

2021

## Secondary Language Teachers' Perspectives on Formative Writing Assessments

Fang Xie  
*Walden University*

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>



Part of the [Education Commons](#), and the [Other Languages, Societies, and Cultures Commons](#)

---

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact [ScholarWorks@waldenu.edu](mailto:ScholarWorks@waldenu.edu).

# Walden University

College of Education

This is to certify that the doctoral study by

Fang Xie

has been found to be complete and satisfactory in all respects,  
and that any and all revisions required by  
the review committee have been made.

Review Committee

Dr. Cathryn White, Committee Chairperson, Education Faculty

Dr. Cleveland Hayes, Committee Member, Education Faculty

Dr. Wade Fish, University Reviewer, Education Faculty

Chief Academic Officer and Provost  
Sue Subocz, Ph.D.

Walden University  
2021

Abstract

Secondary Language Teachers' Perspectives on Formative Writing Assessments

by

Fang Xie

MA, East China Normal University, 2010

BS, Hubei University, 2006

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

August 2021

## Abstract

An international school in a Middle Eastern country provides five language options to students in the International General Certificate of Secondary Education (IGCSE) program in preparation for the international baccalaureate program. However, despite the use of formative assessments by language teachers, students' scores on the IGCSE written language exams have not improved over 3 years. Therefore, the problem investigated in this study was that secondary language teachers are challenged to promote writing achievement for students at the study site. The purpose of this basic qualitative study, guided by Vygotsky's sociocultural theory in second language learning, was to investigate secondary language teachers' perspectives regarding the implementation of formative assessments to promote writing achievement for students at the study site. This basic qualitative study included Zoom interviews with 10 secondary language teachers teaching at the research site for 1 to 7 years. Using content analysis, data were coded using open coding, and then classified into themes using inductive analysis. Four themes: a) teachers perceive professional development (CPD), collaboration, time, and resources are needed, b) teachers use formative assessment to monitor and evaluate progress and inform instruction, c) teachers use formative strategies to evaluate curriculum progress, and d) teachers perceive time and students' attributes as barriers, indicated that a 3-day professional development project was needed to support teachers' use of formative assessments to improve students' writing skills. This project may result in social change by strengthening secondary language teachers' understanding of formative assessments and improving instruction for students in writing, resulting in improved performance on writing assessments at the study site.

Secondary Language Teachers' Perspectives on Formative Writing Assessments

by

Fang Xie

MA, East China Normal University, 2010

BS, Hubei University, 2006

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

August 2021

## Dedication

I would like to dedicate this project study to my family, my husband, and my two young children. My father was a soldier who has inspired me to pursue my dream with determination and persistence. My mother has supported every decision I made in my life. My husband has seen me through every step on this journey of completing the study and has devoted his time and effort in making sure I have nothing else to worry. My children were both born during this period of my study, and they have been one of the greatest reasons I would like to make a change in the education field. Finally, I would like to thank everyone who dedicated their time and talent to advise, edit, and encourage me while I completed this major milestone of writing my research.

## Acknowledgments

I would like to thank everyone who have contributed to my competition of the doctoral degree. I would like to thank all my teachers through my education who helped me develop my passion to learn and to teach. I am grateful for my Walden professors who have inspired my scholar voice and research direction. I would like to thank my committee chair, Dr. Cathryn White, for her tireless encouragement and profession in supporting me through every stage of the edition and submission.

I would like to thank my family and friends who have contributed to this study. They have been either spiritually or physically tolerated my struggles through the process. I would like to specially thank my husband Hong, my two young children Leon and Matilda, my wonderful coworkers, and leadership at the school for the dedication they gave me through my journey in life and in this doctoral program.

## Table of Contents

List of Tables .....	v
List of Figures .....	vi
Section 1: The Problem.....	1
The Local Problem.....	1
Rationale .....	3
Definition of Terms.....	6
Significance of the Study .....	8
Research Question .....	9
Review of the Literature .....	9
Conceptual Framework.....	11
Review of the Broader Problem.....	13
Implications.....	23
Summary .....	24
Section 2: The Methodology.....	25
Qualitative Research Design and Approach .....	25
Justification of Design .....	27
Participants.....	29
Setting .....	29
Participant Criteria .....	30
Demographics .....	31
Sampling Strategy.....	33



Justification for the Number of Participants .....	34
Procedure for Gaining Access to Participants .....	34
Researcher–Participant Relationship .....	37
Protection of Participants’ Rights .....	39
Data Collection .....	40
Justification of Data for Collection.....	41
Procedures for Access to Participants.....	42
Role of the Researcher .....	42
Data Collection Instrument.....	43
Process of Generating and Recording Interview Data.....	46
Systems for Keeping Track of Data.....	50
Data Analysis Methods.....	50
Coding of the Data .....	522
Data Analysis .....	56
Data Analysis Results .....	57
Results for the Research Question .....	58
Summary of the Findings.....	73
Summary of Themes for the Research Question .....	74
Accuracy and Credibility .....	80
Discrepant Cases.....	82
Section 3: The Project.....	83
Introduction.....	83

Rationale .....	84
Review of the Literature .....	85
Professional Development to Support Practical Strategies.....	87
Model of Teacher Change.....	89
Vygotsky’s Theory of Teacher Professional Development .....	91
Peer Assessment in Formative Assessments.....	92
Summary .....	93
Project Description.....	94
Description and Goals.....	95
Potential Resources and Existing Support .....	96
Potential Barriers and Solutions.....	97
Implementation and Timetable .....	99
Roles and Responsibilities .....	101
Project Evaluation Plan.....	102
Project Implications .....	103
Summary .....	105
Section 4: Reflections and Conclusions.....	106
Project Strengths and Limitations.....	106
Recommendations for Alternative Approaches .....	109
Scholarship, Project Development, and Leadership and Change .....	110
Reflection on Importance of the Work .....	112
Implications, Applications, and Directions for Future Research .....	114

Conclusion .....	116
References.....	118
Appendix A: The Project .....	140
PD Porject .....	141
Project Goals .....	141
Project Agenda and Evaluation Form .....	142
Project Powerpoint.....	148
References.....	187
Appendix B: Principal approvaed request to conduct research .....	192

## List of Tables

Table 1. 2019–2020 Number of Students and Secondary Language Teachers .....	30
Table 2. Participant Demographics.....	32
Table 3. Contribution of Interview Questions to Research Question .....	44
Table 4. Channel and Duration of Each Participant Interview .....	47
Table 5. Pivot Table for 2nd Round of Coding (Combined Question).....	55
Table 6. Sample of Open Coding Round 2 for Participants .....	56
Table 7. Implementation Timetable .....	100

List of Figures

Figure 1. Mean Year-End Scores in Writing and Reading in Four Languages, 2017–2019  
..... 5

Figure 2. Emergent Themes and Research Question 1 ..... 58

Figure 3. Guskey’s Model of Teacher Change ..... 89

## Section 1: The Problem

### **The Local Problem**

An international school in a Middle Eastern country provides five language options to students in the International General Certificate of Secondary Education (IGCSE) program in preparation for the international baccalaureate (IB) program. But secondary language teachers are challenged regarding the implementation of formative assessments to promote writing achievement for students at the study site. Students' writing achievement in the IGCSE language programs has not improved between 2017 and 2019 (Edexcel Exam Board, 2020); their writing scores are lower than their speaking and listening scores on the IGCSE pre-high school end-of-year official language exams for Arabic, French, German, and Spanish (Pearson, 2020). This discrepancy is important because students' writing scores in summative assessments predict the extent to which the language course objectives have been achieved (Ahmad, 2020). Writing is one of the most problematic area for language learners, and researchers need to find systematic ways to help teach writing (Woottipong, 2020). However, the gap in practice is that it was not known how secondary foreign language teachers perceived the use and implementation of formative writing assessments to promote student writing achievement in the four languages.

Teachers use formative assessment to determine students' progress and make timely instructional decisions (McGlynn & Kelly, 2017). Ongoing formative assessment allows teachers to differentiate instruction based on real-time measures of student ability (Cotton, 2017). Formative assessment at the study site is called assessment for learning.

Senior leadership initiated assessment for learning in all subjects through continuous professional development (PD) sessions beginning September 2018 till the present, and senior leaders have continued to provide PD annually (Professional development calendar at target school site, June 11, 2021). Additionally, school leaders implemented action research for teachers to share good practices including the use of formative assessments at the school site. Since September of 2018, school leaders have collaborated with teachers by analyzing student grades and plan interventions for writing and other content areas to strengthen student performance (personal communication, June 11, 2021). However, despite the guidance provided by school leaders, teachers have continued to struggle with the use of formative assessments to discern students' writing needs and instructional support. Teachers have expressed their challenges during a language teacher department meeting and team meeting (personal communication, October 18, 2019; March 21, 2021).

Educators at the study site have been concerned about students' writing performance and how to implement formative assessment to support student writing development. Teachers should use formative assessment data to make future instructional decisions based on students' ongoing progress (McGlynn & Kelly, 2017). But at the target school, language teachers and language program leaders have noted concerns and challenges with implementing formative assessments to develop students' writing skills (personal communication, October 20, 2019; March 21, 2020). Some teachers have expressed that the PD at the school site has not provided enough specific guidance on teachers' use of formative assessments to support student performance on the end-of-year

official language written exams (personal communication, September 9, 2019; March 14, 2021). Formative assessment strategies in language have been lacking in the PD sessions (team meeting in languages, September 18, 2019; March 14, 2021).

Additionally, language teachers at the study site have been reluctant to use formative assessments in writing performance (team meetings in languages, September 25, 2019; March 21, 2021). Teachers who lack confidence in using assessments of student writing will be uncertain in using assessment results to inform teaching (Lam, 2019). For example, in survey of a school district in North Carolina, teachers received PD on formative assessment but chose not to use them, likely due to lack of confidence (Cotton, 2017). Further, research on teacher perceptions is needed to determine their needs in assessment training and use (Onalan & Karagul, 2018). Teacher beliefs and perceptions affect their practice (Guadu & Boersma, 2018). To develop teachers' use of formative assessment in writing, investigating their perceptions and areas of concern or possible lack of confidence are important to determine to address possible PD content needs of teachers using formative assessments for writing.

### **Rationale**

Writing is a difficult skill for language learners because of the writing anxiety from assessment, time pressure, and lack of confidence (Aloairdhi, 2019), as well as expressing personal opinions in a foreign language (Melikhova & Skorobogatova, 2020). However, foreign language writing skills are important for grant applications, international exams, university applications, and global business (Melikhova & Skorobogatova, 2020). Language learning at international schools has significant value in

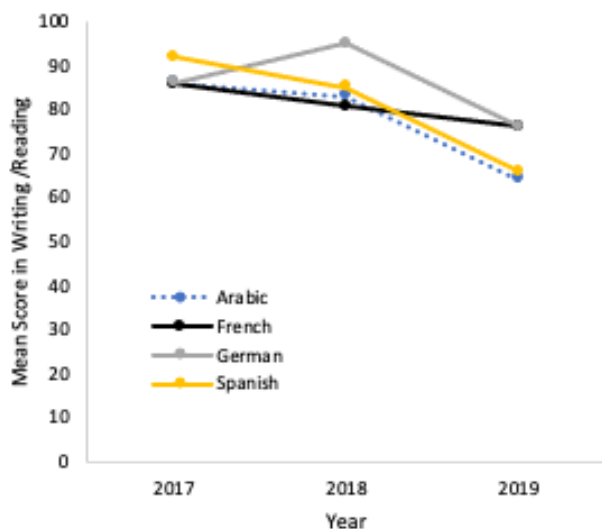


many ways, especially in promoting global citizenship and international mindedness (Burr, 2018). Good assessment practices are vital for teaching writing in a foreign language (Crusan et al., 2016). But teachers have insufficient knowledge in written assessment and feedback in many second-language classrooms (Crusan et al., 2016; Lam, 2019; Olmezer-Ozturk & Aydin, 2018; Stabler-Havener, 2018). Teachers of English as a foreign language (EFL) have also lacked formative assessment coursework and reported feeling unprepared to assess students' learning (Mellati & Khademi, 2018). Teachers' understanding of formative assessment is crucial for correct implementation and use of results (Burner, 2016). But many preservice and in-service teachers lack formative assessment knowledge, which has led to difficulty using assessment data to plan instruction (Beck et al., 2018; Lee, 2016; Ngo, 2018).

The rationale for this study was supported by the students' low writing performance scores compared to other skills in language learners' assessments at the study school. Figure 1 shows the mean percentage score of students at the target school in reading and writing (combined) in four languages for the 2016–2017 through 2018–2019 school years. Arabic proficiency scores declined by 25.6% from 2017–2019. French and German proficiency scores in writing declined by 11.6% from 2017–2019. Spanish proficiency scores in writing declined by 28.3%. Between 2017 and 2019, the writing scores typically have been lower than the proficiency scores for reading, listening, and speaking. Thus, writing scores have shown a downward trend through the 2018–2019 school year.

**Figure 1**

*Mean Year-End Scores in Writing and Reading in Four Languages, 2017–2019*



*Note.* Data from Edexcel Exam Board 2020 data from Pearson  
<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/about-international-gcses.html>

As shown in Figure 1, written proficiency scores in IGCSE exams of four languages declined at the study site from 2017–2019 (Pearson, 2020). The low scores caused concern for the school officials, language teachers, and parents at the study site. One family expressed concern regarding enrolling their student into the IB language program given the high requirement of writing efficiency at IB level and low performance of students according to the proficiency testing (personal communication, parents' evening meeting, November 18, 2019; September 13, 2020). School admission and marketing departments also struggled to showcase language students' writing displays to encourage student enrollment and to increase the school profile (admission directors, personal communication, September 12, 2019; January 17, 2021).

Communication from the language teachers, language program leaders, and school administrators supported that teachers' understanding and development of formative writing assessments was unclear (personal communication, October 21, 2019; May 24, 2020). Based on stakeholder concerns, the purpose of this basic qualitative study was to investigate secondary language teachers' perspectives regarding the implementation of formative assessments to promote writing achievement for pre-high school students at the study site.

### **Definition of Terms**

*English as a foreign language (EFL)*: Sometimes called *English for speakers of other languages*, this course teaches English to nonnative speakers. Usage has changed from *English as a second language* to EFL as often students learning English speak more than one other language. Further, English as a second language is more commonly used in the United States, whereas EFL is used in other countries (Dunsmore, 2019).

*Formative assessment*: This term was first proposed as *formative evaluation* by Scriven (1967) and was established for curriculum evaluation. *Formative assessment* was referred as a "systematic evaluation" that is used to improve the process of curriculum construction, teaching, and learning (Bloom et al., 1971). According to Andrade and Cizek (2009), formative assessment is a collaborative evaluation process that involves both educators and students for the purpose of understanding students' learning progress. This type of assessment is aimed to provide educators with instructional planning information. Educators that include teachers and supervisors at the study site apply

formative assessment as assessment for learning in which they use assessment to adapt further teaching and assist students' learning.

*Summative assessment:* Also called summative evaluation, summative assessment is “a summing up of the worth of a course to make policy changes for the future” (Griffiee & Gorsuch, 2016, p. 195). The two criteria of summative assessments are that (a) they are administered at the end of an instruction unit and (b) the purpose of the assessments is to categorize students and system performance (Andrade & Cizek, 2009). This type of assessment does not provide individual student diagnosis, which would yield individualized instruction. Summative assessments, however, function as the most visible and traditional tests in education with the broad spectrum they provide to educators and relevant stakeholders.

*International Baccalaureate (IB) Diploma Programme:* IB was founded in 1968 and has a presence in over 150 countries (IB, 2020). IB offers four programs for students ages 3–19: Primary Years Programme, Middle Years Programme, Diploma Programme, and Career-related Programme (IB, 2020). The IB Diploma Programme is made up of six subject groups, including languages. Language writing assessment is one of the four compulsory assessments in language programs of the IB Diploma Programme, which from the 2020 new curriculum weights 25% of the whole language assessment (IB, 2020).

*International General Certificate of Secondary Education (IGCSE):* The IGCSE is an English language exam given in many subjects, including languages. Students

typically are ages 14–16. Edexcel offers a version of the IGSCSE (Pearson, 2020).

IGCSE is a preparatory curriculum for the IB Diploma Programme (Yagiz et al., 2016).

*Second language learner:* Second language learners are learners who study languages that are not their native or mother tongue. The definition of second language learners follows the discussion of first language learners and the different approaches in teaching (Ellis, 1989). Derived from the studies of English as a second language, researchers have extended their studies to second learners of different languages (Erdem, 2017; Gebril, 2017).

### **Significance of the Study**

This project was designed to advance the current understanding of secondary language teachers' perspectives of the implementation of formative writing assessments for IGCSE end-of-year exams at the study site. Exploring the perspectives of language teachers, including language program leaders, regarding formative assessments and strategies in writing provided information that may lead to strengthening teaching writing for language students at the IGCSE stage as preparatory curriculum for the IB Diploma Programme (Yagiz et al., 2016). Information collected from this study provided leaders with the data that may be used for decision-making regarding improvements in PD related to formative assessments to directly meet teachers' needs, potentially resulting in increases in students' writing scores at the study site. Additionally, school leaders can consider teachers' perspectives on supports related to formative assessment to provide support to teachers to facilitate the use of formative assessment to improve student learning. Thus, this study may result in positive social change by increasing the numbers

of language students who remain in IB language programs and the percentage of future IB graduates who complete the foreign language writing programs successfully. To support the basis of the study, researchers have reported teachers' perspectives play an important role in assessment practices (Bonner et al., 2018; Guadu & Boersma, 2018).

### **Research Question**

The problem that I investigated is that secondary language teachers at a Middle Eastern pre-high school's IGCSE are challenged regarding the implementation of formative assessments to promote writing achievement for students at the study site. Teachers may not implement the complete informal assessment cycle in classrooms, and the formative elicitation techniques used during lessons may not align with the lesson objective, thus not rendering the information needed to assess foreign languages (Gu & Yu, 2020). The purpose of this basic qualitative study was to investigate secondary language teachers' perspectives regarding the implementation of formative assessments to promote writing achievement for students at the study site. Thus, the study was guided by a single research question: What are secondary language teachers' perspectives of the implementation of formative assessments for writing skill development of pre-high school students?

### **Review of the Literature**

Foreign language students' writing achievement is a continuing concern for students, language teachers, and education leadership at secondary, undergraduate, and graduate levels (Burner, 2016; Moorosi & Bantwini, 2016; Otnes & Solheim, 2019; Szecsi et al., 2017; Tsai, 2017). For example, researchers have found that university

students learning a foreign language feel both anxiety and a general lack of confidence when asked to generate ideas, evaluate grammar, express their own opinions, and complete timed assessments when writing in a nonnative language (Aloairdhi, 2019; Melikhova & Skorobogatova, 2020). Like their students, some foreign language teachers have lacked understanding of how to use assessment to drive instruction at middle and high schools (Burner, 2016; Otnes & Solheim, 2019). This notion has been further complicated from teachers from different countries having distinct perspectives on language writing assessment (Ngo, 2018). To help address confusion and disparities in pedagogical approaches, researchers have suggested formative assessments as a more effective and supportive approach compared to summative assessments; this shift in assessment would allow for teachers to plan instruction and to address areas of need in students' writing in a timely manner (Chen & Zhang, 2017; Febriyanti et al., 2018; Tavakoli et al., 2019).

To better understand the value of formative assessment in written language acquisition, I used this literature review to examine the basis for formative assessment in language classrooms. The review begins with a description of the conceptual framework, Vygotsky's (1978) sociocultural theory in second language learning, which provided a foundation for this study. Using Vygotsky's sociocultural theory, I describe the concept of formative assessment and present the foundation for language programs and how the conceptual framework supported the exploration of formative assessment in teaching foreign language writing skills. Next, more broadly, I address relevant literature on (a) teachers' perceived challenges in EFL instruction, (b) EFL teachers' instructional

strategies, (c) the pedagogical approach of language programs at international schools such as the study site, and (d) formative assessment in second language instruction. The review of English and second language teachers' perspectives in different countries and levels of schools provides an overview on teachers' perspectives on assessment. The overview provides a literature background for the current study, and the review of second language teachers' knowledge and use of formative assessment provided research-based strategies to develop targeted PD for secondary language teachers at the target school. The more assessment knowledge the teachers have, the better those teachers can use informal classroom assessments to design better lessons (Szecsi et al., 2017).

### **Conceptual Framework**

The conceptual framework for this study was Vygotsky's (1978) sociocultural theory in second language acquisition, a typical framework for language formative assessment. Vygotsky noted that what a child can do with the help of others indicates the child's intellectual development. When teachers support students' explicit elaboration of learning, such as in instruction related to the writing process, including corrections (to writing), they facilitate students' problem-solving, understanding of concepts, higher level thinking, and concentration that all support the students' comprehension (Villamizar, 2017; Vygotsky, 1978). Vygotsky developed the concept of the zone of proximal development (ZPD) to define this mental learning process in his sociocultural theory. Vygotsky defined the ZPD as

the distance between the level of his [the child's] actual development, determined with the help of independently solved tasks, and the level of possible



development, defined with the help of tasks solved by the child under the guidance of adults or in cooperation with more intelligent peers. (p. 86)

The study of learners' ZPD has helped educators to understand the distance between what a child could achieve alone and what a child could do with adults' assistance (Marginson & Dang, 2017; Plough, 2016; Shabani, 2016).

In the context of second language learning, the teacher is the expert in the language who provides assistance, and the student can better solve the problem with the teachers' assistance (Villamizar, 2017). Over time, with increasingly reduced help from the teacher expert, the student learns to master the task independently. This process of scaffolded learning is vital in use of the ZPD. Thus, for the purpose of this study, sociocultural theory's ZPD indicated the assistance role a language teacher played in supporting learners' ability to solve problems or master skills. To help students develop language writing skills, as in this study, teachers use formative assessments to determine areas of specific need.

Regarding assessments, Vygotsky (1978) suggested language teachers use tests as indicators of language learners' learning processes and potential. Vygotsky underscored the importance of interaction between teachers and learners, which aligns with formative assessment's key concept of the collaborative process engaged in by educators and students to understand students' learning and inform teachers' planning (Andrade & Cizek, 2009). In the study of language teachers' perspectives of formative assessment in language writing, the explicit interactive input in assisting learners was based on this framework, as Vygotsky's ZPD is a formative approach to learning (Karlsson, 2019).

Vygotsky's core construct for the sociocultural theory is the mediation process between learners and educators, and the theory applies to language learning (Daniels, 1996, p. 8). Considering the ZPD, I investigated language teachers' perspectives of implementation of formative assessments of pre-high school students' language writing skills in preparing for the end-of-year assessments.

### **Review of the Broader Problem**

To conduct the literature review, I employed numerous Walden University education databases: Walden library resources, ERIC, ProQuest, and SAGE publications. The main keywords for the search were as follows: *teachers' perspectives, teachers' assessment knowledge, language programs at international schools, and formative assessment in second language classrooms*. I also used the official exam board website from Pearson (2020) for pre-high school students at international schools to gather information regarding students' results in language exams. Although I primarily used studies published in the last 5 years, I included seminal theoretical works outside of that 5-year frame, including Vygotsky's (1978) sociocultural theory.

### ***Teachers' Perspectives on Challenges in EFL Instruction***

Challenges and perceived barriers negatively affect teacher use of assessments. Teachers' perspectives affect teacher behavior, practice, and alignment with standard-based assessment requirements (Bonner et al., 2018; Gebril, 2017). In language teaching, researchers have focused on teachers' perspectives of instruction of EFL. For instance, researchers have noted teachers' lack of a coherent system of knowledge about teaching and assessment, which resulted in the lack of use of alternative assessments to gain richer

information on the students' instructional needs (Bonner et al., 2018). Teachers' lack of assessment knowledge and PD opportunities related to instructing EFL students has negatively affected the effectiveness of instruction in reading and writing (Bonner et al., 2018; Crusan et al., 2016; Gebril, 2017).

Factors such as teaching load add to lack of knowledge as a barrier to use of formative assessment in language instruction. In their exploratory study, researchers assessed the knowledge, perceptions, and practices of 702 writing teachers in postsecondary institutions in 42 countries (Crusan et al., 2016). They found that the instructors' personal language-learning experiences significantly affected their practices and knowledge about writing assessment. Teachers with more experience had less assessment knowledge, and teaching load was a factor that negatively affected teachers' use of writing assessments. Importantly, 26% of the teachers had little to no training in teaching and assessing writing skills.

Various studies have also indicated that teacher lack of knowledge or perceived difficulty of employing formative assessments was not related to student or teacher gender or grade level taught (Gebril, 2017; Mutar, 2019); rather, resources were a dominant factor. For example, Turkish language teachers' barriers in teaching Turkish writing to students were noted to include a lack of writing time and limited support materials for writing instruction (Erdem, 2017). EFL teachers' practice and perspectives of formative assessment in teaching writing in Ethiopia were assessed and researchers found time constraints, class size (60 students), and students' illegible handwriting to be barriers to use of formative assessment (Guadu & Boersma, 2018). Iraqi-English

teachers' perspectives on the difficulties of teaching English in a survey study at 34 Iraqi schools reflected teachers reported barriers being "the scarcity of equipment and facilities and difficulties with students" (Mutar, 2019, p. 420). Time and resources have been consistent difficulties in language instruction, both common complaints among teachers.

