An annotated bibliography in formative assessment in language learning

3.1. Introduction

As previously mentioned, this book tells the story of Formative Assessment (FA) in LL in two ways: the first, in Part II, is in the form of a Systematic Review (SR) and the second, in Part III, in the form of a descriptive and evaluative Annotated Bibliography (AB), the one complementing the other.

In Part II, the SR identified, selected, and synthesised primary research studies (Oakley, 2012), provided an overview of FA in Language Learning (LL) in a chronological order, from the very first published work on the subject in 2000 to 2020, and highlighted the impact of FA application in LL, during the designated period.

In Part III, the AB, on the other hand, gives more details for each research work. It focuses on the importance of each source (Buttram, MacMillan, & Koch, 2012) in relation to the topic. It pays particular attention to the content and contribution of each individual source to the given area of research. Each entry can be defined as a brief explanatory or evaluative note of each reference or citation (Buttram et al., 2012). An annotation can be helpful to the researcher in informing him about the source and evaluating whether the source is relevant to a given topic or line of inquiry.

An investigation in the area of FA in LL research has revealed that there is no AB in the use of FA in LL. Therefore, the aims of this third part of the book are to fill this gap and to complement the findings of the SR presented earlier in this book.

3.2.   Methodology

This descriptive and evaluative AB is organised in chronological order to illustrate the progress in FA LL research (Engle, 2017; Harner, 2000). It provides a more detailed overview of available research sources on the specific topic of FA in LL. It consists of a series of bibliographical entries and citations, each one describing a different source (Harner, 2000). It follows the same research design and the same methods used in the SR section to identify, include, and/or exclude possible sources.

The total number of annotations is 104 based on the inclusion/exclusion criteria employed. The AB consists of a series of annotations of about 300 words each. Each annotation first includes a citation in APA style 7th edition. The citation is followed by a description of the content of each publication with evaluative comments. Entries of annotations include articles, books, chapters, conference proceedings papers, reports, short papers, and PhD theses published in the English language from 2000-2020. However, instead of synthesising different studies related to language FA practices, it focuses on the description and evaluation of each publication. The AB presents by annotation the research that has been conducted each year, within the specific period of 20 years (2000-2020). Each source is described in a summative paragraph which evaluatively describes the content of the source (Harner, 2000). The evaluative description of each source gives a clear idea of how, when and under what circumstances teachers or researchers conducted research in the area of FA, and how their studies perceived FA.

The descriptive part refers to information such as the type of the publication, the country where the study was conducted, or, in some cases, the type of research that was followed by the researcher, a short statement that explains the main focus or purposes of the work, a short description of the work, a short summary of the theory of learning that frames the FA (if mentioned), characteristics and practices of FA, research findings, intended audience, subject(s) covered, major arguments supported, data collection tools, conclusions reached, and special features.

Additionally, the evaluative part includes a consideration of the usefulness and/or limitations of the text for L2 FA research by exploring aspects such as quality of the evidence, the publication's place in the academic conversation, poor features, weaknesses in argument, and the value of the source to the L2 FA research (Buttram et al., 2012; Harner, 2000).

The following criteria, based on different sources (Memorial University Libraries, n.d.; UNSW Sydney Current Students, n.d.; The Writing Center, University of Colorado Denver | Anschutz Medical Campus, 2014), were used in order to conduct this AB:

- complete bibliographic citation;

- publication date, within the period studied: 2000-2020;

- type of publications: journal articles, conference proceedings papers, short papers, book chapters, books, handbooks, Doctoral or Master theses, reports;

- publisher: e.g. university press, reputable publisher;

- authors' credibility and reliability: institutional affiliation, educational background, past writing experience as it relates to research, text written in the author's area of expertise, the author has been mentioned in lectures or cited in other sources or bibliographies;

- scope and main purpose of the work: main arguments;

- research methods: QUAL; QUAN; mixed);

- reliability of the text;

- content and objective reasoning: based on fact, not opinion or propaganda, information is valid and well-researched, not questionable

and unsupported by evidence, with reasonable assumptions and no errors or omissions. Ideas and arguments are advanced more or less in line with other works on the same topic and the author's point of view is objective and impartial, with a language free of bias;

- content coverage: the work updates other sources, substantiates other materials, or adds new information. It extensively or marginally covers the research topic. Enough sources are read to obtain a variety of viewpoints and the material is primary (raw material of the research process such as journal articles presenting new findings, diaries, speeches, manuscripts, letters, interviews, new film footage, autobiographies, or official records) or secondary (based on primary sources such as textbooks, magazine articles, histories, criticisms, commentaries, or encyclopaedias) source in nature. It is best to use a mixture of primary and secondary sources if possible;

- relevancy: the publication fully or only partially covers the topic: the reference made to FA is actually forming learning, it is assessment for learning not just claiming to be;

- text strengths and limitations;

- accuracy/validity: are the conclusions reached by the author supported by the evidence used: is it FA or is it just a claim? Is there a use of an e-portfolio for FA or is it just a claim? Is only one side of a topic discussed? Are there any typographical errors (spelling mistakes, poor grammar, etc.)? Were external sources consulted and properly cited?

- intended audience: is the work intended for scholars, professionals, or the general public? Is the level of content appropriate or is it too detailed/specialised, or too general/simple;

- writing style and correctness;

- in what way the text relates to themes or concepts in our book; and

- how the source compares to other books, articles, etc. on the same topic.

Publications that met at least 70% of the evaluative criteria were included in this AB.

The aim of this critical evaluative AB is to complement the findings and outcomes of the SR of the research publications discussed in this book, by providing more information on each publication, in the form of a description and evaluation of the main features. It is hoped that it will fill the gap in FA in LL scholarly research, and it will be a solid basis for further research by teachers or educators who would like to investigate the affordances of language FA.

3.3. Annotated bibliography entries

Rea-Dickins, P., & Gardner, S. (2000). Snares and silver bullets: disentangling the construct of formative assessment. *Language Testing, 17*(2), 215-243. https://doi.org/10.1177/026553220001700206

> This peer-reviewed article presents an investigation from the UK concentrating on FA implementations in nine inner-city schools. Based on the Early Years Intervention Project, this research deals with English language learners (Key Stage 1, five to seven years old) who studied English as an Additional Language with low levels of achievement. Using a case study, the authors, authorities in assessment, interviewed EAL teachers and observed their classes and found that decisions made during lessons for students' performance were important. According to the authors, results revealed that implementations of FA raise many issues. One of the biggest issues that is mentioned is the skills that teachers should have to conduct FA, especially in observing students in real time lessons. Also, collaboration between staff with ESL students is important in implementing discussions, planning, and assessments. The

authors stressed the importance of clear distinction between formative and summative assessment. The issue of reliability of types of FA like observations was also mentioned. These are highly important issues to take into consideration before implementing FA. This is considered as the first publication that is focused on FA in LL and it has been cited many times in other sources or bibliographies. It has an important value in FA LL research.

Gattullo, F. (2000). Formative assessment in ELT primary (elementary) classrooms: an Italian case study. *Language Testing, 17*(2), 278-288. https://doi.org/10.1177/026553220001700210

This peer-reviewed article presents a pilot case study that was carried out in two primary schools in Northern Italy over a period of two years (1997-1998). Four teachers, three specialists, one generalist and 86 pupils (aged from nine to ten years old) who studied EFL participated in this study. Lesson observations, teachers' interviews, questionnaires to students, and an analysis of assessment tools were used to collect data about FA implementations. Findings have shed some light in specific areas: for example, oral assessment should be more structured; the use of feedback enables students to improve themselves. The value of this case study is that it is one of the first studies which paid attention to FA and EFL teaching and learning. The author is affiliated with a reputable university in Italy. The author's research work has been extensively cited in other sources.

Little, D. (2002). The European Language Portfolio: structure, origins, implementation and challenges. *Language Teaching, 35*(3), 182-189. https://doi.org/10.1017/S0261444802001805

The author of this peer-reviewed article was Director of the Centre for Language and Communication Studies and Associate Professor of Applied Linguistics at Trinity College, Dublin, Co-ordinator of the Council of Europe's European Language Portfolio project,

and a consultant to the European Validation Committee, which was responsible for accrediting European Language Portfolio models, at the time. In this article, he describes the structure, origins, implementation, and challenges of the ELP, and the measures taken to encourage large-scale implementation of ELP. As he has widely published on the theory and practice of learner autonomy in second and foreign LL, he also discusses the pedagogical challenge of the ELP: focusing on learner self-assessment, he acknowledges the teachers' concerns for the students' abilities to assess themselves. However, he refers to three ELP elements that respond to these worries: the 'can do' statements, the comparison of learners' self-assessment with other types of assessment such as examination grades and work collected in their dossier, and the focus of ELP, be it FA or SA. He supports that, while ELP passport self-assessment is more of an SA nature, the use of ELP language biography, where learners set learning goals or monitor progress, is more of an FA nature. Little also referred to learners' autonomy (responsibility for their own learning, and exercise this responsibility in a continuous effort to understand their learning process) and the importance of reflection. The ELP has influenced LL and assessment. Little's article contributes to the understanding of ELP and its implementation.

Carless, D. R. (2002). The mini-viva as a tool to enhance assessment for learning. *Assessment & Evaluation in Higher Education*, *27*(4), 353-363. https://doi.org/10.1080/0260293022000001364

This peer-reviewed article presents an action-research conducted at Hong Kong Institute of Education (HKI) that illustrates the important role of lecturers' feedback provided to students. Following from Boud, Cohen, and Sampson (1999) and Black and Wiliam (1998), it aimed to "place particular emphasis on assessment for learning or the formative aspects of assessment" (Carless, 2002, p. 354). It maintains that FA tools (feedback, student's self-evaluative work, peer collaboration, and feedback) must be used in order to achieve

better learning outcomes. This action research was carried out at HKI (the main provider of teacher education in Hong Kong) with 50 future English teachers. The main focus was on a 'mini viva', which was mainly a post-submission tutorial, lasting 15-20 minutes, in which a group of students answered queries about their completed assignments and received feedback. The students' performances in the mini viva were not assessed. Data included oral and written evaluation data from students, two peer observers, and instructors taking part in the action research team. Results showed that student feedback was positive about the process of doing their assignment, although they would have preferred the assignment description be more explicit. The author also mentioned some limitations: the mini-viva may not be feasible with one lecturer only; it may be more feasible with small groups of students; it presupposes students' agreement to participate in an innovative assessment method; a mini-viva may be more suitable to a module on assessment rather than any other type of module. Practicality in terms of workload was also mentioned as a possible limitation. Overall, the author argued that the mini-viva could be a useful tool in one's repertoire of techniques in FA. The author concluded by posing some wider questions for further reflection on FA practises. This publication is useful for two reasons: first it adds mini-viva as a form of FA in the topics of this AB, in other words it adds to the range of FA types of implementations, and second, it could be a starting point for further study.

Rea-Dickins, P. (2004). Understanding teachers as agents of assessment. *Language Testing, 21*(3), 249-258. https://doi.org/10.1191/0265532204lt283ed

This *Language Testing* journal editorial (UK), by Rea-Dickins, discusses the role of the classroom teacher as an agent of assessment. In a climate where the emphasis was given to summative measures of learner performance, both in assessment practices and in assessment research, Rea-Dickins introduced the importance of classroom teacher assessment and its further understanding, depicted in the articles of this

volume. After noting the relatively under-researched issue, the author emphasised the need for research in teacher assessment or classroom-based assessment. She first describes the research already conducted in the relationships between assessment and instruction: impact of assessment – formal examinations and assessment frameworks – on classroom instruction; the role of the teacher and the "links between assessment and instruction in terms of the authenticity and congruence of assessment practises in relation to a particular programme of study" (p. 250); and the success of a language programme in terms of learner attainment. Part of the review of research conducted was that of the construct of classroom FA, and the difference in the definition of agent (teacher) and purpose (formative/summative) of assessment. The author then describes the articles of the volume, which revolve around the following topics: teacher's 'diagnostic competence'; how teachers arrive at their grading decisions; teachers' beliefs about and their reported understandings of assessment within different national contexts; the role of standards and criteria in teacher assessment processes; current conceptualisations of formative teacher assessment that has the potential to drive LL forward; current conceptualisations of classroom-based assessment from general educational assessment perspectives; and a comparative survey of teacher assessment practices in three different tertiary institutional contexts, Canada, Hong Kong, and China.

Tsagari, D. (2004). Is there life beyond language testing? An introduction to alternative language assessment. *CRILE Working Papers, 58,* 1-23. https://pdfs. semanticscholar.org/19ad/ddb4879992814f8ebbc323a8d6f2dd491a4f.pdf

This peer-reviewed paper published in the UK is an introduction to FA. Its aim is to familiarise readers with what FA entails. It also opens a discussion on some related issues. It presents the main concepts of alternative assessment in language testing and assessment. Tsagari (2004) points out that test-driven environments produce anxiety and stress to students, they do not reflect the students' progress

and they overemphasise the grading system. Moreover, the author provides more definitions of assessment that are related to alternative assessment like authentic assessment, continuous assessment, and ongoing assessment. In addition, she gives examples of positive impacts of alternative assessment implementations. Further to presenting its positive aspects, the author also presents some concerns about alternative assessment: providing feedback is considered as time consuming for teachers especially when they have a big number of students. In general, this paper can be considered as a useful guideline to alternative assessment in L2/FL assessment. As the author argues, alternative types of assessment can be more useful and informative compared to test scores. It is also supported that descriptive information and the ongoing measurement of students' progress are important for formative evaluation. This information cannot be collected by tests and scores. Therefore, in this article, FA is presented as an important type of alternative assessment in language teaching and learning.

