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**A Program Based on Using Formative Assessment Tools and
Feedforward on improving the Second Cycle of Preparatory Stage EFL
Students' Narrative Writing in the View of Social Constructivism**

A Dissertation Submitted in Partial Fulfillment of the
Requirements for the PhD Degree in Education
(Curriculum and EFL Instruction)

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2025

Abstract

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Research Title: A Program Based on Using Formative Assessment Tools and Feedforward on improving the Second Cycle of Preparatory Stage EFL Students' Narrative Writing in the View of Social Constructivism'

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This study investigated the effect of program based on on Using Formative Assessment Tools and Feedforward on improving the Second Cycle of Preparatory Stage EFL Students' Narrative Writing in the View of Social Constructivism. A one-group pretest-posttest design was employed, along with a mixed research approach incorporating both quantitative and qualitative methodologies. The participants were (N=30) second year preparatory students at Gamal Foda Preparatory school. The instruments included narrative writing skills list, self-peer assessment checklist, pre-post writing test, narrative writing rubric and participants' satisfaction questionnaire. A program based on formative assessment tools and feedforward was designed and carried out. The findings of the study indicated that there were statistically significant differences between the mean scores in the pre and posttest in favor of the posttest. This proves that the application of the program based on formative assessment tools and feedforward was effective as it developed second year preparatory students' English narrative writing skills.

Keywords: Formative assessment, Feedforward, Rubric, Narrative writing, second cycle EFL preparatory students, Egypt.

مستخلص الدراسة

اسم الباحثة : غادة سعيد بدوي سالم
عنوان الرسالة: "فعالية برنامج قائم على استخدام أدوات التقييم التكويني و التغذية الاستباقية في تحسين الكتابة السردية لتلاميذ المرحلة الإعدادية الدارسين للغة الإنجليزية كلغة أجنبية في منظور نظرية البنائية الاجتماعية"

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هدفت هذه الدراسة إلى تقصي أثر برنامج قائم على استخدام أدوات التقييم التكويني والتغذية الاستباقية في تحسين مهارات الكتابة السردية لدى طلاب الصف الثاني الإعدادي في ضوء نظرية البنائية الاجتماعية. وقد استخدم تصميم مجموعة واحدة بقياس قبلي وبعدي، بالإضافة إلى منهج بحثي مختلط يجمع بين الأسلوبين الكمي والكيفي. وقد شارك في الدراسة (30) طالبًا من الصف الثاني الإعدادي بمدرسة جمال فودة الإعدادية خلال العام الدراسي 2024-2025.

اشتملت أدوات الدراسة على قائمة بمهارات الكتابة السردية، وبطاقة تقييم ذاتي وتقييم الأقران، واختبار كتابي قبلي وبعدي، ومقياس تقدير (Rubric) للكتابة السردية، واستبيان رضا المشاركين. وتم تصميم برنامج قائم على أدوات التقييم التكويني والتغذية الاستباقية.

أشارت نتائج الدراسة إلى وجود فروق ذات دلالة إحصائية بين متوسطات درجات الطلاب في الاختبار القبلي والبعدي لصالح الاختبار البعدي، ويُعزى ذلك إلى تطبيق البرنامج القائم على أدوات التقييم التكويني والتغذية الاستباقية. وبناءً عليه، فقد ساهم البرنامج المقترح في تنمية مهارات الكتابة السردية باللغة الإنجليزية لدى طلاب الصف الثاني الإعدادي.

الكلمات المفتاحية : التقييم التكويني، التغذية الاستباقية، مقياس التقدير (Rubric) ، الكتابة السردية،

مصر

1.1. Introduction

Social constructivism, a theory introduced by Lev Vygotsky in 1978, emphasizes that individuals understand and interpret reality through the lens of language and culture. It posits that learning occurs as people engage in communication and interaction within their cultural contexts. According to Vygotsky, cognitive development is a lifelong process rooted in social interaction and collaborative learning experiences. This theoretical perspective underlines the importance of creating opportunities for students to engage with teachers and peers in constructing knowledge and meaning (Kapur, 2018; Arter, 2006).

Social constructivism underscores the fundamentally social dimension of learning, asserting that dialogue, interpersonal interaction, and the contextual application of knowledge are critical to the attainment of educational objectives. A key similarity between constructivist learning and formative assessment is their shared focus on the learning process rather than, solely, the end result. Students are provided with multiple opportunities to engage deeply in this process by integrating their intellectual, emotional, and spiritual intelligence through authentic learning

experiences. Both approaches require ongoing interaction during learning activities to construct or synthesize new knowledge, which is primarily shaped by learners' prior experiences, existing knowledge, and reflective thinking.