Despite the presence of other barriers, lack of knowledge was the dominant barrier in the studies reviewed. Based on this challenge, researchers have suggested the need for in-service training courses and assessment training that includes resources for designing and sharing assessments (Lam, 2019; Mutar, 2019). With more assessment knowledge, teachers can use class assessments to design more effective lessons (Szecsi et al., 2017).

### ***EFL Teachers' Instructional Strategies***

Some researchers also discussed teachers' perspectives on various types of teaching approaches, such as task-based language teaching and classroom-based assessment, detailing how these approaches supported students' interactive learning (Mahdavi-rad, 2017; Sartaj et al., 2019). In their study focusing on Iranian EFL teachers, Teachers were feared of using task-based methods, and the researchers highlighted the increasing need for EFL teachers to change classroom practice to more interactive learning (Nemati et al., 2017). Teachers in this study were lacked confidence in using the strategy and required more training.

Researchers also focused on teachers' perspectives on teaching strategies in second language classrooms, including motivation, the alignment between assessment and standards, and classroom-based assessments (Abdullah et al., 2019; Bonner et al.,

2018; Sartaj et al., 2019). Regarding motivation, a study examined the level of enjoyment experienced by foreign language teachers in Poland and found teachers' enjoyment positively influenced students' learning experience (Mierzwa, 2019). Some researchers also conducted a quantitative study among English teachers in Pakistan and found appropriate use of classroom formative assessments not only helped student achievement, but also improved instruction (Sartaj et al., 2019). Formative assessments allowed teachers to determine what strategies worked.

A student-centered approach was recommended to assessment, called assessment as learning, in which students set goals, monitored their progress, and helped decide how to improve their skills (Lee, 2016). However, Lee noted the literature was sparse concerning ways to use this approach in teaching writing in second languages. Lam (2018) also explored the assessment as learning approach and described it as "theoretically sound and pedagogically viable" (p. 19). Rather than focusing feedback on students' mechanical errors, the approach involved focusing on motivation, reflection, and instructional planning for the students. Such techniques related to Vygotsky's (1978) ZPD in that as students are instructed within the ZPD, students increasingly took ownership of their own learning. Lam recommended use of portfolio assessment in writing, showing a learner's progress over time. Additionally, portfolios eliminated the anxiety of timed essay writing on tests. Alternative strategies had been used to effectively support students in EFL programs.

### ***Pedagogical Approach of Language Programs at International Schools***

Other than the discussions on EFL teachers' perspectives, researchers also extended their studies to schools with multilingual backgrounds, including international schools (Burr, 2018; Gardner-McTaggart, 2018; Lai et al., 2015). Studies involving international schools were important, as international schools were "profoundly distinct as they offer social and cultural reproduction for the globalizing and cosmopolitan privileged" (Gardner-McTaggart, 2018, p. 149). Despite this lofty goal, when discussing areas of concern in language development in international schools, Burr stated that these schools function as monolingual schools, as they provided a curriculum based on students' proficiency in English; the provision for the multilingual nature of many students is inadequate. Therefore, to better serve the internationalism of languages at international schools, a different pedagogical approach might be needed.

Despite the important role language plays in international education, researcher found school leaders insufficiently promoted teachers' translanguaging pedagogy, or their intentional and direct use of multiple languages (Burr, 2018). This lack of promotion in translanguage teaching and learning also prevented many students with multilingual backgrounds from promoting global citizenship and international mindedness. Burr noted each school has a unique profile of students and languages. Dual use of native language as well as English helped students understand subject matter better and facilitates connection with home and students' previous experiences. Using multiple languages in instruction required differentiated instruction tailored to individual students (Burr, 2018).

Teachers' perspectives at international schools in Hong Kong was discussed where the preservice Chinese language teachers' pedagogical authority and interpersonal components changed over time with the development of cooperative relationships with the English teachers (Lai et al., 2015). The researchers indicated how language teachers were able to shift perspectives that influenced their teaching practice and cooperation with other teachers at international schools. Teachers were able to shift to positive pedagogical and interpersonal relationships in cross-cultural teaching contexts.

### ***Summative Assessment in Language Education***

Summative assessments were competency tests that were designed to measure accumulated learning over an extended educational time in the 1970s in some American states (Andrade & Cizek, 2009). The nature of summative assessment was to gather measurable information of achievement at the end of instruction unit with the purpose of categorize students or school system performance. According to Andrade and Cizek, summative assessments were the mainstream tests for making large-scale educational policy and yielding highly reliable total scores, contradicting formative assessments' purpose of providing individual diagnostic information of students and making recommendations for teaching instructions.

Summative assessment could be strengthened with the language teachers' knowledge of formative assessment. In exploring the relationship between summative assessment and formative assessment, Ahmed et al. (2019) suggested a synergy between summative and formative assessment in language which revealed the teachers who were involved in ongoing classroom performance based formative assessment made better

summative assessment of students. A study of over 100 undergraduate students in English courses at one Taiwan university found the students preferred summative assessments as tests for respective skills but also believed the combination of summative and formative assessments could benefit their learning (Pan, 2020). Mahshanian et al. (2019) also argued the benefit of the combination of formative and summative assessments in leading Iranian EFL learners. Therefore, summative assessments in language education did not have to be at the opposite side of formative assessments, instead, summative assessment results could benefit from formative assessment input.

Summative assessment results can be improved with the implementation of formative assessment approach in the process of language learning. Researchers found the positive attitude towards summative assessments could be predicted from primary school students with affective and instrumental attitudes to formative assessment (Guo & Yan, 2019). Another study also found significant difference in the final summative exam between experimental group who were taught in accordance with formative assessment and controlled group who were taught using the traditional summative assessment procedures in a comparative study of a group of Sudanese pre-medical students in English classes (Al-Tayib Umar, 2018). The study findings revealed higher scores in the final summative assessments of students who were involved in formative assessment approach during learning. As the pre-high school language exam at the target site of this study is a summative assessment students take at the end of the IGCSE program, it is important to understand how formative assessment implementation could assist students' performance in this exam at the target site.



### ***Formative Assessment in Second Language Instruction***

An important pedagogical tool is formative assessment. Based on Vygotsky's (1978) ZPD theory, a formative assessment approach should align with the explicit and interactive process between teachers and learners in second language classrooms. Akello and Timmerman (2018) noted the Latin origin of the word *assessment* means to "sit beside" a learner (p. 737). Vygotsky claimed that learning happened when input and output were explicit, representing teaching and results on assessments. Formative assessment was administered in the middle of a term to show student progress and assisted educators in planning subsequent instruction (Andrade & Cizek, 2009). Formative assessments helped guide student learning, so they performed better on summative assessments at the end of a course, which provided summary judgments about what students had learned (Andrade & Cizek, 2009). Many researchers discussed the effectiveness of formative assessment in language teaching (Chen & Zhang, 2017; Febriyanti et al., 2018; Guadu & Boersma, 2018; Otnes & Solheim, 2019).

Tavakoli et al. (2018) tried to raise teachers' awareness of the importance of formative assessment. A shift of teachers' perspectives of assessment from assessment of learning (summative) to assessment for learning (formative) was noted to inform teaching and learning (Otnes & Solheim, 2019). Formative assessment can be "adapted and adjusted to the individual teaching and learning situations" (Otnes & Solheim, 2019, p. 701). A formative assessment allowed teaching to be adapted to the needs and level of progress of the students in writing (Bearne, 2017; Karlsson, 2019).

While most studies had a focus on formative assessment in EFL classrooms (Beck et al., 2018; Karlsson, 2019; Wilson et al., 2017), many researchers detailed successful formative assessments in language classrooms other than English. Researchers had also found how formative assessment helped improve students' writing with teachers' specific recommendations and closed the gap between students' current and desired performance (Beck et al., 2018; Tavakoli et al., 2018). Beck et al. noted students' writing improved when teachers gave specific feedback and recommendations. The researchers also stated the use of rubrics in assessing writing was limited as rubrics are used to assess writing as a product instead of a process.

Otnes and Solheim (2019) found writing teachers in Norway gave directive feedback mostly related to mechanical aspects of writing, rather than taking a dialogic approach with students. Similarly, Nemati et al. (2017) found teachers in Iran tended to give feedback on mechanics such as verb tense rather than other aspects of writing such as organization. The teachers also rarely asked students to revise their work based on the feedback. Further, the teachers in Nemati et al.'s study were not accurate in their writing assessment. Teachers of university students learning writing in a nonnative language in Sweden showed the same difficulties (Karlsson, 2019). Teachers focused on details rather than the organization and effectiveness of the writing. Further, it had been shown such feedback was more likely to be negative than positive (Karlsson, 2019).

Guadu and Boersma (2018) arrived at similar conclusions. In a mixed-methods study of 25 EFL instructors, the researchers sought to determine EFL teachers' beliefs and practices related to formative assessment in writing. Instructors believed in the

importance of formative assessment. However, their practice revealed a focus on technical or mechanical errors and feedback such as circling or underlining the problem writing. Language teachers offered no feedback on the essential elements of writing: organization, content, and use of language. Guadu and Boersma concluded, “This sort of teachers’ feedback practice ignores the basic components that formative feedback constitutes what was done well, what needs improvement, and how to improve it” (p. 48).

Unlike most of the studies reviewed, some researchers offered specific recommendations for effective formative assessment in writing (Guadu & Boersma, 2018). The researchers’ survey included items measuring the domains of monitoring and scaffolding. Monitoring practices included aspects of assessment as learning, as described earlier: encouraging students to reflect on how they may improve their writing, involving students in how they want to learn writing, and letting students set goals. Other aspects of monitoring were asking students for feedback on the instruction, discussing progress with students, and considering ways to improve on weak areas. Scaffolding involved adjusting instruction when students do not seem to understand, offering guidance, offering students opportunities to demonstrate their learning, clearly indicating areas needing more work and criteria, allowing student questions, and recognizing when students achieve goals (Guadu & Boersma, 2018).

Related to clear criteria and expectations, researchers described the criteria from the International English Language Testing System exam (Melikhova & Skorobogatova, 2020). The criteria are in four areas: task response, coherence and cohesion, lexical resource, and grammatical range and accuracy. Task response represented responding to

all aspects of a question in a writing prompt and presenting a balanced argument supported by evidence and relevant examples. Coherence and cohesion yield writing that was easy to understand and clearly organized. Grammar structures should be varied and used accurately. The researchers noted the language teacher's task was to use the most effective strategies to help students learn these varied skills.

The studies reviewed had revealed the key concepts of formative assessment, including using the assessment information to plan instruction based on specific student needs. A best practice was involving students in their own assessment, called assessment as learning (Guadu & Boersma, 2018; Lam, 2018; Lee, 2016;). The literature also revealed language teachers commonly need training on proper formative assessment of writing. Studies had identified the benefit of training on formative assessment in supporting teachers' understanding of the learning process.

### **Implications**

Based on the information obtained through this study and the findings, I developed a three-day PD presentation for language teachers about formative assessment implementation with a focus on students' writing skills (see Appendix A). The themes from collected data in this study reflected the need for continuing PD, opportunities for teacher collaboration, additional instructional time emerged as resources teachers perceived they needed to implement and maintain formative assessment in language classes. Study suggested teachers who participated PD more, had stronger beliefs in formative assessment and were able to implement formative assessment practices with fidelity and confidence (Widiastuti et al., 2020). The findings from this study also added

value to the school's development plan as indicated by various personal communications with stakeholders such as school language teachers, parents, and admission department. In the 3-day PD project that resulted as the project for this study, I sought to strengthen the understanding, efficiency of formative assessments as well as expand the various implementation forms of formative assessment in language writing classes.

### **Summary**

In Section 1 of the study, I explained the local problem addressed in the current study. I clarified the purpose of the study, drafted the research question, conceptual framework, and a review of the pertinent literature that was relevant for this study. In Section 2 of the proposal, I described the research design and methodology, which included the sampling procedures of interview participants, the methods of collecting data, and the processes for analyzing the data to address the research question that was identified in Section 1.

In Section 3, I described and developed the research project to address the study purpose. In Section 4, I discussed the strengths and limitations of the project study to respond to the research problem of the study, and to answer the research question. Section 4 also included an overall summary of the study project, its significance to the field of education, especially to the field of language education at international schools, and recommendations regarding further study.

## Section 2: The Methodology

Secondary language teachers at the Middle Eastern pre-high school's IGCSE are challenged regarding the implementation of formative assessments to promote writing achievement for students at the study site. Despite the use of formative assessments by language teachers, a large percentage of students have not scored at proficient levels on written language exams for the past 3 years. The specified proficiency standard for the IGCSE exam was 61%. The overall performance scores for percentage of students scoring in Arabic, French, German, and Spanish reflected lower levels of overall performance for writing/reading from 2016 to 2019. The purpose of this basic qualitative study was to investigate secondary language teachers' perspectives regarding the implementation of formative assessments to promote writing achievement for students at the study site, which the research question focused on.

In this section, I begin with a description of the research design I used to conduct this study. I continue with a description of the sample, participants, interview settings, and the ethical issues. Then I explain the data collection and analysis procedures I used. I discuss the categories and themes used in the data to address the research problem and answer the research question. I was able to collect information that sufficiently answered the research question. The findings of the study are presented next. Finally, I propose the project of the study based on the findings.

### **Qualitative Research Design and Approach**

Standardized writing/reading exam scores dropped between 2016 and 2019 despite efforts to implement formative assessments in supporting language learners'

writing skills. A qualitative method was used to obtain an understanding of the teachers' perspectives that may hinder formative assessment implementation. Basic qualitative studies are used to focus on the importance of understanding how the involved individuals and groups in a particular phenomenon place meaning and gain meaning from their experience (Merriam & Tisdell, 2016). A basic qualitative design helps researchers develop designs that fit their research questions (Kahlke, 2014). This study began with an interest in understanding teachers' perspectives and possible reasons for the decreasing proficiency rate on writing exams; therefore, the study design best aligned with a qualitative study approach (see Ravitch & Carl, 2016). A basic qualitative approach was used to focus on teachers' perspectives regarding the implementation of formative assessments for secondary second language learners at the study site.

Qualitative research is a process in which the researcher explores the experiences and perspectives of human beings to make meaning of the problem being studied (Merriam & Tisdell, 2016). The components of qualitative research include fieldwork and naturalistic engagement with the researcher physically present within the community to engage, observe and record experience and behavior within a natural setting (Ravitch & Carl, 2016). Researchers of qualitative studies explore the participants' views using document analysis, interviews, and observation data collection methods to provide a comprehensive understanding of the problem (Merriam & Tisdell, 2016). The basic qualitative approach in the study involved semistructured interviews to focus on participants' interpretation of their experiences (Kahlke, 2014).

## **Justification of Design**

There are five types of qualitative research designs (Creswell & Poth, 2018). The narrative research approach is used to describe detailed life stories of individuals, where the researcher collects stories and obtains experiences of participants to examine patterns to understand a phenomenon (Creswell & Poth, 2018; Mali, 2017). Narrative research involves people's stories to understand their culture (Wolgemuth & Agosto, 2019, p. 1). I did not select this approach because I did not focus on detailed stories or life experiences of events for a small number of individuals (see Papakitsou, 2020).

Another approach is grounded theory, which is focused on building theories and interpreting information and experiences within a social context (Morgan-Trimmer & Wood, 2016). Grounded theory is targeted on developing a theory based on data "systematically collected and analyzed, in which the theory" establishes and becomes the product (Cepellos & Tonelli, 2020, p. 4). In this study I did not seek to build a theory from the data collected in the interview process. Further, I used Vygotsky's sociocultural theory in second language acquisition as the conceptual framework.

Additionally, ethnographic research can be both qualitative and quantitative (LeCompte & Schensul, 2010). Ethnographic research is distinct from other qualitative approaches in the direct experience with the studied population during data collection (Schensul et al., 2012). An ethnographic study is conducted in the participants' natural environment or surroundings and data is collected through observations. This type of qualitative study approach is focused on gaining understandings how participants engage with their natural environment around while focused on a specific phenomenon (Schensul



et al., 2012). In this study I did not use an ethnographic approach; instead, I collected the data primarily through interviews to gather teachers' perspectives.

I also did not choose phenomenology or case study research. Researchers use a phenomenological approach to study the participants' shared experiences or narratives of feelings to create detailed descriptions of the phenomenon and to further give it meaning (Utaile et al., 2020). The current study did not involve studying the experiences of individuals related to a phenomenon but sought to study the perspectives of the use of formative assessment to support students' writing skills at the study site. Researchers choose the case study approach to investigate a bounded system using multiple sources of data or evidence such as interviews, documents, observations, or events (Bogdan & Biklen, 2007). I used one source of data collection, which was semistructured interviews, to obtain a deeper understanding of the phenomenon of the use of formative assessment to support the writing instruction of students at the study site.

In addition to ruling out these designs, quantitative and mixed method research were not chosen for this study. In quantitative research, the focus would be to assimilate numerical data to verify a hypothesis employing quantitative tools and using a quantitative approach (Creswell & Creswell, 2017). A mixed method approach leverages the benefits of qualitative and quantitative approached to collect both descriptive and quantitative evidence in the research. In this study, I did not collect quantitative data regarding the phenomenon studied nor did I examine the relationships between variables. In this study, I used a basic qualitative design and focused on interviewing participants to understand a phenomenon rather than obtaining numerical data to explore or discern the

relationships between variables that would be employed in a quantitative study (see Creswell & Creswell, 2017). Thus, I selected the basic qualitative study approach as the preferred qualitative approach to investigate the secondary language teachers' perspectives of formative assessments implementation at the target Middle Eastern international school to support students' writing achievement.

### **Participants**

This section contains a summary of the participants' demographics, setting of the study, the selection criteria for the participants, and participant access procedures. Additionally, I discuss the process of building a relationship with the participant. I conclude this section by describing the protection and confidentiality measures implemented for participants in the study.

### **Setting**

The setting of the study was a Middle Eastern international school that served 1,891 students enrolled in Early Year Foundation Stage through IB students. The campus is characterized with more than 76 nationalities and five languages taught. The target pre-high school is comprised of students aged 15–17 years old in a secondary school site and follows British IGCSE and international IB curriculums. Both curriculums contain the requirement that students study a foreign language.

The participants for this study were secondary language instructors at the target site. The secondary language teachers consisted of the Arabic, French, Spanish, and German teachers; an appointed head of languages and head of department for each language were also included. Table 1 illustrates the distribution of a total 27 language

teachers assigned to the target site who teach pre-high school IGCSE and high school IB, that is the parallel course for writing for these students. The sample included teachers from both levels as some of the High School IB teachers were also teachers who previously taught the pre-high school IGCSE writing. Thus, there were 27 potential teacher participants who taught language writing at the target school site. Out of the total number of 27 secondary language teachers from Arabic, French, German, and Spanish, I recruited 10 teachers for the current study who qualified as participants as they met the participant eligibility criteria specified for this study. All participants were certified and experienced secondary language teachers who had at least 3 years of experience teaching the pre-high school IGCSE language program.

**Table 1**

*2019–2020 Number of Students and Secondary Language Teachers*

Student Enrollment	Number of Pre-High School Students	Percentage of Pre-High School Students	Teachers of Arabic	Teachers of French	Teachers of Spanish	Teachers of German	Total Sample Teacher Population
1,891	245	13%	9	7 <sup>i</sup>	7 <sup>ii</sup>	4 <sup>iii</sup>	27

*Note.* Data from Target Site: School registration data (2020).

<sup>i</sup> One French teacher TFL also teaches Spanish.

<sup>ii</sup> One Spanish teacher SQU also teaches German.

<sup>iii</sup> One German teacher SQU also teaches Spanish

### **Participant Criteria**

I used the following criteria to recruit participants that included secondary language teachers who teach or had taught pre-high school IGCSE language programs. The participant criteria were explained to the participants in the Letter of Invitation and Consent Form. The participant pool was composed of 27 potential teacher participants

who met the criteria described. The desired sample size for this qualitative study was 10–12 participants, and the goal was met by 10 participants recruited.

### **Demographics**

Ten participants volunteered to participate in this study. All participants were secondary language teachers at the target school with at least 3 years of teaching experience with the pre-high school IGCSE language program. They come from all four languages selected for this study: Arabic, French, German, and Spanish. I assigned each participant a numerical code to maintain confidentiality. Table 2 displays the background information obtained in the demographic questionnaire.

**Table 2***Participant Demographics*

Participant code	Gender	Teach/ Have taught pre-high school IGCSE language curriculum	Language(s) currently teaching	Years of teaching the language	Years of teaching the curriculum	Current role
Participant 1	Female	Yes	German Spanish	5 years and more	1-3 years	Language teacher / Head of Department
Participant 2	Female	Yes	Arabic	5 years and more	5 years and more	Language teacher
Participant 3	Female	Yes	French	5 years and more	5 years and more	Language teacher / Head of Department
Participant 4	Male	Yes	Arabic	5 years and more	3-5 years	Language teacher / Head of Department
Participant 5	Female	Yes	German Spanish	5 years and more	1-3 years	Language teacher
Participant 6	Female	Yes	Arabic	5 years and more	5 years and more	Language teacher
Participant 7	Female	Yes	French	5 years and more	1-3 years	Language teacher
Participant 8	Female	Yes	Spanish	5 years and more	5 years and more	Language teacher / Head of Department
Participant 9	Female	Yes	French	5 years and more	5 years and more	Language teacher
Participant 10	Female	Yes	Spanish	5 years and more	3-5 years	Language teacher

The table reflects an even contribution of participants from four different languages: three from Arabic in which one is a head of department, three from French in which one is a head of department, two from German or German/ Spanish in which one is a head of department for German, and two from Spanish in which one is a head of department. Three of the participants have 1–3 years of experience teaching the pre-high school IGCSE program, two have 3–5 years of experience, whereas half of them have over 5 years of experience teaching the program.

### **Sampling Strategy**

Sampling strategy options can be categorized into random sampling strategies and purposive sampling strategies (Robinson, 2014). Sampling is central to qualitative research methods and the sampling strategy for the proposed study is purposive sampling that consists of campus secondary language teachers. Purposive sampling selects individuals to the study to provide a comprehensive reflection of their experiences that serves the overall objective of the study (Robinson, 2014). This strategy was most appropriate for the current study because I designed the study to gain an understanding of teachers' perspectives in implementing formative assessments in language classes at the study site. The findings of a study based on a purposive sampling can only be generalized to the population from which the sample is drawn and not to the entire population (Andrade, 2021). However, the sampling strategy allowed me to focus on the group of individuals perspectives as it pertained to the problem being studied. In selecting the sample for the proposed study, a participant criteria applied to define the samples in the study.

### **Justification for the Number of Participants**

A basic qualitative study approach mostly involves maximum variation sampling to gain broad insight of the phenomenon (Kahlke, 2014). Though no studies suggested qualitative researchers for an appropriate sample size (Marshall et al., 2013), purposeful sampling was suggested to discuss in-depth understanding of specific cases (Merriam & Tisdell, 2016). In purposeful sampling, a small number of cases are required allow deep inquiry with each participant. In this study, 27 secondary language teachers who taught IGCSE language classes and met the criteria of teaching or having taught pre-high school at the study site were invited to participate in the study. All language teachers at the target school used English as the predominant language used in the study site to interact with colleagues and students. An invitation to participate was extended up to two times until a total of 10 teachers returned their notice of consent noting their agreement to participate in the study. By exploring the perspectives of a small group of participants who meet the criteria specified, it is possible to reach saturation by observing redundant patterns in transcribed interviews, which is important in qualitative research design (see Cohen & Crabtree, 2006).

### **Procedure for Gaining Access to Participants**

Gaining access to participants required a series of requests and approvals. To obtain approval to conduct the research within the target school site, I submitted a Request to Conduct Research application letter to the target school's principal. The request to conduct research letter was submitted through email on December 9, 2020. My information, research question, purpose, data collection method, expectations for

participants, protection of participants and confidentiality were included in the request to conduct research. The principal approved the request to conduct the study on January 3, 2021.

