighty and ninety students. In addition shortage time, absence of students and low interests of students are some of the challenges that makes to low practices formative assessment.

4.5 Result of document analysis

To obtained supplementary information about the topic, the study analyzed content of secondary school English textbooks, syllabus, teacher weekly lesson plan, and students' exercise book to check whether they promote formative assessment. Using checklist, the results was present in the following table.

Table 11. Document Analysis Checklist

S/NO	Items that indicated availability of formative assessment techniques in teacher weekly lesson and student exercise book	Yes	No
1.	Does formative assessment include in teacher lesson plan?	✓	
2.	Does English textbook & syllabus include different assessment methods in every lesson and unit?		✓
3.	Does formative assessment techniques utilize in students' exercise book?	✓	
4.	Do the students practice to assess each other in their English notebook?		✓
5.	Is constructive feedback is provided in student writing practices to help students to reflect their writing skills?		✓

As it was observed in the above table the researcher-analyzed content of the document using document analysis checklist. As a result, five items were analyzed and discussed as follows. In the first item, the availability of formative continuous assessment tools was check in teacher weekly lesson plan; therefore assessment was included in teacher lesson plans. However, it included only for the matter of format because teachers did not change format into practice in the form self-assessment, group assessment, oral assessment, classwork and home take assessment, and portfolio especially practices that directly involve students is lacking. As a result, this indicated teacher has positive attitude for the existence of formative assessment but practice it in classroom is remain for the wish of teachers. Similarly, in the second item, the researcher observed secondary school English textbooks and the syllabus. Therefore,

formative assessment strategies are incorporated for each skill, particularly for writing skills, and assessment is significantly integrated in the form of group and self-assessment.

In addition, the researcher tried to observe the students' exercise books, particularly writing skills to check the activities practiced concerning writing skills using formative assessment techniques. The result revealed that the absence of formative assessment techniques in students' exercise books points to a gap between planning and classroom practice. Constructive feedback, which is an essential component of formative assessment that foster student reflection and improvement, is not sufficiently provided in their writing activities. This gap underscores the need for more focused teacher training, classroom support, and monitoring mechanisms to ensure that formative assessment effectively integrates into day-to-day teaching and learning activities.

Generally, the result of document analysis showed that even if formative assessment techniques were available. in teaching and learning writing in the English language. Therefore, as the result of classroom observation indicated the real practice of teachers too low. Therefore, teacher practices remained unchanged from their plan and perceptions.

4.6. Result of Classroom observation

Using a yes/no point system and an observation checklist, four EFL teachers were purposefully observed based on their experience and educational qualifications. All selected teachers held a Master's degree in education and had over ten years of experience teaching the English language. The purpose of this observation was to determine whether the data collected through questionnaires were linked to the teachers' actual classroom practices. Additionally, the researcher conducted classroom observations over a two-week period, from October 18 to November 27, 2017. During this observation period, the researcher obtained permission from the teachers, all of whom agreed to observe. The selected teachers were identified and coded as teacher one (T1), teacher two (T2), teacher three (T3), and teacher four (T4).

T1: This observation was conducted on 18 October 2017. During the observation, the researcher utilized an observation checklist and took notes. The observed class was Grade 11C, and the observation lasted for forty minutes. The teacher had over ten years of experience and held a Master's degree in teaching English. The teacher brought a notebook but did not have a textbook; the topic of the lesson was formal and informal letters. Initially, the teacher began writing notes without any greeting. He then prepared relevant questions about formal and informal letters on the blackboard. In the middle, he stopped; the questions started, quickly

reviewed the previous lesson, and provided a brief explanation of the day's lesson, which focused on formal and informal letters. He proceeded to write three questions on the blackboard regarding formal and informal letters, but he provided the answers without giving the students a chance to respond. However, the students appeared interested in practicing with the teacher.

With this teacher, the second observation was done on the second day of October 19, 2024. The observation was done in the same class and with the same title about letter writing. Moreover, the teacher continued from the previous and he raised some points to remind students told student to continue the lesson on the left notes, formal and informal letters. Then he highlighted the previous class by using a short note. Then, after he was finished with the previous lesson, he started cleaning the blackboard and divided it into three parts to write notes. By this day, the teacher gives a note and explains the note in the middle. In addition, he gave some examples by himself and did them himself. Students were just looking when he said Look at this example, Otherwise, students focus on taking notes only, and they did not get an opportunity to practice the given example of the lesson. Finally, the teacher started to give the whole explanation and summarize, however the majority of students were still too busy to write notes. The lecture has covered the full time allotted for the class. Finally, he asked whether the given lesson was clear or not, but students remained silent. The teacher leaves the class.

Generally, the result of this observation indicated that the teacher is only lecturing, which is a traditional approach of teaching method. There is no real practice with engaging students, no assessing students to check how they understand, and the teacher's focus is only on giving note and lecturing.