Poehner, M. E., & Lantolf, J. P. (2005). Dynamic assessment in the language classroom. *Language Teaching Research*, *9*(3), 233-265. https://doi.org/10.1191/1362168805lr166oa

The authors of this paper focus on dynamic assessment in L2. They first discuss Vygotsky's theory of ZPD, on which DA is based, and Reuven Feuerstein's work on DA. The authors then compare DA to FA and suggest ways FA can capitalise on DA. They provide examples from an L2 DA project. They criticise the view that FA procedures are less systematic compared to those of SA, and suggest that FA can be performed systematically. They give examples of how it can be reframed based on DA. This chapter adds to the discussion of FA as it discusses the relationship between FA and DA.

Black, P., & Jones, J. (2006). Formative assessment and the learning and teaching of MFL: sharing the language learning road map with the learners. *Language Learning Journal*, *34*(1), 4-9. https://doi.org/10.1080/09571730685200171

This peer-reviewed article from the UK discusses the integration of FA in LL. It presents descriptions of FA applications emphasising on providing feedback in speaking and writing skills and on peer and self-assessment. It is worth mentioning that the authors offer suggestions to teachers for FA implementations in order to improve their teaching and students' learning outcomes. Also, the main elements of FA practice are presented and at the end some guidance to teachers is provided on how to develop FA practices. This article contributes to a better understanding of FA and its implementation by teachers.

Colby-Kelly, C., & Turner, C. E. (2007). AFL research in the L2 classroom and evidence of usefulness: taking formative assessment to the next level. *Canadian Modern Language Review*, *64*(1), 9-37. https://doi.org/10.3138/cmlr.64.1.009

This peer-reviewed article moves on beyond seeking FA as AFL and explores the usefulness of FA and AFL. It investigates the importance of FA in the L2 classroom in a Canadian context. A mixed-method approach was used. This included questionnaires, interviews, classroom observations, and curriculum documents. The data were collected from pre-university EAP classes. The participants consisted of nine teachers and 42 students. Five types of feedback for speaking tasks are described in this article. Findings revealed that teachers and students were positive in supporting FA implementations. It is worth mentioning that authors suggest that language teachers should consider the importance of FA in their teaching. This article adds to the discussion not only of FA as a form of language classroom assessment in general but of FA in an EAP classroom.

Leung, C., & Rea-Dickins, P. (2007). Teacher assessment as policy instrument: contradictions and capacities. *Language Assessment Quarterly*, *4*(1), 6-36. https://doi.org/10.1080/15434300701348318

The main argument of this peer-reviewed article is that the official educational assessment policy in England and Wales is not concerned

with issues related to different forms of assessment, such as technical, pedagogic and epistemological. In the first part of the article, and with the assessment of English within the national curriculum in mind, the authors discuss the use of assessment as an educational policy instrument and some of the consequences for pedagogy and curriculum provision. In the second part, the main argument is further explored and supported by data collected in relation to the assessment of EAL for students whose L1 language is a language other than English. The authors mention that standardised tests in the UK were preferred to teacher assessment and were seen as more trustworthy measures of assessment. However, low-scores of standardised testing suggest that teacher assessment and FA can gain more interest and attention from teachers and researchers. This article also discusses the official guidance for teacher assessment for EAL students in the UK. The authors state that more teachers see themselves as test developers or examiners. Finally, Leung and Rea-Dickins suggest that a clearer distinction between summative assessment and FA should be promoted to teachers, and a better knowledge of assessment for English as a native language and EAL should be acquired. All the arguments and the examples stress the need for more critical analysis of both policy and practice for the benefit of more equitable and educationally valid assessment. Many readers would identify that the issues discussed here are of concern in many similar contexts. The information shared in this article, therefore, may prove useful to them, particularly the need for clearer understanding of summative assessment and FA.

Cummins, P. W., & Davesne, C. (2009). Using electronic portfolios for second language assessment. *The Modern Language Journal*, *93*(1), 848-867. https://doi.org/10.1111/j.1540-4781.2009.00977.x

This peer-reviewed article describes e-portfolio models used in Europe and the United States: the ELP, LF, and GLP. It also reviews assessment scales of e-portfolios (CEFR and ACTFL). The authors also mention the significant benefits of using an e-portfolio rather than

a paper and pencil-based portfolio; some of them are interactivity, wide storage of media files, cooperative learning, and artefacts. It then explores the effectiveness of e-portfolios and language assessment and discusses future directions that should be followed. The FA aspects of portfolios are discussed: portfolio construction can be an assessment activity designed to help students learn, be given feedback by the instructor, and have the opportunity to discuss their work with their instructor. The language biography component of a portfolio gives the opportunity for formative self-assessment. The language passport, audio files, and videos illustrate development in speaking and listening but also illustrate gestures, reactions and behaviours. The source highlights the importance of implementing a technology-enhanced environment in portfolio PA for L2 assessment purposes. This article adds to the research already conducted in the use of e-portfolios for LL FA purposes.

Buyukkarci, K. (2010). *The effect of formative assessment on learners' test anxiety and assessment preferences in EFL context.* Unpublished doctoral dissertation. Cukurova University. http://libratez.cu.edu.tr/tezler/8059.pdf

This PhD dissertation from Turkey presents a pilot study. This study investigates the effects of FA on test anxiety and the possibility FA influences students' assessment preferences. A mixed-method was implemented for data collection. The Test Anxiety Inventory was used as a collection of triangulation data to show how students felt about tests in their lives, and what kind of effects those tests had on them through an assessment preference scale, semi-structured interviews, and teachers' observations. Participants were students from Cukurova University English Language Teaching Department. They were divided into a control (38) and an experimental group (48). Results revealed that after post-tests total means show statistically significant difference between the experimental and the control group. The experimental group's mean reveals that there is a decrease after FA implementation while the control group's post-test mean remains

the same as at the beginning of the study. Moreover, the results on students' preferences regarding feedback showed that they liked both written and verbal feedback. Also, it is stated that peer assessment enabled learners to reduce their anxiety and felt more confident and willing to work in class. According to the author, one of the reasons this research was conducted was that FA is not considered as an integral part of language teaching in Turkey. Instead, there is a focus on SA preferences. His PhD dissertation contributes to the awareness of FA implementation in places such as Turkey, where FA does not yet constitute an important part of LL.

Absalom, M., & De Saint Léger, D. (2011). Reflecting on reflection learner perceptions of diaries and blogs in tertiary language study. *Arts and Humanities in Higher Education, 10*(2), 189-211. https://doi.org/10.1177/1474022210389141

This peer-reviewed article presents an Australian case study that compares two different types of reflective tasks; an online blog and a traditional pen-and-paper journal. This comparison was conducted in two language courses, one in French (blog) and one in Italian (pen-and-paper learning journal), taught in an Australian university. Participants were 29 students who studied French and 34 students who studied Italian. Qualitative and quantitative methods were used to analyse the data collected with the use of an online SurveyMonkey questionnaire. The author highlights the fact that FA reflective tasks are not often used in tertiary education. The findings of this process-oriented, formative approach to assessment, fulfilled through regular engagement with classwork and the target language and teacher's close monitoring of students' work, revealed that reflective tasks (blogs, diaries) can engage students and offer more opportunities for using the target language. However, they revealed that students preferred to reflect individually (reflective journal) rather than collectively (the blog). The value of the source lies in its contribution to the general discussion of the value of reflective tasks as FA practices in LL at tertiary level.

Erdogan, T., & Yurdabakan, I. (2011). Secondary school students' opinions on portfolio assessment in EFL. *International Journal on New Trends in Education and Their Implications*, *2*(3), 63-72.

> This experimental study, published in a peer-reviewed journal, identifies secondary students' views of portfolios as FA practices in an EFL learning context in Turkey. Participants were 22 secondary students from a state secondary school of Izmir. There were ten open-ended questions about students' opinions on PA; the questions were reviewed by experts. The responses of students were analysed by using content analysis. The findings showed some positive and some negative outcomes. On the one hand, participants found portfolios as a fair procedure and an increase in responsibility of students. On the other hand, however, students felt that the reading part of the portfolio, the self-evaluation, and the homework were hard. Also, according to students' responses, portfolios can be considered as a more realistic approach compared to traditional testing applications. In this article, more research tools could have been used in order to analyse the data and enhance the reliability and validity of the research. This source highlights the use of portfolios as an FA tool.

Graham, S., Harris, K. R., & Hebert, M. A. (2011). *Informing writing: the benefits of formative assessment. A Carnegie Corporation Time to Act Report.* Alliance for Excellence in Education. https://www.carnegie.org/publications/informing-writing-the-benefits-of-formative-assessment/

> This report from the US discusses if FA practices can improve students' writing skills and how teachers can improve writing assessment in the classroom. It is claimed by the author that this was the first report that used meta-analysis to highlight the role of FA writing. It describes some FA writing practices, like teaching students how to assess their own writing. The findings showed that FA for writing purposes improved students' writing skills with the involvement of teachers and peers. Also, it was suggested by the authors that teachers could use 21st

century writing tools and be well-prepared for their lessons. While this report is referring to benefits of FA in writing in general, it also provides significant guidelines for FA implementations for L2 instructors in particular.

Heritage, M., & Chang, S. (2012). Teacher use of formative assessment data for English language learners. *National Centre for Research on Evaluation, Standards, & Student Testing*. https://cresst.org/wp-content/uploads/ELL_Symposium_FINAL.pdf

This article is an exploratory analysis on teachers' feedback in online reports to ELL on reading assessments in a US context. This analysis was part of a bigger project for FA and ELL students, which was conducted by the ETS, in collaboration with CRESST at the University of California, Los Angeles. The participants were 11 middle-school teachers in the focus groups, and eight of them completed the teacher survey. The teachers were from urban and suburban areas of New Jersey, California, and Wisconsin. Transcripts and open-ended survey responses were qualitatively coded. The findings revealed that teachers did not have a clear idea of the purpose of using FA; according to the authors, this could be explained by the fact that many teachers focused more on summative assessment practices. As in many other articles, this study confirms findings from earlier studies, which support that the language educators do not fully understand the purpose of implementing FA practices in their teaching, and that appropriate training in FA in LL is required.

Carreira, M. M. (2012). Formative assessment in HL teaching: purposes, procedures, and practices. *Heritage Language Journal*, *9*(1), 100-120. https://doi.org/10.46538/hlj.9.1.6

This peer-reviewed article focuses on FA as a tool to deal with students' diverse problems in heritage language classes in a North American context. It is stated in the article that many FA tools like journals,

portfolios, and quizzes can be used to provide information to teachers about learners' performances. This paper describes the implementation of FA applications in a Spanish course, which is the first of two Heritage LL courses at California State University, Long Beach. The findings of this paper highlight the significance of the diagnostic aspect of FA, especially for placement purposes. Also, as the author mentions, FA is considered the best path to lead to SA. The number of studies found and included in this AB related to FA practices in heritage language classes is limited. The value of the source lies in the fact that it fills some of the gap in this under-researched area.

Huang, S. C. (2012). Like a bell responding to a striker: instruction contingent on assessment. *English Teaching: Practice and Critique*, *11*(4), 99-119. https://files.eric.ed.gov/fulltext/EJ999757.pdf

This peer-reviewed article is about the role of AFL in higher quality learning in the day-to-day classroom. The article consists of two parts. The first part is a review of the recent studies within Black and Wiliam's (2009) framework of FA. The second part is a description of an instructional design contingent on FA, based on the lessons learnt from the review of those studies. The author then describes the L2 writing lesson designed based on AFL principles and implemented in the fall 2011 semester in Taiwan, as part of an integrated-skill freshman English course. The data analysis from the results collected with the use of an online questionnaire revealed that, among the 107 students, 61 participated in the survey and were generally quite positive about their learning experience. The author concluded that one should be aware that this type of teaching demands a great deal more from teachers. The first part of the article can be considered a good review of the research conducted in the area. The second part is equally important as it contributes to this research with further findings.

Karagianni, E. (2012). Employing computer assisted assessment (CAA) to facilitate formative assessment in the State Secondary School: a case study.

Research Papers in Language Teaching and Learning, 3(1), 252-268. http://rpltl.eap.gr/images/2012/03-01-252-Karagianni.pdf

> This peer-reviewed research paper presents a case study conducted in Greece which discusses the integration of CAA for FA in an EFL learning context in Greek public schools. The participants were 25 14-year-old students, ten boys and 15 girls. Data were collected through questionnaires, quizzes like Hot Potatoes, and self-questionnaires. The findings showed that computers can be effective tools for FA and that this can be very beneficial for EFL students and teachers. Also, according to the findings, students' grammar improved. This paper adds to the existing discussion of the use of technologies in FA LL.

Muñoz, A. P., Palacio, M., & Escobar, L. (2012). Teachers' beliefs about assessment in an EFL context in Colombia. *Profile Issues in Teachers Professional Development*, *14*(1), 143-158. https://revistas.unal.edu.co/index.php/profile/article/view/29064

> This peer-reviewed article presents a study from Colombia which presents teachers' perceptions on EFL assessment. The participants were 62 EFL teachers in a private university in Colombia. A mixed-methods approach was utilised incorporating surveys, interviews, and a written report of experiences. The survey was analysed using descriptive statistics. Then all data were triangulated in order to ensure validity and reliability. Results showed that there is a discrepancy between teachers' assessment practices and teachers' beliefs. Teachers believed that assessment should be more FA but in action, they followed more SA practices. The study indicates the need for further investigation of the reason for this discrepancy that exists in many countries, and calls for more teacher training in FA in LL.