Upon receiving official approval to conduct research from the Walden IRB, I notified the principal of the official Walden IRB approval by forwarding the Walden IRB approval email and approval number. I proceeded by electronically sending a *Letter of Invitation* and *Informed Consent Form/Demographic Questionnaire* to the local target site teachers who teach pre-high school IGCSE and High School IB language curriculum. The *Letter of Invitation* included (a) the purpose of the study, (b) time required of participants, (c) interview requirements and (d) provision to protect the confidentiality of participants and the target site. At the bottom of the *Letter of Invitation*, the participants were instructed to click on the link which took them to the *Informed Consent Form/Demographic Questionnaire*. In the *Informed Consent Form*, it was explained that participation is voluntary, that interviews will take approximately 60 minutes and occur outside of instructional time through online video or audio meetings. The participants were informed that they could withdraw at any time and any decision to do so would not affect participants' status with the target site or district in any capacity. An explanation about the details of the study and minimal risks and benefits of participating in the study was provided in the consent form. Furthermore, the requests regarding the completion of the *Demographic Questionnaire* and participation in member-checking was described in the Consent. After reading the Informed Consent Form, the participant was told to place a check next to the statement, "I Agree," if they desired to participate. Once the participant



checked “I Agree,” they were directed to complete the *Demographic Questionnaire*. The online *Demographic Questionnaire* included language(s) they currently teach, years of teaching the language(s), years of teaching the IGCSE language curriculum, whether they teach or have taught the pre-high school IGCSE language program, and their position as language teachers and/or head of department. Participants were informed that by reading the *Informed Consent Form* and completing the *Demographic Questionnaire* and submitting it electronically would signify consent to participate in the study. I checked the results of the online *Demographic Questionnaire* daily and contacted each participant who completed the online consent form and *Demographic Questionnaire* to schedule a date, time, and channel to conduct an online live interview or phone interview.

I monitored the responses from teachers daily. During the time I was recruiting participants for this study, teachers were preparing for the term test and writing term reports; therefore, I resent the Letter of Invitation by email after 1 week. During this period, I received four responses from teachers. I checked the results of the online consent form and *Demographic Questionnaire* daily and contacted each teacher to schedule a date, time, and channel to conduct the interview for any participant who returned a consent form, demographic questionnaire and who met the criteria for the study. After checking the potential participants’ responses in the *Demographic Questionnaire* to make sure they meet the participant criteria, I emailed the participant to schedule and confirm the date, time, and channel for the online interview. Within this second week, I received six responses and reached the target participant pool by 10 participants. Originally, I had considered to use a recruitment flyer as a contingency plan

if I had not accrued the target participant recruitment sample of 10 participants. I did not need to use the recruitment flyer and extend recruitment to a third week as I obtained the participant goal after ending the second letter of invitation to participate.

### **Researcher–Participant Relationship**

The researcher-participant relationship is a human relationship, and the research data are collected in this relationship (Harvey, 2017). Though in qualitative research, the researcher is recognized as the central and dynamic role of the research (Harvey, 2017), it was important that I focused on building a professional researcher-participant relationship and created a relaxed environment for participants to share their perspectives. The priority of my role as the researcher was to obtain information. Therefore, it was important to maintain confidentiality of the participants throughout the research process. I was a researcher who expected to understand the perspectives of formative assessment from teachers of other languages.

Qualitative researchers need to emphasize listening to the participants with empathy in the interview apart from making field notes, collecting, and analyzing data (Henry & Anderson, 2020). I assured the participants of the study feel safe and attended and listened to (McClelland, 2017) by stating the voluntary nature of the study and participant confidentiality in the *Consent Form*. I also included a description of the participant's right to discontinue the participation at any time during the research. To further establish trust, participants were provided my contact information for questions or concerns during the research process, and they were informed of their right to withdraw from the study at any time with no repercussions. All participants who returned an

*Informed Consent Form/Demographic Questionnaire* indicated their agreement to participate in the study were also contacted via non-work emails to schedule and/or confirm a date, time and a preferred platform for online live interviews or phone interviews. To ensure confidentiality, I used numeric pseudonym as identifiers to protect the identity of the participants.

I supplied sample interview questions in the confirmation email of interview with each participant. I followed the interview protocol that was approved by Walden IRB. Being aware of our own perceptions and biases as a qualitative researcher is critical as research is a process influenced by both the researcher and the participants (England, 1994). As I initiated the interview, I reflected on my own positionality in terms of who I was, as a Mandarin language teacher at the target site, and how I may be perceived by the participants. As a teacher at the target site in a language department, I was aware that the participants may have viewed me as an “insider” although I described my role as researcher as separate from the role of Language instructor. I intentionally excluded the Mandarin teachers as participants from this study due to my role as a Mandarin teacher. In qualitative research, one must be aware of the influence one’s position may have on the data collection and analysis process (Bourke, 2014). Therefore, transparency is central to maintaining the integrity of the data collection and analysis process (Bourke, 2014). Before starting the interview, I reviewed my role as the researcher in seeking a deep understanding of teachers’ perspectives and reassured the protection of their confidentiality by giving each participant a numeric pseudonym. Then, I engaged in casual conversation as I initiated the interview to help the participant relax and to build

further rapport with the participant to support the quality of participant responses from the interviews. As a co-worker to the participants, I excluded the language department teachers from the language in which I teach from the study to avoid a potential conflict of interest. I then followed the preestablished set of interview questions with a few probing questions to elicit detailed answers from the participants. I was careful and concentrated to assure the participants' answers would be specific for the study. At the end of the interviews, I also reminded each participant about the member checking process that would be following my review the transcription, coding, and draft of the study results.

### **Protection of Participants' Rights**

The protection of participants' rights is an important consideration for researchers. The participants of qualitative research are often involved in face-to-face interactions with the researcher during the data collection process (Farrugia, 2019). Therefore, it was important to treat the participants as "autonomous beings" (p. 48) and protect their rights, which includes to address informed consent, to ensure the confidentiality and anonymity, to ensure participant safety, and to appreciate diversity (Farrugia, 2019). The *Informed Consent Form* explained that participation was voluntary and that they had the right to withdraw from the study or stop participating at any time. The *Informed Consent Form* also ensured participants' information and responses were kept confidential and that their decision regarding participation would not affect their status with the target school. I obtained informed consent from all prospective participants.

As evidence that I understand my responsibility to provide ethical protection during and after the study, I obtained approval to conduct research from my school principal. I also obtained approval from the Walden IRB. I had completed the necessary ethics training required by the Walden IRB to support conducting ethical research with human participants. An explanation about the details of the study and minimal risks and benefits of participating in the study was provided in the consent form. I informed all participants that the information collected would be masked. Researcher noted confidentiality is one of the ethical challenges in qualitative research and suggested using codes for participants to maintain confidentiality (Ngozwana, 2018). In this study, each participant was assigned a numeric pseudonym. I used the pseudonyms when I reported my findings. All data were secured to ensure participant privacy was protected during and after the completion of the study. I stored all the data gained from the participants on a portable USB stick kept in a locked storage unit at my house, including all recordings. Per Walden University policy, I will keep the collected information for 5 years and then I will shred all paper data and permanently delete all information stored electronically on my personal computer.

### **Data Collection**

Creswell (2018) notes the five-step process of data collection in qualitative research. The data collection process starts with identifying the participants and study site, then the permission is gained by researchers to access the participants and study site. After the first two steps, data collection then proceeds to determine the types of data to collect that will yield information to respond to the research question(s). Once the

researcher determines the forms of data to use in the study, s/he will determine the instrument with which the data will be collected. Finally, the data collection process also addresses any possible ethical issues arise during the study.

### **Justification of Data for Collection**

There is no generic data collection strategy that applies in all qualitative studies and data collection strategies need to be appropriate to the context of the studies (Maxwell, 2019); it is also suggested that interviewing is often an efficient and valid way of understanding people's perspectives. Face-to-face interviews "promote richness in data, through comprehensive understanding of participants' views and opinions" (Iyamu, 2018, p. 2253). Merriam and Tisdell (2016) identified three types of face-to-face interviews that consist of the unstructured interview, semistructured interview, and structured interview. In this study I used the semistructured interview, by developing the interview protocol for data collection as it allowed the me to probe for more in-depth information of teachers' perspective with a focus on responding the research question. Unstructured interviews base the interview questions on the participants' responses to the original questions, and structured interviews are used to carry out a set of interview questions without further probing. Semistructured interviews are particularly suitable for collecting data in qualitative study as they involve discussions through which new themes can emerge and complexities of the questions can be explained (Marshall et al., 2015).

This study focused on secondary language teachers' perspectives of formative assessment in writing at the study site. Participants' perspectives were obtained during semistructured interviews. The one-hour individual interview sessions were scheduled

with participants who completed the *Informed Consent* and *Demographic Questionnaire*.

In the next section, I discuss the data collection protocol developed to obtain the information from the participants on the phenomenon that was the focus of this study.

### **Procedures for Access to Participants**

I obtained a letter of approval to conduct the study from the school's gatekeeper, the principal, and a letter of approval from Walden University's Institutional Review Board (IRB) with an approval number of 04-14-21-0757774. I obtained names and email addresses of the potential participants from the school's official website. I describe the role of the researcher in the next section.

### **Role of the Researcher**

I am currently a language teacher at the target school; however, I do not teach any of the languages that were investigated in this study. I am not a leader, coach, or administrator at the school and have no supervisory authority over the participants. I do not hold any administrative, mid-leadership or supervisory roles and have limited contact with the participants as we teach different languages. I am currently employed as a Mandarin language teacher at the target school and my role at the study site is that I teach cross phrases from early year to secondary school. A researcher's role is to "ask challenging questions that seek justifications and rationales from participants" (Roulston & Choi, 2018, p. 236). My role as a researcher in the data collection process was an external, non-participant with the purpose of collecting data.

### **Data Collection Instrument**

The data collection instrument in this study was developed interview protocol specifically designed to obtain in-depth descriptions of participants' perceptions (Lodico et al., 2010). This study used individual semistructured interviews of 10 secondary language teachers to obtain information regarding the phenomenon being studied. The data collection instrument was designed to obtain in-depth descriptions of participants' perspectives. The interview questions were designed to answer the research question and focus on how the participants perceived the implementation of formative assessment in language writing. I was seeking to understand the language teachers' perspectives of the characteristics of formative assessment, their perspective of barriers in the implementation process of formative assessment, and their perspective of teachers' needs. See Table 3 that contains an overview of the research question, interview questions and phenomenon related to formative assessment being explored.



**Table 3***Contribution of Interview Questions to Research Question*

Research Question	Interview Questions	Phenomenon
What are secondary language teachers' perspectives of the implementation of formative assessments for writing skill development of pre-high school students?	Q1: Can you generally describe your perspective on the differences between summative assessment and formative assessment?	Teachers' perspective of the characteristics of formative assessment
	Q2: What are your perspectives about formative assessment in regard to language learning?	
	Q3: What do you perceive to be a barrier or barriers that may hinder a language learner's ability to progress in writing in the IGCSE program?	Teachers' perspectives of barriers in implementing formative assessment in language classes
	Q4: How do you perceive formative assessment in supporting language learners' writing achievement?	
	Q5: Describe your experiences with formative assessment implementation relate to support students' writing skill in the language(s) you teach.	
	Q6: What is your perspective about language teachers' needs to implement formative assessment in supporting students' writing progress?	Teachers' perspective of teachers' needs in supporting formative assessment implementation
	Q7: What is your perspective about professional development support for a successful implementation of formative assessment at the study site?	
	Q8: What is your perspective about needed resources and professional development for formative assessment in language writing classes to be implemented and maintained?	

### ***Interview Protocols***

The interview protocols are essential for conducting the study as it provides guidance in asking specific interview questions to participants to ensure consistency with all participants in the interviewing process (Creswell, 2018). I constructed the Interview Protocol (see Appendix G) to explore the phenomenon of secondary language teachers' perspectives regarding the implementation of formative assessments to promote writing achievement for students at the study site. I had my doctoral committee members, who are considered experts in research methodology, review the interview questions and probing questions to obtain feedback regarding the clarity and alignment of the interview questions to the research question.

Researchers stated that it is crucial to try out the interview questions and using experts to support the validity of the interview questions (Merriam & Tisdell, 2016). I requested that the experts provide input regarding: (a) clarity and scholarly language of the interview questions, (b) possible grammar errors and jargon; (c) potential existence of biased or leading questions, (d) questions directly related to the language teachers' perspectives of formative assessment in writing, (e) questions that might lead to the same responses from the participants, (f) questions that would lead to irrelevant responses to the research question, and (g) questions that would answer the research question. After receiving feedback from the committee members, I made changes and returned the updated interview protocol returned it for further review by the committee members who served as my experts. After a few final changes, the committee accepted the revisions,

and I finalized the interview questions based on my committee's reviews which then gained the approval of Walden IRB.

### ***Sufficiency of Data Collection Instrument***

This basic qualitative study included one overarching research question. Interview Questions 1 and 2 were designed to explore teachers' perspectives of what formative assessment is. Interview Questions 3, 4 and 5 were designed to understand what teachers think the barriers are for implementing formative assessment. Interview Questions 6, 7 and 8 were designed to confirm what teachers need to successfully implement and maintain formative assessment in language classes. The Table 3 reflects the alignment between the research question and the interview questions on the protocol I designed.

### **Process of Generating and Recording Interview Data**

I conducted one-on-one, online, semistructured interviews through Zoom after, school or during the weekends. I interviewed each participant one time for a maximum of 35 minutes. I anticipated the interviews to last approximately 1 hour; however, the interview durations varied from 20 to 35 minutes. I asked each of the interviewees all eight questions from the interview protocol. During the interviews, I also prompted participants to explain and expand on their responses based on their answers. Each participant was provided opportunities to ask questions at the end of the interview. Table 4 displays the interview channel and duration of each participant interview.

**Table 4***Channel and Duration of Each Participant Interview*

Participant code	Channel	Duration
Participant 1	Zoom	20 minutes
Participant 2	Zoom	22 minutes
Participant 3	Zoom	24 minutes
Participant 4	Zoom	20 minutes
Participant 5	Zoom	20 minutes
Participant 6	Zoom	35 minutes
Participant 7	Zoom	25 minutes
Participant 8	Zoom	25 minutes
Participant 9	Zoom	20 minutes
Participant 10	Zoom	30 minutes

Good interviews involve appropriate preparation, demonstration of respect for interviewees, interviewer's intensive listening and flexibility from prior plans, development of thoughtful interview guides, and effective use of follow-up questions (Maxwell, 2019). The interviews consisted of eight open-ended questions with probes for the teacher participants. For preparation, I conducted a mock interview with a former coworker (who works in a different school now and fits the criteria of participants in this study) to determine the time required to complete one interview session. Based on the result of the mock interview, I predictably estimated the online live interview with each participant will last approximately 1 hour, and I included this time requirement on the Informed Consent Form. This was an overestimate as all interviews lasted between 30-40 minutes.

### ***Online Interviews***

I conducted individual semistructured interviews with the teacher participants using the online platform of Zoom. After I received the consent forms of the participants, I sent an email to each participant providing three preferred date and time for the interview. The participant then confirmed their preferred date and time with me by email. After that, a Zoom link was shared with each participant through email. Roulston and Choi (2018) noted that as a primary research method widely used, semistructured interviews data are now typically collected using digital recording devices. The interviews were recorded using a digital recorder for the purpose of transcriptions and coding, together with the reflective journal that I kept during the interviews.

It is important to make participants feel confident and comfortable during the interview. Qualitative interview was identified as an active process in which the interview participant is provided the opportunity to describe, clarify, justify, and rationalize their experience (Roberts, 2020). Therefore, I built a researcher-participant rapport before the interview questions for each arranged interview. Researcher also recommended the attempt to establish a sense of rapport with the participant in the qualitative interviews helps interviewees relax before interview takes place (Miller, 2017). Before interviewing the teachers, I reviewed my role as a qualitative researcher in seeking an understanding of the language teachers' perspectives and was cautious to not evaluate or judge their teaching practices. I built trust with the teacher participants to make them feel comfortable to answer the interview questions. At the beginning of the interview, I made casual conversations to help the participant to feel comfortable with me

and to build trust and rapport. I then began the interview by describing the purpose of the study, the research procedures, and methods to protect confidentiality. Participants were reminded that they received an electronic copy of the Informed Consent. Participants were also reminded that their real identity was kept confidential by using numeric pseudonyms in the study, and I restated that the participation is voluntary, and they may withdraw from the study at any time, without consequences. I reassured the participants that only I will know the identity of the participants and that the transcriptions of the recorded interviews would not be transcribed with their names, rather the names would be replaced with a numeric pseudonym.

Before I started the interview questions, participants were asked to indicate their approval for recording as per the *Informed Consent Form* they signed, and there was no objection for audio recording. In addition to the interview questions, a list of probes was used to gather more information about a participant's response. Probes are follow-up questions that are often used in semistructured interviews to help generate free-ranging conversations about the research topics (see Roulston & Choi, 2018). In this study, probe questions were "can you explain in more details", "tell me more about that". I closed the interviews with appreciation to the participants and asked for any questions they may have. I also assured them that I sent them the transcription within 24 hours of the interview and the member check process after they received the transcriptions for further clarification.

### **Systems for Keeping Track of Data**

The organization of data after the interviews was time sensitive. The transcribing process after the interview involves significant time, physical, and human resources, and the biggest challenge of transcription is the amount of time involved (Azevedo et al., 2017). I saved the interview recording and used the transcription tool Otter to do the first round of data transcription. I then read the raw texts transcribed carefully and corrected the mistakes that included missing words and incomplete sentences by listening to the audio recordings. As suggested by Creswell and Creswell (2017), I took notes on the interview protocol which helped me organized each transcription. I transcribed each interview and rewrote the notes immediately following each interview. I then sent each participant an email with the interview transcription for member checking and two of the participants responded with some changes and additions.

### **Data Analysis Methods**

Data collected in this study included 10 secondary language teachers' perspectives regarding the formative assessment in teaching language writing. The process of data analysis is important to answer the research question(s) as it provides detailed understanding of the participants' opinions and the relation to research purpose in qualitative studies (Creswell, 2018). These data included information collected from the semistructured interviews with the participants, and my field notes taken during the interview process for each participant. I analyzed the data collected from the interviews to explore the research question in this study. I acquired data by conducting individual semistructured interviews concerning participants' perspectives on formative assessment

in language writing and how formative assessment may support learners' language writing achievement at the study site.

Data analysis also consists of examining descriptive interview responses from participants (Merriam & Tisdell, 2016). This study used Bengtsson's (2016) content analysis approach with four stages of data analysis: decontextualization (open coding process), recontextualization (second coding to eliminate irrelevant data), categorization (identify themes and categories), and compilation (the analysis and writing up process). At the categorization stage, thematic analysis was also applied in this study. Thematic analysis helps researchers reduce the data into "workable themes and the emerging conclusions" (Castleberry & Nolen, 2018, p. 808). Some researchers also suggested thematic analysis as a foundational method for qualitative analysis (Braun & Clarke, 2006). Using thematic analysis, the researchers aim at uncovering and deriving themes from the textual data (Stirling, 2001). As St. Pierre and Jackson (2014) noted, the words textualized in the interview transcripts can be sorted into categories and then organized into themes that emerge out of the transcriptions. In this study, the textual data was collected from teacher interviews.

Researchers suggested data collected in all qualitative research are analyzed through the review of data to "detect themes and patterns that emerge" (Lodico et al., 2010, p. 171). In their book, the authors described the coding and description as the first two levels of qualitative data analysis. Themes are then "big ideas" that categorize the codes into groups and identify the major concepts which reflect researchers' explanation of what they have learned from the study. The data collected in the interview transcripts



of this study was coded by hand following a three-column technique described by Creswell (2018).

### **Coding of the Data**

Sandelowski (2000) described qualitative descriptive designs as an eclectic combination of sampling, collecting, and analyzing data, and representing techniques. In their study of coding qualitative data for novice researchers, researchers also noted the advantages of coding data in ensuring transparency and giving each participant a voice (Linneberg & Korsgaard, 2019). This study used their coding method to do the first-cycle coding (descriptive data) and second-cycle coding (categorization), after which the themes emerged. Using Excel table in this study, the transcripts were positioned on the left column of a document with first round and second round codes noted on the right, followed by a column of potential categories, and finally leading to a column that includes and possible themes on the right. Codes and themes were grouped when all data was included in the document. The emerged themes helped answer the research question regarding participants' perspectives of formative assessment in teaching language writing. I summarized the findings of the study and integrated them with the research problem and purpose of the study and provided in-depth understating about the phenomenon based on the data presented in the study.

I followed the above steps, as described below:

1. I transcribed interviews using transcription software and reflective journal.
2. I sent the transcriptions to each participant through email for them to check any missing message.

3. I positioned the individual responses of each interview question from the transcriptions and read them through several times to find similar patterns.
4. I developed codes to label the text to identify the themes that emerged from the raw data. The themes were retrieved from the categories that were based on the interview questions and the research question.
5. I prepared a table to highlight each category into a potential theme and placed the coded and categorized data under the theme for analysis.
6. I added new themes as they emerged from the data.
7. I supported each theme by including direct quotes from the participants' responses in the transcription.

The data from each interview echoed one another which indicated that I was reaching data saturation. I began the data analysis by listening to and transcribing the interview recordings and research journal notes. I organized the data with Otter, a transcription software online. The transcriptions of the interviews were then used to categorize the themes to answer the research question of this study. I organized the excerpt data from the transcripts by research question for each participant. I put the excerpts from the transcripts onto the spreadsheet by interview question. I also reviewed my field notes and inserted them into areas where I had made notes regarding participant information and their responses to specific questions. I read and reread the transcripts to internalize the information the participants shared. I conducted a first round of open coding which provided me with a group of key words and phrases for the next stage. The first round of coding included codes such as “check students’ progress”, “moderation in

department”, “feedback with effective target”. I conducted a second-round coding by combining similar codes or codes that had a similar meaning from the first round. The result of the second coding showed the key categories of teachers’ perspectives on formative assessment implementation in language classes.

I reviewed the second round of coding to develop the categories. The codes with the highest number of responses became the categories that I then emerged into themes. I determined the theme from each clustering of similar codes that described the participants’ perceptions related to the characteristics or functions of formative assessment for writing. Table 5 shows a sampling of the excerpted text and open coding round two results. Table 5 also shows the round two of coding and the number of responses for each of the codes grouped into categories. I used the categories identified from the emerging codes to produce the themes that addressed the research question.

**Table 5***Pivot Table for 2nd Round of Coding (Combined Question)*

Second Round Coding	Codes	Count of Responses
Practical CPD opportunities/ Collaboration in and between departments/ Exam board resource/ Classroom resource/ Moderation opportunities/ Specialist and targeted training/ Assessment resource/ Students' needs	Collaboration with other teachers/ collaboration with teachers of different schools/ collaboration within and between departments/ CPD for languages/ CPD time to share good practice of formative assessment/ CPD with online resources/ Twitter to see profession practices/ CPD in the department to share and discuss/ criteria guidance/ criteria guidance in writing/ criteria knowledge/ collaboration culture/ exam platform resources and training/ informal observation of other teachers/ face-to-face discussion time/ moderation time/ helpful workshop of a new system/ know students' ability and needs/ know the framework/ language resources for the department/ language skills/ mini whiteboards/ past paper samples/ platform for assessment/ practical CPD/ result oriented resources/ school provided CPD/ specific CPD to formatively assess students in languages/ targeted CPD for language teachers/ training from language specialists/ unified curriculum/ updated information of the changes in assessment	40
Sentence builder/ Scaffold/ Criteria guided writing/ Grammar and vocabulary lists/ Translation/ Exam examples/ Feedback with effective targets/ Back up for unit assessment	Assistant tools/ backup/ big picture and criteria in mind/ extend writing with various activities/ feedback/ feedback with effective and specific target/ formative assessment led by students/ modeling writing/ weekly writing homework/ scaffold/ step by step guidance/ tenses/ thinking process/ use translation/ vocabulary and grammar/ vocabulary and structure/ writing with certain grammar skill	32
Monitor Students' progress/Monitor the strengths /weaknesses/Inform teaching/Personalize learning/Inform Summative Assessment	Accumulate for summative assessment/ Balanced and flexible/ Contribute to teaching and personalized learning/ Check progress/ Small informal activities/ students' self-evaluation; Guide next lesson/ Online quizzes/ Online quizzes/ students' self-evaluation/ Essential to check students' progress/language instruction/ Evaluating students at the end/start For teaching quality and process/ Inform planning/Monitor learners/Provide ongoing feedback/Track Progress/ Support students' understanding/ Towards final goals/ Visible progress	25
Time limit/ Students' move between schools/ Native language differences/ Class sizes/ Lack of teacher's input/ Parents' support/ Learning needs/ Lack of confidence/ Memorizing learning/ Mixed ability	Class size/ flexible time to do formative assessment/ frequently used/ implementation practice to differentiate students/ insufficient language time/ students' move between schools/ native languages/ lack of self-esteem/ learning needs/ learning to pass exams/ parents support/ students engagement/ students' ability/ time challenge/ memorizing without understanding/ practice opportunities/ confidence/ motivation/ mixed ability	22
Ongoing Assessment/Online or Digital Assessment/Teacher-Peer Assessment/Assistant Tools	Assessment for learning/ongoing assessment in class/assistant tools/ digital tools/ self-marking websites/ online quizzes/ end of topic/ end of unit/ grammar and vocabulary activities/ online resources for vocabulary building/ online resources for writing/ sentence builder/ GianFranco Conti's research/ teacher/peer- assessment/ through the course	13

Table 6 shows a sampling of the participant number, excerpt from the transcript, and code assigned in round two of open coding.