T2: The observation was conducted on 20 November 2017. During this observation, the researcher utilized an observation checklist. The teacher handed out notebooks and began to write about the use of punctuation, such as brackets, commas, ellipses, and similar elements in writing skills. The teacher wrote on two parts of the blackboard, and when ten minutes from the given time were left, he stopped writing notes and waited for the students for approximately five minutes until they finished. Consequently, this teacher spent most of his time focusing on writing notes. Finally, when about five minutes were left until the end of the period, the teacher began to explain by reading line by line from the blackboard. However, the students remained silent at the end, and he quickly left the classroom.

Because of this observation, the teacher's style of teaching was a traditional approach in which there was no interaction between the teacher and students, there was a lack of student-centeredness, and there was a lack of practice, implying a lack of formative assessment practices in this lesson. The teacher might rely heavily on traditional teaching methods, such as lectures and direct instruction, which can result in less student autonomy and reduced engagement in the learning process.

T3: This observation was conducted on November 25, 2024. The observer came with a checklist as well as notes to see the actual practice of EFL teachers during the teaching of writing skills. It was a Grade 11B class. On this day, the lesson was about the narrative essay and writing a summary. The teacher allowed the observer to observe while he was teaching. The observer came to enter the class together with the teacher, and the observation lasted for 40 minutes. At the beginning, the teacher greeted the students, and then he started to clean the blackboard and asked the students what they had learned in the previous lesson. During this time, the students started to open their exercise books to tell about the previous lesson. The teacher agreed with the students and directly started to write the day's lesson and write notes for about ten minutes on the blackboard. After he finished the notes, he waited for the students for about five minutes. Then, he asked the students if they had finished, and the students said yes, they had finished.

The teacher was directly started the explanation about the day's lesson directly from the notes he had written so far, from the definition of the narrative essay and what makes it different from other types of essays they had learned in the previous lesson. Finally, he started to explain about summary writing from the second part of the blackboard, from its definition and the phrases to write a summary, as well as where the summary is written in essay writing. The students were still listening attentively to the teacher. Finally, the teacher concluded all the types of essays they had learned in the current lessons, with summary writing, and instructed the students to memorize it and identify it.

With this teacher researcher observation twice on November 26, 2024. In the same way the researcher came his checklists. The came to the class and great students teacher. He began the class by remembering about yesterday lesson and by telling different types of paragraph writing and introduce today's lesson about expository paragraph. After introduce the lesson he directly started writing note. After a while, he started lecture from the blackboard line by line on its definition and how to write it. He also provided an example, but he only explained; however, students were just listening. There is no among students. The observation showed

that students were not engaged in practicing paragraph-writing skills independently, and the teacher's approach to teaching paragraph writing was not effective. He just only lecturing on notes for the summative assessment.

T4: The observation was conducted on 27 November 2024. On this day of classroom observation, the teacher had more than fifteen years of experience and held a Master's degree in education. Moreover, during this observation, the teacher came to the class and greeted the students. He brought the students' textbooks and notebooks. The lesson of the day was essay writing and report writing. The observed grade was Grade 12 B. The teacher came to the class and gave some short notes, and after he finished the notes, he verbally explained about essay writing and the way to write a report. Students are passive in assessment, and their only job is to follow the teacher's lecture. Students are inattentive in both teaching and learning activities and classroom assessments, as students are not interested in teachers' teaching, learning, and/or classroom assessment strategies

Generally, the classroom observations indicated that the majority of teachers were focused on memorizing the structure of writing skills, students were passively participating, and the class was dominated by teachers, which showed a teacher-centered approach practice. They lacked knowledge about the pedagogical aspects of teaching, resulting in inadequate formative assessment practices. They primarily focused on summative assessment purposes.

4.7 Discussion of major findings

This section deals with the major findings of the study concerning EFL teachers' perceptions and practices towards formative assessment in English writing classroom in Haramaya Woreda secondary school. The data were collected using four data collection instrument such as questioner, interview, document analysis, and classroom observation. Based on the research question in the first chapter, the discussion of major finding were drawn as follow.

Regarding the first research question, it was explore EFL teachers' perceptions towards formative assessment of English writing skills. Therefore, the results of the questionnaire indicate that the majority of EFL teachers perceived positively the benefits of formative assessment to improve students' writing skills. For example tables 5.6, 7, and 8 revealed that EFL teachers understood that writing skills are complex and that they need more processes and practices, and they positively perceived formative assessment as an effective method to improve writing skills. However, the result of qualitative data (interview, document analysis, and classroom observation) reveals that the teacher's practice of formative assessment in

English writing classroom was very low. This agrees with the findings of Zalalem (2018), which conclude that continuous assessment was not properly practiced and it was a mismatch with teachers' perceptions. The findings of this study align with the findings of previous research: Widiastuti et al. (2020) studied the dissonances between teachers' beliefs and practices of formative assessment in EFL classes. Nevertheless, it is not similar to the finding of Minwuylet's (2019). He investigated assessing challenges and the perception of EFL teachers in practicing continuous assessment in English focus writing classes in grade 9. His results showed that grade nine teachers did not have positive perceptions.