Tabatabaei, O., & Assefi, F. (2012). The effect of portfolio assessment technique on writing performance of EFL learners. *English Language Teaching*, *5*(5), 138-147. https://doi.org/10.5539/elt.v5n5p138

This peer-reviewed article explores the formative potential of portfolio assessment and the impact of the use of portfolios on EFL learners in a writing context in Iran. The participants were 40 English teaching major students. These students were divided into two groups of 20 learners each, an experimental group and a control group. All participants took TOEFL and standardised IELTS writing to ensure homogeneity of their writing ability. The portfolio model that was used was based on the classroom portfolio model and consisted of three procedures: collection, selection, and reflection. An analytic scoring was also implemented. The findings showed that the use of portfolios for FA purposes had a positive impact on students' writing abilities. The students of the experimental group who experienced the use of portfolios for FA purposes outperformed the students of the control group who encountered traditional writing assessments. This study confirmed earlier studies and contributed its own findings indicating the benefits of the use of portfolios for FA purposes.

Tang, J., Rich, C. S., & Wang, Y. (2012). Technology-enhanced English language writing assessment in the classroom. *Chinese Journal of Applied Linguistics,* 35(4), 385-399.

This fully refereed article reports on a pilot study as part of a three-year research project funded by China's Ministry of Education to investigate the implementation of technology-enhanced FA in the classroom. The study took place in nine primary and three junior high schools in China. The total number of participants were 1,243 students and were separated into an experimental and a control group. The large number of participants in this study increased the validity and reliability of the findings. A mixed-method was implemented. Questionnaires, journals, quasi-experimental pre- and post-tests were used to collect data. The initial pilot study findings showed that most students had a positive attitude toward the use of an automated assessment writing tool such as WRM. Students became more autonomous, motivated, and confident in their writing with the use of WRM, and teachers switched from a

traditional instructor role to that of a supporter and facilitator. However, the study also revealed the need to further explain the marking system of WRM to both students and teachers.

Babaee, M., & Tikoduadua, M. (2013). E-portfolios: a new trend in formative writing assessment. *International Journal of Modern Education Forum (IJMEF), 2*(2), 49-56.

This peer-reviewed article from Australia presents the impact of alternative assessment strategies in writing. It focuses on e-portfolios as a new trend in formative writing assessment for EFL and ESL learners. It highlights the advantages and challenges of e-portfolio based FA. It is argued by the authors that the use of portfolios as an FA tool encourages self-regulation, reflection, and autonomy. In this source, it is also stated that portfolio assessment encourages the use of social media in education. Another benefit of e-portfolio mentioned was that it offers drafting, editing, and revising advantages. Furthermore, the authors argued that social networks and e-portfolios can promote peer assessment and self-assessment. This article contributes to the discussion of the use of e-portfolios for FA purposes.

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. https://doi.org/10.1080/02602938.2012.726963

This peer-reviewed article reports on a research study which investigated how two Chinese universities (an urban and a regional) interpreted FA in college English teaching. The participants were five female and two male English teachers. A qualitative case study was used with interviews with teachers and administrators as research tools to obtain data. Both universities had used FA practices. The findings from the two universities revealed that they shared the same interpretations of FA on process and student participation. Their differences related to

the specific sociocultural conditions, socioeconomic status, and teacher and student roles, expectations, and beliefs about English. The findings illustrated the challenge of implementing FA in a Chinese context, historically oriented to summative assessment, as it was originally conceptualised in Western contexts.

Haines, K., Meima, E., & Faber, M. (2013). Formative assessment and the support of lecturers in the international university. In *International Experiences in Language Testing and Assessment* (pp. 177-190). Peter Lang.

This peer-reviewed chapter presents case studies from the Netherlands with FA implementations and 'person-in context'. The research has followed a qualitative research method and used LanQua to evaluate the procedures that were implemented. This chapter highlights some issues at the tertiary level in the Netherlands. It is about the fact that many lecturers who are non-native speakers of English must deliver their lectures in English and these instructors need to be assessed. However, the Language Centre of the University of Groningen decided to assess their academics by adapting FA practices based on authentic context and related to working experiences in the university context. The LanQua Quality Model was used as a foundation to support the lecturers. In addition to this, the person-in context principle was incorporated to identify the real-life needs and priorities of academics in their university life in two faculties at the University of Groningen, the Faculty of Social Sciences, and the Faculty of Medical Sciences. The findings revealed that the lecturers felt that FA implementations with the provision of meaningful feedback and the construction of portfolios made them more confident for their lectures in English. This chapter adds a different dimension to the discussion of the use of FA in LL, that of the FA assessment of academics who are non-native speakers of English and who deliver their lectures in English.

Restrepo, A., & Nelson, H. (2013). Role of systematic formative assessment on students' views of their learning. *Profile Issues in Teachers Professional*

Development, *15*(2), 165-183. http://www.scielo.org.co/scielo.php?pid=S1657-07902013000200011&script=sci_arttext&tlng=pt

This peer-reviewed article presents students' views during and after FA implementations (feedback, self-assessment, conferences, role play) in a public university in Medellin in Colombia. The participants were nine English beginner learners (three male and six female) aged from 18 to 40. The author used a qualitative exploratory, descriptive, and interpretive research method. The data were collected through observations and interviews. The findings showed that FA enables students to autonomously identify their own strengths and weaknesses, and critical reflections on their own learning, and to acquire an awareness of their own communicative skills. The findings also revealed the benefits of FA which goes beyond grading and attempts to understand students' learning from the teacher's and the learners' point of view, which gathers information that benefits their learning and eventually leads to a more accurate summative assessment. This article focuses on another dimension of the use of FA in LL, that of students' views of FA.

Tsagari, D., & Michaeloudes, G. (2013). Formative assessment patterns in CLIL primary schools in Cyprus. In S. Ioannou-Georgiou, S. Papadima-Sophocleous & D. Tsagari (Eds), *International experiences in language testing and assessment* (pp. 75-93). Peter Lang Edition.

This peer-reviewed chapter presents research on how FA was implemented in a CLIL pilot programme in primary schools of the Republic of Cyprus. This study explored the nature of CLIL which includes the incorporation of the subject content and the use of FL. It presents different types of FA in CLIL teaching with the use of FL. Qualitative and quantitative methods were used to collect data. Questionnaires were given to three female CLIL teachers. Observations were also used to collect more information. Five lessons were observed and audio-recorded. Results indicated that teachers prioritised content

over the FL. The most common types of FA used by teachers was questioning, and the initiation-response-feedback pattern. The authors concluded that the implementation of CLIL was an initiative step in Cyprus and a limited number of teachers used it. They suggested that more observations of CLIL lessons could give a more valid outcome of FA implementations within CLIL. The authors recommended that teachers in Cyprus should be trained in courses that combine FA strategies with CLIL. The research gives insights into the use of FA in CLIL contexts and highlights the necessity of teacher training.

Shin, S. Y. (2013). Developing a framework for using e-portfolios as a research and assessment tool. *ReCALL*, *25*(3), 359-372. https://doi.org/10.1017/S0958344013000189

This peer-reviewed article from the US supports that e-portfolios can serve as a valuable research and assessment tool for collecting and storing an individual learner's language samples obtained across different tasks over time. In that way, e-portfolios can address the limitation of data access which prohibits the understanding of individual developmental trends in interlanguage as well as the interpretation of context effects on the learner's spoken and written language data. According to the author, e-portfolios can include multimedia input and constructed response tasks in order to enhance the situational and interactional authenticity of tasks. At the same time, the author addresses some limitations that e-portfolios may have. For example, how tasks in them can be constructed to represent various linguistics and situational contexts, and how they could be systematically evaluated and scored. Further discussion on limitations and on recommendations for future research is included. One of the recommendations is the provision of a framework for systematic evaluation, particularly when e-portfolios are intended to be used as an FA instrument.

Tuttle, H. G., & Tuttle, A. (2013). *Improving foreign language speaking through formative assessment*. Routledge. https://doi.org/10.4324/9781315854854

This publication from the US provides detailed information and suggestions to language teachers on how they can use FA practices to improve their students' speaking skills. The book consists of three parts: Part 1 is related to speaking assessment and improvement. Part 2 is an overview of FA. Part 3 is about speaking FAs. The book gives an overview of FA with explanations on how to engage students in self and peer assessment. It also provides examples with lesson plans of FA implementations aligned to ACTFL guidelines. The authors believe that if teachers apply more FA strategies in their teaching, students can learn an FL in six to seven months. This book can be considered as a useful guide to teachers for L2 FA practices.

Rezaee, A. A., Alavi, S. M., & Shabani, E. A. (2013). Alternative assessment or traditional testing: how do Iranian EFL teachers respond? *Teaching English Language, 7*(2), 151-190. https://doi.org/10.22132/TEL.2013.54864

This peer-reviewed article explores Iranian teachers' attitudes towards alternative and traditional assessment and investigates their ethical views on language testing. The qualitative research method was used to collect data through a questionnaire that was shared online to a big number (*N*=326) of adult EFL teachers in Iran. It was completed by 153 teachers. Semi-structured individual interviews with open-ended questions were also administered. The findings revealed that a larger number of respondents claimed that traditional testing and alternative assessment (which, according to Alderson & Banerjee, 2001, is usually formative rather than summative in function) are both necessary. It was also clear from their responses that formal traditional testing was more commonly used than alternative types of assessment like portfolio and reflections. Moreover, no respondent admitted that ethical issues were related to language testing and assessment. Added to that, all teachers agreed that alternative assessment implementations should be carried out at all levels of education; primary, secondary, and higher. This article reinforces earlier research which supports that alternative assessments do not replace summative assessment but work more as supplementary

tools. The particular value of this article lies in the large number of participants which enhances the validity and reliability of the research outcomes.

Alvarez, L., Ananda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). *Focusing formative assessment on the needs of English language learners*. https://www.wested.org/wp-content/uploads/2016/11/1391626953FormativeAssessment_report5-3.pdf

> This paper is one in a series produced by WestEd (US) on the topic of FA. It examines the importance of FA to ELL primary students. According to the authors, not much research has been conducted with innovating FA strategies for ELL students. ELL students are considered the students who are not proficient in English yet and need more support in their class work. In the US, the population of ELL students is growing to 5.3 million. In this paper, an FA approach to ELL students is recommended based on: (1) articulation of the construct being taught and assessed, (2) elicitation of evidence about ELL students' learning, and (3) interpretation of data. It is also stated that FA can help students to learn other teaching subjects and at the same time learn English. The authors also provide suggestions on how schools can be supported to incorporate FA strategies for ELL students. This paper can be a useful guideline to school administrators, and L2 teachers to ELL students.

Burner, T. (2014). The potential formative benefits of portfolio assessment in second and foreign language writing contexts: a review of the literature. *Studies in Educational Evaluation*, *43*, 139-149. https://doi.org/10.1016/j.stueduc.2014.03.002

> This peer-reviewed article originating from Norway is a literature review on the benefits of PA as a type of FA in L2/FL classrooms. It is based on database search, manual search, and citation search resulting in a total of 39 peer-reviewed articles, between November 2012 and

October 2013. According to the findings, the advantages of using a PA are the authenticity and interactivity, the development of motivation, learner autonomy, and the improvement of writing skills. However, the author suggests that more empirical studies should be conducted in FA areas especially in primary and secondary education. This is a valuable contribution that highlights PA as a significant FA tool during the specific period of time, for those interested in the potential formative benefits of portfolio assessment in L2/FL writing, and a good example for similar research in other aspects of FA in LL.

Cho, S., & Park, C. (2014). The role of scoring in formative assessment of second language writing. *GEMA Online® Journal of Language Studies*, *14*(3). https://doi.org/10.17576/GEMA-2014-1403-07

This referred article from South Korea examines the impact of scoring in FA of L2 writing. The participants were 32 first-year college students. They were divided into two classes: the one class was receiving scoring and written feedback on each paper, and the second one was receiving only feedback. A mixed-method was applied with statistical analysis and interviews, and the writing assignments of four students were compared. The findings showed that the students in the scoring group had a better awareness of their writings. As a response to earlier research which reported negative effects of scoring on learning and teaching, this study suggests that scoring can encourage learners to become more fully responsible for their learning and can result in more and better learning.

Chen, Q., May, L., Klenowski, V., & Kettle, M. (2014). The enactment of formative assessment in English language classrooms in two Chinese universities: teacher and student responses. *Assessment in Education: Principles, Policy & Practice, 21*(3), 271-285. https://doi.org/10.1080/0969594X.2013.790308

This peer-reviewed article discusses the enactment of FA in teaching and learning English by the Chinese Ministry of Education in 2007. The

College of English Curriculum Requirements suggest the integration of FA for English LL. Researchers used a case study to examine the changes of enactment in two Chinese universities, a key university from the national capital and a non-key university from the Western province. Two instructors took part in this research. This study was based on lessons' observations and interviews with teachers and learners. The students' participation in different types of FA was analysed in both universities. The main focus was on providing feedback. The findings showed that students were reluctant to use FA practices and especially peer assessment because they were sceptical of their usefulness. This reflected the reluctance to introduce, adopt, and implement assessment practices originally intended for other contexts to Chinese contexts. This article adds to the research exploring the perceptions of students and teachers regarding FA in LL. It also brings to light the importance of adequate training to both teachers and students when new practices are introduced.

Jiang, Y. (2014). Exploring teacher questioning as a formative assessment strategy. *RELC Journal*, *45*(3), 287-304. https://doi.org/10.1177/0033688214546962

This peer-reviewed article investigates EFL teachers' questioning as a type of FA implementation in two Chinese tertiary institutions in the People's Republic of China. The paper emphasises on teachers' questions as a strategy to challenge students and stimulate their critical thinking. Moreover, it offers examples of questioning as a type of FA. According to the findings, teachers' questions can benefit students. Emphasis is made on the role of teachers' questioning as a type of FA can stimulate students' motivation and awareness on learning. This article offers new knowledge to the use of questioning as FA in LL and may instigate interest in further research in the area.