**Table 6**

*Sample of Open Coding Round 2 for Participants*

Participant	Sample quote	Open Code Round 2
Participant 6	Teachers use formative assessment in classes to monitor and to see the strengths and weakness of students.	Monitor progress
Participant 2	Consider the result of the formative assessment, so I will look at my planning to build my block properly.	Inform teaching
Participant 8	Formative assessment is a kind of process used to monitor student learners, to provide ongoing feedback to them, to set new goals.	Ongoing assessment
Participant 1	Quite often the CPD that's offered by the exam board is very much logistic driven, not practical in classroom.	CPD for languages
Participant 7	Formative assessments play an important role to support the success, a successful piece of writing. I would use formative assessment extensively during lessons to scaffolding towards the end task.	Scaffold
Participant 4	The challenge is time when the load of teaching and marking is heavy. We need time to learn new things like online platform or other.	Time challenge

### Data Analysis

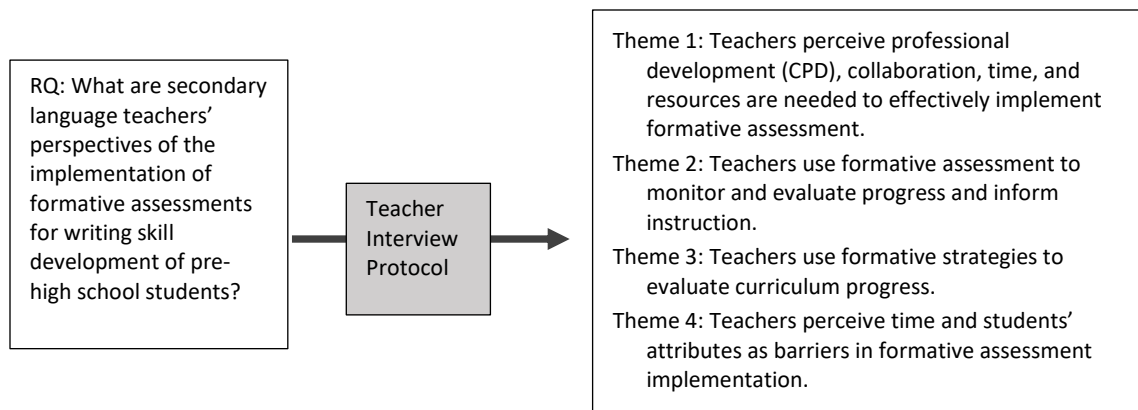
The purpose of this basic qualitative study was to investigate secondary language teachers' perspectives regarding the implementation of formative assessments to promote writing achievement for students at the study site. I used semistructured interviews to collect data from ten secondary language teachers from the target school. The conceptual framework for this study was based on Vygotsky's (1978) sociocultural theory in second language acquisition. This study focused on finding teachers' perspectives of formative assessment implementation in supporting pre-high school language learners' writing progress. The data collected focused on the three aspects derived from Vygotsky's sociocultural theory in supporting language teaching and learning as follow:

1. Teachers' facilitating language learners' explicit learning process supports learners' higher level thinking skills. (Villamizar, 2017)
2. Scaffolded learning is vital in the use of learners' ZPD in which learners' mental learning process is identified and supported.
3. Language teachers use tests as indicators of learners' learning process and potential.

In this section, I describe the themes for the research question. I also explain the results in relation to the themes, research question, literature review, conceptual framework and I provide a summary.

### **Data Analysis Results**

This basic qualitative study was designed to understand the perspectives of secondary language teachers on formative assessment implementation at an international school in the Middle East region. The findings of the study reflect the perspective of the participants from the one-on-one online interviews regarding the formative assessment implementation at the study site. The research question for this study was: *What are secondary language teachers' perspectives of the implementation of formative assessments for writing skill development of pre-high school students?* After analyzing and reviewing the data from the participant interviews, four themes emerged from the data for the research question (see Figure 2).

**Figure 2***Emergent Themes and Research Question 1***Results for the Research Question**

The research question of the study addressed secondary language teachers' perspectives of formative assessment implementation for pre-high school students' writing skill development. During the interview, teachers were asked to describe their perspectives of the formative assessment in language classes as well as the barriers they encountered. Four themes emerged, as shown in Figure 1. In the next section, I discuss theme 1 and provide the excerpts that support this theme from participant interviews.

***Theme 1: Teachers Perceive Professional Development, Resources, Time, and Collaboration Are Needed to Effectively Implement Formative Assessment***

The participants in this study emphasized the need for ongoing PD, department collaboration, planning, and moderation time, as well as specific resources to support the implementation of formative assessment in language lessons to support student's writing achievement. During the interviews with teacher participants, nine of the ten teachers discussed the need for language specific PD in implementing and maintaining formative

assessments in classes. All nine participants shared the ideas of having language targeted PD to share good practices among language teachers. Participant 8 noted, “It will be nice to have PD of sharing good practice. If people are struggling to find support, they will struggle to provide the support.” Participant 10 also stated, “...for teachers to share ideas and get ideas from other teachers at different schools and how they’re doing it. That’s probably one of the best professional developments.” The participants also discussed the existing CPD they have or had at the school. Participant 1 explained,

Quite often the CPD that’s offered by the exam board is very much logistic driven, not practical in classroom. Teachers need to look away from the exam board, find what research interest them....Teachers as practitioners need to reflect and build into your practice. Schools can invest in CPD, but you’ve got to have teachers buy in to CPD.

Participant 2 mentioned that with the global pandemic of COVID19, the school provided CPD has been improved and they are creating their own resource, though, “Some of their language teachers need training to use technology.” Some participants also expressed the need for language specific CPD. Participant 5 offered this statement:

Of course, good to have workshops about that (formative assessment), a good teacher or trainer, who can show you a new system. It’s not helping if the professional development just summarizes everything we already know. It has to be something really helpful otherwise it’s a little bit waste of time.

Participant 7 also said, “I do believe there is specific needs to the subject and maybe more targeted CPD for language teachers would be good.” Participant 9 also



noted, “I don’t think there’s any support. We had the CPD for the whole school but not exactly (for) languages. Not enough, we need more in our department.”

Eight of the ten teacher participants also noted the need for resource in supporting formative assessment implementation. Criteria knowledge (for example, criteria guidance), curriculum, past exams, assessment resources, and mini whiteboards emerged in the discussion regarding the needed resources. Participant 7 and participant 10 noted the need of mini whiteboard in supporting writing formative assessment for students, especially participant 10 with the big class size, “I have not had enough (mini whiteboard) for my students like my classes tend to be quite large classes, 17 to 20 students on average.” Both participant 3 and participant 4 discussed that their teachers create assessment resources for their own languages and noted the need of online resources and active resources to help them. Participant 1 and participant 9 affirmed the advantage of online assessment activities to support their students’ writing progress. Participants 2, 3, 4, 5, and 8 have all expressed their teachers’ needs of exam-based curriculum, scheme of work and past paper resources in supporting formative assessment. Participant 3 stated, “Teachers need to keep the big picture in mind, the big themes in language teaching. Teachers’ formative assessment needs to be specific with objects. Teachers need guidance which are often criteria.”

Participant 4 also added, “Make sure they (teachers) know the framework or the scheme of work so they can see the gap, the start points, and the goal.”

Having the time to do formative assessment in lessons, to do moderations within departments and to share practices and resources, also emerged to be what language

teachers needed to implement formative assessment. Participant 4 said, “The challenge is time, when the load of teaching and marking is heavy.” Participant 8 also pointed this out as a particular challenge at international schools,

Moderation time after exam. In international education, time is not always there.

It’s a fast-paced place, we do need time to reflect, to do reflection as a group, to do things without rush. We need face-to-face discussion time, not just reading emails. Teachers get ideas from other student groups which drives their interest to reflect and share ideas and plan together the assessment.

Participant 5 also discussed that besides the language knowledge, “Also the time to moderate at school, to focus on the writing skills.” Not only the time needed for teachers to moderate and share practices, but teachers also noticed the time to implement and sustain formative assessment to be crucial. As participant 1 said, “Time is key. To spend time with the students to reinforce the skills that they need. Having students on board, parents support. In international section (it) is a lot different.”

In addition, five of the ten participants discussed collaboration as needed for effective implementation of formative assessment. Participant 10 said, “I got quite a lot of my ideas from the internet and sharing ideas with other teachers. Collaboration with other teachers for ideas (is needed).” When asked what supports a successful implementation of formative assessment, participant 3 also noted, “Sharing between and within departments. Collaboration. Praise each teacher.” Participant 7 said,

The observation of other teachers, without form or even assessed. A better collaborative culture to be developed more than an exchange of good practice

would be great. People are extremely busy....Teachers need to be given more time to do these things. A culture of collaboration, especially with long-term teachers, encouraging from the top and enabling and then having a “you teach us how to start” and model that behavior.

Theme 1 reflected secondary language teacher participants’ perspectives on the needed resources to support teachers’ implementation of formative assessment. Their perspectives ranged from what teachers need from continuous PD to classroom tools such as mini whiteboards. They also emphasized the need for teacher collaboration, and the need to provide sufficient instructional time to language and language teachers to achieve the writing goals. Participants 1, 2, 3, 5, 6, 7, 8, and 9 all thought the lack of practical and informative CPD, the lack of collaboration in and among departments, the lack of time in collaborating and planning, and the lack of physical resources in the classroom were factors that contributed to potential problems when teachers tried to implement and maintain formative assessment to support students’ writing in language classes.

The purpose of this basic qualitative study was to investigate secondary language teachers’ perspectives regarding the implementation of formative assessment to promote writing achievement for pre-high school students at the study site. Teacher participants expressed their desire to have specific CPD to increase their knowledge and practical skills in formative assessment so to provide students with strategies to increase their writing proficiency. They also indicated the need for increased collaboration time to share practices within and among departments to benefit all teachers’ practice in formative assessment in classes. Teachers also viewed physical resources could

contribute to better formative assessment practices. CPD provided via school officials and additional time provided in the master schedule would allow for increased collaboration hours that could also benefit language teachers' use of formative strategies in their classes, which is Theme 2.

***Theme 2: Teachers Use Formative Assessment to Evaluate, to Monitor Progress and to Inform Teaching***

This emerged theme indicates teachers' perspective of how they use formative assessment in the process of supporting students' writing achievement. Findings from the interviews reflected that language teachers use formative assessment to evaluate and monitor students' learning progress, as well to inform teachers' instructions.

All 10 teacher participants in the study said they use formative assessment to evaluate students' and the lesson progress. Participant 5 said, "Formative assessment is taking place through the whole course, evaluating different points of the course, to make me a learner." Participant 10 also emphasized using formative assessment to evaluate progress not only from the teacher's perspective, but also a shared evaluation process between teacher and students,

It's (formative assessment) a positive thing. Helps me as a teacher to decide whether to spend more time on a specific topic or a grammar point. To see if the students have understood and it's like a sign that we can continue with the content. For students to see how well they're doing without being an official sort of assessment.

Some teachers described formative assessment as a process of building blocks and steps with students with the understanding of their final learning object. Participant 3 responded, “Formative assessment is to track tiny steps of students’ progress.” Participant 2 said, “...is very essential especially in foreign language learning. Our mission as language teachers is like building blocks.” Some teachers also noted how formative assessment helps teachers understand students’ learning progress. Participant 5 said, “Formative assessment is to specify the needs of each student, to see the progress. The progress can only happen if teachers can identify gaps before and help students.” Participant 6 added, “We can differentiate between the able students and the students need your support.”

In comparison of formative assessment and summative assessment, all teachers noticed the difference between the two in evaluating progress. Participant 2 said, “Summative assessment is like the big quiz or the test that’s to evaluate how much someone has learnt throughout the course. It can be the end of topic or unit or term assessment...”, while formative assessments are, as participant 3 noted, “Little steps to lead learners to their final formative assessment. The progression to final products.”

Five of the 10 teacher participants also said they use formative assessment to monitor students’ progress. Participant 8 said, “Formative assessment is a kind of process used to monitor student learners, to provide ongoing feedback to them, to set new goals. ...It’s to form a picture as to how to move forward with particular students or particular group.”

Participant 10 also added, “Formative assessment is more monitoring their (students’) learning as you go. Ongoing assessment which informs a teacher also the students how they are progressing.”

Six of the 10 teachers said they use formative assessment to inform teaching plan and instruction. Participant 7 said, “Formative assessment is done to inform teaching, can be done throughout the instruction with different tools. It gives teachers a good understanding of a whole picture of where students are understanding the content that’s being taught.” Participant 9 also added, “Formative assessment is to inform me about how the students are learning, how much they are learning in a certain time.” Participant 6 also said, “This (formative assessment) allows us to see where we are working with students, what we can do to support, to encourage them to do better.”

Teacher participants’ responses in this theme framed an understanding of their perspectives on how to use formative assessment to evaluate students’ progress, monitor lesson progress, and to inform teaching instructions. They agreed on the usage of formative assessment strategies in helping teachers understand students’ progress. They also perceived formative assessment as an effective tool to plan their lessons and set targets. This emerged theme of teachers’ perspective matches McGlynn and Kelly’s (2017) notes on teachers using formative assessment to assess students as well as making future instructional decisions.

The research question of this basic qualitative study was what secondary language teachers’ perspective of the implementation of formative assessments for writing skill development of pre-high school students at the study site are. All teacher participants

agreed that formative assessment functions well in monitoring and evaluating students' progress as well as informing their lesson plans. They used formative assessment as ongoing assessment to track students' study needs, to set targets, to build relationship between their skills, and to adapt instructions. However, despite doing so, students' writing grades in their pre-high school IGCSE language exams still dropped. Teacher participants' perspectives on how they implement formative assessment hence will be discussed in Theme 3.

### ***Theme 3: Teachers Use Formative Strategies to Evaluate Curriculum Progress***

Teacher participants in the interviews also discussed how they use formative strategies to evaluate curriculum progress. This evaluation included covering curriculum content, meeting curriculum target, and scaffolding. They discussed how they use formative strategies to support students building sentences, learning grammar and vocabulary, and scaffolding towards the end goal in writing classes.

Teachers use formative strategies to carry out various content learning activities in class: grammar learning, vocabulary learning, sentence building, translation, modeling writing, and guided writing. For participant 2, 7, 8, and 9, grammar knowledge is a crucial part of their languages. Participant 7 noted, "Typically, the difficulty will be to master the tenses that are required." Participant 8 also added, "The lack of accuracy in grammar" also makes writing tasks challenging for students. Participant 9 noted,

Grammar, I'll compare English to French, and I find myself sometimes teaching English grammar first as sometimes they don't know exactly how grammar works in English.

Vocabulary is another curriculum content that teacher participants use formative strategies to address to support students' writing achievement. Participant 6 said,

I thought it is the vocabulary. If I'm comparing Arabic to English, the language (English) that they are using daily with lots of confidence, is feeling more comfortable, in class, outside the class, with his friends, wherever he goes. He has huge amount of vocabulary structure, phrases, whatever you want to say about them, the structure is there. Arabic language what he is learning additionally, but he is not having the good amount of vocabulary, so he is weak in forming this.

Teacher participant 4 also emphasized, "Students find it too hard to describe or to write about some topics when they don't have (or have limited) the vocabulary needed. This participant listed vocabulary the first content students learn, then grammar as the second, in writing.

Teachers also use sentence builder, translation, modeling writing and guided writing in formative assessment practices to support students' writing progress in language classes. Participants 4, 6 and 10 said that they work with students at the sentence level toward a longer writing. Participant 10 said, "We work at sentence level first before we work towards a writing....It builds the confidence up a little bit, eventually creating a short text." Translation is also a popular strategy in supporting writing. Participant 4 shared, "I give students paragraphs, ask them to translate or answer questions or change verbs, at the end of these activities I ask them to collect all answers and students find when they finish, they covered all points for the long writing that comes next." Criteria and past exam example guided writing are also used by many teachers.



Participant 5 said that their language students “work with past paper examples, to learn the style, to see what is expected of the task.” Participants 7 and 10 did modeling writing in class. Participant 7 discussed,

Modeling the writing in class is one of the most important aspect of teaching writing over the long term. Not just offering an example, but the concretion of texts. Enable students to see that the thinking processes the skills required and the methodology required to produce those four paragraph tags. I would be on my computer, students are giving me ideas, I type with the text projected on the smartboard. So, students see the text appearing and then we can stop at any point and see proper grammar to explain or consolidate anything and this is a good opportunity to reinforce whatever has been covered previously.

These content learning strategies reflect how teacher participants perceive using formative strategies in supporting the learning process of students and evaluating curriculum progress in class. Other than those specific strategies, participants also discussed using specific target and individual feedback to help achieve curriculum target in formative assessment implementation. Participant 2 said, “One target of our formative assessment is also feedback, to give effective and specific target. When students reply to your feedback and apply it in a small example to prove that they got your point, you really see a big picture in a small piece of writing.” Participant 3 also added, “Teachers’ formative assessment needs to be specific with objects.” Participant 5 detailed,

To give a student individual comment, on the type, vocabulary, and grammar; teacher is setting the starting point with some kind of common error, common

mistakes. This could be supported again by some specialists depending on their (students') needs.

Teachers noted the mixed ability of students in language classes to which they apply formative strategies to scaffold learning. Participant 10 claimed, "We teach in sets, for higher ability language B students, the grade 9 structures and getting idioms there; lower ability for getting like three tenses in their work, (and) a text that flows." Teachers also perceived formative assessment to evaluate students' previous knowledge and special needs to build new knowledge with them. Participant 4 noted, "Teaching the students and you can see they have previous knowledge. Build on this knowledge and scaffold on their needs and ability." Participant 7 also emphasized, "I would use formative assessment extensively during lessons to scaffolding towards the end task" which reflects teachers' perspectives on how formative assessment supports students towards to their end project.

Teacher participants noted the above functions of formative assessment in supporting students' writing. Their perspective of how formative assessment strategies could help cover curriculum content aligned with Beck et al.'s (2018) discussion on using good assessment practice to identify student's sources of difficulty in becoming effective writers. The researchers emphasized how students' writing improved when teachers paid more attention to improving formative uses of assessment. The teacher participants in the interviews confirmed the positive effect of formative assessment strategies in supporting students' learning of writing content.

The purpose of this basic qualitative study investigated was how secondary language teachers perceive formative assessment in supporting students' writing achievement to consider addressing any teacher identified needs to use formative assessment to strengthen students' writing achievement scores. Despite language teachers' awareness and practices in implementing formative strategies to support students' writing achievement, students' writing grades dropped in their pre-high school IGCSE language exams. Therefore, teacher participants also discussed the barriers in implementing formative strategies in their language classes, which is Theme 4.

***Theme 4: Teachers Perceive Time and Students' Attributes as Barriers in Formative Assessment Implementation***

Teacher participants discussed various aspects of students' attributes as barriers to their achievement in language writing. Students' learning needs, lack of confidence, native language differences, move between schools, and engagement in class appeared to be the main categories. When referring students' learning needs, participant 10 mentioned, "The learning needs, like dyslexia that also seems to translate into languages; how they pick the language up and stroke like syntax structure in this language sentences and things like that." Participant 5 also added, "If students have problem in writing or spelling in their mother tongue; or acknowledged disabilities in writing."

Students' lack of confidence was also mentioned as a barrier in implementing formative assessment to help student' writing. Participant 10 said, "They are more confident in receptive skills like listening and reading, you can work on building the confidence with things like model answers....(they have) low self-esteem, low

confidence in producing the language.” Participant 2 also mentioned, “They need practice to be more confident. The practice of the target language that they don’t use outside the class.”

Students’ native language also impacted the successful use of formative assessment in language classes. Participant 10 noted, “Students are very reliant on their native language. My Year 11 at the minute. If they’re a little bit lazy and relying on similarities to other Latin languages.” Participant 1 also said, “certain languages have certain characteristics that therefore make the written aspects of the language very difficult. There are so many grammatical concepts that exist or don’t exist in the students’ native languages that make the form of the language extremely difficult.” Participant 1 also noticed students’ moving between schools being challenging, “There are often gaps when students have moved schools.”

Students’ engagement in classrooms appeared to be another factor. Participant 5 said, “(Students) are learning writing to pass the final exam, not really putting the focus on real communication in life outside the school hall.” Participant 3 also said, “Students memorize without understanding.” Participant 2 noted, “The topics are not linked directly to real life. The motivation. Arabic is compulsory till Year 9, if he doesn’t have a purpose, why learning the language?”

Participant 2, 3 and 4 discussed the students’ mixed ability being another barrier to formative assessment implementation. Participant 3 pointed out, “In languages we usually have mixed ability classes.” Participant 4 added, “For mixed ability class, there is a gap in students’ knowledge.” For mixed ability classes, participant 2 said, “We need

more implementation in the class, to help teachers to be more familiar on how to differentiate students to be able to write extended to a certain level.”

Participant 10 also added the big class size as a barrier for their language teachers to implement formative assessment,

I think class size is a massive thing. When I worked in the UK I had a class of 32 students for GCSE, similar to IGCSE; there’s a lot tailored to their needs, a lot less like one-to-one input from the teachers.

Teacher participants discussed limited time as another challenge for formative assessment implementation. They talked about how they perceive limited time to teach the language, to collaboratively share practice, and for students to do writing.

Participant 1 said,

Number of curriculum hours that are given to languages, is perhaps not quite enough to get a desired outcome that we want in written work. So, time, I think is the big one....sometimes it’s a challenge to fit in alongside lots of clubs, we have three skills because writing isn’t the only skill, and we must give equal importance to three scales....Time is key. To spend time with the students to reinforce the skills that they need.

Participant 1 also added the time needs to work collaboratively as teachers, “having that time to work as a team, if you plan lessons can help outcomes.” Participant 4 also added, “The challenge is time, when the load of teaching and marking is heavy. We need time to learn new things like online platform or other.” Participant 8 emphasized,

“Take time to do (formative assessment) in lesson....They (students) need time.”

Participant 9 noted,

There are not enough lessons for it, we need more language lessons to do all of that, sometimes one lesson is not enough for one writing, sometimes students are not getting enough knowledge especially when we have to finish the topic at certain time.

The emerged themes reflect teachers’ willingness to share their perspectives on formative assessment implementation in supporting students’ writing achievement in language learning. The teacher interviews established varying perspectives related to the barriers in implementing formative assessments, how they use formative strategies in lessons, why they use formative assessment, and what they need to effectively implement formative assessment. Teachers implement formative assessment for different purposes and with different strategies. They were pleased with the outcome of the formative assessments in supporting students’ writing ability, however, the challenges they faced regarding limited curriculum and lesson time as well as students’ attributes were noted as concerns with the effectiveness of the formative assessment writing process.

### **Summary of the Findings**

An international school in the Middle East delivers IGCSE language programs to its pre-high school students. In the past four years, students’ grades in their IGCSE language writing exams have dropped across Arabic, French, German, and Spanish languages. Therefore, the purpose of this study is to investigate how secondary language teachers perceive the implementation of formative assessment in supporting students’

writing development. Researchers have discussed the positive influence of formative assessment on students' achievement in English language classes (Cagasan et al., 2020; Estaji & Mirzaii, 2018; Xiao & Yang, 2019) as well as in other subjects such as Chemistry and Mathematics (Andersson & Palm, 2017; Babincáková et al., 2020). Students also perceive formative assessment support their productive skills (Pan, 2020). However, teachers' perspectives of formative assessment in languages other than English have not been studied so much. The purpose of this study was to examine the secondary language teachers' perspectives of formative assessment implementation.

I conducted semistructured interviews with ten teacher participants from Arabic, French, German, and Spanish during the spring of 2021. The interview data was used to provide a snapshot of teachers' perspectives of formative assessment implementation in their language classes. Teacher participants at the study site expressed enthusiasm for formative assessment in language classes. Teachers also noted barriers and needs regarding their perception of strengthening the effectiveness of formative assessment to improve students' writing. In the next section, I summed up the emerging themes that addressed the research question of this study on teacher's perspective of formative assessment in supporting students' writing development in language classes.

### **Summary of Themes for the Research Question**

Secondary language teachers witnessed the grade drops in pre-high school students' IGCSE language writing exams at an international school in the Middle East. The purpose of this study is to investigate how secondary language teachers perceive the implementation of formative assessment in supporting students' writing development.

The data reflected how teachers perceive formative assessment practices in language classes and provided ideas for the final project.

### ***Theme 1***

Teachers expressed the need of PD, collaboration, and time in department and in school, as well as resources in implementing formative assessment in language classes. In a systematic review of formative assessment literature, Schildkamp et al. (2020) emphasized teacher's fundamental role in using the evidence from formative assessment to influence student learning. The study also noted the importance of social factors including teacher-students relationship, and psychological factors of teacher's positive attitude, ownership towards formative assessment in the implementation of formative assessment. Their study shed the light on how teachers' responsibilities with formative assessment relate to teachers' attitude and ownership of formative assessment.