Although constructivism encompasses various schools of thought and differing levels of epistemological intensity, Wilson et al. (1995) identified four foundational assumptions that influence formative evaluation. First, knowledge is constructed by the learner rather than passively discovered. Second, learning is a social process involving the negotiation of meaning. Third, the teacher's role is to scaffold the student's learning. Finally, learners should be actively involved in setting goals, designing tasks, and determining instructional methods. These assumptions underscore the active role of learners in the educational process and highlight their responsibility for their own learning.

Constructivism upholds the fundamental goal of formative assessment, improving instruction, but shifts the responsibility for setting learning objectives to the learners, who collaborate as part of a team. In this framework, the learning process itself serves as an indicator of both the

need for revision and the measure of success. The focus moves from determining whether learners have acquired specific knowledge to understanding how they have acquired it. Aligned with a goal-free evaluation approach, learning outcomes often include unanticipated objectives that naturally emerge throughout the learning experience (Willis, 1995). This “how” encompasses not only the development of knowledge exploration skills but also the acquisition of reflective self-awareness during instruction (Lebow, 1993).

Brown (2003) identified two primary functions of classroom assessment: first, to evaluate the extent of learning achievement; and second, to communicate teachers’ expectations to students. Consequently, assessment serves the dual purpose of tracking learners’ progress over time and fostering motivation. When effectively implemented, assessment encourages students to become self-directed learners (Darling-Hammond, 2006).

Checklists, rating scales, and rubrics are valuable assessment tools that support both teachers and students in making informed judgments about student learning. These

tools specify clear criteria, enabling the systematic collection of information related to learners' knowledge, skills, and attitudes. The quality and usefulness of the data gathered largely depend on the specificity of the descriptors and the extent to which students understand the feedback provided. Therefore, the use of such tools is not only recommended as effective practice but is also essential for assessing learning and guiding instructional decisions.

Writing is a fundamental skill in English language learning that extends across academic and professional domains. According to Chappell (2011), writing offers numerous benefits for language learners, including expressing individual personality, fostering communication, enhancing critical thinking, developing logical and persuasive arguments, encouraging reflection and self-evaluation, facilitating feedback exchange, and preparing for academic and career success. Among the various forms of writing, narrative writing focuses on recounting events or telling a story, although certain details may be omitted, either for their insignificance or to emphasize other key elements.

Despite the variety of approaches to teaching EFL writing, it remains one of the most challenging areas for both teachers and learners. Effective student writing should demonstrate an awareness of context, communicative purpose, and audience; However, many students continue to struggle with developing the knowledge and skills required for successful narrative writing. One effective strategy is the use of rubrics and checklists, which not only clarify task expectations but also help students focus their efforts.

Whalley and Taylor (2008) highlighted the critical role of criterion-referenced tools such as rubrics and checklists in the learning process, particularly through their function as “feedforward”. Unlike traditional feedback that reflects what has already been done, feedforward is proactive as it provides clear, specific guidance before they begin their writing tasks. This approach helps learners understand the exact criteria they will be assessed on and clarifies expectations upfront.

By using criterion-referenced rubrics and checklists as feedforward tools, students receive structured, targeted advice on which aspects of their writing they should

focus on. This allows them to allocate their time and effort more efficiently, concentrating on areas that will highly impact the quality of their work. For instance, if a rubric emphasizes natural sequence of events & smooth transition of actions, a student knows how to prioritize these elements during planning and drafting.

Moreover, these tools foster self-regulation and metacognition. When learners know the criteria in advance, they can self-monitor their progress and make adjustments along the way rather than waiting for post-submission feedback. This leads to a more strategic approach to writing, enhancing both the process and the final product.

In sum, incorporating criterion-referenced tools that provide feedforward is essential because it empowers students to plan their writing more effectively, use their time purposefully, and ultimately improve the quality of their work. This proactive guidance aligns instruction with assessment and transforms the writing task into a clearer, more manageable challenge for learners.

1.2. Context of the problem

Although writing is recognized as a fundamental skill in early stages of education, it is evident that preparatory

students' writing still requires significant improvement. Many students demonstrate limited awareness of writing subskills and face multiple challenges, including insufficient exposure to reading materials, limited vocabulary, poor grammar, and frequent spelling errors. Additionally, based on the interviews the researcher conducted with teachers and supervisors, and analysing students' performance in the samples of narrative writing tasks, it was found that students rarely engage in writing practice within the classroom. Writing tasks are typically assigned as homework, which limits opportunities for guided instruction and in-class feedback. Furthermore, students demonstrate a limited awareness of writing sub-skills and have minimal familiarity with writing rubrics. This suggests that they receive insufficient instruction in these areas, which further impedes their writing development.