Jian, H., & Luo, S. (2014). Formative assessment in L2 classroom in China: the current situation, predicament and future. *Indonesian Journal of Applied Linguistics, 3*(2), 18-34. https://doi.org/10.17509/ijal.v3i2.266

This peer-reviewed article describes the FA development in L2 classroom practices in China from 2001 to 2012. It includes 1,959 articles, four monographs, and three PhD dissertations. A mixed-methods approach was used for this research. Although the reform of English education in China since 2001 helped FA find its way into key educational policy documents, the findings revealed that FA in China is not sufficiently researched (less than 2,000 publications) and not implemented to a great extent. Also, results indicated that the level of FA understanding of teachers and institutions was very low. Moreover, the authors found that the main reason for the low understanding of FA in China was the low financial support, inadequate research in FA implementations, and the dominance of testing. This article stresses the importance of these elements in the introduction of new concepts and practices such as FA in LL.

Ketabi, S., & Ketabi, S. (2014). Classroom and formative assessment in second/ foreign language teaching and learning. *Theory & Practice in Language Studies*, *4*(2), 435-440. https://doi.org/10.4304/tpls.4.2.435-440

This peer-reviewed article written by researchers from the University of Isfahan in Iran, describes different types of assessment. It compares FA and classroom assessment, FA and SA, formal and informal assessment, and explicit and implicit assessment. The authors report on the effects of FA in ESL/EFL teaching and learning and they suggest that teachers should make their classroom assessment more formative. This research can be considered as a useful guide for FA practices in language teaching and learning.

Öz, H. (2014). Turkish teachers' practices of assessment for learning in the English as a foreign language classroom. *Journal of Language Teaching & Research*, *5*(4). https://doi.org/10.4304/jltr.5.4.775-785

This peer-reviewed article investigates assessment practices, and more specifically FA practices of EFL teachers. As the author states,

this study aimed to fill in the gap of identifying teachers 'perceptions on assessment practices in Turkey'. The participants were 120 EFL teachers teaching in both public and private educational institutions. The data were collected through an online questionnaire, which was shared via a social networking service. The data were analysed with the use of IBM SPSS Statistics 2 and descriptive statistics. The findings showed that most Turkish EFL teachers used conventional methods of assessment rather than FA ones. Moreover, they considered formal examinations as the only form of assessment they can rely on. This finding supports the claims made in earlier studies that Turkey is still an exam-oriented country, and that teachers need to be supported in developing knowledge, skills, and experiences in FA in LL. This study is an important contribution, as the context described is widely relatable, and the insights provided are important for the development of FA in language education.

Smith, D. H., & Davis, J. E. (2014). Formative assessment for student progress and programme improvement in sign language as L2 programmes. In D. McKee, R. S. Rosen & R. McKee (Eds), *Teaching and learning signed languages* (pp. 253-280). Palgrave Macmillan. https://doi.org/10.1057/9781137312495_12

This book chapter from the US provides a literature review on Sign Language and focuses on the contribution of FA in Sign Language as an L2. It focuses on the effective role of feedback for evaluating Sign Language in L2 programmes. It investigates the efficacy of an online FA tool in a Sign Language programme at the tertiary level in the US. The authors concluded that more assessment tools are needed for L2 Sign Language learners and more research should be conducted with a larger number of participants. This publication is of special value as it is the only one found during our research that focuses on FA in L2 Sign Language.

Wolf, M. K., Shore, J. R., & Blood, I. (2014). *English learner formative assessment (ELFA): a design framework*. ETS. https://www.ets.org/s/research/pdf/elfa_design_framework.pdf

This research project was designed by researchers and assessment developers at ETS in collaboration with research partners at the CRESST at UCLA. Its aim was to provide an important guideline to help their students to improve their reading skills. Examples of different strategies and activities for FA purposes were presented. Moreover, users of ELFA were advised to have a look at the teacher's guide, and the teacher's versions to have a better understanding of FA. It can be stated that it gives a better understanding to teachers of examples of FA implementations. It was designed to be used in classes for ESL, ELD, or ELA lessons. This publication can be considered as a useful guideline for English language teachers if they desire to implement FA strategies for reading skills. It could also provide a better understanding of the ELFA Design Framework and how it could be used for formative purposes for both assessment developers and assessment users.

Radford, B. W. (2014). *The effect of formative assessments on languageperformance*. Unpublished doctoral dissertation. Brigham Young, Provo. http://scholarsarchive.byu.edu/etd/3978

This PhD dissertation explores the improvements of FA implementations on language performance at the Missionary Training Centre in Provo, Utah, US. The researcher's hypothesis was that the use of FA strategies and instant feedback would increase learning outcomes. For this purpose, computer-based practices were used. The 128 participants were randomly selected and aged from 19-24. Participants were learning Spanish as an L2. The research method was based on two by two factorial designs. The findings revealed that teaching of language performance criteria improves speaking skills. Moreover, it was suggested that students benefitted from receiving computer formative feedback. This source highlights the effect of a technology-enhanced environment for LL FA purposes.

Zhao, H. (2014). Investigating teacher-supported peer assessment for EFL writing. *ELT Journal*, *68*(2), 155-168. https://doi.org/10.1093/elt/cct068

This peer-reviewed article investigates the impact of teacher-supported assessment for EFL writing, viewed as a formative developmental process that gives writers the opportunity to discuss their texts and discover others' interpretations of them (Hyland, 2000). The participants were 18 second-year English major university students in China. The teacher trained students in how to provide constructive feedback to their peers for their writing. The data were collected through a pre-assessment survey and a post-assessment survey of students. The findings from the post-assessment survey showed that all students were satisfied with the teacher support strategies. Also, students' training by the teacher improved the efficiency of peer assessment. This article contributes to the discussion of feedback as FA practice, with the emphasis it gives on the importance of training students on how to provide effective feedback.

Hansson, S. (2015). *Benefits and difficulties in using peer response for writing in the EFL classroom*. Göteborgs Universitet. https://gupea.ub.gu.se/bitstream/2077/38436/1/gupea_2077_38436_1.pdf

This text discusses the benefits and difficulties in implementing peer assessment in writing EFL classrooms as a form of FA by reviewing articles and books. It is mentioned that peer response is considered important by the curriculum in Sweden but the question is how much and how it is used, and if it is used efficiently. The report presents some benefits of using peer response by providing the positive outcomes of many researches, like increase of students' awareness, self-regulation, self-motivation, and feeling less anxiety. Also, some considerations and difficulties when applying peer assessment were discussed. These involved not trusting their peers' feedback; the teachers' comments were more appreciated than their peers; issues of friendship bias. Moreover, some suggestions were included and these report the necessity of creating a comfortable environment for teachers when it is time for peer assessment. Also, students can create their own assessment criteria and can be trained on how to give peer

response. This publication can be a useful guideline in peer-assessing for LL FA purposes.

Herrera L., & Macías, D. F. (2015). A call for language assessment literacy in the education and development of teachers of English as a foreign language. *Colombian Applied Linguistics Journal*, *17*(2), 302-312. https://doi.org/10.14483/udistrital.jour.calj.2015.2.a09

> This peer-reviewed article aims to raise awareness for more preparation in assessment for language teachers, including EFL teachers in Colombia. The article provides a number of definitions of LAL. It reviews some studies that are related to LAL. The authors discuss assessment literacy and its relevance for EFL teaching, and consider what constitutes the knowledge base of language assessment. Their review found various studies which addressed LAL; however, they stress the need for more research in the area. They support Stiggins's (2007) claim that since "teachers spend as much as one-quarter to one-third of their available professional time in assessment-related activities", their assessment teacher preparation should receive the same importance as that of instruction. LAL teacher education should balance both classroom (which also includes FA) and accountability assessments (e.g. large-scale standardised tests). Language teacher education programmes should include alternatives and should constitute part of teachers' lifelong learning. Alternatives of LAL acquisition can be workshops, conferences, independent readings, study groups, collaborative action research, and projects. The authors also believe that language assessment should be informed by their immediate context. Their contribution is their call for the importance of LAL in EFL teacher education, which includes FA, and their recommendations towards the development of LAL among EFL teachers.

Kuo, C. L. (2015). *A quasi-experimental study of formative peer assessment in an EFL writing classroom*. Unpublished doctoral dissertation. Newcastle University. http://theses.ncl.ac.uk/jspui/handle/10443/2863

This PhD dissertation is a quasi-experimental study, which investigates the impact of 'Step Training' proposed by Min in peer assessment of an EFL writing classroom in Taiwan. The author states that peer assessment is theoretically based on four learning stances: process writing theory, collaborative learning theory, Vygoskty's ZPD, and interaction and L2 acquisition. The participants were 127 students and two teachers from the W College of Languages (pseudonym) of Taiwan. They were separated into two groups, an experimental and a control group. A mixed-method approach was followed. The data were collected through questionnaires, video recordings, and interviews, and data were analysed with the use of ANCOVA analysis. The findings showed that students from the experimental group (who had training in peer assessment) produced higher quality feedback than the students from the control group who did not receive any training. The author suggests that negotiation is very important for the student so that the student could have the opportunity to create their own identity in the peer assessment procedure. This research contributes to the discussion of the importance of training students in applying peer assessment practices.

Lazzeri, S., Cabezas, X., Ojeda, L., & Leiva, F. (2015). Automated formative evaluations for reading comprehension in an English as a foreign language course: benefits on performance, user satisfaction, and monitoring of higher education students in Chile. In F. Helm, L. Bradley, M. Guarda & S. Thouësny (Eds), *CriticalCALL – proceedings of the 2015 EUROCALL Conferenc*e, Padova, Italy (pp. 355-361). Research-publishing.net. https://doi.org/10.14705/ rpnet.2015.000358

This conference proceedings paper reports on the implementation of the tool QMP in a Chilean context. This tool was used by the students of the University Kinesiology who studied ESP. The researchers implemented QMP to investigate if the automated formative evaluations used improved students' reading comprehension skills. The researchers of this study used experiment design with a pre-test

and a post-test for two groups, an experimental and a control group (G1 and G2). The results from the pre-test and post-tests of the two groups indicated no significant difference. However, students from the G1 experimental group showed positive attitudes experiencing the implementation of QMP and researchers suggested that technology applications should be used more often for formative purposes. This paper contributes to the research conducted in the use of technology in FA in LL.

Lam, R. (2015). Language assessment training in Hong Kong: implications for language assessment literacy. *Language Testing*, *32*(2), 169-197. https://doi.org/10.1177/0265532214554321

This peer-reviewed article investigates the language assessment training area in five Hong Kong teacher education institutions during assessment reforms in primary/secondary school contexts; more specifically, the research dealt with how two language assessment courses supported pre-service teachers to acquire LAL. The participants were nine instructors and 40 pre-service teachers studying in the final year. The study was based on qualitative research. The data were collected with the use of interviews, teaching evaluations, student assessment tasks, and government documents. For the purposes of this research, the author researched all undergraduate programmes in ELT by using the SCOLAR website, which embodied all the recognised language degree programmes. The findings revealed that language assessment training in Hong Kong is still insufficient. The author suggests improvement through updating their purpose, content, delivery, and overall quality. The author stressed the need to equip pre-service teachers with fundamental knowledge, skills, and principles in handling both large-scale and classroom-based FAs and enable them to learn how to use them for the benefit of student learning through continuous professional learning. Moreover, the author provided some suggestions for the implications of LAL. This study emphasises the role of teachers' training for L2 FA purposes.

Levy, T., & Gertler, H. (2015). Harnessing technology to assess oral communication in Business English. *Teaching English with Technology*, *15*(4), 52-59. https://files.eric.ed.gov/fulltext/EJ1138436.pdf

> This peer-reviewed article presents an action research which argues that the use of digital tools can increase students' motivation and engagement in learning business English for oral and communication skills. It also claims that FA and teacher's feedback helped students improve their work, although this was not substantiated clearly enough. The research took place in a public college for business administration in Israel. Students ranged from 21-35 year-olds. They had to pass the ESP course in order to receive their degree. This action research paper was based on observations. For FA purposes, a rubric was given to students to know how they would be graded and online tools like Socrative, Kahoot, Mailvu, Movenote, and Vidme were also used. Digital tools enabled lecturers to assess students' progress continuously and give feedback. All students passed their exams. Although this course was focused on business English, it has been claimed that it could be applied to different language courses.

Titova, S. (2015). Use of mobile testing system PeLe for developing language skills. In F. Helm, L. Bradley, M. Guarda & S. Thouësny (Eds), *Critical CALL – proceedings of the 2015 EUROCALL Conference* (pp. 523-528). Research-publishing.net. https://doi.org/10.14705/rpnet.2015.000387

> This conference proceedings reviewed paper from Russia explores the intervention of the mobile testing system PeLe (eight tests) as FA tools for practising language skills. This research was first piloted as part of the research project MobiLL in Lomonosov Moscow State University and the Norwegian University College. The data were collected through qualitative and quantitative research methods. The participants were 35 students in preparatory English courses. Two control groups were tested by pen-and-paper traditional tests and two experimental groups took the PeLe tests on grammar and vocabulary tests. The findings revealed that

students benefited from the PeLe mobile testing system, which could be sampled in other courses as well.