Regarding research question number two, EFL teachers were asked whether they currently practice writing skills using formative assessment techniques. For this question, the result of the questionnaire or quantitative data revealed that teachers' use and practices formative assessment aspects and devices like group assessment, self-assessment, quizzes, homework, home take assignments, and portfolios. However, the result of classroom observation, open-ended questions, and interviews revealed that EFL teachers did not match. As a result, the current study showed teachers did poorly practice formative assessment techniques particularly in English writing classroom. This finding is the same as the findings of Dagne (2009), Geberew's (2014), Abiy (2013), who concluded that continuous assessment was not properly practiced in the schools. Furthermore, local researchers Gemechu and Teklu (2020), in their study finding revealed that teachers have positive perceptions toward continuous assessment but the extent of practicing continuous assessment in the class was low.

Concerning to research questions numbers three, the researcher aimed to check the relationship between teacher perceptions and practices towards formative assessment in English writing skills. Therefore, the correlation coefficient of Pearson was computed to analyze the relationship between teachers' perceptions and their actual practices. The result showed that, there is a strong positive correlation between perception towards formative assessment and the practices of formative assessment strategies. The significant correlation values 0.680, which indicated significant relationship. This finding is consistence with the finding of Zalalem (2018) revealed that there is a mismatch between teachers' perceived and their practice.

Regarding to the fourth research question of the study, the researcher intended to identify challenges that EFL teacher faced to practice formative assessment during teaching writing skill. Even though, the EFL teachers had positive perception towards the benefit of formative assessment to improve students' academic writing skill their practice were low due to the

challenges like large class size, lack of teacher and students interest, lack of time and students absenteeism were hinders teacher. Due to this factor teacher did not practice formative assessment in English writing classroom properly. In line with the previous studies, the present study also come-up with large class-size as a challenge for English language assessment practice (Geberew, 2018; Abatihun, 2019). (Gemechu & Teklu, 2020; Yan, et. al., 2021) whose findings indicate that teachers' CA practices faced complex challenges related to teacher, student, context, and system factors.

Generally, the study showed the benefit formative assessment in second language learning particularly, to improve writing skills from perspectives of Vygotsky theory in second language learning in which teacher help as scaffolding, facilitator, guidance to close the gap learners showed in second language learning.

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this section summary, conclusions, and recommendations of the study were presented depend on quantitative and qualitative data analyzed.

5.1. Summary of the study

The main purpose of the study was to assess English teachers' perceptions and practices of formative assessment in English writing classrooms in Haramaya Woreda Secondary Schools. Thus, to overcome the issue concerning this topic, the researcher designed the following research questions:

1. What are EFL teachers' perceptions towards formative assessment in the English writing classroom?
2. To what extent did EFL teachers in Haramaya Woreda secondary Schools practice formative assessment in the English writing classroom?
3. To assess the relationship between English teachers' perceptions and their actual practices of formative assessment.
4. What are the challenges EFL teachers face in implementing the formative assessment method in the English writing classroom?

A descriptive survey design was employed for the study; this involves both quantitative and qualitative methods. 32 EFL teachers in Haramaya Woreda secondary school participated using availability sampling techniques. Three instruments, such as questionnaires, interviews, and classroom observation, were utilized to collect data. Moreover, the Questionnaire involves closed-ended and open-ended questions. 22 items of closed-ended questionnaires were analyzed through a quantitative method. The result of the close-ended questionnaires shows that the majority of English teachers were positively perceived the benefit of formative assessment integration in the English writing classroom. Open-ended questionnaires' also designed next to closed-ended questionnaires. Three open-ended questions were prepared for three English teachers depending on their level of education. The data were analyzed through qualitative method.

In short, the result of open-ended questionnaires showed that English teachers had positive perception for the existence of formative assessment in English writing classroom. However, their practice is not match their perceptions, due challenges like; class size, shortage of time, lack of students interests or absenteeism and lack of resources.

But the third instrument of data collection for this study was classroom observation. The purpose of this classroom observation was to triangulate the data collected by questionnaires with the actual practice of English teachers regarding to formative assessment device in English writing classroom. Moreover, out of 32 EFL teachers four teachers were observe, depend on their education level and experience. 18 items prepared for this observation and separated into two section. The first section was the general idea of formative assessment in English writing classroom and the second section was formative assessment formats in the classroom were analyze qualitatively. The result, of this classroom observation indicate that teacher practice of formative assessment in the classroom is poor and majority of teacher were focus for summative assessment. Similarly, Oz's (2014) finding revealed that most teachers rely on conventional methods of summative assessment rather than formative assessment processes. This international reality of formative assessment practice is similar with the context of Ethiopia.