The challenges faced by preparatory school students in writing have been well-documented in the literature (Ahmed, 2010, Hussain, 2019, Abdel Latif, 2020, and Ismail 2025).

- Preparatory students are poor writers. (Ismail,2025).

- Many students lack motivation and confidence in their ability to write. (Hussein, 2019).
- Many EFL learners face challenges in planning and organizing their essays effectively (Ahmed, 2010).
- students' low writing performance is linked to issues with writing motivation (Wright et al., 2019; Abdel Latif, 2020)

1.3. The Pilot Study

The researcher has conducted interviews with English language supervisors (N=5) in Elkhanka Educational Zone, (Appendix G). The researcher has also administered another interview with teachers (N= 13) at Gamal Foda Preparatory School, Alshams Preparatory school, and Masr Alhaditha Preparatory School in ALkhanka Educational Zone, (Appendix H).

The questions were based on the frequency of teaching writing, practicing writing in class and assessing writing. In addition, the teachers were required to tick (√) how strong their students are in the skills of clarity of ideas, accuracy of vocabulary & grammar, punctuation & spelling, layout & handwriting.

Supervisors and teachers were asked about strategies that can help all students to improve their writing and at the same time engage and motivate them to read more and enjoy

reading. They all agreed that most students have problems with writing generally and narrative writing, specifically.

A questionnaire was administered to students (N=43) at Gamal Foda Preparatory School Appendix (I). The questionnaire has a set of questions asking students how they feel about their writing, the rubrics of writing, and what they like/dislike about narrative writing.

The researcher also observed several samples of narrative writing tasks and analyzed the learners' performance where the room for improvement was recognizable.

All the above tools revealed the following:

- Students rarely practice writing inside the classroom.
- Writing always happens at home as they always do the writing tasks as homework.
- Students are afraid to read their writing to the class because they usually get reprobable comments from their teachers and are told off by their classmates.
- Students lack awareness of writing sub skills, and they do not know much about the rubrics of writing.

1.4. Statement of the Problem

The problem addressed in this study is the poor writing skills of second-year preparatory stage students at Gamal Foda Preparatory School. These students often lack the necessary knowledge and skills to become

fluent and competent writers. Furthermore, they are not explicitly taught essential writing subskills, and the majority have never been introduced to writing rubrics before they attempt writing, which could otherwise support their development and guide their performance.

1.5. The research questions:

The present study sought to answer the following main research questions:

What is the effectiveness of using formative assessment tools (self-assessment checklists and peer-assessment rubrics and Feedforward in improving narrative writing among preparatory stage students?

To answer the above main question, the following sub-questions were tackled:

1. What are the appropriate narrative writing sub-skills that need to be developed for second-year preparatory students?
2. What is the proposed program, and its components based on the use of formative assessment tools and feedforward for improving narrative writing among second-year preparatory students learning English as a foreign language, in light of the social constructivist theory?

3. What is the effectiveness of the proposed program, that uses formative assessment tools and feedforward, in improving the narrative writing skills of second-year preparatory students learning English as a foreign language?
4. To what extent are the students in the Study group satisfied with the proposed writing program to feedforward their narrative writing skills?

1.6. Hypotheses of the study:

The study sought to verify the validity of the following hypotheses:

1. There is a statistically significant difference at the 0.05 level between the mean scores of the study group students in the pre- and post-administrations of the narrative writing test (overall score) in favor of the post-test.
2. There is a statistically significant difference between the mean scores of the study group students in the pre- and post-administrations of the narrative writing test in each sub-skill separately, in favor of the post-test.
3. The students in the study group are generally satisfied with the proposed program, which is based on the use of

formative assessment tools and Feedforward to develop their narrative writing skills.

1.7. Aim of the Study

The aim of the study was to propose a writing program that used will use formative assessment tools such as rubrics, self-assessment, and peer assessment checklists to provide feedback and feedforward to the second-year preparatory stage students to improve their narrative writing.

1.8. The significance of the research

The researcher hopes that the research would be beneficial to the preparatory school students, the English language teachers, and to curriculum designers.

- a) Preparatory schoolteachers and students by familiarizing them with scoring rubrics and checklists.
- b) Preparatory schoolteachers improve the students' writing skills through improving the quality of the feedback they provide.
- c) Designers of English language curricula at the preparatory stage by providing them with the formative assessment tools (narrative writing

rubrics, self-assessment rubric, peer/self-assessment checklists) for narrative writing in the 2nd year of the preparatory stage.