Teachers described practical PD and collaboration with other teachers are crucial for effective formative assessment practices in language classes. Based on Vygotsky's sociocultural theory of learning, teachers as learners, the social, cultural, and interpersonal experiences to gain knowledge of formative assessment through PD and collaborations with others are important for teachers. Widiastuti et al. (2020) noted the dissonances between teachers' beliefs and practices of formative assessment in English language classes. They found teachers with higher continuing PD participation level have stronger beliefs in formative assessment. Teachers' expression on their need of PD, collaboration, time, and resource under this theme has inspired the final project of this study.



## ***Theme 2***

Despite teachers' discussion on the lack of PD opportunities and collaboration among teachers, based on the teacher participants' interview responses, secondary language perceived formative assessment as an important part of language classes to evaluate, monitor students' progress as well as to inform teaching. Researchers noted how formative assessment is used in monitoring learning (McCallum & Milner, 2021), and Bloom's concept of a learning approach dated back in the 1960s supported how students should stay in the prior topics before they move to new topics (Cotton, 2017). Teachers in the interviews all made good comments on how formative assessments in classes help both them and the students to track the learning progress, reflect lesson activities, adapt lesson plans, and suggest further steps.

The language teacher participants in the study mostly use formative assessment for learning (AfL) instead of assessment as learning (AaL). AfL and AsL are distinguished as the former indicates assessment as mainly teacher-led whereas the latter "equips students with awareness, knowledge and skills to become critical thinkers, independent learners, and self-monitoring assessors" (Lam, 2018, p. 20) which as a subset of AfL, helps learners develop their own reflection of setting goals and monitoring learning. Lam (2018) noticed the lack of AaL practice in second language writing classes and offered constructive advice on integrating AaL in language curriculum which shift the criterion-referenced writing against rubrics to self-regulated writing focusing on individual student's metacognitive skills. This approach to initiate learner-centered writing assessment was included in the Project.

### ***Theme 3***

Teachers in the interviews perceive formative assessment as strategies to evaluate curriculum progress. They described how they used sentence builder, grammar and vocabulary support, translation, criteria guide, exam examples, and target setting to scaffold students' writing to achieve curriculum progress. In Daneshfar and Moharami's (2018) study, they noted Vygotsky's notion on a child's two levels of mental development in which the first level indicates what the child can do independently, while the second level is the potential level of development which "can be detectable by the tasks the child can accomplish in cooperation the teacher or with a more competent peer" (p. 601). As noted in the conceptual framework of this study, Vygotsky's ZPD theory supports language educators' scaffolding instructions in helping learners achieve their potential. The participant teachers' responses reflected their belief in helping students achieve this second level through teachers' formative cooperation and intervention with students.

As the emerged categories under this theme showed, teacher participants, however, did not perceive peer assessment or peer collaboration as a common strategy in supporting students' curriculum target. The strategies they discussed were all based on a teacher-delivery mode such as teachers providing grammar points, teachers giving criteria for writing, and teachers to give targets for the next writing. Researcher also discussed the raising research interest on instructional scaffolds and proposed using instructional scaffolds to booster formative peer assessment to its high interactivity that engages learners with argumentation, tutoring, and co-construction in dialogues with

peers (Deiglmayr, 2018). Her approach emphasized the interactive dialogue between peers (high interactivity-dialogue dimension) and differentiated formative peer assessment used for learners to achieve core task criteria (low interactivity-task dimension) and for learners to expose to alternative solutions from their peers (medium interactivity-feedback dimension). Therefore, instructional scaffolds to booster effective peer assessment are also discussed in the Project.

Teacher participants also reflected their application of more online formative assessment tools that raised up with schools' adaption to online learning needs under the COVID situation from 2020. There are many studies on online formative assessment strategies that impact students' language learning progress (Alharbi & Meccawy, 2020; Kapsalis et al., 2020; Kiliçkaya, 2017). The study of Alharbi and Meccawy (2020) noted the female English learners at a Saudi state university changed their preference from paper-based tests to mobile-based tests with the experimental introduction of Socrative, a web-based platform for assessment. Though, the study of Kapsalis et al. (2020) found no statistically significant differences between the progress made by the group of Greece language learners who use online formative assessment tools such as Kahoot! And the group of learners who use traditional paper and pencil methods. Kiliçkaya (2017) discussed the benefit of using GradeCam Go! in producing statistical analysis of students' multiple-choices exam papers which proved be easier and immediate in giving teachers feedback in EFL classes.

***Theme 4***

Teachers discussed how students' engagement, native language differences, individual learning needs, lack of confidence, moves between schools, and limited language instruction time could be factors that prevented formative assessment being implemented and sustained successfully in language classes. López-Pastor and Sicilia-Camacho (2017) noted, "a proper use of assessment information requires that students acquire the evaluation skills that the teachers possess" (p. 83). Another study discussed that time and external expertise play an important role in supporting teachers' formative classroom practice (Andersson & Palm, 2017). The researchers noticed how students' self-regulated learning supported teachers' formative assessment practice. These studies matched what Participant 1 said, "to have students on board", and reflected the challenges for teachers to implement formative assessments.

Ninomiya (2016) noticed the problems emerged in formative assessment practice could be when formative assessment is used as a series of techniques to improve students' grades. A research noted first year university students' positive perception on formative assessment in monitoring their study (McCallum & Milner, 2021), while another study noted Hong Kong primary school students' affective attitudes to formative assessment positively predicted their instructional attitudes to summative assessment (Guo & Yan, 2019). These studies supported how students' positive attributes contribute to effective formative assessment practices.

As Hasan and Karim (2019) stated the relationship between language learners' cognitive ability and teachers' scaffolding techniques, according to Vygotsky's ZPD

theory which indicates students' cognitive development, teachers should use formative assessment strategies to scaffold the learning process to reach desired learning outcomes as well as to develop learners' cognitive ability. In the project, I will also discuss Vygotsky's sociocultural theory of supporting language teachers to facilitate learners' cognitive learning process. I will discuss strategies to booster students' engagement and confidence, and approaches to address language differences and to support individual learning needs, as well as supplement language instruction time for formative assessment practices.

### **Accuracy and Credibility**

To ensure the credibility and accuracy of the findings, I conducted member checking to validate the data collected from the interviews. Member checking was remarked as a technique to explore the credibility of results in high qualitative research (Birt et al., 2016). The process of member checking was used as a means for promoting data validity. After I created a draft version of the results, I sent the draft results to the participant and asked them if they perceived that my interpretation of the information aligned with their perceptions. Participants were be asked to return any suggestion, corrections, or amends, within 7 days to allow the consistency and proficiency of the study. Participants were informed about the member checking process in the Informed Consent Form that the process will take approximately 20 minutes of their time. Two of ten participants returned the emails and made slight changes of the transcripts and added resources that they mentioned in the interviews. I made the changes accordingly in the final transcripts and sent them back to the two participants. They did not return the

second checking emails. I also made myself available for a phone conference or video conference regarding any questions that might rise in the member checking process.

To promote credibility and data quality, prior the interviews, I also had my committee, who are experts in methodology, review my protocol for clarity and alignment with the Research questions. In addition, I also field tested my Interview Protocol with a previous language teacher co-worker who does not work at the school any longer to verify that my interview process would take the approximate time estimated.

Triangulation is the process of comparing different sources of data, or in this study, different perspectives from various participants (Lodico et al., 2010). Triangulation helped to reflect the differentiation of the perspectives of teachers who did not teach in the same language area. Triangulation also helped confirm individual viewpoints and experiences against each other and provide a rich picture of perspectives (Shenton, 2004). As Lodico et al. noted, with the nature of qualitative research, there are possibilities of participants offering conflicting perspectives. I triangulated the data from participants to support the credibility of data collected.

I also used a reflective journal in the interview process to make additional notes and maintain objectivity. A reflective journal was recommended to help address the credibility and trustworthiness in qualitative research. Researcher suggested to use the reflective commentary to record researcher's initial thoughts on emerged patterns from the data collected (Shenton, 2004). It was also advised for novice researchers to document any challenges, potential biases, first impressions, and emotions in the

qualitative interview (Roberts, 2020). I maintained a research's journal and recorded my assumptions, feelings, and challenges throughout the interview process to keep the awareness of my personal views and opinions. As a longtime language teacher, I am familiar with the language curriculum. I worked as a Mandarin teacher at the target school from 2016 till present. I was aware of my experiences, biases, and assumptions; therefore, Mandarin teachers were excluded from the study to avoid any potential conflicts.

### **Discrepant Cases**

In qualitative research, the researcher observes the data patterns and analyzes the information for discrepant or different perspectives shared from an interview that may be different than the observed predominant patterns (Creswell & Poth, 2018). A discrepant case would be an individual response in the qualitative interview that disproves the major stream. In the current study, once I identified a discrepant case, I allowed the participant the opportunity to review the transcript to clarify the responses and further elucidate their opinions. To further avoid researcher bias, I recorded the contrary evidence that potentially did not relate to the emerging themes in the findings.

### Section 3: The Project

#### **Introduction**

In this study I focused on the problem of language students' dropping writing score in their pre-high school IGCSE final exams despite the language teachers' implementation of formative assessment to support students' writing skills. I conducted semistructured interviews with 10 secondary language teachers and obtained their perspectives on formative assessment strategies and PD. Teachers reported some barriers to formative assessment implementation and believed that the PD provided is not practical or sustainable with the needs in the classroom. The participants specified that they could benefit from more practical PD and collaboration time during PD sessions to provide input on content knowledge, participate in systematic PD on implementing formative assessment, and be provided with opportunities to observe and collaborate with other language teachers. Consequently, teachers' professional learning needs to be more effective and engageable for teachers to impact student outcomes (Molway, 2019). Based on the findings, I designed a 3-day PD plan to help the language teachers improve their formative assessment practice to support language learners' writing performance.

The 3-day PD plan will provide deeper understanding of formative assessment theory and practical classroom strategies. The project will also provide a structure for teachers to reflect, share, and continue the best practices after the PD sessions. PD is more effective when it is an ongoing and sustainable process (Love et al., 2020; Smith & Williams, 2020). Teachers will understand how to support students through formative assessment based on Vygotsky's language learners' ZPD theory. The framework created



by Guskey (1985) related to using PD as a model of teacher change will also be used to develop, design, and deliver the PD. Teachers will leave the PD with a practical lesson plan created with their team ready to implement in their classes as well as resources that support their practice.

In this section, I will present the description and goals of the 3-day PD proposed and the rationale for choosing this plan. This section includes a literature review that focuses on formative assessment and PD implementation that can positively affect teacher knowledge and practices to support student success in language writing. Furthermore, I will also discuss the PD description, PD evaluation plan and PD implications. The completed 3-day PD plan can be found in Appendix A.

### **Rationale**

The rationale for this 3-day PD is to deepen language teachers' understanding and practice of formative assessment to support language learners' writing performance in the international school pre-high school phase. Based on the findings from the interviews, teacher participants were familiar with the difference between formative assessment and summative assessment and were using formative assessment strategies to support students' learning progress to improve students' writing skills. The strategies they used as formative assessment activities included a) sentence builder, b) grammar and vocabulary assistance, c) exam criteria, and d) various online resources. However, with barriers such as collaboration, lack of time to implement formative assessments in the instructional time allocated, lack of language specific resources, variation in students' needs, and students' attributes, these formative assessment strategies were not reflected on students'

writing exam grades or writing proficiency exams at the end-of-year summative assessment. This PD project will help teachers transfer and sustain their learn knowledge from the PD with the teacher learning network. Research has shown positive changes in teachers after receiving instructional intervention (Dudek et al., 2019).

### **Review of the Literature**

The literature review includes peer-reviewed articles about effective PD implementation and evaluation of practical formative assessment strategies addressing the themes from the data collected in the study. The review also emphasizes Guskey's model of teacher change and Vygotsky's theory of teacher PD (TPD), which provided theoretical evidence to support language teachers achieve and sustain success learning from PD practices. The three essential components of Vygotsky's perspective on TPD are historicity, mediation, and internalization (Burner & Swendsen, 2020), which suggest that it is important to consider teachers' experiences, strategies, and reflection/collaboration with others in designing and implementing effective TPD. Guskey (1985) also proposed a new model of teacher change that reflects the change in teachers' beliefs and attitudes after the implementation of PD, change in teachers' classroom practices and change in student learning outcomes. Therefore, Vygotsky and Guskey's framework support the design and implementation of the 3-day PD project.

The literature review also supports the purpose of a 3-day PD project to develop teachers' understanding and practice of formative assessment strategies and student-centered formative assessment, help teachers write a lesson plan using formative assessment circle model, and create a teacher learning network to address sustained

formative assessment implementation after the PD sessions. The recommendations made in this 3-day PD are possible solutions to explore teachers' perspective of formative assessment practices in supporting students' writing success in language class. The problem addressed in this study is that pre-high school language students' writing exam grades had dropped over 2017–2019 despite teachers' efforts regarding the implementation of formative assessments to support the development of students' writing in other languages in the pre-high school IGCSE program. Treating the involved secondary language teachers as learners in the proposed PD project, the study proposed to help teachers evaluate their learning outcome instead of planting formative assessment knowledge in them.

To conduct this literature review, I reviewed peer reviewed scholar journals and articles using Walden University Library, Google Scholar, and Education Source. The keywords used in the search included *professional development*, *teacher training*, *formative assessment approaches*, *formative assessment training*, *second language learners*, *international school CPD*, and *teacher collaboration*. The review consisted of the peer reviewed articles published mostly within the last 5 years. In the following literature review, I discuss the issues on (a) how PD supports teacher educators, specifically language teachers, (b) the design of effective PD for formative assessment, (c) the design of PD for language formative assessment supports learner outcomes, and (d) the design and implementation considerations for PD to changes teachers' practices.

## **Professional Development to Support Practical Strategies**

PD plays an important role in improving teachers' teaching strategies and students' academic performance (Li & Peters, 2020; Ravandpour & Elmer, 2019). PD offers teachers knowledge and strategies that directly affect teachers' classroom integration of the skills they are taught in the PD sessions (Bowman et al., 2020). Further, teachers' belief in continuous PD affects their practice and student outcomes, which has led to more schools designing their own PD (Forrest, 2018). But teachers of second languages have revealed the barriers for them to access professional learning are the lack of time and funding, excessive workload, lack of cover, lack of opportunities, lack of leadership support and other (Molway, 2019). The three main components of the PD project for this study were (a) practical formative strategies in language classrooms (Lyon et al., 2019; Yin & Buck, 2019), (b) effective scaffolds for second language learners (Clinchot et al., 2017), and (c) sustainable teacher learning network (Smith et al., 2020).

### ***Practical Formative Strategies in Language Classrooms***

PD can contribute to teachers' practices in language classrooms. The foundation of authentic formative assessment in the classroom is "a learning culture that supports a systematic pedagogical change in teaching" (Yin & Buck, 2019, p. 29). Subject teachers need support to negotiate and implement formative assessment activities with time constraints (Yin & Buck, 2019). Further, teachers should provide explicit instructions and allow students time to reflect and internalize success criteria in improving their writing (Lyon et al., 2019). Class observation, which includes teacher peer and self-observation, can improve teachers' practice of formative assessment. Therefore, PD could provide

teacher collaboration opportunities and time to discuss and practice formative assessment in classrooms.

### ***Effective Scaffolds for Second Language Learners***

Teachers' approach of formative assessment affects underperforming learners' attitudes and motivation (Clinchot et al., 2017). Responsive formative assessment can elicit students' ways of thinking and scaffold student learning (Clinchot et al., 2017). The teacher participants of this study also suggested the need of scaffolds to effectively implement formative strategies to meet individual students' needs. Though many teachers have realized individual students' needs and their attributes to language classes were factors that hindered the effective implementation of formative assessments, teachers have struggled to find the time, resources, and collaboration opportunities to address the problems.

### ***Sustainable Teacher Learning Network***

The three main factors that determine the quality of teacher PD are content characteristics, process variables, and context characteristics (Brandisauskiene et al., 2020). Though young teachers prefer long-term PD, experienced teachers have found practical activities more beneficial and easier to maintain in the classroom, enabling the teachers to strengthen students' learning outcome. Content knowledge that explicitly links to classroom practice and active learning to practice are the key factors of effective PD (Haug & Mork, 2021). To promote sustainable changes in the classroom instructional strategies, PD can help teachers develop consistent teaching practices. Additionally, positive changes in teachers' implementation of their learned knowledge from PD in their

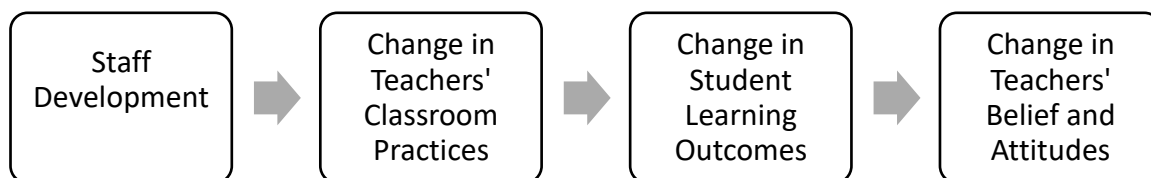
classroom also includes sustained coaching interventions after the PD sessions (Dudek et al., 2019). The team teaching and learning model can help provide teachers with an authentic learning environment, peer reflection, and extended duration PD network to sustain teachers' learning and practicing (Smith et al., 2020). This model was integrated in the 3-day PD project in this study.

### **Model of Teacher Change**

I used Guskey's new model of teacher change theory as one conceptual framework to support the 3-day PD project in this study. The findings from the teacher interviews reflected the needs for teachers to apply what they learned from the PD sessions into classroom practice as well as the need to have collaboration opportunities in and out of the PD sessions to sustain their practice to support students' learning outcomes. The purpose of this 3-day PD is to support language teachers' practice of formative assessment to ultimately improve students' learning outcome. Guskey's model supports the design and delivery format of this PD in supporting teachers' classroom practice and students' learning (see Figure 3).

### **Figure 3**

*Guskey's Model of Teacher Change*



Guskey (1985, 2002) stated that teacher attitudes and beliefs change only after their new practice is successfully used to make changes in student learning (see also Guskey & Yoon, 2009). In his new model of teacher change, PD supports the changes in teachers' classroom practices and the changes in student learning outcomes, and the final stage is the change in teachers' beliefs and attitudes. Guskey suggested that (a) staff development must be designed with small, incremental steps to make demonstrable student improvements; (b) teachers need to receive evidence of their efforts in making changes on student learning; and (c) teachers need to be provided with continued support and follow-up after initial training with coaching and collegial sharing opportunities. Therefore, the 3-day PD project did not start with the attempt to change or moderate teachers' perspectives and beliefs of formative assessment but began Day 1 with the practical strategies that teachers could apply in language classrooms that proven to be effective from the study findings.

Guskey (2002) also suggested the changes of students' learning outcomes not only include students' assessment scores but also their classroom behavior, motivation for learning and attitudes toward school and themselves. His study supports the finding of this current study in terms of addressing students' attributes for formative assessment practices in language classrooms. It is a long-term target for language teachers to build students' confidence and habit in using formative strategies to support their learning journey. A successful PD should then aim at the changes in teachers' practices in classrooms in supporting changes in students' learning approach, which could lead to the changes in students' learning outcomes including their test scores.

The workshop or summer institute PD has been inefficient, and outside experts have not been more effective (Guskey & Yoon, 2009). Further, time issue is a key factor that contributes to the effectiveness of PD when there was lack of sufficient time for staff members to engage in professional learning (Guskey & Yoon, 2009). Teachers need PD to support students' learning, which cannot come from the existing traditional workshops that are not tailored for language classes, nor from one short, whole school PD with no follow-up opportunities or time for teachers to deepen their understanding and develop new approaches (Guskey & yoon, 2009). To address this need, the 3-day PD Day 2 focused on discussing approaches for teachers to facilitate and booster students' learning followed by Day 3 where a teacher learning network was built to create collaboration opportunities and reflection time for teachers.

### **Vygotsky's Theory of Teacher Professional Development**

The important factors that need to be considered in successful TPD include teacher collaboration, trust between participants, teachers' implementation of new methods in their practice, external support, and teachers' reflection on newly acquired practice (Burner & Swendsen, 2020). There is also a need for teachers to plan, implement, and evaluate the new practices acquired in TPD (Burner & Swendsen, 2020). A subject-oriented TPD can activate teachers' experience and emphasize subject and school development (Burner & Swendsen, 2020). This approach was derived from the three essential components in Vygotsky's TPD perspective: historicity (experiences), mediation (tools or techniques, strategies), and internalization (reflection and collaboration). The important part of inquiry-based and context-based teaching is



connecting school subjects to students' daily experience and interest to aim at centering students in TPD (Burner & Swendsen, 2020); the target is also the essential concept of Vygotsky's theory of development.

Vygotsky's perspective on teacher PD matches his theory of language learners' ZPD as he suggested that teachers are learners in the PD process. This echoes the conceptual framework of the current study in supporting language learners' previous learning experience and mediation process during formative feedback process. The design of the 3-day PD project respected the teachers' historical knowledge and experience by introducing various formative assessment strategies that were derived from the interviews to language teachers to assure the familiarity of the practice they do in their classrooms. This content also addressed the techniques and strategies part of an effective TPD by providing teachers with other teachers' successful practices. The project also created scheduled reflection framework and collaboration plan for teachers to continue the internalization process after the PD.

### **Peer Assessment in Formative Assessments**

Like teachers' internalization process in PD as learners, Lyon et al. (2019) also suggested that teachers should provide explicit structures and allow students time to reflect and internalize success criteria. In their study of the factors that support or hinder formative assessment implementation with an integrated approach, the researchers noted the lack of strategies to address student metacognition and self- or peer- assessment in classrooms. Other researchers also noticed the misuse of formative assessment in the Italian school system was due to teachers' traditional view of assessment as a control

instrument instead of interrelated practices in teaching (Pastore et al., 2019). Students' participation and input can be used to foster student learning in formative assessment that promotes learning outcomes.

Many studies discussed the role peer assessment plays in second language learning which supported the teachers' perspective on addressing individual students' need and facilitating student-centered writing strategies in the finding of this study. In Jung's (2016) study of students' second language writing development in a Korea university using peer/teacher-assessment, the researcher noted that students perceived exchanging peer-assessment more useful in helping to develop their essays. Another research also suggested peer assessment as the only universally applicable approach in the massive open online education era (Xiong & Suen, 2018). Researcher also suggested teachers' limited knowledge of peer assessment and hesitation in using it in an examinations-oriented education system prevented the English teachers and tutors from using peer assessment in writing classes in China (Zhao, 2018). The study suggested to implement teacher training in effective usage of peer assessment instruction. In Day 2 of the 3-day PD project, I identified the peer assessment strategies and provided opportunities for teachers to discuss strategies and practices that support student-centered peer-assessment in language classes.

### **Summary**

Professional development should address teachers' needs and provide opportunities for teachers to collaborate and reflect to make changes in teachers' practice and students' learning outcomes. It also should allow teachers to create learning network

to sustain their learning, practicing, and reflecting afterwards. This study creates the 3-day PD based on the findings from the interview data regarding teachers' perspectives of formative assessment in language classes and the previous studies on the factors that contribute to effective PD, in the hope of benefiting language teachers in the target site in their practice of formative assessment to promote students' performances.

### **Project Description**

This PD will consist of three days. The targeted audience of the PD are secondary language teachers at the study site. The sessions will consist of four main goals to (a) provide an understanding of formative assessment and Vygotsky's ZPD theory in language learning that support practical formative strategies implementations to promote students' writing achievement, (b) stipulate an understanding of student-centered formative assessment through theory discussion and role-play activities, (c) help to write a lesson plan using formative assessment circle model, (d) create a teacher learning network to address sustained formative assessment implementation after the PD sessions.

I will employ multiple delivery methods such as Google Slides (live PowerPoint Presentation) (see Appendix A), padlet and mentimeter to engage participants and support the discussions. Padlet is an online platform that promotes collaborative knowledge building in a visualizing process (Zhi & Su, 2015). It assists instructors to facilitate participation and motivate learning. Mentimeter is used to engage large lecture cohorts with which the audience could response to questions instantly and anonymously (Hill, 2020). The potential resources of this PD are teachers' laptops, stable WiFi connection, post-it notes, and markers. Teacher participants will be able to review and

share information through Google Slides and school shared Google Drive. Padlet and mentimeter are available for instant feedback and discussions throughout the PD period.

### **Description and Goals**

The project, a 3-day PD curriculum that includes materials called *Let Them Do It* addresses 4 areas of needs for the secondary language teachers at the target school. The data analyzed showed that teachers' perspectives are they needed more PD based on their needs and supports to implement the formative assessment strategies. I believe that PD on formative assessment in language class and material is an appropriate approach to addressing the problem of dropping writing scores of language students in the IGCSE program because it allows me to present a possible solution to the stakeholders of the school that they can use to address the problems in their class practices. The project is designed to embody an effective PD approach while addressing the area of concern in language writing outcomes. This 3-day PD can be used as the model for future PD initiatives.