The major findings of the study showed that, teachers had positive perception towards formative assessment benefit to improve students writing skill; however, the practice of the teacher in the classroom is not match their perceptions. Although, previous research finding like (Cruzan et al., 2016; Zelalam & Emily, 2018; Nguyen & Truong, 2021) showed that, the beliefs and perceptions of teachers did not always align with their practices, due to their focusing more on summative assessment.

5.2. Conclusion

Depend on the finding from the quantitative and qualitative analysis, the researcher put conclusion of the study:

1. According to quantitative data showed English teachers had positive perception to the implementation of formative assessments in English writing skill. However, the qualitative data classroom observation, which is help as data triangulation in this study, revealed that teacher practices of formative assessment during teaching writing skill was low.
2. Even though the quantitative finding of the study indicated, English teachers had positive perception towards practices formative assessment and techniques in the classroom, the qualitative result showed that teachers had poor practices of formative assessment in English writing classroom.
3. In addition to the second conclusion, the EFL teachers practices of formative assessment in the classroom were low due to the challenges such as class size, time

shortage, student absenteeism and lack of interests towards writing skill and formative assessment implement in English writing classroom.

5.3. Recommendation

Depend on the finding obtained the following recommendation were drawn

- The first and foremost teacher should give high attention to the integration of formative assessment in the English writing classroom to improve students' academic writing skills.
- Both teachers and students should get awareness about the benefits of formative assessment to improve writing skills.
- Even if the classroom size is a challenge to implement formative assessment in English writing classroom, EFL teachers should follow up students' writing skills using formative assessment techniques such as portfolios and home take assignments.
- Teachers should not consider assessing writing for grading rather than for improvement.
- So far, teachers were practitioners, since they should tell the goal of academic writing skills and motivate students towards writing skills, to implement formative assessment in the English writing classroom.
- Since classroom formative assessment is highly focused on the syllabus, the school director, principal, and department head should give attention to teacher practices in the classroom generally and to writing classroom particularly, to meet learners' needs.

6. REFERENCES

- Aargau, S. (2007). The Perception and Implementation of Continuous Assessment of EFL Teachers The Case of Debub Ethiopia Teacher Education College.
- Abiy Yigzaw (2013). High school English teachers' and students' perceptions, attitudes and actual Practice of continuous assessment, *Academic Journal*, 8(16), 1489-1498-doi:
- Abejehu, S. B. (2016). The Practice of Continuous Assessment in Primary Schools: The Case of Chagni, Ethiopia. *Journal of Education and Practice*, 7(31), 24–30.
- Ahmed A, Alemu M, Tekle Y. Effectiveness of postgraduate diploma in teaching graduates in utilizing continuous assessment: the case of eastern Ethiopian preparatory schools. *International Journal of Research and Review*. 2018; 5(5):28-35.
- Alam, J. & Aktar, T. (2019,). Assessment Challenges & Impact of Formative Portfolio Assessment (FPA) on EFL Learners' Writing Performance: A Case Study on the Preparatory English Language Course. *English Language Teaching*, 12(7).
- Anderson, C., & Palm, T. (2017). The impact of formative assessment on student achievement: A study of the effects of changes to classroom practice after a comprehensive professional development program. *Learning and Instruction*, 49, 92–102.
- Anderson, C., & Palm, T. (2018). Reasons for teachers' successful development of a formative assessment practice through professional development—a motivation perspective. *Assessment in Education: Principles, Policy and Practice*, 25(6), 576–597. <https://doi.org/10.1080/0969594X.2018.1430685>
- Assessment Reform Group. (2002). *Assessment for Learning: Research-based principles to guide classroom practice*. London, UK: Assessment Reform Group.
- Browne, E. (2016). Evidence on formative classroom assessment for learning.
- Bachman, L. F. (2013). Ongoing challenges in language assessment. *The companion to language assessment*, 3, 1586-1604.
- Birhanu Moges, (2004). Teachers' assessment of students' Performance in selected high schools of Arsi Zone with emphasis on continuous assessment. Unpublished MA Thesis AAU. Faculty of Education. Addis Ababa.
- Black, P., & William, D. (1998a). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.
- Black, P., & William, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation, and Accountability formerly: Journal of Personnel Evaluation in Education*, 21(1), 5-31.