Bachelor, J. W., & Bachelor, R. B. (2016). Classroom currency as a means of formative feedback, reflection, and assessment in the world language classroom. *NECTFL Review*, *78*, 31-42. https://files.eric.ed.gov/fulltext/EJ1256488.pdf

> This reviewed conference paper article presents an American study that investigates the role of FA types: formative feedback, reflections, and rubrics in the World Language Community College classroom. The participants were 57 students from three sections of Elementary Spanish I of a community college in the Midwest of the United States during the fall of 2015. The students used a reward play money system where they had to reward the teacher when they achieved daily goals or learning objectives. The data from the students' feedback to the instructor and the instructor rubric indicated the students' preferences of communicative activities, and revealed that students performed well based on the instructor FA. The reward play money system is mentioned only in this study in the whole of this AB. This research can instigate further interest in this area.

Bahati, B., Tedre, M., Fors, U., & Evode, M. (2016). Exploring feedback practises in formative assessment in Rwandan higher education: a multifaceted approach is needed. *International Journal of Teaching and Education*, *4*(2), 1-22. https://doi.org/10.20472/TE.2016.4.2.001

> This peer-reviewed article describes the role of feedback in FA at the University of Rwanda. Eight lecturers and 75 university students took part in this research. Qualitative methods were used through semi-structured lecturers' and students' interviews and focus group discussions. The results indicated that feedback was only provided in the sense of marks and grades by lecturers. The lecturers saw themselves as the main source of providing information and had all the responsibility of what they portrayed as FA. According to students' responses in interviews,

feedback was ineffective and useless, because it was delayed at the end of the semester or exams' period. The author suggested that if feedback was delivered on time, it would be effective. He also recommended a multifaceted collaborative approach with researchers, students, and decision makers involved in FA and feedback practices. Although this article is about FA and feedback, it is indicative of the fact that there is a need to further clarify various terms such as FA and feedback in order to be able to use them as appropriately as possible in both assessment practices and in research.

Burner, T. (2016). Formative assessment of writing in English as a foreign language. *Scandinavian Journal of Educational Research*, *60*(6), 626-648. https://doi.org/10.1080/00313831.2015.1066430

> This peer-reviewed article is a mixed-method study conducted in Norway, which investigates the integration of FA in EFL with the main focus on writing skills. The participants were four teachers and 100 learners from eighth and ninth grade. Research tools included a questionnaire, and a case survey. The findings revealed that many contradictions arose from teachers and students' insights in FA implementations. These contradictions were related to feedback, self-assessment, grades, and students' participation. Moreover, the authors concluded that it is necessary for teachers and students to have a deeper understanding of FA implementations, like many other articles in this AB, which stresses the importance of teachers' and students' clearer understanding of the characteristics of FA.

Crusan, D., Plakans, L., & Gebril, A. (2016). Writing assessment literacy: surveying second language teachers' knowledge, beliefs, and practices. *Assessing Writing*, *28,* 43-56. https://doi.org/10.1016/j.asw.2016.03.001

> In this refereed article, the authors present research which focuses on teachers' L2 assessment literacy (knowledge, beliefs, practices) in an American context. A large number of 702 L2 instructors from tertiary

institutions participated in the research. The data were collected through Survey Monkey questionnaires, using multiple-choice, Likert scale, and open-ended response items. Four questions were the main focus of this research.

- "How have L2 writing teachers obtained assessment knowledge"?
- "What do L2 writing teachers believe about writing assessment"?
- "What are the assessment practices of L2 writing teachers"?
- "What is the impact of linguistic background and teaching experience on writing assessment knowledge, beliefs, and practises"?

The findings revealed that only 26% of the teachers had little or no training on writing assessment. However, while there was evidence that teachers received training in writing assessment, it was also revealed that a number of teachers were not clear about what that entailed. Moreover, it was mentioned that teachers did not have a clear idea about the differences between formative and summative assessment. Like many other articles in this AB, this article stresses the need for a clearer understanding by teachers of what FA entails.

Estaji, M., & Fassihi, S. (2016). On the relationship between the implementation of formative assessment strategies and Iranian EFL teachers' self-efficacy: do gender and experience make a difference? *Journal of English Language Teaching and Learning*, *8*(18), 65-86. https://elt.tabrizu.ac.ir/article_5494.html

This double-blind peer-reviewed article examines the relationship between the use of FA strategies of EFL teachers, their gender, level of experience, and sense of self-efficacy. The participants were 61 EFL teachers (31 female and 30 male teachers); all of them held a Master's degree and were teaching English at different English language institutes in Tehran, Iran. Multiple statistical strategies were used to analyse the data. A three-way ANOVA was run so as to scrutinise the interaction between the use of FA strategies, EFL teachers' gender, level

of experience, and their self-efficacy. The results showed that there was no statistically significant interaction between the teachers' use of FA strategies, teachers' sense of self-efficacy, their gender, and level of experience. The authors suggested that future research should be conducted to investigate the role of teachers' use of FA strategies on the learners' language skills. This article explores areas of FA, which have not extensively been examined yet.

Joo, S. H. (2016). Self and peer assessment of speaking. *Studies in Applied Linguistics and TESOL*, *16*(2). https://doi.org/10.7916/salt.v16i2.1257

>   This double-blind peer-reviewed article, written by an author teaching in South Korea, explores the learners' abilities to assess their own and their peers' oral performances and the factors in self- and peer-assessment that affect the enhancement of L2 speaking ability. The multiple dimensions of LOA are reviewed and used by the author as a guiding framework to conduct the research. According to the author, some factors that affect the learning process are sociocognitive, affective, interactional, and some other contextual variables. Moreover, it is mentioned that there is a strong interaction between peer and self-assessment with a technology-assisted environment. The article concludes that if the relevant conditions are met, then the learners would be able to assess themselves or others. These conditions are related to sufficient training, clear provision of task-related criteria, and considerations of the learners' traits and their perceptions. The value of the source lies in the fact that it emphasises the importance of students' training.

Huang, S. C. (2016). No longer a teacher monologue – involving EFL writing learners in teachers' assessment and feedback processes. *Taiwan Journal of TESOL*, *13*(1), 1-31. http://www.tjtesol.org/attachments/article/402/04_TJTESOL-273.pdf

>   This peer-reviewed article presents a learning-oriented FA design in EFL writing courses at a university in northern Taiwan. The

main purpose was to show students' gradual improvement with FA implementations based on repetitions on assessing and reflecting. Four revised and assessed drafts of essays with comments and scores were integrated. These essays were followed up by discussions. Individuals' interviews were used and teachers-students discussions were used as data for analysis. The results indicated students' gradual progression on writing drafts. The statistical analysis of the four batches of essays showed that learners' work improved and the dialogues prepared them to be more independent learners. This research indicates the importance of FA processes in creating independent critical learners.

Fakeye, D. O. (2016). Secondary school teachers' and students' attitudes towards formative assessment and corrective feedback in English language in Ibadan Metropolis. *Journal of Educational and Social Research, 6*(2), 141-148. https://doi.org/10.5901/jesr.2016.v6n2p141

This double-blind peer-reviewed article presents the results of a survey that investigated how teachers and students perceived FA and corrective feedback in learning English in a Nigerian context. Descriptive research design of survey was used with 420 secondary students and six teachers in Nigeria. The data analysis instruments that were used were frequency descriptive and t-test statistics. The findings illustrated that students and teachers perceived FA and corrective feedback positively. Moreover, the findings revealed that students should be exposed more to FA practices and teachers should participate in seminars, conferences, and workshops to inform themselves more on the potentials of FA practices. This source, as many other sources of this AB, illustrates the necessity of student engagement in FA practices and teacher training in FA strategies.

Phung, H. V. (2016). Portfolio assessment in second/foreign language pedagogy. *Hawaii Pacific University TESOL Working Paper Series 14*, 90-107. https://www.hpu.edu/research-publications/tesol-working-papers/2016/07HuyPhung.pdf

This refereed article describes the use of portfolio in L2/FL learning as an alternative type of assessment. It critically reviews the literature in relation to portfolios in LL; the review reveals that most use of portfolios have been related to writing. The author offers suggestions for integrating portfolios in LL, supporting the use of technologies. It also highlights the most important benefits and drawbacks of a portfolio. Authenticity and washback are referred to as the most common benefits whereas practicality and reliability are referred to as their main drawbacks. The article also presents an e-portfolio that was implemented in a project-based English course in a university of Vietnam. Both formative and summative assessment were used in this project. The portfolio was chosen as a form of FA suitable to this project as it provided important evidence of authentic artefacts of students' works. This research complements others in this AB that support portfolio as a FA tool and can be useful to those interested in its use as an FA assessment tool in LL.

Seyyedrezaie, Z. S., Ghansoli, B., Shahriari, H., & Fatemi, A. H. (2016). Examining the effects of Google docs-based instruction and peer feedback types (implicit vs. explicit) on EFL learners' writing performance. *CALL-EJ, 17*(1), 35-51. http://callej.org/journal/17-1/Seyyedrezaie_Ghonsooly_Shahriari_Fatemi2016.pdf

This refereed article examines the effects of Google Docs-based instruction and peer feedback types on EFL learners' writing performances. The participants were 96 undergraduate Iranian male and female EFL students. The participants were assigned in two groups: 48 of them were assigned in the Google Docs based group through blended writing instructions, and the other 48 were assigned into the face-to-face writing instruction. Afterwards, each group was divided into two subgroups, one receiving implicit feedback and the other receiving explicit feedback. A quantitative method with an analysis of two-way ANOVA was used. The findings showed that the students who received explicit feedback had better performance than those who

received implicit feedback. Moreover, results indicated that Google Docs writing instructions increased students' confidence in their writing performance. This research describes the contribution of technology, in this case, Google Docs, as an FA LL tool.

Shore, J. R., Wolf, M. K., & Heritage, M. (2016). A case study of formative assessment to support teaching of reading comprehension for English learners. *Journal of Educational Research & Innovation, 5*(2), 1-19. https://digscholarship. unco.edu/jeri/vol5/iss2/4

This peer-reviewed article is about a case study from the US which describes the design, development, and piloting of the ELFA system to support EL reading comprehension in the middle grades. This programme was used on a small scale by eight middle urban school teachers. The main target was to investigate whether the ELFA system could be useful for FA. A literature review on FA precedes the overview of the ELFA system. Interviews were used before and after the ELFA. The results indicated that many teachers found the ELFA useful, stating that it corresponded better to their instructional planning than using tests. However, the limitations of this study were the short period and the small sample of teachers and students. The importance of the ELFA system was indicated in other publications in this AB, therefore this research adds further insights in this area.

Tang, L. (2016). Formative assessment in oral English classroom and alleviation of speaking apprehension. *Theory and Practice in Language Studies, 6*(4), 751-756. https://doi.org/10.17507/tpls.0604.12

This peer-reviewed article presents a study that highlights the usefulness of FA practices in reducing Chinese English students' speaking anxiety in oral English classrooms. The data were collected from 155 students (103 females, 52 males) of first-year non-English at West China Normal University. Quantitative (two questionnaires and a pre-test and a post-test) and qualitative (an interview) research tools were utilised

to identify the importance of FA practices in oral English classrooms. The findings revealed that FA in the form of self-assessment, peer assessment, and teacher assessment were engaging and effective and reduced students' speaking anxiety. The value of this study lies in the insights it provides in the role FA can play in reducing students' anxiety and stress, particularly when it comes to speaking.

Pinto-Llorente, A. M., Sánchez-Gómez, M. C., García-Peñalvo, F. J., & Martín, S. C. (2016, November). The use of online quizzes for continuous assessment and self-assessment of second-language learners. In *Proceedings of the Fourth International Conference on Technological Ecosystems for Enhancing Multiculturality* (pp. 819-824). https://doi.org/10.1145/3012430.3012612

This conference proceedings paper from Spain examines the participants' perceptions in practising online assessment and self-assessment quizzes for learning English. The authors describe self-assessment as a process of FA. The research was based on quantitative research and an ex-post facto design. The sample consisted of 358 students aged from 20 to 58. They studied in the Faculty of Education at the Pontifical University of Salamanca, in Spain. The results indicated that students found the use of online quizzes effective and their level of English was improved especially in reading, listening comprehension, grammatical competence, and vocabulary. The value of this study is based on its large number of participants which is something that provides more valid and reliable data about the importance of integrating online quizzes.

Tsagari, D. (2016). Assessment orientations of state primary EFL teachers in two Mediterranean countries. *Center for Educational Policy Studies Journal, 6*(1), 9-30. https://doi.org/10.26529/cepsj.102

This peer-reviewed article presents a comparative study for the CBLA practices and abilities of Greek and Cypriot EFL primary teachers. The author highlights the importance of classroom-based assessment

knowledge that teachers should have in order to increase students' performance. Moreover, the author states that teachers are not aware of how to implement classroom-based assessment effectively to a great extent, and they do not yet have a clear picture of CBLA practices. The data were collected through mixed-method research with interviews, and an open-ended pre-test questionnaire. The participants were four teachers from Cyprus and four teachers from Greece. The teachers' responses showed that they preferred test-based assessment as they believed it gives a clearer picture of students' performances. According to the author, assessment *for* learning, based on the CEFR for assessment purposes, is very slow in classrooms in Europe, and LL still relies on summative testing of vocabulary, grammar, and writing in the so-called communicative language classroom. The results indicated the need for a clearer idea about the purposes and implementation of FA and for professional training in language assessment. These results support similar earlier findings.

Williamson, K., & Sadera, E. (2016). Electronic formative feedback and its effect on the writing skills of Asian L2 postgraduate students. *DEANZ2016: Conference Proceedings* (pp. 208-210). https://kiwibelma.files.wordpress.com/2016/05/deanz16-conference-proceedings11-april.pdf

This conference proceedings' paper presents the benefits of using online formative feedback for English as an L2 purpose to Asian postgraduate students in improving their writing skills. A PGT Master's programme was implemented at Auckland's Business School, in New Zealand. By integrating this English language programme, the aim was to improve students' L2 academic writing skills. By using electronic formative feedback, students were expected to achieve better results in summative assessment tasks. eGrammarly and Turnitin Quickmark were used. Some considerations of using the software mentioned were related to some complex problems that students faced. One of the problems that was mentioned was that students had to login to Turnitin many times. In general, it seemed students benefited from using electronic formative

feedback and improved their writing skills. The authors suggested that this model could be applied by teachers both in online and offline contexts. This research confirms the benefits of integrating technology for FA LL purposes.