1.9. Delimitations of the Study

This study was delimited to:

- A class (N=43) of second year of preparatory stage students in Gamal Foda preparatory school, Elkhanka educational zone. Qalyoubeya.
- Duration: The second term of the school year 2024-2025.
- Learning outcomes: the subskills of narrative writing (Task achievement, Expression, Mechanics, Handwriting and layout)

1.10. Definition of Terms:

Formative assessment

According to Black and Wiliam (1998), formative assessment encompasses “activities undertaken by teachers and by their students in assessing themselves that provide information to be used as feedback to modify teaching and learning activities.” This highlights formative assessment as a dynamic process aimed at supporting learning through timely and relevant feedback. Rather than serving as a final judgment of

student achievement, as is the case with summative assessments, formative assessment is ongoing and integrated into the instructional process. It is designed to inform teaching decisions and help learners recognize their strengths and areas in need of development.

In the context of this study, formative assessment refers to the systematic collection of information about learners' progress and achievement with the explicit goal of enhancing their writing performance. A variety of tools will be employed to fulfill this purpose, including a self/peer assessment checklist, a self-assessment rubric, and a narrative writing rubric.

Feedforward

To (Baker & Zuvela, 2011), "Feedforward is an educational strategy focusing on providing students with prior exposure to, and prior practice with assessment in order to clarify expectations and criteria in order to stimulate meaningful engagement with assessment and enhanced student performance in the unit." It is an earning technique that emphasizes providing students with guidance and suggestions aimed at improving future performance, rather than solely focusing on past work.

In this study, feedforward refers to the proactive use of formative assessment tools, specifically the checklist and the rubric, to provide students with clear, specific guidance before they begin their writing tasks. The primary purpose of this approach is to enhance students' understanding of the assessment criteria and to clarify performance expectations from the outset.

Rubric

Brookhart (2013) describes rubrics as “assessment tools that list specific criteria for evaluating student work and articulate levels of quality for each criterion. They serve to make grading more transparent, consistent, and aligned with learning goals.” Her definition highlights rubrics' role in ensuring fairness, clarity, and alignment in assessment by explicitly laying out the benchmarks for quality performance.

In the context of this study, rubrics will serve a dual purpose: instructional and evaluative. As instructional tools, rubrics will be introduced early and discussed thoroughly with students to clarify performance expectations and provide feedforward, clear, specific guidance before the writing process begins. As assessment tools, rubrics will be used to evaluate

students' written work in a structured, consistent, and transparent manner. The feedback generated will help students recognize their current performance level and identify specific areas for improvement, thereby setting concrete targets for future writing tasks.

Narrative Writing

Duke and Roberts (2010) define narrative writing as “a form of writing in which the writer tells a story or recounts an experience, typically including characters, a setting, a sequence of events, conflict, and resolution. It is intended to entertain, inform, or convey an experience from a specific point of view.” This definition underscores both the structural components of narrative writing and its communicative purpose, namely, to share experiences in a way that engages and informs the audience.

In this study, narrative writing refers to a written composition that tells a story in detail, whether based on real-life experiences, imaginative scenarios, or a logical sequence of events. These narratives may be descriptive, fictional, or focused on sequencing actions, with the aim of engaging the reader through coherent structure, vivid detail, and purposeful storytelling.

1.11. Organization of the remainder of dissertation:

- **Chapter Two:** deals with the review of literature and related studies to the variables of the study.
- **Chapter Three:** introduces the methodology in terms of the study design, participants, data collection instruments and the of the study in terms of the procedures of the proposed program.
- **Chapter Four:** analyzes and discusses the data in light of the study hypotheses
- **Chapter Five:** summarizes the study and proposes recommendations and suggestions for further research.

Chapter two

Review of literature and related studies.

Chapter two

Review of literature and related studies.

This chapter presents a review of the relevant literature and previous studies related to the following key areas: formative assessment, feedback and feedforward, writing instruction, and social constructivism. It concludes with a commentary highlighting the most significant insights derived from the literature, which informed the development of the study instruments and the design of the research program.

2.1 Formative assessment

In literature, formative assessment has been defined and interpreted in various ways. Coffey et al. (2011), for example, describe formative assessment as “nothing other than genuine engagement with ideas, which includes being responsive to them and using them to inform next moves.” The primary purpose of formative assessment is to actively involve learners and provide them with constructive feedback on their current performance, guiding improvement in subsequent tasks. Therefore, a program grounded in formative assessment should promote learner engagement, with students’ responses analyzed to inform future instruction and support feedforward in their ongoing learning journey.

According to Popham (2008), formative assessment is not a test, but rather a process that provides qualitative insights into student understanding, rather than just producing a score. The emphasis of formative assessment is on evaluating learners' comprehension of task requirements and identifying areas for improvement in their performance. As such, incorporating formative assessment tools like checklists and rubrics as integral components of the program is essential for evaluating and enhancing learners' understanding of the expected outcomes.