- Bloom, B. et al. (1971), *Handbook on Formative and Summative Evaluation of Student Learning*, McGraw-Hill Book Co., New York.
- Brookhart, S. M. (2007). Expending views about formative classroom assessment: A review of the literature. In. McMillan J. H. (Eds.). *Formative classroom assessment: Theory into practice*, 43-62. New York: Teachers College Press.
- Burner, T. (2016). Formative assessment of writing in English as a foreign language. *SCANDINAVIAN JOURNAL OF EDUCATIONAL RESEARCH*, 60(6), 626-648. <http://dx.doi.org/10.1080/00313831.2015.1066430>
- Creswell, J. (2014). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research: International edition (4th Ed.)*. Boston: Pearson.
- Carless, D. (2012). From testing to productive student learning: Implementing formative assessment in Confucian-heritage settings.
- Chen, Q., Kettle, M., Klenowski, V., & May, L. (2013). Interpretations of formative assessment in the teaching of English at two Chinese universities: A sociocultural perspective. *Assessment & Evaluation in Higher Education*, 38(7), 831–846.
- Chappuis J, Stiggins RJ, Chappuis S, Arter J 2012. *Classroom Assessment for Student Learning: Doing It Right Using It Well*. Upper Saddle River, NJ: Pearson.
- Desta, M.A. (2019). Assessing Challenges and Perceptions of EFL Teachers in Practicing Continuous Assessment in English Focus EFL Writing Classes: Debra Tabor Secondary and Preparatory School in Focus. *Journal of Literature, Languages and Linguistics*.
- Evans, C., Scott, D., Evans, C., Burke, P. J., Walter, C., & Bentham, M. (2020). *Facilitating Transitions to Masters Level Learning - Improving Formative Assessment and Feedback Processes Academy*. January 2011.
- Figa, J. G., Tarekegne, W. M., & Kebede, M. A. (2020). The Practice of Formative Assessment in Ethiopian Secondary School Curriculum Implementation: The Case of West Arsi Zone Secondary Schools. *Educational Assessment*, 25(4), 276–287. <https://doi.org/10.1080/10627197.2020.1766958>
- Furtak, E. M., Kiemer, K., Circi, R. K., Swanson, R., de León, V., Morrison, D., & Heredia, S. C. (2016). Teachers' formative assessment abilities and their relationship to student learning: Findings from a four-year intervention study. *Instructional Science*, 44, 267–291.
- Frey, N and Fisher, D (2011,). ASCD Alexandria, Virginia. *The Formative Assessment Action Plan Practical steps to more successful teaching and learning*.

- Graham et al, (2011). *Informing writing. The benefits of formative assessment*. Carnegie Corporation of New York.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: OUP
- Heritage, M. (2010). Formative assessment and next-generation assessment systems: Are we losing an opportunity?
- Hattie J. and Timperley H. (2007). The Power of Feedback. *Journal of Review of Educational Research*, Vol. 77, No. 1, pp. 81-112//DOI: 10.3102/003465430298487.
- Irons, a (2008). *Enhancing learning through formative assessment and feedback*. London; New York: Routledge. New York.
- Jambo Guduru, Wudu Melese & Mekuria Abebe. (2020). The practice of formative assessment in Ethiopian secondary school curriculum implementation: The case of West Arsi Zone Secondary Schools. *Educational Assessment*, 25(4), 276-287.
- James, M. (2006). Assessment, teaching, and theories of learning. *Assessment and learning*, 47, 60. *Journal of Education Research*.
- Johnson, C. C., Sondergeld, T. A., & Walton, J. B. (2019). A study of the implementation of formative assessment in three large urban districts. *American Educational Research Journal*, 56(6), 2408–2438.
- Knight, B. (2018). How long does it take to learn a foreign language? Cambridge University Press. <https://www.cambridge.org/elt/blog/wpcontent/uploads/2018/10/How-long-does-it-take-to-learn-a-f>
- Kothari C. *Research methodology: Methods and techniques*, 2nd ed., University of Rajasthan, New Age International, LTD, India; 2004.
- Lee, C., Sze, O. P., Ang, A., & Lee, G. (2014,). Holistic assessment implementation in Singapore primary schools – Part I: Using assessment to support the learning and development of students. The 40th annual International Association for Educational Assessment (IAEA) Conference, Singapore, Singapore.
- Lee, I., & Conium, D. (2013). Introducing assessment for learning for EFL writing in an assessment-driven, examination-driven system in Hong Kong. *Journal of Second Language Writing*, 22(1), 34–50.
- Leenknecht, M., Wijnia, L., Köhlen, M., Fryer, L., Rikers, R., & Loyens, S. (2021). Formative assessment as practice: The role of students' motivation. *Assessment & Evaluation in Higher Education*, 46(2), 236–255.
- MacMillan, J. (2014). *Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction* (6th ed.). USA, NJ: Pearson Education, Inc.