Bayat, A., Jamshidipour, A., & Hashemi, M. (2017). The beneficial impacts of applying formative assessment on Iranian university students' anxiety reduction and listening efficacy. *International Journal of Languages' Education and Teaching, 5*(2), 1-11. https://doi.org/10.18298/ijlet.1740

> This peer-reviewed article presents a study that examines the positive effects of FA applications on EFL learners' anxiety and listening skills in an Iranian university. The participants were 60 Iranian EFL students aged 19-25 years old. They were separated into an experimental group (30 students) and a control group (30 students). The data collection tools involved a pre-and a post-test. A t-test was used to evaluate the data. The findings showed that formative quizzes provided students with the opportunity to have better results on tests; it reduced their anxiety and improved their listening efficacy. This article confirms other Iranian researchers' findings which support the need to implement more FA than SA practices in Iran.

Caruso, M., Gadd Colombi, A., & Tebbit, S. (2017). Teaching how to listen. Blended learning for the development and assessment of listening skills in a second language. *Journal of University Teaching & Learning Practice*, *14*(1), 14. https://files.eric.ed.gov/fulltext/EJ1142367.pdf

> This peer-reviewed article presents a blended environment for the assessment of listening skills in an L2. For the purpose of this project, online quizzes were created for two Italian courses at the University of Western Australia. The listening comprehension online quizzes were developed for FA and SA purposes. The research was based on quantitative research and used an anonymous survey as a research tool. The survey was designed with Qualtrics (https://www.qualtrics.com)

with 23 multiple-choice questions. One hundred and ninety-nine (199) students constituted the research sample. Results showed that students perceived online assessment positively and online quizzes improved their listening skills. This source provides useful insights into the assessment of a specific language skill, that of listening. It also contributes to the knowledge and research on the use of technologies in assessment.

Chen, D., & Zhang, L. (2017). Formative assessment of academic English writing for Chinese EFL learners. *TESOL International Journal*, *12*(2), 47-64. https://files.eric.ed.gov/fulltext/EJ1247811.pdf

This double-blind peer-reviewed article investigates implementations of FA of AEW of Chinese EFL Learners. The authors connect FA with the constructivism theory of learning. They argue that in constructivism, knowledge is acquired through interaction, and the learner is the centre of assessment and that it can only be achieved in FA settings with self-assessment and peer assessment activities. In that way, learners construct new knowledge and they actively participate in the assessment process. The participants were divided into an experimental (30) and a control group (28). The experimental group received FA and the control group received SA. The data were collected through a mixed-method approach. Quantitative research tools were used like pre- and post-tests of their writings and qualitative research tools like observations and interviews. The findings showed that participants in the experimental group had better outcomes than participants in the control group. Also, learners perceived positively the use of feedback from their peers and their teachers. The contribution of this study is that it gives insights into the theoretical background of FA.

Demirci, C., & Düzenli, H. (2017). Formative value of an active learning strategy: technology-based think-pair-share in an EFL writing classroom. *World Journal of Education*, *7*(6), 63-74. https://doi.org/10.5430/wje.v7n6p63

This peer-reviewed article aimed to determine the formative value of the TPS activities in EFL writing classrooms by looking at students' work and to evaluate the effectiveness of such technology-based implementation of the TPS activities based on students' opinions. It explores how a teacher can employ TPS to both promote active learning and conduct FA in a time-efficient way. The TPS includes revision, practices, and reproduction of prior knowledge. TPS activities were designed in Google Docs. The participants were 18 intermediate English university students in an English preparatory programme in Turkey. The researchers employed an exploratory case study. An online questionnaire was provided to learners to express their attitudes towards TPS. Most of the students expressed the feeling that they would like to have similar experiences in the future. The researchers concluded that such TPS activities could serve as FA alternatives for teachers of other disciplines as well. This is another research example that contributed to the knowledge of the use of technology for FA LL purposes.

Naghdipour, B. (2017). Incorporating formative assessment in Iranian EFL writing: a case study. *The Curriculum Journal*, *28*(2), 283-299. https://doi.org/10.1080/09585176.2016.1206479

This peer-reviewed article presents a study on how FA can be implemented in EFL for writing purposes. According to the author, there was little evidence of studies that investigated the use of FA for EFL to undergraduate university students. The participants were 34 first-year undergraduate English translation students (27 female and seven male) from an Iranian university. The data were collected through qualitative and quantitative methods. The data collection tools included pre- and post-writing tasks, pre- and post-questionnaires, and semi-structured interviews. A paired samples t-test was conducted to compare the mean scores of their writings between pre- and post-study writing study. The author concluded that teachers should renew their assessment practices in order to meet their students' needs. Also, students confirmed they had positive experiences of FA for language writing. This publication

reinforces other Iranian researchers who support the need for further implementation of FA practices in Iran.

Papadima-Sophocleous, S. (2017). L2 assessment and testing teacher education: an exploration of alternative assessment approaches using new technologies. In K. Borthwick, L. Bradley & S. Thouësny (Eds), *CALL in a climate of change: adapting to turbulent global conditions – short papers from EUROCALL 2017* (pp. 248-253). Research-publishing.net. https://doi.org/10.14705/rpnet.2017.eurocall2017.721

> This peer-reviewed short paper is an action research study. It investigates the experiences of L2 practitioners in a module of an MA in CALL that focuses on classroom FA and CALAT education. The whole philosophy of this module, offered by the Cyprus University of Cyprus, was based on constructivist and post-communicative theory of learning. The module lasted 13 weeks in the autumn of 2016. The participants were 12 language practising teachers from different teaching areas (primary and secondary) and different countries. Qualitative and quantitative methods were used and data were collected through questionnaires, reflective journals, and online webinars. The participants had the opportunity not only to learn about the history of language assessment and testing, but also to create their own assessment tasks using technology applications. Moreover, they experienced the idea of FA through the tasks that they were assigned during the module. The findings of this short paper demonstrated that the participants gained knowledge and experience of tools and techniques used for FA purposes such as peer feedback, instructor feedback, portfolios, artefacts, reflective journals, rubrics, and 'can-do lists'. Also, the researcher suggested that more research should be conducted on language assessment and more specifically on FA practices. The value of this study lies in the fact that the number of studies dedicated at MA level that deal with FA hands on experience and teacher education is limited, according to this AB.

Ranalli, J., Link, S., & Chukharev-Hudilainen, E. (2017). Automated writing evaluation for formative assessment of second language writing: investigating

the accuracy and usefulness of feedback as part of argument-based validation. *Educational Psychology*, *37*(1), 8-25. https://doi.org/10.1080/01443410.2015.1 136407

> This peer-reviewed article investigates the use of AWE and Criterion at a college-level English at an L2 (ESL) writing course. The participants were 82 volunteer students in a US context. The research focused on two inferences: the utilisation one which involved the assumption that Criterion feedback was useful for students to make accurate feedback and the utilisation one which involved the assumption that Criterion feedback is useful for students to make decisions about revision. This research showed that Criterion feedback offered accurate feedback to students and was found useful for students to make decisions about revisions. Moreover, the findings showed that students used Criterion to correct written errors. Although the authors suggested that the findings raised issues such as the validation of formative applications of AWE, they hoped that the study may have helped in identifying the need for greater accountability from the supporters of the use of AWE tools for FA purposes.

Saito, H., & Inoi, S. I. (2017). Junior and senior high school EFL teachers' use of formative assessment: a mixed-methods study. *Language Assessment Quarterly*, *14*(3), 213-233. https://doi.org/10.1080/15434303.2017.1351975

> This peer-reviewed article is a mixed-method study conducted in Japan. The study examined the differences of teachers' FA use between junior and senior high school EFL teachers. Wiliam's model of FA strategies was used to examine whether the teachers used FA differently and if so, to examine the factors contributing to these differences. Rubrics, peer assessment, and teacher's observation and feedback were used for formative purposes. The participants in the survey were 727 students; they were divided into three levels of high, middle, and low level of FA use. A quantitative analysis was used with an explanatory sequential mixed-method design. A qualitative method also followed

with interviews and observations. The findings showed that teachers differed in their use of FA and that they used FA in varying degrees. Several theoretical and practical implications also emerged, such as the importance of teacher training, the theoretical contribution of the study, individual differences in FA use, the use of a mixed-methods approach, and the division between FA and SA.

Saliu Abdulahi, D. (2017). Scaffolding writing development: how formative is the feedback? *Moderna språk, 111*(1), 127-155. https://www.duo.uio.no/handle/10852/59613

This peer-reviewed article discusses the students' perceptions of formative feedback practices used in writing lessons, and also to what extent their feedback practices in writing are in line with FA pedagogy. A qualitative method was applied. The participants were 39 first-year upper secondary students from six secondary schools in Norway. The data were collected through observations, combined with FG interviews. The observations took place in English writing classes. The findings showed that students appreciated feedback but they preferred oral feedback through one-to-one discussions with their teachers compared to written feedback. It was suggested not to give graded texts and ask students to reproduce their writings based on teacher's feedback. The findings also revealed an absence of systematic opportunities and requirements for comprehensive work with feedback and revealed that their feedback practices diverge from central FA principles. The study contributes to other existing research publications which indicate that there is no one approach to feedback that could suit everyone.

Saliu Abdulahi, D., Hellekjær, G. O., & Hertzberg, F. (2017). Teachers' (formative) feedback practices in EFL writing classes in Norway. *Journal of Response to Writing*, *3*(1), 31-55. https://journalrw.org/index.php/jrw/article/view/69

This peer-reviewed article aims to identify teachers' formative feedback practices in EFL writing classes in Norway. The participants

were ten EFL upper secondary school teachers of writing classes from Oslo. A qualitative method was used and data were collected through observations and semi-structured interviews. The findings indicated that, although teachers acknowledge the national curriculum requirements for FA and FA feedback, most of them tend to practise SA feedback practices. This source, as many other sources in this AB, reinforces the findings which reveal the tendency of teachers to recognise the benefits of FA but at the same time their tendency to lean more towards SA practices.

Vågen, M. T. (2017). *Formative assessment in EFL writing: a case study of pupils' perceptions of their feedback practice and attitudes to receiving and using feedback*. Master's thesis. University of Bergen.

This master's thesis is a case study from Norway (Universitas Bergensis); it investigates pupils' experiences and perspectives of FA in EFL writing at secondary school level, and more precisely formative feedback. A qualitative method was used through face-to-face interviews with pupils. The participants were eight pupils from two tenth grade English classes of a lower secondary school in Norway. The findings showed that pupils preferred precise comments with accompanied examples. The majority of the pupils believed their writing skills had improved due to feedback; however, they had different experiences, therefore different attitudes to its impact on their text writing skills. They also indicate students are positive about the practice of revisiting texts for feedback. Findings also confirmed that students use different strategies to process and take advantage of the information provided through feedback. However, the majority acknowledged the importance of feedback. This study also underlines the importance of providing precise and on-time feedback to students.

Wang, X. (2017). A Chinese EFL teacher's classroom assessment practices. *Language Assessment Quarterly*, *14*(4), 312-327. https://doi.org/10.1080/1543 4303.2017.1393819

This peer-reviewed article is a case study from China. It presents the simultaneous experiences of FA and SA practices from an EFL teacher in China. The author states that Chinese EFL teachers have difficulty in putting FA theories in action and their assessment practices are dominated by SA with tests and exams. For that reason, an experienced EFL teacher was chosen from an FL university in China to participate in this study. The EFL teacher had to provide suggestions to EFL teachers by assessing her students in an oral English course. The participants were 25 first-year English major undergraduates in an EFL public speaking course. The data were collected over one semester. Data collection tools included a teacher's interview, a students' questionnaire, lessons' observations, students' journals, and interviews. The findings indicated that there should be an alignment between the curriculum objectives, classroom instruction, and student assessment. Also, it was found out that the use of FA and SA practices can encourage students to increase their learning goals. This article is an example of classroom assessment being conducted through both formative and SA, with some assessment practices serving practices of both FA and SA. This was implemented in a productive way that aimed to help students make progress in an upward spiral. The article concludes with the importance of bridging the gap between assessment theories and classroom practices by bringing experienced teachers' classroom assessment expertise to the attention of other teachers.

Widiastuti, I. A. M. S., & Saukah, A. (2017). Formative assessment in EFL classroom practices. *Bahasa dan Seni: Jurnal Bahasa, Sastra, Seni, dan Pengajarannya*, *45*(1), 50-63. https://doi.org/10.17977/um015v45i12017p050

This reviewed article aimed to explore challenges and opportunities of FA implementations in EFL classrooms in Indonesia. Qualitative method was implemented to collect data through semi-structured interviews with three English junior high school teachers and three students. The aim was to find out about the English teachers' understanding of FA and the follow up actions taken by them after the implementation of FA.

The findings revealed that the teachers needed a better understanding of FA in order to follow appropriate action strategies, and improve the learning and teaching processes for better student learning achievement. This study substantiates what others have already supported about the fact that teachers still need a further and deeper understanding of FA characteristics and practices.