Bennett (2011) highlights the link between learning and assessment activities in his definition of formative assessment, where both the process and the outcomes are central. In this view, assessment becomes an integral learning tool, with the task, the process, and the outcomes all inseparably connected in the learning experience.

Similarly, Gezer et al. (2021) emphasize the importance of formative assessment as a central element of teaching and learning for several key reasons. First, it offers real-time information that informs and supports instructional decisions. Second, it provides evidence of students' progress, helping them develop an understanding of key skills and concepts. Third, formative assessment guides

decision-making regarding the alignment of learning objectives with student needs.

2.1.1 The importance of formative assessment

Assessment has not always been viewed as an integral part of the teaching and learning process. Traditionally, it served as a mechanism to measure how much a student had learned, without contributing to the development of abilities, knowledge, and competencies. However, formative assessment has recently been recognized as a crucial component of teaching and learning, as it involves gathering information about learners to generate feedback that helps them adjust and make informed decisions about their learning process (López-Pastor, 2009). Furthermore, formative assessment not only impacts students directly but also provides valuable insights for educators regarding the effectiveness of their teaching strategies. These strategies should be designed to promote learner independence and autonomy, with students taking greater control over their own learning and developing skills such as "learning to learn." The use of self-assessment tools, such as self and peer assessment checklists and rubrics, supports students in becoming more independent and accountable for their learning.

In a comparison between formative and summative assessment, Hammond (2006) explains that formative assessment is designed to support the learning process by providing feedback to learners. This feedback helps identify strengths and weaknesses, allowing for improvements in future performance. Formative assessment is most effective when the results are used internally by those involved in the learning process, such as students, teachers, and curriculum developers. In contrast, summative assessment is primarily used to make decisions regarding grading or determining readiness for progression. It typically occurs at the end of an educational activity and is intended to evaluate the learner's overall performance. In addition to forming the basis for grade assignment, summative assessment communicates students' abilities to external stakeholders, such as administrators and employers. Hammond (2006) also argues that traditional assessment methods, which focus mainly on recalling knowledge, are likely to encourage superficial learning. Given this comparison, it is crucial to implement formative assessment strategies that require critical thinking and creative problem-solving, as they are more likely to foster higher levels of student performance

and achievement. Moreover, these strategies can help students develop into more effective, self-directed learners.

2.1.2 Formative assessment tools.

In recent years, formative assessment has received considerable attention, as reflected in the growing variety of strategies, tools, and resources developed to support its implementation. The primary purpose of these tools is to enhance teaching and learning, collect and analyze reliable data on student progress, and inform instructional decisions tailored to meet individual learners' needs for improved educational outcomes.

Shepard (2005) warns against the widespread “misappropriation” of the formative assessment label, emphasizing that “it is the use of an instrument, rather than the instrument itself, that must be shown, with evidence, to warrant the claim of formative assessment.” This underscores the importance not only of assessment tools but also of their classroom application. To achieve intended learning outcomes, formative assessment tools must be both thoughtfully designed and effectively implemented. Teachers must first understand three key aspects of their students: their current knowledge and skills, the learning goals to be attained, and the strategies

needed to support their progress. Brookhart (2010) highlights the significant impact of well-executed formative assessment on student achievement and motivation, reporting improvements of up to 25% in standardized test scores across educational levels. This improvement is attributed to factors such as active student engagement in meaningful learning, a clear focus on objectives, and the use of peer and self-assessment practices.

Moreover, formative assessment offers personalized, constructive feedback that informs students of the specific steps they need to take to improve their performance. This feedback is intentionally aligned with each learner's individual needs, reinforcing the belief that all students are capable of progress. Clarke (2008) emphasizes that such targeted support can "promote confidence" by affirming learners' potential for success. This effect is likely due to the way formative assessment positions students at the center of the learning process, encouraging them to take ownership of their learning. While they are supported by their teachers and peers, students become more autonomous and engaged, contributing actively to their academic development.

2.1.3 Rating scales and Rubrics

Formative assessment tools include rubrics, checklists, and rating scales. A rating scale has been defined by Gezie et al. (2012) as a set of guidelines that clearly articulate performance expectations and proficiency levels. Similarly, Dawson (2017) describes it as “a tool used in the process of assessing student work,” with both definitions emphasizing its evaluative function. Given the inherently subjective nature of grading written tasks, teachers require rating scales that support objective and equitable decision-making. As noted by Weigle (2002), rating scales play a crucial role in validating subjective writing assessments.