- McMillan JM (2004) Fundamental assessment principles for teachers and school administrators: In Caulley KM, Linder F, McMillan H (eds) Educational psychology.
- Mebea Fetene. (2008). The challenges of implementing continuous oral assessment in EFL classes with reference to Debre- Birhan teachers' college, Addis Ababa University, Ethiopia.
- Mekonnen, G. T. (2014). EFL classroom assessment: Teachers practice and teaching techniques adjustment in Ethiopia. *Educational Research Reviews*. 9(20), 1071-1089. <https://doi.org/10.5897/ERR2014.1857>
- Nguyen, D. M. (2014,). Overview of student learning assessment: The case of Vietnam. NEQMAP's 7th Annual Meeting, Bangkok, Thailand.
- Nitko, A.J., (2004). Educational assessment of students. Upper Saddle River. Nj; prentice hall, Inc.
- OECD (2005). Formative Assessment: Improving Learning in Secondary Classrooms (1st Ed.).<https://www.oecd-ilibrary.org/education/formative-assessment> 9789264007413– Oromia Regional State, Ethiopia: the "big picture" of assessment mechanism.
- Ozan, C., & Kıncal, R. Y. (2018). The Effects of Formative Assessment on Academic Achievement, Attitudes toward the Lesson, and Self-Regulation Skills. *Kuramve Uygulamada Eğitim Bilimleri*, 18(1), 85–118. <https://doi.org/10.12738/estp.2018.1.0216>
- Öz, H. (2014). Turkish teachers' practices of assessment for learning in the English as a foreign language classroom. *Journal of Language Teaching and Research*, 5(4). <https://doi.org/10.4304/jltr.5.4.775-785>
- Popham, W. J. (2017). Classroom Assessment: What teachers want to know? Boston: Pearson Education.
- Richards, J. C. (2017). Curriculum development in language teaching (2nd Ed.). Cambridge University Press. Screven, M (1967). The methodology of evaluation.
- Solomon Abate. (2004). the realization of process approach to writing at the level of grade ten. Unpublished MA Thesis. Addis Ababa: Addis Ababa University.
- Sintayehu B. (2016). The Practice of Continuous Assessment in Primary Schools: The Case of Cha/gni, Ethiopia. *Journal of Education and Practice*, Vol.7, No.31, pp. 24-30.
- John Wiley & Sons. Tan, K. (2013). A Framework for Assessment for Learning: Implications for Feedback Practices within and beyond the Gap. *International Scholarly Research Notices*, 2013(1), 640609.

- Torrance, H. & Pryor, J. (2005). *Investigating Formative Assessment: Teaching, Learning, and Assessment in the Classroom*. Maidenhead: Open University Press.
- Vygotsky, L. S. (1978). *Mind and society: The development of higher mental processes*. Cambridge, MA: Harvard University Press.
- Van der Kleij, F. M. (2019). Comparison of teacher and student perceptions of formative assessment feedback practices and association with individual student characteristics. *Teaching and Teacher Education*, 85, 175–189. <https://doi.org/10.1016/j.tate.2019.06.010>.
- Wafubwa, R. (2020). Role of Formative Assessment in Improving Students' Motivation: A Systematic Review of Literature. *The International Journal of Assessment and Evaluation*, 28(1), 17.
- Weldmeskel, F. M. (2015). The use of quality formative assessment to improve student learning in West Ethiopian universities.
- Widiastuti, I. A. M. S., Mukminatien, N., Prayogo, J. A., & Irawati, E. (2020). Dissonances between Teachers' Beliefs and Practices of Formative Assessment in EFL Classes. *International Journal of Instruction*, 13(1), 71–84.
- William, D. (2010). The role of formative assessment in effective learning environments. *The Nature of Learning: Using Research to Inspire Practice*, 135–155.
- Wood, D., & Kurzel, F. (2008). Engaging students in reflective practice through a process of formative peer review and peer assessment. *ATN Assessment*.
- Xiao, Y., Cai, Y., Ge, Q., & Yang, Y. (2023). The potential of using formative assessment to enhance academic achievement in the Confucian-heritage culture: A comparison between Hong Kong and Shanghai. *The Asia-Pacific Education Researcher*, 32(6), 867–876.
- Xie, Q., & Cui, Y. (2021). Preservice teachers' implementation of formative assessment in English
- Xu, Y. (2016). Assessment planning within the context of university English language teaching (ELT) in China: Implications for teacher assessment literacy. *Australian Review of Applied Linguistics*, 39(3), 233-254.
- Yirgaw Mamuye (2011). *English Language Teachers Awareness and Implementation of Continuous Assessment*. MA Thesis. (Unpublished)
- Yan, Z., & Pastore, S. (2022). Assessing teachers' strategies in formative assessment: The teacher formative assessment practice scale. *Journal of Psychoeducational Assessment*, 40(5), 592–604.

Zelalem Berhanu. (2018). EFL instructors' beliefs and practices of formative assessment in Writing: Journal of Language Teaching and Research.