Thus, the project, *Let Them Do It*, will provide teachers with a 3-day PD that presents specific formative strategies, differentiates teacher and student roles, allow opportunity for collaboration, provide support, and gather teacher feedback. I have designed some goals for the proposed PD model and implementation centered around the themes that emerged from the findings. The following goals will be supporting the alignment of formative assessment practices in language class and teachers' PD needs.

Goal 1: Secondary language teachers and language department head leaders will develop an understanding of formative assessment and Vygotsky's ZPD theory in

language learning that support practical formative strategies implementations to promote students' writing achievement.

Goal 2: Secondary language teachers and language department head leaders will demonstrate an understanding of student-centered formative assessment through theory discussion and role-play activities.

Goal 3: Secondary language teachers and language department head leaders will write a lesson plan using formative assessment circle model.

Goal 4: Secondary language teachers and language department head leaders will create a teacher learning network to address sustained formative assessment implementation after the PD sessions.

These goals will support the campus personnel in achieving alignment between what is presented in PD and what is implemented in the language classroom.

### **Potential Resources and Existing Support**

The resources for this PD include existing supports such as secondary language teachers and language department head leaders. The language department head leaders will serve as the facilitators of the PD as they are the experts in the field of language teaching and can effectively model the formative assessment practices. The secondary language teachers will participate in the sessions and serve as the immediate support at the class level. They understand the necessary instructions that are required to promote student writing achievement and mastery in language writing. Support materials needed include materials which are typically obtained as part of the normal PD process for schools.

The support materials that will be needed for the PD include teacher laptops, access to the internet, copy machine, copy paper, stationary, post-it notepads, pocket folders, Interactive Smart Whiteboard, PD handouts and a training room. School administrators can volunteer a room at the school site for the training or the language departments can provide a training room. Each teacher will need access to the internet which will be available at the chosen site and on the chosen days.

### **Potential Barriers and Solutions**

Implementing an initiative like the one proposed in this doctoral project study requires the full cooperation of all the stakeholders. Considering the current school with all the budgetary restrictions, reduction of financial support from the school and the regional headquarter of the education group that the current school is part of, proposed changes could be met with many challenges. These challenges can be seen as barriers to the proposal of any new initiative.

One barrier will be the need for experts in the field to monitor and support implementing the plan effectively and in a timely manner. Each language department will need to have a master teacher of formative assessment to monitor the teacher learning network collaboration and provide technical support following the PD. As reflected in the findings of the interview, lack of time and collaboration culture have been a barrier in preventing teachers to share good practice in and among departments due to the heavy workload. A possible solution to the lack of experts could be to ask principals for recommendations of expert school-based coaches and/or master teachers to help facilitate the PD. The teachers recommended by the principals would serve as support along with

the campus coaches to help the teachers implement and sustain the PD content. A possible solution to the lack of collaboration time could be to embed the PD and post PD cooperation in the existing staff calendar where normal PD hours take places.

Another barrier that may evolve is the financial aspect of the proposed PD. The recommendation is for the sessions to be presented prior to the beginning of the school year to help staff with planning of the new year. However, the school has the tradition of having a theme-based PD session for all school staff with a hired expert of the theme for this designated time. This would require the participation of all language teachers as well. If the sessions are conducted during the general theme-based PD time, then the school would need to make up the theme-based PD session for language staff who participate in this project. (Personal Communication, June 2021). A possible solution to this barrier could be for the language teacher participators of this 3-day PD to have a debrief and access to the resources of the theme-based PD during normal PD hours in the staff calendar.

One other barrier could come from the possible virtual way of PD session delivery due to COVID-19 regulation regarding the physical setting of staff PDs. The study of Mazouak et al. (2018) reflected the limits distance learning imposed in establishing the interaction and interactivity between trainer and trainees. Practice-based learning was discussed to be difficult using online platforms to determine the proficiency of students' learning (Singh et al., 2020). Stress of time management for virtual training includes the time allocated to leave feedback that replaced the instant verbal discussion during traditional face-to-face trainings as well as technique issues emerges could also be

barriers of the project (Personal Communication, June 2021). Potential solutions to these barriers would be to allow language teachers to view the PD as a pre-recorded webinar and provide alternative ways of discussion and feedback. These solutions would need to be approved by the school officials.

Teachers are not always susceptible to change and often prefer adhering to what they believe they know. Teachers' motivation and experience are two important variables for the implementation of effective formative assessment PD programs (Tigelaar & Sins, 2020). However, the proposed PD is in response to the teachers' requests therefore, it is more likely that they will be motivated to attend and participate in the PD. Additionally, it is possible that the language department head leaders would consider implementing the PD proposed as it has the potential to support change by strengthening teachers' skills in formative assessment and improving knowledge related to writing instruction.

### **Implementation and Timetable**

This 3-day PD project is designed for secondary language teachers. The PD plan will be presented to the Language departments and with approval, the PD will be scheduled as part of the annual staff PD at the target school. The project would then be included in the school calendar for teachers' PD timetable. Each day of the PD will begin with an agenda and learning outcomes, and end with a padlet or mentimeter activity for participants to share their learning from the day.

The proposed PD is designed for implementation during the staff inset days at the beginning of the new school year. Day 1 will focus on the introduction of formative assessment and practical strategies in language classrooms that support language



students' skill developments. Teachers will develop an understanding of Vygotsky's ZPD theory and its implication in language learning as well. Day 2 will focus on discussing the roles of teachers and students in student-centered formative assessment practices.

Teachers will have the opportunities to learn through role-play activities. Day 3 will focus on the applying the content knowledge learned from the previous two days with the practice of writing a lesson plan together and creating a learning network for teachers to sustain the PD knowledge and practices after the sessions. My role is to present the findings of the study and seek the permission the school principal to present the PD to the teachers.

If the campus principal accepts the PD, the PD would be listed on the teachers' PD calendar. The PD for the 3 days is designed to begin at 8:00 am and conclude at 4:00pm with an hour for lunch and two coffee breaks of 30 minutes on each day. The school will provide lunch and refreshments. Table 7 shows a proposed schedule for each day.

**Table 7**

*Implementation Timetable*

Day	Presenter	Activity
1	PD Presenter PD Facilitators PD Participants	<ul style="list-style-type: none"> <li>- Review the study findings</li> <li>- Discuss the differences between formative assessment and summative assessment</li> <li>- Share formative assessment strategies</li> <li>- Discuss Vygotsky's theory of ZPD and its implication on language learning</li> </ul>
2	PD Presenter PD Facilitators PD Participants	<ul style="list-style-type: none"> <li>- Discuss student-centered formative assessment practices</li> <li>- Role-play to understand teacher's role and students' role in student-centered formative assessment</li> <li>- Practice peer assessment with role-play</li> </ul>
3	PD Presenter PD Facilitators PD Participants	<ul style="list-style-type: none"> <li>- Discuss the traits of successful PD</li> <li>- Share effective formative assessment template</li> <li>- Write a lesson plan on using formative assessment for writing</li> <li>- Create an online platform for resources and collaborative model for post PD learning.</li> </ul>

## **Roles and Responsibilities**

The PD will be designed to help teachers become knowledgeable about formative assessment strategies and skills needed to support language students in writing. My role and responsibility will include to present the 3-day PD and provide support during the post PD collaboration sessions. I designed this training with the possibility of it be given as virtual or face-to-face. As mentioned previously, virtual learning has its limitation while under the current COVID-19 situation, a 3-day face-to-face training may seem not accommodable. According to Smith et al. (2020), teachers' dissatisfied experiences with the one-time, school determined traditional PD could be addressed with the flexibility teachers can have by accessing timeless online resources. I would be available to teachers for them to ask questions and receive feedback in either format that would be approved by the target school.

This project will require the participation of all secondary language teachers, language department head leaders and language students. The language department head leaders will be responsible to provide support in the form of facilitators of the PD. The role of the facilitators will be to provide support during discussion and activities in the PD. The facilitators will monitor the teachers' understanding and participating in the PD and will provide timely feedback during the sessions. The teachers' role will be to attend the PD sessions, actively participate by providing their input and execute the PD content with fidelity. The teachers' responsibility will be to execute the formative assessment strategies presented in the PD. The language students will be the recipients of the teachers' new knowledge and skills.

### **Project Evaluation Plan**

Professional development evaluation is an important component to assess the training outcomes and limitations. It will provide useful information for further improvement of future trainings. For this 3-day PD project, teacher participants will be provided an evaluation opportunity for each day. This summative evaluation (see Appendix C) will be added in each day's agenda and will collect teachers' feedback on the effectiveness and areas of development of the PD. The evaluation provides teachers an opportunity to share formative assessment strategies they use or plan to use in classrooms, discuss how they feel to scaffold instructions to meet individual student needs and to create opportunities to build teacher learning network for the sustainability goal of the PD.

The evaluation plan for this project will be both formative and summative. Formative evaluation will be in the form of questions and answers at the end of each session. This information will be used to determine if any changes need to be made to improve the quality of the PD. The summative evaluation will be completed at the end of the session in the form of rating to evaluate participants' level of agreement as to whether the goals of the PD were met and to evaluate the effectiveness of the PD format.

Goal 1, 2 and 3 will be evaluated using Forms (See Appendix A) to be completed by each participant at the end of each day after participating in PD. The PD evaluation form for each session has two sections; one section requires the participant to rate their experience while the other section requires them to provide short response answers to the questions. The responses on the form will inform the facilitator about the teachers'

perspectives of the PD sessions presented and how the content affect their knowledge and skills related to using formative assessment strategies to support language writing skills. The presenter can also use the information to make modifications to the PD presented to address all the participants' concerns. Goal 4 will be evaluated also using a form (See Appendix A). The final evaluation is a form with four rating questions and three open-ending questions summative evaluation that requires the participant to write a response to each question. The results from the evaluations of this PD cycle can be used by the presenters and facilitators to make necessary adjustments to the PD sessions to address any potential questions the participants may have.

The evaluation goals for the proposed PD are designed to have a positive effect on the PD designed and benefit of the entire PD. Utilizing my proposed 3-day PD will assist the secondary language teachers in addressing teachers' concerns and build teacher expertise and to support the changes in their practice to support students' learning.

### **Project Implications**

The proposed PD project is designed based on the findings of Section 2 of this research project. In Section 2 an analysis of the data showed that the participants perceived the positive affect of formative assessment in supporting students' learning and reflected the desire of practical PD with the school support. Addressing these concerns through 3-day PD can possibly start a practice that can ultimately support the academic achievement of the students and in turn change teachers' belief (Guskey, 2002). Understanding the needs of teachers' use of formative assessment in language writing

class and how to help them expand and sustain their knowledge and skill is vital to successful PD.

Providing PD is one way that can assist the secondary language teachers in bridging the gap in academic practices and students' achievement levels. Based on the data collected, it is the teachers' perspectives that the lack of practical PD practices and collaboration opportunities between departments is a school level concern for the target international school. Therefore, designing PD that is needs-based with teacher input can assist the school in resolving teacher concerns and strengthening teachers' skills, thereby possibly increasing students' achievement levels. The findings presented in this paper and the proposed 3-day PD design can benefit all stakeholders and have the potential for positive social change. The performance and competence of teachers, language department head leaders, and language students will all be positively influenced by the outcome of the proposed PD practice within the schools.

In addition, the benefit of the proposed PD can be far reaching, as it can be extended outside the school site. The target school is one of the 73 global schools that operate under the same education group. The outcome of this PD project could benefit other group schools where language programs are compulsive and challenging. The proposed PD could make positive social change by potentially initiating discussions and collaborations between language teachers' cross schools which will ultimately benefit the language learners across schools.

## Summary

In Section 3, I introduced the project and presented the rationale and literature review of the PD and formative assessment implementation in language class. The project for this study is a 3-day PD. Each day of the project consists of new focuses to increase teachers' knowledge and support their practice of formative assessment strategies in language class. The literature review presented in the section explains how PD is beneficial and the features of effective PD. The theory background including Guskey's Model of Teacher Change and Vygotsky's TPD were discussed to support the project plan. This section also includes the implications of the project in this study. My reflections and conclusion will be presented in the following section.

In Section 4, I will discuss the projects strengths in supporting secondary language teachers' practice in formative assessment. I will also reflect on the development of the proposed project and how my knowledge has developed through the process of developing the project. I will also deliberate what I have learned about assessment and change through my doctoral journey.

#### Section 4: Reflections and Conclusions

The purpose of this study was to investigate secondary language teacher perspectives of formative assessment implementation in pre-high school IGCSE program to support writing at an international school. I analyzed the data and determined that a 3-day PD would help to address the concerns that emerged from the data. The 3-day PD is entitled *Let Them Do It*. In this section, I outline the project strengths and limitations and present recommendations for alternative approaches. I also reflect on how I developed as a scholar and what I learned from my project development and evaluation. I analyze the importance of the work I did through reflecting on the process I endured in completing a doctoral study and the learning I experienced over time. I conclude by discussing the implications of my study, the applications, and directions for future research.

##### **Project Strengths and Limitations**

One strength with this project study is that this is qualitative research, which provides experiences and behaviors of people in a natural setting (Ravitch & Carl, 2016). The demographic surveys sent to the language teachers allowed me to identify participants who had the pre-high school IGCSE language program teaching experience and insight needed to gather the necessary information for this study. The information provided from the semistructured interviews was comprehensive and specific to answering the research question. The member checking process after the interviews helped clarify the interview transcripts and any additional information. The content analysis and multiple coding process supported the emerged themes, which then helped develop the PD project.

The PD was developed based on the interview data analysis results, which indicated that the teachers required more support in practical formative assessment resources and time in language class. They also reported the need of language specific PD to help the collaboration with their peers. Through the developed 3-day PD, the participants will develop their knowledge and skills of formative assessment strategies. Teachers struggle in workshop style PDs with transferring and implementing parts of their learned knowledge in their classroom (Dudek et al., 2019). Because this 3-day PD content is focused on the needs of the teachers as unveiled by the teachers, the implementation of the content is direct, and teachers can practice what they learn from the PD as well to sustain their learning after the PD with teacher learning network. Through the PD sessions the teachers will be able to participate in activities to practice formative assessment and share their thoughts of possible issues in implementing the strategies in an instant manner. The PD will also benefit other language teachers, language students in current practices, and future students.

Another strength of the project is the PD format used to present it, which allows for the participants to collaborate and plan their own lessons. The PD provides an arena for the teachers to work with other language teachers in the same program and plan for something they believe they need. The teachers can build a collection of approaches to teaching writing with formative assessment strategies from their peers. They can discuss their strengths and questions and offer each other advice. In the long run, the *Let Them Do It* PD will provide a platform for the teachers to develop and present their input about what they feel formative assessment should look like and the support they need from the



school. Teacher and student success in the different formative assessment strategies for language writing will only further support the importance of teacher input in deciding what they need to be successful as teachers as well as facilitating the students' success.

Lastly, the activities planned for the third day of the training are aimed at letting participants collaborate with each other in the IGCSE language program teaching group. The project will help to fill the gap in practices by promoting for the implementation of continuous and sustainable teacher learning network initiatives within language department of the school. Traditional PD for teachers uses replicable techniques and are imposed on teachers rather being aspirational or providing teachers with sufficient autonomy to understand and affirm their own changes (Forrest, 2018). In this project, Guskey's model of teacher change was used to guide the planning and to ensure the effectiveness and sustainability of this PD initiative. Each PD session ends with an evaluation survey to be completed by each participant. The results of the evaluation survey will provide real-time feedback to the presenter and facilitators to allow them to make immediate modifications if needed.

One limitation of this project could be whether the school leaders support the implementation of the PD project and support the teacher learning network initiative proposed in the project. If the school leaders choose not to employ the proposed PD, then language teachers may continue to find formative assessment implementation limited to what they do now in class, which has not helped students increase their writing scores in the final IGCSE exams. Furthermore, the concerns of the participants regarding practical and specific language PD that is geared at providing them more skills and knowledge on

formative assessment strategies would not be addressed, and the results from the exam may not improve. One-time, traditional PD leads to teachers' dissatisfied experience (Smith et al., 2020).

Another limitation for the project could be the distribution of the data. The data collected were collected in this study through semistructured interviews and were based on teacher participants' perspectives. The school leaders supported this study and are the ones responsible to share the data with the participants and the stakeholders. It is important that the data be shared in a timely manner to allow participants to share their perspectives and to have their input in the project. The major challenge of PD is to detect teachers' learning outcomes impact positively on student outcomes (Svendsen, 2020). If teachers do not see the affect PD has on their students' learning outcome, it is unlikely they would be willing to transfer the PD content knowledge in their class practice.

### **Recommendations for Alternative Approaches**

An alternative approach to the current PD project would be requiring teachers to participant in the teacher learning network. Participants in the study reported that they would benefit from language-specific PD and school support on collaboration opportunities. They also expressed the advantage of master teachers' input in the PD to guide their classroom practice. Therefore, allowing teachers to participate in a teacher learning network can provide them with opportunities to learn from other teachers in the implementation of formative assessment.

### **Scholarship, Project Development, and Leadership and Change**

I believe my journey throughout this doctoral degree in Curriculum, Instructions, and Assessment has afforded me many opportunities to think about myself as a scholar as well as apply myself as a reflective practitioner at a school setting. I believe that in being a scholar I have developed my content knowledge of assessment and my abilities in teaching language in practice. I believe that I was able to do this because I spent time reflecting on what is and what could be. I pride myself in understanding that I can be a change agent and initiate the change when I am given the opportunity.

I began this journey four years ago and have come to realize that every interaction with my cohort, colleagues and professors had a purpose and help to shape my thoughts about what was going to be my project study. I experienced some success as an international school language teacher; however, I also witnessed the struggles of my peers as I reflected my teaching practices. As I looked within myself and tried to be a reflective practitioner, I strived to understand what was needed to ensure the success of pre-high school language learners at an international school setting as it relates to teachers' needed knowledge and skills to prepare the students to be successful language learners. In my self-reflections, I realized that teachers need to discuss effective formative assessment strategies they applied in class and engage in practical PD that supports their collaboration and moderation.

After I completed all my course work, I started to plan my project study with close conversations with my Chair. My first approach was to expand my knowledge of dynamic assessment derived from Vygotsky's sociocultural theory on language learning.

Through my reading I was able to understand the significance of conceptual framework and how to frame my own project study. I was able to narrow my direction down to explore teachers' perspectives of formative assessment. During the process of writing the final project, I was able to collect and analyze data and developed as a reflective practitioner. I realized that my proficiency in presenting, collaborating, and supporting others improved together with my scholar's voice as a doctorate candidate.

I always had an interest in student writing proficiency and the factors that directly influenced their proficiency at the intermediate stage of their learning. I have several conversations with colleagues at work, members of my courses at the time, my instructors, and my committee. At the end of my search, I realized that gathering data on teacher perspective of formative assessment implementation in supporting student writing outcome could prove valuable to developing an understanding of how to improve student's proficiency in language writing classroom. While developing the project, I developed an understanding of formative assessment practice, student-centered assessment approach, and teachers' sustainable learning needs in the field of language assessment.

The project that developed from the study is a 3-days PD aimed at addressing the participants' perspective of formative assessment implemented in language class. The 3-days PD has four goals, which are all centered around the addressing the themes that emerged from the interview data. The conceptual framework that guided the study and the project is from Vygotsky's theory of learners' ZPD in language learning. I decided on a 3-days PD project because it allows me to present the findings from the study that can

be discussed among language teachers and to address the sustainability of PD practice with a model of further collaboration. Furthermore, some of the themes that emerged were teacher practice in formative assessment strategies, opportunity to collaborate and moderate with peers, PD based on teacher practical needs and opportunity to have further implementation practices of formative assessment in the classroom. Therefore, the activities proposed in the PD are structured at focusing the teachers' desires. Hence, the PD proposed have the potential to positively build teacher expertise and strengthen students' writing proficiency levels.

The project evaluation will be both formative and summative. Each day's PD session will be evaluated using a form that has two parts; one part is a rating scale, and the other part allows for an open-ended short response from each participant. Each participant will answer the questions about their PD experience and the PD content. This allows the presenter and facilitators of the PD to reflect against the learning outcomes of the project.

### **Reflection on Importance of the Work**

I believe my work in this study is important to provide insight into current situations of dropping writing scores of pre-high school IGCSE students within language departments at the target school. Another significance is to propose possible approaches that can influence change in teacher collaboration with practice that will ultimately enhance and sustain teacher expertise and skills in the craft of teaching and student proficiency in writing. Language education is developing daily, especially at international schools where multilingual learners go, therefore I believe it is important for us to

continuously reflect on what we are doing daily to adjust to the changes and ensure our students' progress. I also believe the work that I have done in this study is only the beginning of what can be a systematic change in the international schools' language teachers who have struggled with consistently implementing formative assessment strategies to promote student writing achievement. The changes proposed can benefit all stakeholders.

When I started this journey as a researcher, I had no idea of where it would lead me to. In my mind it was just an opportunity for me to get some clarity on my own practice and to support my students to become proficient writers in the language they learn. However, as I completed each stage and develop my own proficiency at different stages of research, my vision became clearer. I decided that as a reflective practitioner with new knowledge that can benefit others, my focus must be to effect change that would benefit the teachers and students I work with. I understood that the work I was doing was important not only for my personal development but also for the growth of my colleagues, my students, and the school systems in which I work in.

The process of this study forced me to exercise resiliency, persistence, patience, and flexibility. While I struggled with the literature review write-up, data collection and data analysis; coding and triangulating the data, I eventually was able to see the data with clear vision and understand the suggestions the teachers were making. I was glad to receive the teachers' perspective and reflection on formative assessment practices. Furthermore, I could present their perspectives in the forms of themes that led to the development of the project study. The course work, discussion posts, weekly

assignments, and communication with my classmates, though sometimes it seems impossible, all lead to my successful completion of this project study. I believe my hard work and determination have been the driving force in helping me achieve this doctoral degree. This degree will provide me with new knowledge, which will enhance my ability to make changes in my professional area and make a difference as a language educator. I see the proposed study as the fruit of a joint effort with my formal education which also start my new professional chapter as Dr. Xie.

### **Implications, Applications, and Directions for Future Research**

The 3-days PD, *Let Them Do It*, presented in this study offers the stakeholders an opportunity to discuss the implementation of formative assessment in language classes and a practical way of teacher collaboration to sustain the PD content knowledge. The purpose of this study was investigate secondary language teachers' perspectives of formative assessment implementation to support student writing at an international school. The PD offered in appendix A is an application of the interview data that was collected to address the concerns of the language teachers. This PD has the implication to promote change in the language programs of international schools.

The themes that emerged from the data collection indicated that providing practical PD on formative assessment to the participants can address the research question in this study. The goal of the project is to develop language teachers' understanding of formative assessment to improve students' writing proficiency and eventually improving their performance on standardized test. Over the years different researchers suggest a positive outcome when teachers use assessment effectively in

developing language learners' knowledge (Hill, 2015; Olmezer-Ozturk & Aydin, 2018; Seden & Svaricek, 2018). Appendix A outlines specific formative assessment strategies to be implemented in language classes. The research-based strategies chosen all have the implication to support students' success.

This study was conducted with a small sample of 10 participants however, the study has several implications for future research. The school leaders can observe and participate the project to identify the potential knowledge and practice gap of formative assessment in language classroom. Future research can be done with other international school campuses based on their specific needs if related to formative assessment approaches and writing development in language programs. The initiative of developing teacher learning network to sustain the PD knowledge afterwards could also help schools understand teachers' professional learning needs and develop the suitable mode for specific school PD needs.

Another implication for future research that can derive from this study is developing different teacher collaboration system in international schools to monitor the effectiveness of the PD content, analyze the cooperation among the members of the teacher network groups who plan the lesson and discuss the lesson practice on different assessment strategies. Monitoring the collaboration between teachers within the different schools can be helpful to all stakeholders in making decisions for next steps of school development plans and strategies. The data gathered can be used for important decision making as well as making comparisons between departments and schools.



## Conclusion

The problem that I addressed in this study is concerned with the dropping grades in students' writing exams of the pre-high school IGCSE language program at an international school. I gathered data about the problem of the years 2017-2019 as well as the perspectives of formative assessments from 10 participants at the target school site with semistructured interviews. From the findings of the data, I understood what the language teachers believe as formative strategies that could support student learning in the school. Through my data collection I found that there were some barriers in implementing formative assessment strategies in language classes and teachers' need of language specific PDs to encourage teacher collaboration in sustaining formative assessment implementation. By providing the teachers with PD that is focused on their needs, opportunities to collaborate with their peers and work with a model proposed in the PD project, they can prepare the students to become proficient writers and achieve success on standardized test. I realized that the data results would best be addressed by providing PD on the themes that emerged.