Rubrics, in contrast, are scoring tools that outline specific criteria relevant to an assignment, assessment, or learning outcome, along with clearly defined levels of achievement. Churches (2015) defines a rubric as a systematic method for collecting data on students’ knowledge and skills. Riddle and Smith (2008) specify that rubrics often include a review section to determine whether an assignment is complete.

In this sense, checklists resemble rubrics in structure and function, as they also guide evaluative judgments.

A practical approach for teachers is to introduce checklists for peer and self-assessment, which familiarize students with assignment components, before transitioning to more detailed rubrics.

According to Stevens and Levi (2013), a rubric serves not only to evaluate learning outcomes but also functions as a learning tool, as emphasized by Andrade and Du (2005), who note that “rubrics can teach as well as evaluate”

Several scholars have highlighted the benefits of rubrics, including their ability to streamline and accelerate the feedback process (Reynolds-Keefer, 2010; Stevens & Levi, 2013), clarify learning goals and standards (Hattie & Timperley, 2007), and support students in producing higher-quality work to achieve better results (Andrade & Du, 2005). In addition, rubrics enable teachers to provide more accurate and consistent grading, thereby increasing transparency and reducing the risk of bias (Andrade & Du, 2005; **Feedback and Feedforward**

Feedback is widely recognized as one of the most effective and influential tools in promoting student achievement (Hattie & Timperley, 2007). As a

formative assessment tool, feedback has been shown to enhance performance across various learning contexts (Campbell & Norton, 2007). Research has consistently demonstrated that feedback is one of the "strongest interventions at teachers' disposal" (Kluger & DeNisi, 1996). For feedback to be effective, teachers must first clarify the goals of the task and establish its purpose. A clear understanding of the task's goal enables students to focus their efforts, while establishing the purpose is essential for a meaningful feedback process. Feedback should be linked to the learning goal, informing students about their progress or lack thereof in relation to that goal. Moreover, it should provide actionable suggestions for improvement, guiding students toward mastery of the task (Brookhart, 2008). Feedback, therefore, is not about simply pointing out errors but about acknowledging areas of success and guiding students on how to refine their performance.

In recent years, feedback has garnered significant attention in educational research (Winstone et al., 2017; Dawson et al., 2019). However, scholars have called for a reconceptualization of the traditionally transmission-focused feedback model (Winstone & Carless, 2020). In

the traditional model, feedback is often seen as a product given to students, typically in the form of written comments on their work. In contrast, the socio-constructivist perspective views feedback as a dynamic process, in which students actively engage with performance information to improve their work. In this model, students take a more proactive role in seeking, interpreting, and applying feedback in collaboration with others.

Hattie and Timperley (2007) saw feedback as information regarding a student's performance provided by an "agent," which could include the teacher, a peer, a parent, or another individual. However, this definition has been critiqued by Winstone and Carless (2020), who argue that it fails to account for the need for students to make sense of the feedback in order to use it effectively for improvement. According to Hattie and Timperley (2007), the effectiveness of feedback hinges on answering three key questions that correspond to the concepts of feed up, feedback, and feed forward: "What progress is being made towards the goal?" "Where to next?" and "What activities need to be undertaken to make better progress?" Addressing these questions

should enable both students and teachers to devise a plan that helps students achieve their learning goals.

In contrast, Hounsell et al. (2008) proposed a different conceptualization of feedforward, viewing it as part of a multipart, recurring assessment cycle, where subsequent assignments are connected to one another through the subject-specific ways of thinking and practicing. Sadler (2010) defined feedforward as teacher-cantered practices, such as providing pre-assessment guidance and offering comments related to future tasks. The term "feedforward" continues to be used in both research and practice, referring to the use of feedback information to support students' "future horizons" (Reimann, Sadler, & Sambell, 2022).

Feedforward has emerged as a natural extension of traditional feedback practices, particularly as educators and researchers have sought more proactive and forward-thinking approaches to support student learning.

In an effective educational system, feedforward occurs when teachers use assessment data to adjust their teaching strategies and plan for future instruction. It involves aligning all assessment measures to provide a

comprehensive view of how students are progressing toward a shared goal. For example, daily "checking-for-understanding" practices should help teachers gauge how students are likely to perform on future assessments. Feedforward is at the core of daily teaching, as it allows educators to support students' learning and foster oral language development. Additionally, the use of questioning techniques plays a critical role in this process by providing teachers with informed checkpoints on student progress, as noted by Fisher and Frey (2007).

While both feedback and feedforward contribute to students' learning and academic growth (Higgins et al., 2001; Gavalton, 2019), feedforward specifically aims to enhance future performance by offering guidance before an assessment begins (Koen et al., 2012). This proactive approach is designed to prevent errors by supporting students in anticipating challenges. Moreover, its advantages are not limited to a single task but can positively influence subsequent assignments. Research, such as that by Selvaraj et al. (2021), has shown that teacher-provided feedforward plays a crucial

role in helping students monitor and advance their academic progress.