APPROVAL SHEET

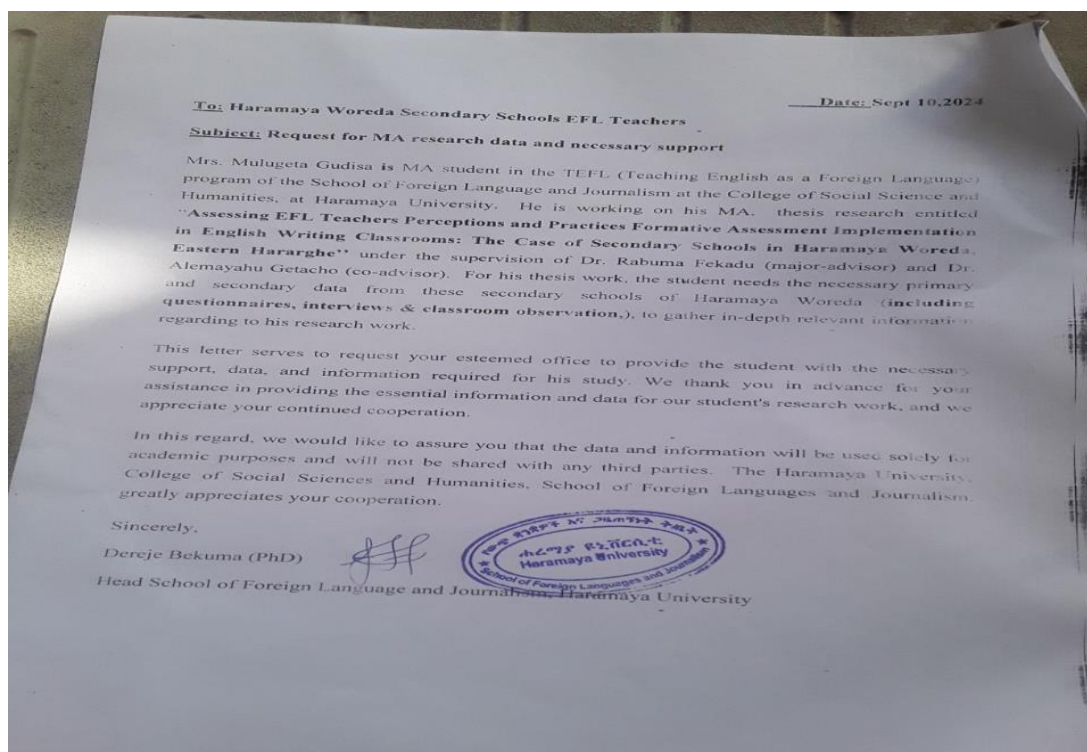
HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

Assessing perceptions and practices of formative assessment in writing classroom: the case of Eastern Hararghe Hararmaya Woreda secondary school

Dear Teachers, I am MA student at Haramaya University Collage of Social Science and Humanities School of Foreign Language and Journalism. I am going to conduct my thesis entitled “the perception and practice of Implementation Formative Assessment in the English Writing Classroom in the case of Haramaya Woreda secondary school. “Therefore, the purpose of this questionnaire is to collect information about the perception and practice of Implementation of Formative Assessment in English Writing Classroom. You are kindly requested to respond all the questions according to the instruction given. Your information is used only for the research purpose and, thus, it is kept confidential. You should not write your name on any part of this questionnaire. Please note also that all the questions raised in this questionnaire are equally important to attain the objectives of the study.

Thank you in advance for your cooperation!



APENDIX- 1

Questionnaire

Close-ended questionnaires

Part I Background Information

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

1. Sex: Male ☐ Female ☐

2. Level of education

Diploma ☐ First degree B.AD ☐ Second degree (MA) ☐

3. Total experience years in teaching English

1-5 ☐ 6-10 ☐ 11-15 ☐ above15 ☐

APENDIX- 2

	Items	SDA	D	SWA	A	SA
1	Teaching writing requires more effort than teaching grammar, vocabulary, and other skills.					
2	EFL writing lessons are more difficult, time consumer and tiring for me than other lessons or skill.					
3	I believe that, most of the students are poor in writing skill yet.					
4	I believe in use process of writing like think, brainstorm, plan, draft, check, rewrite, proof read in English writing classroom.					
5	I believe writing skill difficult and complex to achieve so that it needs enough attention.					
6	As Fletcher I formative assessment integrated teaching writing skill is important for students' future career					
7	I believe writing skill must get equal attention with other skills.					
8	The poor writing skill of students is due to the teachers' increased focus on teaching grammar.					
9	I have clear understanding and knowledge of formative assessment.					
10	Writing assessment play an important role in identifying student weakness and strength					

11	Any classroom assessment that you do in the classroom is very important to foster students writing ability					
12	Self-assessment encourages group work and pair work students to think about their purposes in writing and to reflect on what and how much they are learning.					