Findings in this study also showed that while there are obstacles in implementing formative assessment, language teachers had positive experiences with formative assessment in classroom that support students' learning. Therefore, providing systematic and specific PD to the teachers that is designed to sustain their efforts in supporting the students is important. Let Them Do It in a PD initiative that is designed to address the teachers' request. I developed the PD outlined in Appendix A and grew as a reflective practitioner, scholar, and change agent. This training will enhance the teacher's expertise

and inform the stakeholders about the ways they can make changes to benefit the teachers and ultimately, the students.

This project marks the end of my doctoral journey but the beginning of my professional journey as an agent for social change through coaching, PD presentations and collaboration with stakeholders.

## References

- Abdullah, M. Y., Al Ghafri, H. M. H., & Al Yahyai, K. S. H. (2019). A qualitative study on the best motivational teaching strategies in the context of Oman: Perspectives of EFL teachers. *English Language Teaching, 12*(3).  
<https://doi.org/10.5539/elt.v12n3p57>
- Ahmad, Z. (2020). Summative assessment, test scores and text quality: A study of cohesion as an unspecified descriptor in the assessment scale. *European Journal of Educational Research, 9*(2), 523–535. <https://doi.org/10.12973/eu-jer.9.2.523>
- Ahmed, F., Ali, S., & Shah, R. A. (2019). Exploring variation in summative assessment: language teachers' knowledge of students' formative assessment and its effect on their summative assessment. *Bulletin of Education & Research, 41*(2), 109–119.  
<https://files.eric.ed.gov/fulltext/EJ1229441.pdf>
- Akello, L. D., & Timmerman, M. (2018). Formative assessment: The role of participatory action research in blending policy and practice in Uganda. *Educational Action Research, 26*(5), 736–754. <https://doi.org/10.1080/09650792.2017.1405831>
- Alharbi, A. S., & Meccawy, Z. (2020). Introducing Socratic as a tool for formative assessment in Saudi EFL classrooms. *Arab World English Journal, 11*(3), 372–384. <https://dx.doi.org/10.24093/awej/vol11no3.23>
- Aloairdhi, N. M. (2019). Writing anxiety among Saudi female learners at some Saudi universities. *English Language Teaching, 12*(9), 55–65.  
<http://doi.org/10.5539/elt.v12n9p55>
- Al-Tayib Umar, A. M. (2018). The impact of assessment for learning on students'

- achievement in English for specific purposes: A case study of pre-medical students at Khartoum university: Sudan. *English Language Teaching*, 11(2), 15–25. <https://files.eric.ed.gov/fulltext/EJ1166124.pdf>
- Andersson, C., & Palm, T. (2017). The impact of formative assessment on student achievement: A study of the effects of changes to classroom practice after a comprehensive professional development programme. *Learning and Instruction*, 49, 92–102. <https://doi.org/10.1016/j.learninstruc.2016.12.006>
- Andrade, C. (2021). The inconvenient truth about convenience and purposive samples. *Indian Journal of Psychological Medicine*, 43(1), 86–88. <https://doi.org/10.1177/0253717620977000>
- Andrade, H., & Cizek, G. J. (2009). *Handbook of formative assessment*. Taylor & Francis Group Press.
- Azevedo, U., Carvalho, M., Costa, F., & Mesquita, S. (2017). Interview transcription: conceptual issues, practical guidelines, and challenges. *Revista de Enfermagem Referência*, 4(14), 159–167. <https://doi.org/10.12707/RIV17018>
- Babincáková, M., Ganajová, M., Sotáková, I., & Bernard, P. (2020). Influence of formative assessment classroom techniques (FACTs) on students' outcomes in chemistry at secondary school. *Journal of Baltic Science Education*, 19(1), 36–49. <https://doi.org/10.33225/jbse/20.19.36>
- Bearne, E. (2017). Assessing children's written texts: A framework for equity. *Literacy*, 51(2), 74–84. <https://doi.org/10.1111/lit.12105>
- Beck, S. W., Llosa, L., Black, K., & Anderson, A. T. (2018). From assessing to teaching

writing: What teachers prioritize. *Assessing Writing*, 37, 68–77.

<https://doi.org/10.1016/j.asw.2018.03.003>

Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *NursingPlus Open*, 2, 8-14. <http://dx.doi.org/10.1016/j.npls.2016.01.001>

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking. *Qualitative Health Research*, 26(13), 1802–1811.

<https://doi.org/10.1177/1049732316654870>

Bloom, B. S., Hastings, J. T., & Madaus, G. F. (1971). *Handbook on formative and summative evaluation of students learning*. McGraw-Hill.

Bogdan, R. C., & Biklen, S. K. (2007). *Research for education: An introduction to theories and methods* (5th ed.). Pearson.

Bonner, S. M., Rivera, C. T., & Chen, P. P. (2018). Standards and assessment: Coherence from teacher's perspective. *Educational Assessment, Evaluation and Accountability*, 30(1), 71–92. <https://doi.org/10.1007/s11092-017-9272-2>

Bourke, B. (2014). Positionality: Reflecting on the research process. *The Qualitative Report*, 19(33), 1-9. <https://doi.org/10.46743/2160-3715/2014.1026>

Bowman, M. A., Vongkulluksn, V. W., Jiang, Z., & Xie, K. (2020). Teachers' exposure to professional development and the quality of their instructional technology use: The mediating role of teachers' value and ability beliefs. *Journal of Research on Technology in Education*, 1–17. <https://doi.org/10.1080/15391523.2020.1830895>

Brandisauskiene, A., Cesnaviciene, J., Miciuliene, R., & Kaminskiene, L. (2020). What factors matter for the sustainable professional development of teachers? Analysis

- from four countries. *Journal of Teacher Education for Sustainability*, 22(2), 153–170. <https://doi.org/10.2478/jtes-2020-0022>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi-org.ezp.waldenulibrary.org/10.1191/1478088706qp063oa>
- 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>
- Burner, T., & Swendsen, B. (2020). A Vygotskian perspective on teacher professional development. *Education*, 141(1), 11–20.
- Burr, E. C. (2018). Challenging the monolingual habitus of international school classrooms. *International Schools Journal*, 37(2), 77–84.
- Cagasan, L., Care, E., Robertson, P., & Luo, R. (2020). Developing a formative assessment protocol to examine formative assessment practices in the Philippines. *Educational Assessment*, 25(4), 259–275. <https://doi.org/10.1080/10627197.2020.1766960>
- Castleberry, A., & Nolen, A. (2018). Thematic analysis of qualitative research data: Is it as easy as it sounds? *Currents in Pharmacy Teaching and Learning*, 10(6), 807–815. <https://doi.org/10.1016/j.cptl.2018.03.019>
- Cepellos, V. M., & Tonelli, M. J. (2020). Grounded theory: The step-by-step and methodological issues in practice. *Revista de Administração Mackenzie*, 21(5), 1–28. <http://doi.org/10.1590/1678-6971/eRAMG200130>

- Chen, D., & Zhang, L. (2017). Formative assessment of academic English writing for Chinese EFL learners. *TESOL International Journal*, 12(2), ISSN 2094-3938
- Clinchot, M., Ngai, C., Huie, R., Talanquer, V., Lambertz, J., Banks, G., Weinrich, M., Lewis, R., Pelletier, P., & Sevian, H. (2017). Better formative assessment. *Science Teacher*, 84(3), 69–75.
- Cohen, D., & Crabtree, B. (2006). *Qualitative research guidelines project: Sampling*. <http://www.qualres.org/HomeSamp-3702.html>
- Cotton, D. (2017). Teachers' use of formative assessment. *Delta Kappa Gamma Bulletin*, 83(3), 39–51.
- Creswell, J. W. (2018). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson Education.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE.
- 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>
- Daneshfar, S., & Moharami, M. (2018). Dynamic assessment in Vygotsky's sociocultural theory: Origins and main concepts. *Journal of Language Teaching & Research*, 9(3), 600–607. <https://doi.org/10.17507/jltr.0903.20>
- Daniels, H. (1996). *Introduction to Vygotsky*. Routledge.

<https://doi.org/10.4324/9780203434185>

- Deiglmayr, A. (2018). Instructional scaffolds for learning from formative peer assessment: Effects of core task, peer feedback, and dialogue. *European Journal of Psychology of Education, 33*(1), 185–198.
- Dudek, C. M., Reddy, L. A., Lekwa, A., Hua, A. N., & Fabiano, G. A. (2019). Improving universal classroom practices through teacher formative assessment and coaching. *Assessment for Effective Intervention, 44*(2), 81–94.  
<http://doi.org/10.1177/1534508418772919>
- Dunsmore, L. (2019). *Teaching ESL vs. EFL—What’s the difference?* International TEFL and TESOL Training. <https://www.teflcourse.net/blog/teaching-esl-vs-efl-whats-the-difference-ittt-tefl-blog/>
- Ellis, R. (1989). Second language learning and second language learners: Growth and diversity. *TESL Canada Journal, 7*(1), 74–94.
- England, K. V. L. (1994). Getting personal: Reflexivity, positionality, and feminist research. *The Professional Geographer, 46*(1), 80–89.
- Erdem, C. (2017). Teaching Turkish language and literature: The barriers to improving writing skills in high schools from a teacher’s perspective. *International Online Journal of Educational Sciences, 9*(3), 641–652.  
<https://doi.org/10.15345/iojes.2017.03.005>
- Farrugia, L. (2019). WASP (write a scientific paper): The ongoing process of ethical decision-making in qualitative research: Ethical principles and their application to the research process. *Early Human Development, 133*, 48–51.



<https://doi.org/10.1016/j.earlhumdev.2019.03.011>

- Febriyanti, G. A. A. A., Dewi, N. K. S. L., & Dewi, I. G. A. A. I. R. C. (2018). Using self-assessment to assess rural young learners' writing skills in English foreign language classroom. *Journal of Applied Studies in Language*, 2(2), 109–115.  
<http://doi.org/10.31940/jasl.v2i2.1065>
- Forrest, S. (2018). Can CPD enhance student-centered teaching and encourage explicit instruction of International Baccalaureate approaches to learning skills? A qualitative formative assessment and summative evaluation of an IB school's in-house CPD programme. *Journal of Research in International Education*, 17(3), 262–285. <https://doi.org/10.1177/1475240918816401>
- Gardner-McTaggart, A. (2018). International schools: Leadership reviewed. *Journal of Research in International Education*, 17(2), 148–163.  
<https://doi.org/10.1177/1475240918793955>
- Gebril, A. (2017). Language teachers' conceptions of assessment: An Egyptian perspective. *Teacher Development*, 21(1), 81–100.  
<https://doi.org/10.1080/13664530.2016.1218364>
- Griffee, D., & Gorsuch, G. (2016). *Evaluating second language courses*. ProQuest Ebook Central <https://ebookcentral.proquest.com>
- Gu, P. Y., & Yu, G. (2020). Researching classroom-based assessment for formative purposes. *Chinese Journal of Applied Linguistics*, 43(2), 150-168.  
Doi:10.1515/CJAL-2020-0010
- 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>
- Guo, W. Y., & Yan, Z. (2019). Formative and summative assessment in Hong Kong primary schools: Students' attitudes matter. *Assessment in Education: Principles, Policy & Practice*, 26(6), 675–699. <https://doi.org/10.1080/0969594X.2019.1571993>
- Guskey, T. R. (1985). Staff development and teacher change. *Educational Leadership*, 15(5), 5–60. <http://doi.org/10.3102/0013189X015005005>
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3), 381–391. <http://doi.org/10.1080/135406002100000512>
- Guskey, T. R., & Yoon, K. S. (2009). What works in professional development? Phi Delta Kappan, 90(7), 495-500. <https://doi.org/10.1177/003172170909000709>
- Harvey, C. (2017). The intricate process of psychoanalytic research: Encountering the intersubjective experience of the researcher-participant relationship. *British Journal of Psychotherapy*, 33(3), 312-327. <http://doi.org/10.1111/bjp.12285>
- Hasan, M., & Karim, M. R. (2019). Scaffolding effects on writing acquisition skills in EFL context. *Arab World English Journal*, 10(4), 288–298. <https://dx.doi.org/10.24093/awej/vol10no4.21>
- Haug, B. S., & Mork, S. M. (2021). Taking 21st century skills from vision to classroom: What teachers highlight as supportive professional development in the light of new demands from educational reforms. *Teaching and Teacher Education*, 100.

<https://doi.org/10.1016/j.tate.2021.103286>

- Henry, M., & Anderson, C. (2020). “Listen and let it flow”: A researcher and participant reflect on the qualitative research experience. *The Qualitative Report*, 25(5), 1145-1195. <https://nsuworks.nova.edu/tqr/vol25/iss5/2>
- Hill, K. (2015). Integrating instruction, curricula, and assessment in the L2 classroom. *The Electronic Journal for English as a Second Language*, 19(2).
- Hill, L. (2020). Mentimeter: A Tool for actively engaging large lecture cohorts. *Academy of Management Learning & Education*, 19(2), 256–258.  
<https://doi.org/10.5465/amle.2019.0129>
- International Baccalaureate. (2020). *International Baccalaureate Diploma Programme subject brief*.  
<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/lang-b-2018-en.pdf>
- Iyamu, T. (2018). Collecting qualitative data for information systems studies: The reality in practice. *Education and Information Technologies*, 23(5), 2249–2264.  
<http://doi.org/10.1007/s10639-018-9718-2>
- Jung, M.-Y. (2016). Peer/Teacher-assessment using criteria in the EFL classroom for developing students’ L2 writing. *Journal of Pan-Pacific Association of Applied Linguistics*, 20(1), 1–20.
- Kahlke, R. (2014). Generic qualitative approaches: Pitfalls and benefits of methodological mixology. *International Journal of Qualitative Methods*, 13, 37-52. <http://ejournals.library.ualberta.ca/index.php/IJQM/article/view/19590>

- Kapsalis, G. D., Galani, A., & Tzafea, O. (2020). Kahoot! as a formative assessment tool in foreign language learning: A case study in Greek as an L2. *Theory & Practice in Language Studies*, 10(11), 1343–1350. <https://doi.org/10.17507/tpls.1011.01>
- Karlsson, M. (2019). An analysis of the relationship among teacher feedback, feedforward, and grade on Swedish university students' compositions in English as a second language. *Arab World English Journal*, 10(3), 3–20. <https://doi.org/10.24093/awej/vol10no3.1>
- Kiliçkaya, F. (2017). Improving formative assessment in language classrooms using “GradeCam Go!” *Teaching English with Technology*, 17(4), 78–92.
- Lai, C., Gu, M., & Hu, J. (2015). Understanding legitimate teacher authority in a cross-cultural teaching context: Pre-service Chinese language teachers undertaking teaching practicum in international schools in Hong Kong. *Journal of Education for Teaching*, 41(4), 417–434. <https://doi.org/10.1080/02607476.2015.1081717>
- 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/toc/2322-1291>
- Lam, R. (2019). Teacher assessment literacy: Surveying knowledge, conceptions, and practices of classroom-based writing assessment in Hong Kong. *System*, 81, 78–89. <https://doi.org/10.1016/j.system.2019.01.006>
- LeCompte, M. D., & Schensul, J. J. (2010). *Designing & conducting ethnographic research. [electronic resource]: an introduction* (2nd ed.). AltaMira Press.
- Lee, I. (2016). Putting students at the centre of classroom L2 writing assessment. *The*

*Canadian Modern Language Review*, 72(2), 258–280.

<https://doi.org/10.3138/cmlr.2802>

Li, N., & Peters, A. W. (2020). Preparing K-12 teachers for ELLs: Improving teachers' L2 knowledge and strategies through innovative professional development. *Urban Education*, 55(10), 1489–1506. <https://doi.org/10.1177/0042085916656902>

Linneberg, M. S., & Korsgaard, S. (2019). Coding qualitative data: a synthesis guiding the novice. *Qualitative Research Journal*, 19(3), 259–270. <https://doi.org/10.1108/QRJ-12-2018-0012>

Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in Educational Research: From Theory to Practice*, John Wiley & Sons.

López-Pastor, V., & Sicilia-Camacho, A. (2017). Formative and shared assessment in higher education. Lessons learned and challenges for the future. *Assessment & Evaluation in Higher Education*, 42(1), 77–97. <https://doi.org/10.1080/02602938.2015.1083535>

Love, M. L., Simpson, L. A., Golloher, A., Gadus, B., & Dorwin, J. (2020). Professional development to increase teacher capacity for the use of new technologies. *Intervention in School & Clinic*, 56(2), 115–118. <https://doi.org/10.1177/1053451220914886>

Lyon, C. J., Nabors Oláh, L., & Caroline Wylie, E. (2019). Working toward integrated practice: Understanding the interaction among formative assessment strategies. *Journal of Educational Research*, 112(3), 301–314. <https://doi.org/10.1080/00220671.2018.1514359>

- Mahdavidar, F. (2017). Task-based language teaching in Iran: A study of EFL teachers' perspectives. *International Journal of English Language and Translation Studies*, 5(4), 14–21.
- Mahshanian, A., Shoghi, R., & Bahrami, M. (2019). Investigating the differential effects of formative and summative assessment on EFL learners' end-of-term achievement. *Journal of Language Teaching & Research*, 10(5), 1055–1066. <https://doi.org/10.17507/jltr.1005.19>
- Mali, J. (2017). A case for a narrative approach to research into social work perspectives on dementia. *Original Scientific Article*, 57(3), 209-224.
- Marginson, S., & Dang, T. K. A. (2017). Vygotsky's sociocultural theory in the context of globalization. *Asia Pacific Journal of Education*, 37(1), 116–129. <https://doi.org/10.1080/02188791.2016.1216827>
- Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in qualitative research? A review of qualitative interview in is research. *Journal of Computer Information Systems*, 54(1), 11-22. <http://www.iacis.org/jcis/jcis.php>
- Marshall, C., Brereton, P., & Kitchenham, B. (2015). Tools to support systematic reviews in software engineering: a cross-domain survey using semi-structured interviews. *Evaluation and Assessment in Software Engineering*, 1–6. <https://doi.org/10.1145/2745802.2745827>
- Maxwell, J. A. (2019). Collecting qualitative data: A realist approach. In Flick, U., *The SAGE Handbook of Qualitative Data Collection*. SAGE Publications, Ltd. <https://doi.org/10.4135/9781526416070>

- Mazouak, A., Bassiri, M., Lamniai, I., Jaouad, M., Malika, T., & Belaouad, S. (2018). E-Learning as a vector for the development of the professional skills of future pedagogical frameworks in regional center of education and formation in professions. Taza Morocco. *Journal of Fundamental & Applied Sciences*, *10*, 446–451.
- McCallum, S., & Milner, M. M. (2021). The effectiveness of formative assessment: student views and staff reflections. *Assessment & Evaluation in Higher Education*, *46*(1), 1–16. <https://doi.org/10.1080/02602938.2020.1754761>
- McClelland, S. I. (2017). Vulnerable listening: Possibilities and challenges of doing qualitative research. *Qualitative Psychology*, *4*(3), 338–352. <https://doi.org/10.1037/qup0000068>
- McGlynn, K., & Kelly, J. (2017). Using formative assessments to differentiate instruction. *Science Scope*, *41*(4), 22–25. <https://doi.org/10.2505/4/ss170410422>
- Melikhova, I., & Skorobogatova, A. (2020). Foreign language writing in the context of modern language education in non-linguistic majors. *International Journal of Instruction*, *13*(2), 151–164. <https://doi.org/10.29333/iji.2020.13211a>
- Mellati, M., & Khademi, M. (2018). Exploring teachers' assessment literacy: Impact on learners' writing achievements and implications for teacher development. *Australian Journal of Teacher Education*, *43*(6), 1–18. <https://doi.org/10.14221/ajte.2018v43n6.1>
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research* (4th ed.). John Wiley & Sons.

- Mierzwa, E. (2019). Foreign language learning and teaching enjoyment: Teachers' perspectives of the level of enjoyment in foreign language teaching. *Journal of Education Culture and Society*, *10*(2). <https://doi.org/10.15503/jecs20192.170.188>
- Miller, T. (2017). Telling the difficult things: Creating spaces for disclosure, rapport, and 'collusion' in qualitative interviews. *Women's Studies International Forum*, *61*, 81-86, ISSN 0277-5395, <https://doi.org/10.1016/j.wsif.2016.07.005>
- Molway, L. (2019). "It's all about coping with the new specifications": Coping professional development - the new CPD. *London Review of Education*, *17*(2), 97–111. <https://doi.org/10.18546/LRE.17.2.01>
- Moorosi, P., & Bantwini, B. D. (2016). School district leadership styles and school improvement: evidence from selected principals in the Eastern Cape Province. *South African Journal of Education*, *36*(4), Article 1341. <https://doi.org/10.15700/saje.v36n4a1341>
- Morgan-Trimmer, S., & Wood, F. (2016). Ethnographic methods for process evaluations of complex health behaviour interventions. *Trials* *17*, 232. <https://doi.org/10.1186/s13063-016-1340-2>
- Mutar, Q. M. (2019). Teachers' perspectives of difficulties face teaching English language as a foreign language at the intermediate schools. *International Journal of Multicultural and Multireligious Understanding*, *6*(3), 420–431. <https://doi.org/10.18415/ijmmu.v6i3.844>
- Nemati, M., Mohammad, S., Mohebbi, H., & Masjedlou, A. P. (2017). Teachers' writing proficiency and assessment ability: The missing link in teachers' written



- corrective feedback practice in an Iranian EFL context. *Language Testing in Asia*, 7(1), 1-18. <https://doi.org/10.1186/s40468-017-0053-0>
- Ngo, X. M. (2018). A sociocultural perspective on second language writing teacher cognition: A Vietnamese teacher's narrative. *System*, 78, 79–90. <https://doi.org/10.1016/j.system.2018.08.002>
- Ngozwana, N. (2018). Ethical dilemmas in qualitative research methodology: Researcher's reflections. *International Journal of Educational Methodology*, 4(1), 19–28.
- Ninomiya, S. (2016). The possibilities and limitations of assessment for learning: Exploring the theory of formative assessment and the notion of “closing the learning gap.” *Educational Studies in Japan: International Yearbook*, 10, 79–91.
- Olmezer-Ozturk, E., & Aydin, B. (2018). Toward measuring language teachers' assessment knowledge: Development and validation of Language Assessment Knowledge Scale (LAKS). *Language Testing in Asia*, 8, Article 20. <https://doi.org/10.1186/s40468-018-0075-2>
- Onalan, O., & Karagul, A. E. (2018). A study on Turkish EFL teachers' beliefs about assessment and its different uses in teaching English. *Journal of Language and Linguistic Studies*, 14(3), 190-201. <https://eric.ed.gov/?id=EJ1193082>
- Otnes, H., & Solheim, R. (2019). Acts of responding: Teachers' written comments and students' text revisions. *Assessment in Education: Principles, Policy & Practice*, 26(6), 700–720. <https://doi.org/10.1080/0969594X.2019.1595524>
- Öztürk, G. (2021). Pre-service teachers' skills in analysing achievements in regard to the

- revised Bloom's taxonomy. *International Journal of Progressive Education*, 17(1), 277–293. <https://doi.org/10.29329/ijpe.2020.329.18>
- Pan, Y.-C. (2020). Taiwan university students' perceptions of summative and formative classroom assessment in English courses. *TESOL International Journal*, 15(2), 46–64. <https://files.eric.ed.gov/fulltext/EJ1268467.pdf>
- Papakitsou, V. (2020). Qualitative research: Narrative approach in sciences. *Dialogues in Clinical Neuroscience & Mental Health*, 3(1), 63–70. <https://doi.org/10.26386/obrela.v3i1.177>
- Pastore, S., Manuti, A., & Scardigno, A. F. (2019). Formative assessment and teaching practice: the point of view of Italian teachers. *European Journal of Teacher Education*, 42(3), 359–374. <https://doi.org/10.1080/02619768.2019.1604668>
- Pearson. (2020). *International GCSEs*. Edexcel Exam Board <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses.html>
- Plough, I. C. (2016). Cultures & languages across the curriculum: Strengthening intercultural competence & advancing internationalization. *Multicultural Education*, 23(2), 46–51.
- Ravandpour, A., & Elmer, S. (2019). The relationship between EFL teachers' continuing professional development and their self-efficacy: A structural equation modeling approach. *Cogent Psychology*. 6(1). 1-14. <http://doi:10.1080/23311908.2019.1568068>
- Ravitch, S. M., & Carl, N. M. (2016). *Qualitative research: Bridging the conceptual*,

*theoretical, and methodological*. Sage Publications.