Table (1)

Comparison between feedback and feedforward

Feedback	Feedforward
Focuses on the past that cannot be changed	focuses on the future which provides an opportunity for change
Tends to focus on the negative “constructive criticism”	focuses on the opportunity of growth
Can be taken personally	focuses on the task rather than the person
Can trigger feelings of failure	focuses on the future without judgment
Identifies problems	expands possibilities
perceived as judgmental	perceived as coaching and mentoring

Adapted from Goldsmith (2002)

Feedforward differs from feedback in both its focus and the mindset it fosters for the giver and receiver. While feedback concentrates on past performance, feedforward centers on promoting future growth. By emphasizing growth, feedforward creates a more positive and constructive experience for both parties, as noted by Goldsmith (2012). Unlike feedback, which is often static, feedforward is expansive and dynamic, encouraging ongoing development and adaptation.

Based on the researcher's own experience preparing for an internationally recognized test, using rubric as a feedforward tool helped her visualize successful performance and provided clear guidance on how to achieve the desired score. It also enabled her to build future performance by leveraging her strengths while addressing areas that had not yet been encountered.

This is not to suggest that feedback is unimportant or should be entirely replaced; learners still need to be held accountable for their performance. However, feedforward can play a vital role in fostering a more positive and supportive learning environment.

While feedback has been extensively researched, particularly regarding its classroom application, feedforward remains a relatively new concept with limited exploration. There is a notable scarcity of studies on feedforward practices in education, especially within Arab countries.

Recent research supports the positive influence of feedforward strategies on the development of students' writing skills in various academic contexts. For instance, Baroudi et al. (2023) implemented a feedforward approach with Emirati pre-service teachers

and observed notable improvements in both academic writing and critical thinking. Students expressed that the forward-looking nature of the feedback enhanced their motivation and engagement. Similarly, Vandermeulen et al. (2023) found that process-oriented feedforward improved secondary students' synthesis writing by promoting more goal-directed planning, source analysis, and fluent drafting—ultimately leading to better-quality texts with fewer revisions. In higher education, Ghazal et al. (2022) demonstrated that undergraduate students who received feedforward on their drafts performed significantly better in summative writing tasks compared to those given only traditional feedback. Furthermore, Suraworachet et al. (2022) emphasized the value of combining human and analytics-based feedforward to increase learner engagement and performance in reflective writing, particularly for students with lower self-regulation skills. Collectively, these studies highlight feedforward as a powerful pedagogical tool that not only improves writing performance but also fosters self-regulated learning and critical thinking.

In addition, studies have emphasized the value of feedforward strategies in improving learners' performance, particularly in academic writing and critical thinking. Pratiwi, Mulatsih, and Wardani (2023) conducted an action research study with pre-service teachers in the UAE, demonstrating that feedforward can significantly enhance both writing skills and higher-order thinking. Over two semesters, participants who received proactive, forward looking guidance showed measurable improvement in post-assessment outcomes and reported increased motivation and engagement. These findings support the integration of feedforward as a formative assessment tool that not only addresses current gaps but also prepares students for future tasks more effectively than feedback alone.

Chapter Three

Methodology

Chapter Three

Methodology

This chapter covers the method and procedures adapted in the study. First the design, participants and setting of the study are described and illustrated. Then, the implemented instruments are displayed, justified and explained. Finally, the procedures of the study are clarified.

3.1 Design of the study

This study employed the pre-experimental design: one group-pretest-post-test design along with a mixed research approach incorporating both quantitative and qualitative methodologies. The one group pretest-post-test design was selected because the aim was to detect the development and changes that occurred in the performance of the same students before and after the program.

As for the mixed research approach, quantitative data were driven from results of the pre/ post written communication test. Qualitative data on the other hand were elicited from the analysis of participant's satisfaction questionnaires, analysis of the data meant to explore how far this course satisfied their needs and interests.

3.2 Participants of the study

The participants of the current study were 43 (N=43) students enrolled in the 2nd year of preparatory stage students in Gamal Foda preparatory school, Elkhanka educational zone, Qalyoubeya of the academic year 2024-2025. All of them have studied English for seven years in primary and preparatory schools. The students' ages were between 13-14 years old. They were given an informative overview of the setting of the study and what they were supposed to do.

3.3 Setting of the study

The experimental part of the current study took place in Gamal Foda preparatory school, Elkhanka educational zone. Qalyoubeya of the academic year 2024-2025. The table below shows the average score of the pre-narrative writing test, compared to the post narrative writing test.