APENDIX- 3

Table 4.3 Teacher practice Formative Assessment in English Writing Classroom

		SDA	D	SWA	A	SA
1	I Encourage students to think and plan before starting writing activity.					
2	I give for my students writing assignment some times.					
3	I give for my students writing activities always and I observe them.					
4	I encourage students to rewrite to write better.					
7	I Use varied FA techniques to help my students develop their writing skills.					
8	I provide timely constructive feedback to students.					
9	I make students correct each other's in written work.					
10	I involve students in self-assessment and peer assessment activities to promote writing skill.					

APENDIX- 4

Table 4.4 Challenges EFL teachers faced to implement formative assessment in English writing classroom

	Items	SDA	D	SWA	A	SA
1	The large number of students hinders the practice of integrated language assessment form					
2	In my English class, students are not interest in taking writing assessment weather in group or individuals					
3	There is no enough time to practice formative assessment integrated teaching in the classroom.					
4	Students' absenteeism and lack of interests makes difficult to implement formative assessment in the classroom.					

APENDIX- 5

Open-ended questionnaires

In what way as the teacher has taught writing skill and complete activities in the text towards writing skill? Discuss briefly

How you perceived formative assessment towards English writing classroom?

What are challenges you faced to implement formative assessment in your school?

APENDIX- 6

Document analysis

Weekly Lesson plan

School Name: _____
 Teachers Name: _____
 Subject: _____
 Class: _____
 Date: _____
 Duration of period: _____
 Duration of period: _____

Day	Date	Topic	Teacher's activities	Students Activities	Teaching methods
Tuesday 02/11/2019	02/11/2019	3F. Writing	Introduction Revising the lessons Presenting new topic Group discussion Lecture notes Lecturing	Recalling the previous lesson Practicing Listening writing a short notes others Asking question Others	Answering Asking Question Discussion Lecturing Demonstration Others
Wednesday 06/11/2019	06/11/2019	SKILLS	Stabilization Summarizing the topic Evaluation Class work and Home work Group work	Copying Homework Answering question Others	Answering Asking Question Discussion Lecturing Demonstration Others
Thursday 07/11/2019	07/11/2019	Sentence	Introduction Revising the lessons Presenting new topic Group discussion Lecture notes Lecturing Stabilization Summarizing the topic Evaluation Class work and Home work Group work	Recalling the previous lesson Practicing Listening writing a short notes others Asking question Others Copying Homework Answering question Others	Answering Asking Question Discussion Lecturing Demonstration Others

Sign: _____ Date: _____

P. Pradhan's Guide
 24 Nov 2019

activities. 3.25. Ileni has many a garden
of civilization, some of them are very
her letter to me and I am sure you are
necessary.
Dear friends,
I hope you are well. I am sitting in
a cafe in front of Papa's Hotel in Banix
and the weather is nice but hot. Every
body knows that Banix is a hot
town. It is also known for its tourist
attractions. Many visitors come here to
visit Lake Tana and the monasteries. Last
month I also went to the lake to see
one of the monasteries called the Ura Kidane
Mihret Monastery with my aunt who
came from America and I really enjoyed
it very much. I hope one day you may
also come to Banix and I will show
you different places.
Write to me soon.
Yours
Ileni

Classroom observation checklist

I. General activities observed.

1. Name of the school

2. Section observed _____
3. Class size _____
4. Number students _____
5. Observation Date and day _____
6. Time _____
7. Title of the lesson _____

II. Specific activities observed

	Items	Yes	No
I.	General activities observed.		
1	Does teacher Writes the topic of the days lesson		
2	Does teacher Introduces the lesson and tells the aim and importance of academic writing for students		
3	Tells the objectives of the lesson		
4	Does teacher guide to select Topics or give model paragraphs give paragraph or essay sample		
5	Does teacher assess via Brainstorming questions in the form of formative assessment		
7	Does teacher Encouraging to assess writing skill in the form of group or peer assessment and peer editing.		
8	Does teacher walk around the organized pairs or groups to monitoring or observing		
9	Does teacher used self-assessment in writing classroom in order to ensure students self-regulation.		
9	Giving written feedback on the first trail		
11	The teacher walks around monitoring the pairs/ groups.		
II	To what extent EFL teachers practices the following formative assessment device in English writing classroom specifically		
1	Quizzes		
2.	Class work		
3.	Home work		
4.	Oral question		
5.	Portfolio		
6.	Interviews or discussion		
	Assignment		

Note _____

Appendix 8

Teachers' interview

1. Do teach writing skills. If yes, how you teach writing skill? Please provide a detailed explanation regarding this item, as follows.
2. Do you focus writing skill equal with other skill as if grammar and are students achieve writing skill.
3. How do you assess students writing skills? If you use assessment English writing classroom, which assessment do you use?
4. How do you perceive this formative assessment to improve students writing skill?
5. What are challenges you encounter to implement formative assessment in English writing classroom?