Saglam, A. L. G. (2018). The integration of educational technology for classroom-based formative assessment to empower teaching and learning. In A. Khan & S. Umair (Eds), *Handbook of research on mobile devices and smart gadgets in K-12 rducation* (pp. 321-341). IGI Global. https://doi.org/10.4018/978-1-5225-2706-0.ch020

This reviewed handbook chapter from Turkey discusses the importance of Web 2.0 tools in CBLA; it provides a descriptive list of tools such as Socrative, Nearpod, and Quizegg which can be used as FA LL tools. The author claims that FA is a reflective procedure for the teacher about how the lesson is going on and learners can benefit from ongoing feedback. The author suggested that teachers should be encouraged to explore the integration of Web 2.0 tools for FA purposes. This publication shows how Web 2.0 tools can enhance FA LL.

Guadu, Z. B., & Boersma, E. J. (2018). EFL instructors' beliefs and practices of formative assessment in teaching writing. *Journal of Language Teaching and Research*, *9*(1), 42-50. https://doi.org/10.17507/jltr.0901.06

This peer-reviewed article presents a mixed-method study, which seeks to investigate EFL instructors' beliefs and practices of FA in teaching writing, and to determine the relationship between their beliefs and practices of FA in an Ethiopian context. The data were collected through qualitative and quantitative methods. The participants were 27 Debre Makos university EFL instructors. Qualitative data were collected through a questionnaire, semi-structured interviews, and students' marked paragraphs and essay papers. Quantitative data were analysed

through descriptive and inferential statistics (correlation). Although the findings showed that the instructors believed FA was important in maximising instruction and student learning, they also revealed limitations on instructors' practice of FA. This source highlights some factors as setbacks in the assessment process. These included time constraints, large and unmanageable class sizes, and students' illegible hand-writing.

Joyce, P. (2018). The effectiveness of online and paper-based formative assessment in the Learning of English as a second language. *PASAA, 5,* 126-146. https://www.culi.chula.ac.th/publicationsonline/files/article/W8Mo0m4nyBMon110741.pdf

This peer-reviewed study compares online and paper-based FA in ESL. The participants were 145 L2 Japanese University students. Seventy-four of them took online quizzes, while 71 were given paper-based quizzes. Both groups had quizzes for homework as FA. The study lasted for 15 weeks. The online homework group received their FA through Moodle. The students took 31 multiple-choice online quizzes. Both classes had the same teacher and followed the same syllabus. Also, both groups had a summative assessment at the end of the course by taking the TOEIC test. Correlation and regression analysis were used to compare the data from the two groups. The results indicated a significant relationship between the online FA and summative exam scores, unlike in the case of the paper-based FA. The findings also revealed the contribution of the use of technologies: according to the author, the effectiveness of the online formative quizzes was influenced by factors such as the immediacy of feedback, the opportunity and incentive to resubmit quizzes, and quiz functionality. This research contributes further to the use of technologies in FA LL.

Lam, R. (2018). Understanding assessment as learning in writing classrooms: the case of portfolio assessment. *Iranian Journal of Language Teaching Research*, *6*(3), 19-36. https://doi.org/10.30466/ijltr.2018.120599

This peer-reviewed article from Hong Kong presents AAS and its relation to writing assessment and suggests ways to include it into existing curriculum and policy. The article is separated into five sections. The first section presents the definition, principles and purposes of AaL. The second part discusses the theoretical background of AaL and its underpinnings using the theories of FA and self-regulated learning, focusing on internal feedback in learning and its relation to writing assessment. The third section describes writing assessment trends; the fourth part describes the case of the adoption of a portfolio as a tool for assessing writing and putting AaL into practice. It reports that AaL can be considered as a subset of FA and its main aim is to support learning with reflection. This article contributes to the formation of a theoretical lens of AAL (FA and self-regulated learning), provides new insights into AaL in practice through the description of a case of writing portfolio assessment and raises some concern in the application of AaL in the regional and international writing classroom context.

Meissner, M. C. (2018). *Formative assessment at the intersection of principles, practice and perceptions*. Master's thesis. Faculty of Education and Natural Sciences, Inland Norway University of Applied Sciences. https://brage.inn.no/inn-xmlui/bitstream/handle/11250/2560247/Meissner.pdf?sequence=1

This Master's thesis examines FA of writing in the English subject in Norway, focusing on formative feedback. The possible challenges of FA were explored. The feedback of seven teachers to a student text, and their thoughts on why they chose to comment the way they did, as well as students' perceptions of feedback practices and preferences were examined. The teachers indicated the importance of context in FA. The results also indicated that students found that quality, amount, and timing of feedback have an impact. Although motivated by feedback, students are still influenced by summative assessment and preferred formative feedback in conjunction with grades. This entry gives insights into research in the area of FA of writing in English. It is also an example of research conducted at the doctorate level.

Ponce, H. R., Mayer, R. E., Figueroa, V. A., & López, M. J. (2018). Interactive highlighting for just-in-time formative assessment during whole-class instruction: effects on vocabulary learning and reading comprehension. *Interactive Learning Environments*, *26*(1), 42-60. https://doi.org/10.1080/10494820.2017.1282878

> This peer-reviewed article describes the use of a software for FA purposes by implementing an interactive highlighting vocabulary method. FA was used to establish students' knowledge in order to use the information to adapt the lesson. The research was conducted in Chile. Students were given a passage and they highlighted their unknown words. These words were shown on their instructor's screen: in red the words most highlighted, in orange the second most highlighted and in yellow the third most highlighted. The instructor then created some activities based on students' unknown words. The findings from experimental studies to college and high school students in a ten-week programme revealed that students who interactively highlighted their unknown words outperformed in vocabulary tests to other groups that studied without interactive highlighting. This research maintains that interactive highlighting can be used as an important FA tool. It adds to the research topics of FA in LL.

Sardareh, S. (2018). Formative feedback in a Malaysian primary school ESL context. *MOJES: Malaysian Online Journal of Educational Sciences, 4*(1), 1-8. https://mojes.um.edu.my/article/view/12640

> This double-blind peer-reviewed article investigates the FA applications in primary school in Malaysia and its ESL context, in times during when FA was introduced as part of new transformations by the Malaysian Ministry of Education. Although the article focuses on FA, it does not dedicate any section in what FA entails, which would have clearly indicated the author's background knowledge of the notion of FA. Qualitative method was used in the form of classroom observations and FG discussions of English language teachers. Three ESL teachers from different Malaysian schools participated in this project. The findings

showed that teachers did not use feedback effectively. They used feedback as a means of praise and not as a means of indicating students where they stand. The findings also revealed that teachers did not have knowledge in providing effective feedback. This study confirms the findings of others which emphasise on the necessity of teacher training on FA strategies in LL.

Stabler-Havener, M. L. (2018). Defining, conceptualising, problematising, and assessing language teacher assessment literacy. *Studies in Applied Linguistics and TESOL*, *18*(1). https://doi.org/10.7916/salt.v18i1.1195

> This peer-reviewed article reviews the literature on language teacher LAL. It explores LAL definitions and conceptualisations. It also investigates pre- and in-service teacher education and resources used in LAL teacher development, and examines the ways teachers' LAL levels are assessed. The discussion of the article language teacher LAL included FA: teacher knowledge of FA, FA practices, and inclusion of FA in teacher education. The article concludes that it is difficult to generalise how LAL should be defined, conceptualised, problematised, and assessed. The source provides useful information on LAL and FA within the LAL framework.

Tavakoli, E., Amirian, S. M. R., Burner, T., Davoudi, M., & Ghaniabadi, S. (2018). Operationalization of formative assessment in writing: an intuitive approach to the development of an instrument. *Applied Research on English Language*, *7*(3), 319-344. https://doi.org/10.22108/ARE.2018.112373.1340

> This peer-reviewed article shares the processes of the design of a FAoW instrument, which was based on a feedback model of Black and Wiliam's (2009) and Hattie and Timperley's (2007) FA. The FAoW instrument was developed as part of a PhD project in Iran. Following a comprehensive literature review, an instrument was designed. Its aim was to measure students' experiences of FA practices and their attitudes towards them in EFL writing classrooms. The design of FAoW

was based on three phases of writing feedback: where the learner is going/pre-writing, where the learner is right now/writing, and how to get there post-writing. Experts in a focused group classified the instrument items according to five FA components. The outcomes were item revisions and additions, and the experts agreed that the FAoW instrument reflected the theoretical frameworks of FA. This entry can prove useful to those who are interested in developing such instruments or using this instrument in other contexts.

Alam, M. (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), 161-172. https://doi.org/10.5539/elt.v12n7p161

The present peer-reviewed pilot study originating from Saudi Arabia investigates the role of portfolio assessment on EFL learners in writing skills. The participants were 40 (20 male and 20 female) undergraduate EFL university students. They were divided into a control and an experimental group. An experiment research design was applied. Pre-tests and post-tests were given to both groups. Also, writing tests and interviews were used. The experiment group was introduced to the use of portfolio for FA purposes, whereas the control group experienced only traditional assessment. The results indicated that the use of portfolio for FA purposes had a positive impact on students' writing performance and it was estimated that the level of students' anxiety was lower. The value of this research lies in the fact that it gives insights, as other publications in this AB, to the role of portfolios as an FA tool for EFL learning. Moreover, at the end, the author provides some useful recommendations for teachers on PA implementation.

Alzaid, F., & Alkarzae, N. (2019). *The effects of paper, web, and game based formative assessment on motivation and learning: a literature review*. https://files.eric.ed.gov/fulltext/ED594189.pdf

This literature review from Saudi Arabia compares three methods of FA; paper-based, web-based, and game based. It is stated that in many educational systems, FA is misused in ESL and EFL learning. Also, it informs that paper-based FA is produced by pencil and paper quizzes. Technology-based FA provides opportunities to the learner to try to achieve a task many times and receive instant feedback in comparison to paper-based assessment. A reward system learning, with the use of badges, leaderboards, and immediate feedback is presented. Furthermore, the authors conclude that web-based assessments offer more opportunities for FA than paper-based and improve the learners' motivation and level of memory. In the end, the authors suggest the necessity for further research of gamification's role in FA. This article shows examples of misusing FA worldwide, specifically in Hong Kong where there is a dominance of the high stakes examination system. Students usually receive grades with feedback that informs them of their progress rather than receiving qualitative feedback during the process of writing. FA, as the authors argue, should be used as a learning-oriented process with the provision of ongoing structured feedback. This is an approach that many educational systems worldwide could adopt.

Can Daşkın, N., & Hatipoğlu, Ç. (2019). Reference to a past learning event as a practice of informal formative assessment in L2 classroom interaction. *Language Testing, 36*(4), 527-551. https://doi.org/10.1177/0265532219857066

This peer-reviewed article investigates the role of informal FA in a preparatory school of a state university in Turkey. The term informal FA is used to refer to FA practices that are related to everyday learning activities. In an informal FA setting, the teacher responds quickly, spontaneously, and flexibly in the classroom. For this study, a corpus of video recordings of an EFL class (55 classroom hours) was used. The class consisted of 32 students (seven male and 25 female). The research methodology was based on CA which is the study of "recorded, naturally occurring talk in-interaction". Also, the study was based on an RPLE. The RPLE occurs when the teacher focuses on activities or

topics that are presented in a past learning event. The findings showed that the RPLE aims to find evidence of student knowledge and to correct previous knowledge from the teacher. According to the authors, this study bridges some of the gap between language assessment and classroom research, supporting that teachers' ability to conduct informal FA is of great importance, therefore it has implications in language teacher education.

Cong-Lem, N. (2019). Portfolios as learning and alternative assessment tools in EFL context: a review. *CALL-EJ. 20*(2), 165-180.

This review from Vietnam reports on the use of portfolios as learning and alternative assessment tools in EFL contexts. It reports on the educational affordances and challenges of portfolio based learning in EFL. It also suggests a framework of portfolio based learning. The review search resulted in 19 research papers that met the set of predefined criteria. The results included the theoretical frameworks for portfolio based learning, the specific stages of its implementation, and its affordances. FA was only briefly addressed in the discussion as one of the themes of the findings. It was argued that the portfolio could be considered as a form of FA, which could promote students' learning.

Cotter, M., & Hinkelman, D. (2019). Video assessment module: self, peer, and teacher post-performance assessment for learning. In F. Meunier, J. Van de Vyver, L. Bradley & S. Thouësny (Eds), *CALL and complexity – short papers from EUROCALL 2019* (pp. 94-99). Research-publishing.net. https://doi.org/10.14705/rpnet.2019.38.992

This peer-reviewed short paper is a report of a ten-year action research study conducted in Japan. It is based on a VAM developed by Sapporo Gakuin University. The participants were 50-60 second-year English major Japanese students. With VAM, teachers could record English presentations and upload them to the module for their

students for self and peer assessment. Qualitative and quantitative methods were used. The results indicated that VAM enabled teachers to manage their time better; it also helped students to use the tool asynchronously without being anxious or feeling pressured by time. Moreover, the findings showed the value in using VAM by both teachers and students. It was suggested that student training in the use of online rubrics to score presentations efficiently gave further validity. The authors concluded that the ten-year of action research of post-performance video watching and self and peer assessment proved a successful formative tool.

Davison, C. (2019). Using assessment to enhance learning in English language education. In X. Gao (Ed.), *Second handbook of English language teaching*. Springer International Handbooks of Education. Springer. https://doi. org/10.1007/978-3-030-02899-2_21

The author of this peer-reviewed chapter argues that although the concept of using assessment to enhance learning in teaching in ESL/additional language education has been present in the past ten years, there is still a lack of any consensus about terminology and scope, and enough examples of large-scale assessment systems, where the principles of the concept are reflected in practice. For this reason, the author first explores the definition and scope discussed by many researchers in earlier research (e.g. classroom-based assessment, FA, assessment *for* learning, dynamic assessment, LOA), in order to establish the latest in the area. Then Davison presents an example of a large-scale assessment system, the tools to enhance assessment literacy for TEAL, which exemplifies the core attributes of the concept. This assessment system was based on researchers-teachers' collaborations of EAL specialists in Australia. It was developed following the principles of the Vygotskian theory of learning. The TEAL project was used since mid-2015 as an online assessment tool for more than 40,000 English language teachers in Victorian schools in Australia. It has also attracted the attention of an international audience (more than 10,000 page views per month from

over 20 countries). External evaluations found the system, among other things, theoretically and philosophically coherent, and able to model desired outcomes. This research also surfaced some unresolved issues such as the role of the learner and the literacy of the teacher. This work comes to support earlier studies which reported that language teachers still need more support and guidance in language assessment.