Table (2) The average score of the pre-post test

Average - Pre Test score	Average -post- Test score
30.73	67.57

3.4 Instrument of the study

The instruments of the study were the following.

- Writing skills list
- The pre/post writing test
- The narrative writing rubric

- Self/peer assessment checklist
- Self/peer assessment rubric
- Participant's satisfaction Questionnaire

3.4.1 Writing skills list (Appendix B)

The writing skills list was developed based on a comprehensive review of relevant literature and previous studies on various types of writing and instructional strategies for teaching writing. This list served as the foundation for designing additional research instruments, including the pre/posttest. It was submitted to the panel of expert jury members for validation, and several revisions were made in response to their feedback and recommendations. One notable suggestion was to clarify the meaning of “Create new vocabulary” under the Expression descriptor. In response, the researcher refined the descriptor to include “not relying on the language of the task” to enhance clarity and specificity.

3.4.2 The pre/post writing test (Appendix C)

The pre/post writing test was designed to assess participants' writing skills before and after the implementation of the proposed program. The test content was carefully selected to align with both the

second-year preparatory curriculum and its intended learning outcomes. According to the curriculum, the writing ILOs include the ability to produce coherent texts for various purposes, such as narratives, descriptions, and reports. Specifically, the writing objective of Unit 3 in the Student's Book is to "write a paragraph about your partner's past; a text about your hero" (Pelteret, Penn, Cowper, & Cummins, 2023).

Description

The test consists of three writing tasks with a duration of 60 minutes. The first task is a short story that has no ending, and students were asked to read the story carefully and write the ending. The second task is a short story that has no beginning, and students were asked to write the beginning. In the third task, students were asked to write, in no less than 100 words, a story about something interesting that happened to them last summer. A set of questions related to that experience was given to help them generate ideas related to the topic.

Table (3) Correlation coefficients between each item score and the total score of the test.

Item	Corrected Item-Total Correlation
Task 1	**0.69
Task 2	**0.71
Task 3	**0.68

"Statistically significant at the 0.01 significance level, where $n = 30$.

It is evident from the above table that all test items are statistically significantly correlated with the total score, which indicates the internal consistency validity of the test items.

- **Construct Validity of the Test:**

To verify the construct validity of the narrative writing test, correlation coefficients were calculated between the score of each sub-skill and the total test score. The following table presents the correlation coefficients:

Table (4) The correlation coefficients between the sub-skills and the total test score

Skills	Corrected Item-Total Correlation
1. Task Achievement	** 0.63
2. Expression	** 0.66
3. Mechanics	** 0.61
4. Handwriting and layout.	** 0.64

****Statistically significant at the 0.01 level**

It is evident from the above table that all components of the test are statistically significantly correlated with the total score, which indicates the construct validity of the test.

a) Calculating the Reliability of the Overall Test:

The reliability of the overall test was calculated using the following methods:

- **Cronbach's Alpha Coefficient:**

Cronbach's alpha coefficient was calculated for the test and was found to be (0.87), which is a high value. This generally indicates that the test is reliable and accurate as a measurement tool and can thus be considered dependable.

- **Inter-rater Reliability:**

The test was re-scored by a second rater, Heba Abdullah, senior teacher A, 15 years of experience as an EFL instructor at Gamal Fouda Preparatory school in Elkhanka, zone, Al Qalyoubeya Governorate, and the correlation coefficient between the scores given by the two raters was calculated. The result was (0.98), which is a very high value, indicating a strong correlation. This

confirms the test scoring accuracy and reliability as a valid assessment instrument.

Reliability and Validity of the satisfaction questionnaire:

a. Calculating the internal consistency of the satisfaction questionnaire:

To ensure the internal consistency of the satisfaction questionnaire, correlation coefficients were calculated between the score of each item and the total score of the questionnaire. The following table shows the correlation coefficients.

Table (5) The correlation coefficients between the score of each item and the total score of the satisfaction questionnaire.

Item	Correlation
1	0.60 ^{**}
2	0.64 ^{**}
3	0.55 ^{**}
4	0.61 ^{**}
5	0.56 ^{**}
6	0.63 ^{**}
7	0.57 ^{**}
8	0.52 ^{**}
9	0.64 ^{**}
10	0.55 ^{**}

D at the significance level of 0.01, when $t \geq 0.45$, where $n = 30$.

It is clear from the previous table that all items in the questionnaire are statistically related to the total score, which indicates the validity of the internal consistency of the questionnaire.

b. Calculating the reliability of the questionnaire:

To determine the reliability of the questionnaire, Cronbach's alpha coefficient was calculated for the questionnaire, and its value was 0.84 , which is a high value that generally indicates the accuracy and reliability of the questionnaire.

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