Gan, Z., & Leung, C. (2019). Illustrating formative assessment in task-based language teaching. *ELT Journal, 72*, 10-19. https://doi.org/10.1093/ELT/CCZ048

> The purpose of this peer-reviewed article from Hong Kong is first to review the most recent discussion on FA in both general education and L2 assessment fields. The article then demonstrated how FA was naturally embedded into a three-stage cycle of task-based ESL classroom grammar teaching and learning activities and improved both learning and assessment practices. The authors conclude that, with the relevant support, guidance, and training, L2 educators can change their summative-oriented practices to more FA ones. This review can be a useful guidance on how FA can be implemented in task-based language teaching in the daily ESL classroom.

Heritage, M. (2019). Feedback for enhanced English language learning. In X. Gao (Ed.), *Second handbook of English language teaching* (pp. 497-515). Springer International Handbooks of Education. Springer. https://doi.org/10.1007/978-3-030-02899-2_27

> This chapter from the US presents effective feedback practices, in the context of FA, in language teaching. First it discussed FA as integral to teaching and learning. It distinguishes between FA feedback and feedback as a response to error. The chapter illustrates instances of feedback for LL through video recording transcripts. Moreover, illustrations of formative feedback in communicative content-based teaching and learning are presented. The author concludes by describing

the knowledge and skills teachers need to engage in FA and stresses the need for language teacher training in that area. This review can be a useful guidance on how FA and feedback practices can be implemented in language teaching.

Kızıl, V., & Yumru, H. (2019). The impact of self-assessment: a case study on a tertiary level EFL writing class. *Mevzu – Sosyal Bilimler Dergisi, 1*, 35-54. https://dergipark.org.tr/en/pub/mevzu/issue/44858/517475

This peer-reviewed article is a seven-week case study which investigates the benefits of self-assessment as a form of FA in EFL writing lessons at the tertiary level in Turkey, and how self-assessment contributes to metacognition. The participants were 17 students, 12 male and five female university students from an English preparation programme. They engaged in a series of writing tasks. They were required to assess their own writing with the use of rubrics and conduct self-assessment. The data were collected through a pre- and post-questionnaire and analysed with the use of the IBM SPSS Statistics software (Version 25) and a paired sample t-test. The results showed that self-assessment as a form of FA had a positive effect on students' writing skills and the development of their metacognitive skills. This source reinforces the results of earlier research, which supported that self-assessment is an important characteristic of FA.

Şişman, E. P., & Büyükkarci, K. (2019). A review of foreign language teachers' assessment literacy. *Sakarya University Journal of Education*, *9*(3), 628-650. https://doi.org/10.19126/suje.621319

This is a peer-reviewed review of the literature for FL/L2 teachers' language assessment from 1987 to 2019. It includes 82 research studies and articles from Turkey, the authors' base, and other countries in the world. The compilation method was used as a research method to review the literature. Some subtopics of this review are international LAL studies and language assessment literacy studies

on Turkey. The review concludes that language assessment courses were found insufficient and there was an imbalance between theory and practice. Also, most language teachers emphasised standardised tests and it was proved that they lack knowledge in real-life tasks and in implementing FA. Many teachers also expressed the need for training and put more theory into practice. This review gives informative insights into LAL from 1987 to 2019 that could be of valuable assistance to language teachers to this day.

Vassiliou, S., & Papadima-Sophocleous, S. (2019). A systematic review and annotated bibliography of second language learning formative assessment: an overview. *Conference Proceedings*, *12th International Conference Innovation in Language Learning* (pp. 352-362). https://conference.pixel-online.net/ICT4LL/files/ict4ll/ed0012/Conference%20Proceedings.pdf

This peer-reviewed conference procceding's paper from Cyprus gives a summative overview of a SR and a descriptive and evaluative AB of L2FA from 2000 to 2017. The SR included 108 publications. The AB consisted of a series of bibliographical entries and citations. The combination of the SR and the AB aimed to provide a first more rounded overview of L2 FA. The findings provided considerable information to L2 researchers, practitioners, and educators, such as: the role of technology in L2 FA; the dominance of the English language in L2 FA practices; the dominance of L2 FA practices in higher education; and a total of 96.3% reported a positive impact of L2 FA implementations on students' motivation and progress. The study gives suggestions for further research such as the need for teachers' training in L2 FA. This publication can be seen as a step towards a systematic recording of activities in the area of FA in LL.

Tavakoli, E., Amirian, M. R., Burner, T., Davoudi, M., & Ghaniabadi, S. (2019). Formative assessment of writing (FAoW): a confirmatory factor structure study. *International Journal of Assessment Tools in Education*, *6*(3), 344-361. https://doi.org/10.21449/ijate.544277

This peer-reviewed validation study aimed to identify EFL learners' experiences of FAoW. A 50 Likert scale item instrument was piloted through interviews with three EFL learners, and administered in a large-scale on a sample of 315 Iranian students from three non-state language schools and five universities for factor structuring and construct validation. A FAoW framework with five FA factor solutions (e.g. clarifying criteria, evidence on students' current learning, feedback to move learners forward, peer assessment, and autonomy) evaluated through a CFA with AMOS 22, and subsequently a FAoW framework with three FA factor solutions (e.g. clarifying criteria, peer assessment, and feedback) in two stages of pre- and while-writing revealed that, in the view of EFL students, FAoW was found to be practised within its full potential with the three components. The findings of this study provided a set of FAoW practices suggesting an ideal FAoW model for EFL contexts, and complemented earlier studies. This instrument has the potential to be utilised by other researchers in other contexts and writing classrooms.

Xie, Q., & Lei, Y. (2019). Formative assessment in primary English writing classes: a case study from Hong Kong. *The Asian EFL Journal*, *23*(5), 55-95.

In this peer-reviewed case study from Hong Kong, there were three participating teachers: a novice, an experienced, and a veteran. Their instructional, assessment, and feedback practices throughout the pre-, during-, and post-stages of an L2 writing instruction cycle were examined. A widely cited framework of FA strategies was adopted for this examination. The data were collected through interviews, lesson observations, teaching materials, students' writing, and teacher written feedback. The results showed that all teachers were more engaged with the pre-writing and post-writing phase and not with the during-writing phase. Also, effective feedback, as stated in this research, is related to the process pedagogy and the multiple drafting. This source reports the importance of feedback as a key component of FA. It also proposes a checklist that integrates effective instructional strategies

with FA strategies and suggests their application at different stages of the language writing instruction process. Its findings can be useful to other researchers and constitutes an addition to the current literature.

Alharbi, A. S., & Meccawy, Z. (2020). Introducing Socrative as a tool for formative assessment in Saudi EFL classrooms. *Arab World English Journal*, *11*(3), 372-384.

This study explored Saudi EFL university learners' attitudes towards the use of mobile-based tests as a form of classroom FA and investigated the effect of their first experience of *Socrative* as a tool of FA on their attitudes towards the use of mobile-based testing. Participants were 35 female students that were enrolled in an ESP at a state university in Saudi Arabia. *Socrative* is a web-based platform that can be accessed using any browser. The study followed a pre- and post-experiment design. Participants responded to pre- experiment surveys towards their attitudes on the use of mobile phones in their language assessment and a post-experiment survey about their perspectives and experiences after using *Socrative*. The experiment included three tools: a pre-experiment survey, a *Socrative* quiz, and a post-experiment survey. Results revealed that there was a significant difference among learners before and after the use of mobile-based tests. This was attributed to the use of *Socrative* quiz as an assessment tool, and its features (e.g. instant feedback, picture clues, answer explanation, and total score display), that are not found in the traditional paper-based tests. After the use, learners found *Socrative* as a positive encouraging and supporting tool for language assessment. The results are in line with earlier similar studies. This source also makes reference to the recent COVID-19 pandemic experience, which transformed many educational practices and drew attention to the potentials of technology in education in general and in LL and assessment in particular. The information at hand is important for future practices of FA, especially due to the changes caused by the crisis of the Covid-19 pandemic.

Al-Mofti, K. W. H. (2020). Challenges of implementing formative assessment: by Iraqi EFL instructors at university level. *Koya University Journal of Humanities and Social Sciences*, *3*(1), 181-189.

> This peer-reviewed article investigates the implementations of FA strategies in an Iraqi university and the challenges that EFL instructors faced. The author states that in Iraq there is a tendency towards SA and there is a lack of FA explorations in EFL teaching. Therefore, another aim of this study was to fill in this gap, since there was no other research conducted in Iraq showing the challenges that EFL instructors are dealing with FA use in EFL context. The researcher used mainly qualitative research methods to obtain data. Semi-structured interviews with three different EFL teachers and observations from six different classes from the three Iraqi different universities were used. Quantitative analysis also was used only in a few instances to count the frequency of FA that EFL Iraqi teachers used and its' challenges' implementations. From the instructors' interviews and lessons' observations many challenges were revealed, such as instructors' inexperience to create assessment criteria, and students' inability to provide feedback to themselves and their peers. Also, worth mentioning is the fact that many instructors claimed that peer-assessing creates tensions among students because they "do not perceive the value of assessment as part of learning but rather as judgement". Many instructors also agreed that FA strategies are time-consuming for them, especially the creation of quizzes to check students' understanding. They reported as well that for them it is a priority to finish the curriculum and then conduct any FA use. The author suggested that EFL Iraqi instructors needed training on how to use FA effectively in the future. This source illustrates some important issues related to FA implementations. FA should be considered as an integral part of the curriculum and not be seen as a separate concept. EFL instructors should be given more training opportunities in FA use in order to cater for any misconceptions.

Ammar, A. (2020). *Impact of formative assessment on raising students' motivation: case of third year EFl students at the university of El-Oued*. Doctoral dissertation. University of Tlemcen.

> This PhD dissertation from Algeria discusses the impact of FA on raising EFL university students' motivation. Also, this study aims to explore teachers' practices in enhancing students' perceptions in the FA process. The author describes the FA system which consists of feed-up, feedback, and feed-forward. Feed-up ensures students' understanding of the purpose of the assignment, feedback informs students for their performance, and feed-forward shows where learning should move on. In this PhD dissertation, a literature review is carried out of the concepts of FA, students and teachers' roles in FA, the role of formative feedback, and the role of FA in the development of students' motivation. A descriptive case study was selected as a research design. Two questionnaires and classroom observation were used as research tools. Participants were 100 third year EFL students, 77 females and 23 males, who studied in the Department of English language at El-Oued University during the academic year 2015-2016. Findings showed that FA practices have raised students' performances in the target language and, according to their responses from the questionnaire, they felt more engaged by self-assessing their learning. The results also indicated a good understanding of FA practices by the instructors and that this understanding was enriched during their FA practices. The author also provides some suggestions for further considerations for research, like the effectiveness of technology-enhanced FA tools and the identification of the FA practices that work better for learning a foreign language. A very important conclusion of this dissertation is that the author states that formative feedback should be provided by teachers more frequently, earlier, and positively. This doctorate dissertation is another indication that there is interest in FA practices at the doctorate level.

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. https://doi.org/10.29333/iji.2020.1315a

> This peer-reviewed article from Indonesia investigates the discrepancy between teachers' beliefs and practices of FA in EFL classes. Multi-case studies were carried out. Participants were three EFL teachers with different levels of CPD participation. A qualitative method was implemented with semi-structured interviews, observation, and document studies. Results showed that although teachers with CPD participation level had stronger beliefs in FA compared to those with lower on, this had no real impact on the success of their FA practices. Factors that were identified as influencing their beliefs were time allocation, teachers' workload, and classroom conditions. Although the small number of participants is a limitation, this study endorsed earlier research that identifies and suggests further exploration of the relation between teachers' beliefs and practices.

Yarahmadzehi, N., & Goodarzi, M. (2020). Investigating the role of formative mobile-based assessment in vocabulary learning of pre-intermediate EFL learners in comparison with paper-based assessment. *Turkish Online Journal of Distance Education*, *21*(1), 181-196.

> This peer-reviewed article sought to investigate if there is any significant difference between the vocabulary gain of Iranian pre-intermediate EFL learners assessed formatively by paper and pen and those assessed formatively using a mobile device. It also studied the attitude of Iranian pre-intermediate EFL learners towards mobile-based assessment. Participants were 40 pre-intermediate EFL learners who studied general English language at Chabahar Maritime University of Iran. A quasi-experimental design with a pre-test, treatment and a post-test were used to answer the research question. The group that was assessed formatively used the Socrative mobile application. Learners' vocabulary was formatively assessed during a period of ten sessions. Although there was no statistically significant difference between the

two groups before the treatment, the results after the treatment indicated that the mean score of the students using technology was higher than the students whose assessment was based on pen-and-paper, and that there was a statistically significant difference between the two groups after the treatment. The analysis of both qualitative and quantitative data also revealed that students demonstrated a positive attitude towards mobile-based vocabulary FA. This study raises some important issues that are related to FA implementations: the assessment literacy of language teachers and the benefits of technology affordances in FA practices.

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Formative assessment in second language learning: a systematic review and an annotated bibliography
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