- Roberts, R. E. (2020). Qualitative interview questions: Guidance for novice researchers. *Qualitative Report*, 25(9), 3185–3203.
- Robinson, O. (2014). Sampling in interview-based qualitative research: A theoretical and practical guide. *Research in Psychology*, 11(1), 25-41.  
<http://doi.org/10.1080/14780887.2013.801543>
- Roulston, K., & Choi, M. (2018). Qualitative interviews. In Flick, U., *The SAGE Handbook of Qualitative Data Collection*. SAGE Publications, Ltd.  
<https://doi.org/10.4135/9781526416070>
- Sandelowski, M. (2000). Focus on research methods-Whatever happened to qualitative description? *Research in nursing and health*, 23(4), 334-340.  
[https://doi.org/10.1002/1098-240X\(200008\)23:4<334::AID-NUR9>3.0.CO;2-G](https://doi.org/10.1002/1098-240X(200008)23:4<334::AID-NUR9>3.0.CO;2-G)
- Sartaj, S., Kadri, S., Shah, S. F. H., & Siddiqui, A. (2019). Investigating the effectiveness of classroom-based assessment on ESL teaching strategies and techniques in Pakistan: Study from teachers' perspective. *Theory and Practice in Language Studies*, 9(7), 826–834. <https://doi.org/10.17507/tpls.0907.12>
- Schensul, S. L., Schensul, J. J., & LeCompte, M. D. (2012). *Initiating ethnographic research: A mixed methods approach*, Alta Mira Press.
- Schildkamp, K., van der Kleij, F. M., Heitink, M. C., Kippers, W. B., & Veldkamp, B. P. (2020). Formative assessment: A systematic review of critical teacher prerequisites for classroom practice. *International Journal of Educational Research*, 103. <https://doi.org/10.1016/j.ijer.2020.101602>

- Scriven, M. (1967). The methodology of evaluation. In R. W. Tyler, R. M. Gagne, & M. Scriven (Eds.), *Perspectives on curriculum evaluation* (pp. 39-83). Rand McNally.
- Seden, K., & Svaricek, R. (2018). Teacher subjectivity regarding assessment: Exploring English as a foreign language teachers' conceptions of assessment theories that influence student learning. *CEPS Journal*, 8(3).  
<https://doi.org/10.26529/cepsj.500>
- Shabani, K. (2016). Implications of Vygotsky's sociocultural theory for second language (L2) assessment. *Cogent Education*, 3(1), Article 1242459.  
<https://doi.org/10.1080/2331186X.2016.1242459>
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2), 63–75. <https://doi-org.ezp.waldenulibrary.org/10.3233/EFI-2004-22201>
- Singh, S., Gupta, S., Sharma, L., Chatterjee, M., Juneja, S., Panigrahi, P., Kumar, H., & Thakur, H. (2020). Shifting towards online training-Possible challenges from Educators/Trainers perspective in Indian setting. *Indian Journal of Community Health*, 32(4), 620–623. <https://doi.org/10.47203/IJCH.2020.v32i04.002>
- Smith, N. L., & Williams, B. K. (2020). Supporting middle school language Arts teachers through professional development. *Reading Psychology*, 41(5), 403–419.  
<https://doi.org/10.1080/02702711.2020.1768984>
- Smith, R., Ralston, N. C., Naegele, Z., & Waggoner, J. (2020). Team teaching and learning: A model of effective professional development for

- teachers. *Professional Educator*, 43(1), 80–90.
- Stabler-Havener, M. L. (2018). Defining, conceptualizing, problematizing, and assessing language teacher assessment literacy. *Teachers College, Columbia University Working Papers in Applied Linguistics & TESOL*, 18(1), 1–22.
- Stirling, J. (2001). Thematic networks: An analytic tool for qualitative research. *Qualitative Research*, 1(3), 385–405.  
<https://doi.org/10.1177/146879410100100307>
- St. Pierre, E. A., & Jackson, A. Y. (2014). Qualitative data analysis after coding. *Qualitative Inquiry*, 20(6), 715–719. <http://doi-org/10.1177/1077800414532435>
- Svendsen, B. (2020). Inquiries into teacher professional development-What matters? *Education*, 140(3), 111–130.
- Szecszi, T., Lashley, T., Nelson, S., & Sherman, J. (2017). Teachers’ perspectives on language assessment and effective strategies for young English language learners in Florida. *International Journal of the Whole Child*, 2(2), 18–28.
- Tavakoli, E., Amirian, 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(1), 319–344. <https://doi.org/10.22108/are.2018.112373.1340>
- 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>

- Tigelaar, D., & Sins, P. (2020). Effects of formative assessment programmes on teachers' knowledge about supporting students' reflection. *Journal of Vocational Education & Training*, 1–23. <https://doi.org/10.1080/13636820.2020.1726992>
- Tsai, K. C. (2017). Development of the teacher leadership style scale. *Social Behavior and Personality*, 45(3), 477–490. <https://doi.org/10.2224/sbp.5751>
- Utaile, M. M., Debere, M. K., Nida, E. T., Boneya, D. J., & Ergano, A. T. (2020). A qualitative study on reasons for early removal of Implanon among users in Arba Minch town, Gamo Goffa zone, South Ethiopia: a phenomenological approach. *BMC Women's Health*, 20(1), 1–7. <https://doi.org/10.1186/s12905-019-0876-1>
- Villamizar, L. J. (2017). The effects of Vygotsky's sociocultural theory on second language acquisition and language input. *Revista de Docencia e Investigación*, 7(1), 91–102. <https://doi.org/10.15332/erdi.v7i1.1780>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- 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. <http://doi.org/10.29333/iji.2020.1315a>
- Wilson, J., Roscoe, R., & Ahmed, Y. (2017). Automated formative writing assessment using a levels of language framework. *Assessing Writing*, 34, 16–36. <https://doi.org/10.1016/j.asw.2017.08.002>

- Wolgemuth, J., & Agosto, V. (2019). Narrative research. *The Blackwell Encyclopedia of Sociology*. <http://doi.org/10.1002/9781405165518.wbeos1244>
- Woottipong, K. (2020). Investigation into Thai high school learners' self-regulated learning skills, self-efficacy and writing performance. *Research in Pedagogy*, *10*(1), 32–49. <https://doi.org/10.5937/istrped2001032W>
- Xiao, Y., & Yang, M. (2019). Formative assessment and self-regulated learning: How formative assessment supports students' self-regulation in English language learning. *System*, *81*, 39–49. <https://doi.org/10.1016/j.system.2019.01.004>
- Xiong, Y., & Suen, H. K. (2018). Assessment approaches in massive open online courses: Possibilities, challenges, and future directions. *International Review of Education / Internationale Zeitschrift Für Erziehungswissenschaft*, *64*(2), 241–263. <https://doi.org/10.1007/s11159-018-9710-5>
- Yagiz, B., Navruz, B., & Sencer Corlu, M. (2016). Investigating the impact of International General Certificate of Secondary Education scores and gender on the Diploma Program scores in Mathematics and Science. *International Journal of Educational Reform*, *25*(3), 250–264. <https://doi.org/10.1177/105678791602500302>
- Yin, X., & Buck, G. A. (2019). Using a collaborative action research approach to negotiate an understanding of formative assessment in an era of accountability testing. *Teaching and Teacher Education*, *80*, 27–38. <https://doi.org/10.1016/j.tate.2018.12.018>
- Zhao, H. (2018). Exploring tertiary English as a foreign language writing tutors'

perceptions of the appropriateness of peer assessment for writing. *Assessment & Evaluation in Higher Education*, 43(7), 1133–1145.

Zhi, Q., & Su, M. (2015). Enhance collaborative learning by visualizing process of knowledge building with Padlet. *2015 International Conference of Educational Innovation through Technology (EITT), Educational Innovation through Technology (EITT), 2015 International Conference Of*, 221–225.  
<https://doi.org/10.1109/EITT.2015.54>



## Appendix A: The Project

## Table of Contents

PD Project.....	141
Project Goals.....	141
Daily Agendas and Evaluation Forms .....	142–147
Project Powerpoint.....	148–186
References.....	187

PD Project: Let Them Do It

**Project Goals**

- Goal 1: Secondary language teachers and language department head leaders will develop an understanding of formative assessment and Vygotsky's ZPD theory in language learning that support practical formative strategies implementations to promote students' writing achievement.
- Goal 2: Secondary language teachers and language department head leaders will demonstrate an understanding of student-centered formative assessment through theory discussion and role-play activities.
- Goal 3: Secondary language teachers and language department head leaders will write a lesson plan using formative assessment circle model.
- Goal 4: Secondary language teachers and language department head leaders will create a teacher learning network to address sustained formative assessment implementation after the PD sessions.

## Project Agenda and Evaluation Form

### Day 1 Agenda

Time	Activities
9:00-9:15	Sign in and welcome Housekeeping
9:15-9:30	Review agenda, learning outcomes Icebreakers
9:30-10:30	Review study findings and teachers' current perspectives on formative assessment and summative assessment.
10:30-11:00	Coffee break
11:00-12:00	Formative assessment in language classroom Booklet activity
12:30:13:00	Padlet: What else do you do in your classroom?
13:00-14:00	Lunch
14:00-15:00	Share formative assessment strategies that worked for you within your language department. Share formative assessment strategies that worked for you with other language department. Mentimeter: write 1-3 strategies you learned from others today that you will use in your classes.
15:00-15:30	Q & A
15:30-16:00	Closing and evaluation of the day

**Day 1 Evaluation Form**

<b>PD Project Day 1 Evaluation Form for Teachers</b>					
Using the Likert Scale, rate your perspective on the following statements. The scale is from 1 to 5, 1 being the least agree and 5 being the most agree.	Least		Most		
I am knowledgeable about using formative assessment for writing.	1	2	3	4	5
I am knowledgeable about the differences between formative assessment and summative assessment.	1	2	3	4	5
The formative assessment strategies introduced during today's PD are useful.	1	2	3	4	5
I am knowledgeable about the formative assessment strategies that can be implemented in classroom.	1	2	3	4	5
Today's PD is helpful in supporting implementation of formative assessment in language writing class.	1	2	3	4	5
<p><i>Please use the space below to describe what you think worked well or did not work well in this PD sessions. Please note any questions you may have regarding the use of formative assessment for writing PD.</i></p>					

**Day 2 Agenda**

Time	Activities
9:00-9:15	Sign in and welcome back Reviewing agenda of the day
9:15-9:30	Padlet: What we learned from Day 1
9:30-10:30	Review Vygotsky's theory of language learners' ZPD and how teachers as learners in Teacher Professional Development (TPD).
10:30-11:00	Coffee break
11:00-12:00	Understand the traits of student-centered formative assessment practices Booklet activity Mentimeter: Describe one formative assessment practice you do that is student-centered in your classroom.
12:30-13:00	Padlet: How to shift from teacher facilitated assessment to student-initiated assessment?
13:00-14:00	Lunch
14:00-14:45	Peer-assessment and teachers' role
14:45-15:30	Address individual students' needs and support students' confidence in formative assessment.
15:30-16:00	Closing and evaluation of the day

**Day 2 Evaluation Form**

<b>PD Project Day 2 Evaluation Form for Teachers</b>					
Using the Likert Scale, rate your perspective on the following statements. The scale is from 1 to 5, 1 being the least agree and 5 being the most agree.	Least		Most		
I am knowledgeable of Vygotsky's theory in language learning.	1	2	3	4	5
I am knowledgeable about student-centered formative assessment practices.	1	2	3	4	5
The role-play activity on peer-assessment is very useful.	1	2	3	4	5
I am knowledgeable about the resources I can use to address individual needs in language writing classes.	1	2	3	4	5
I am knowledgeable about the approached to booster students' engagement and confidence in implementing formative assessment.	1	2	3	4	5
Please use the space below to describe what you think worked well or did not work well in this PD sessions. Please note any questions you may have regarding the use of formative assessment for writing PD.					

**Day 3 Agenda**

Time	Activities
9:00-9:15	Sign in and welcome back Reviewing agenda of the day
9:15-9:30	Padlet: What we learned from Day 2
9:30-10:30	Review Guskey's Model of Teacher Change. Discuss the traits of successful and sustainable professional development. Padlet: What is a successful professional development for you?
10:30-11:00	Coffee break
11:00-12:00	Share the template of effective formative assessment. Teachers in language departments to complete the lesson/ unit plan. Teachers to share their plan with other languages.
12:30-13:00	Padlet: What do we have in common and what have I learned from other languages in completing the formative assessment plan?
13:00-14:00	Lunch
14:00-14:45	Build teacher learning network (TLN) with different language teachers. Create a collaborative online platform for resources. Review collaboration models for future instructions.
14:45-15:30	Collaboration and discussion time for TLNs initial plan.
15:30-16:00	Closing and evaluation

**Day 3 Evaluation Form**

<b>PD Project Day 3 Evaluation Form for Teachers</b>					
Using the Likert Scale, rate your perspective on the following statements. The scale is from 1 to 5, 1 being the least agree and 5 being the most agree.	Least				Most
I am knowledgeable about Guskey's model of teacher change in the application of professional development.	1	2	3	4	5
I find the lesson/ unit plan template for effective formative assessment very useful.	1	2	3	4	5
I find the teacher learning network initiative very useful.	1	2	3	4	5
I am knowledgeable of how a successful professional development look like.	1	2	3	4	5
I find the collaboration opportunity very helpful.	1	2	3	4	5
Please use the space below to describe what you think worked well or did not work well in this PD sessions. Please note any questions you may have regarding the use of formative assessment for writing PD.					



## Project PowerPoint

# Let Them Do It

Strategies and Instructions

Day I

## Day I Agenda

Time	Activities
9:00-9:15	Sign in and welcome Housekeeping
9:15-9:30	Review agenda, learning outcomes Icebreakers
9:30-10:30	Review study findings and teachers' current perspectives on formative assessment and summative assessment.
10:30-11:00	Coffee break
11:00-12:00	Formative assessment in language classroom Blooket activity
12:30-13:00	Padlet: What else do you do in your classroom?
13:00-14:00	Lunch
14:00-15:00	Share formative assessment strategies that worked for you within your language department; Share formative assessment strategies that worked for you with other language department. Mentimeter: write 1-3 strategies you learned from others today that you will definitely use in your classes.
15:00-15:30	Q & A
15:30-16:00	Closing and evaluation of the day

## Day 1 Outcomes:

---

- Review findings from the study
- Understand and describe the differences between formative assessment and summative assessment
- Describe and apply ways that formative assessment can be implemented in classroom
- Describe formative assessment strategies that work

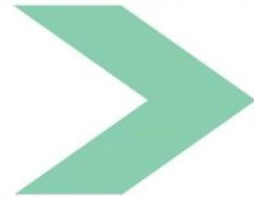
**How much do we  
know about  
formative  
assessment?**

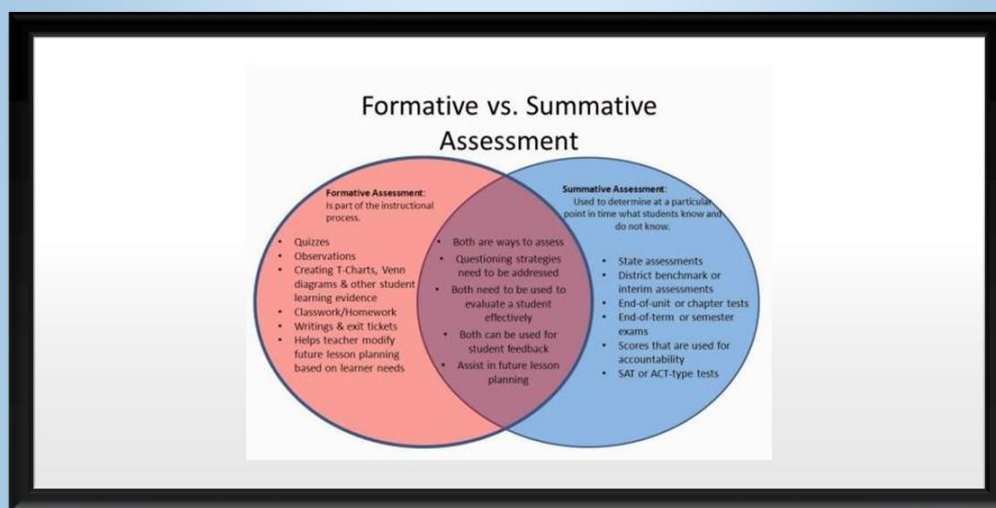
**Task:**

On your table, think and discuss about your knowledge on formative assessment. Write and share your discussion on the post-it note and post it on the window where the big post notes are.



**THINK  
PAIR  
SHARE**





## FORMATIVE ASSESSMENT IN RESEARCH

### • **What is assessment?**

• -“The word ‘assessment’ from the Latin verb ‘assidere’ means ‘to sit beside’ [sic]. The image of someone sitting beside a learner portrays assessment as support for learning rather than as a test of performance.

• (Swaffield 2011)” (p. 737).

### • **Why formative assessment?**

• - Formative assessment is proven to support students’ significant outperformance and to support students’ self-regulated learning.

• (Andersson & Palm, 2017).

### • **Why are we discussing formative assessment?**

• Teachers have a fundamental role in using the evidence from formative assessment to influence student learning.

• (Schildkamp et al., 2020)

• - Teachers’ understanding of formative assessment is crucial for the implementation of formative assessment.

• “the single most important factor for second-language learners to benefit from feedback on written work is their motivation to write” .

• (Burner, 2016)

## Formative assessment in language learning

- Vygotsky's (1978) "zone of proximal development" (ZPD) describes the concept for a formative approach to learning. Teachers have more holistic aspects at higher educational level from which they move to give bigger picture feedback in students' writing. (Karlsson, 2019)
- Formative assessment for vocabulary in English as a Foreign Language (EFL) classes uses techniques like concept mapping, oral questioning, vocabulary quizzes to allow learners to apply lexical knowledge with syntactic correctness and semantic appropriateness (Estaji & Mirzaii, 2018).
- Formative quizzes were proven to affect students' summative exam scores. The researchers noted the students' test performance benefited from online homework quizzes than paper-based ones (Joyce, 2018).
- Formative assessments were found to support students' productive skills (speaking and writing) while summative assessments enhance students' receptive skills (listening and reading) (Pan, 2020).



## Study Findings

### 4 Themes were identified :

- Teachers use formative assessment to monitor and evaluate progress and inform instruction.
- Teachers use formative strategies to evaluate curriculum progress.
- Teachers perceive professional development (CPD), collaboration, time, and resources are needed to effectively implement formative assessment.
- Teachers perceive time and students' attributes as barriers in formative assessment implementation.



COFFEE BREAK

Be back at 11:00am



## Vygotsky's Sociocultural Theory and Zone of Proximal Development (ZPD)

- **Why ZPD in formative assessment discussion?**

- I. Russian psychologist Lev S. Vygotsky is recognized as the founder of sociocultural theory in which he studied the relationship between interactive process of learning and children's conscious development. (Mahn, 1999).
- II. Sociocultural theory is rooted in the belief of how social and cultural factors play the roles in learning and development.
- III. In his theoretical framework, the zone of proximal development (ZPD) was described as the distance between a child's actual developmental level and higher level of potential development. It suggested the internal developmental processes of a learner only happens when the learner is interacting with people in his environment and in cooperation with his peers. (Turuk, 2008).
- IV. The theory of ZPD recognized the dynamic nature of interplay between teachers and learners. It indicates what a child can achieve with the assistance of another's expertise, an adult or a more capable peer.
- V. "by adopting Vygotsky's ZPD that offered the teachers space to work in collaboration with each other to support children's learning" (p. 752). (Akello & Timmerman, 2018)

**How much do we  
know about  
Vygotsky and his  
ZPD?**

**Task:**

On your table, reflect and discuss what you learned about Vygotsky and ZPD theory. Write and share your discussion on the post-it note and post it on the window where the big post notes are.



**THINK  
PAIR  
SHARE**



## The indication of Vygotsky in Language classes

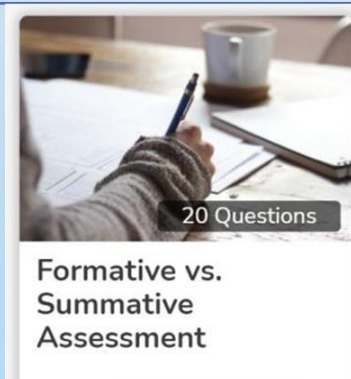
---

- Learning is a **dynamic** process.
- A child's higher-level development depends on his **interaction with adults and peers**.
- Language learners need **explicit responses and feedback** from the environment.
- Second language acquisition (SLA) could be reached by **scaffolding input** that supports learners to become self-interpreting cultural agents.



## What is the difference between summative assessment and formative assessment?

---



Can you give an example of summative assessment in your language?  
 Can you give an example of formative assessment in your language?  
 What new formative assessment strategies can you think of based on  
 your understanding of Vygotsky's theory?

Task:  
 Share your thoughts on Mentimeter.



## Formative assessment in Language classes

- **So, what's happening in language classes?**

- Formative Assessment of Writing (FAoW) instrument provides a comprehensive list of formative feedback practices in writing of ESL classrooms. This was to raise teachers' awareness of focusing students' current learning state "rather than future goals"
- Emphasized the importance to encourage autonomous learning through self-regulation and self-monitoring in self-assessment in EFL classroom.
- EFL writing class tries to "discriminate intraindividual differences in writing skills across levels of language" by providing formative feedback and suggests the susceptible nature of human feedback.

(Febriyanti, Dewi, & Dewi, 2018; Tavakoli et al., 2018; Wilson, Roscoe, & Ahmed, 2017)



### What else do you do in your classroom?

Now that you see the example formative assessment other language people do, what else do you do in your classroom?



### What did we find that teachers do in their classes with formative assessment approach?

style  
students  
past paper example  
mapreplace word  
immediate corrections  
feedback  
links sentence  
sheet  
different connective  
interesting vocabulary

## Lunch Time

1Pm - 2PM

## Padlet Sharing 1

---

- **What other language do in their classrooms with formative assessment?**
- Task:
  - a) From the Padlet sharing, choose 3 strategies that other language teachers do;
  - b) Discuss with your language department about the benefits and potential barriers of those strategies in your language;
  - c) Choose one person to present from your findings.

## Padlet Sharing 2

---

- **What language teachers do in their classrooms with formative assessment?**
- Task:
  - a) Write 3-5 take-aways for your language on the post-it notes;
  - b) Discuss with your language department regarding why they could be and should be implemented;
  - c) Choose one person to present from your language on why those are the take-aways you choose as a department.

## Mentimeter Sharing



Mentimeter: write 1-3 strategies you learned from others today that you **plan** to use in your classes.

## Questions & Answers



## Fill the evaluation form Exit Ticket

1. Using the Likert Scale, rate your perspective on the following statements. The scale is from 1 to 5, 1 being the least agree and 5 being the most agree.  
*I am knowledgeable about using formative assessment for writing.*

1   2   3   4   5  
○   ○   ○   ○   ○


2. Using the Likert Scale, rate your perspective on the following statements. The scale is from 1 to 5, 1 being the least agree and 5 being the most agree.  
*I am knowledgeable about the differences between formative assessment and summative assessment.*

☆☆☆☆☆

3. Using the Likert Scale, rate your perspective on the following statements. The scale is from 1 to 5, 1 being the least agree and 5 being the most agree.  
*The formative assessment strategies introduced during today's PD are useful.*

☆☆☆☆☆

## Let Them Do IT PD project-Day 1 Evaluation



4. Using the Likert Scale, rate your perspective on the following statements. The scale is from 1 to 5, 1 being the least agree and 5 being the most agree.  
*I am knowledgeable about the formative assessment strategies that can be implemented in classroom.*

☆☆☆☆☆

5. Using the Likert Scale, rate your perspective on the following statements. The scale is from 1 to 5, 1 being the least agree and 5 being the most agree.  
*Today's PD is helpful in supporting implementation of formative assessment in language writing class.*

☆☆☆☆☆

6. Please use the space below to describe what you think worked well or did not work well in this PD sessions. Please note any questions you may have regarding the use of formative assessment for writing PD.

Enter your answer

## References

- Akello, L. D., & Timmerman, M. (2018). Formative assessment: the role of participatory action research in blending policy and practice in Uganda. *Educational Action Research*, 26(5), 736-754. <https://doi.org/10.1080/09650792.2017.1405831>
- Andersson, C., & Palm, T. (2017). The impact of formative assessment on student achievement: A study of the effects of changes to classroom practice after a comprehensive professional development programme. *Learning and Instruction*, 49, 92-102. <https://doi-org.ezp.waldenulibrary.org/10.1016/j.learninstruc.2016.12.006>
- 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>
- Estaji, M., & Mirzaii, M. (2018). Enhancing EFL Learners' Vocabulary Learning through Formative Assessment: Is the Effort Worth Expending? *Language Learning in Higher Education*, 8(2), 239-264. <https://doi:10.1515/cercles-2018-0015>
- Febriyanti, G. A., Dewi, N. K., & Dewi, I. A. (2018). Using self-assessment to assess rural young learners' writing skills in English foreign language classroom. *Journal of Applied Studies in Language*, 2(2), 109-115. <http://ojs.pnb.ac.id/index.php/JASL>
- Joyce, P. (2018). The Effectiveness of Online and Paper-Based Formative Assessment in the Learning of English as a Second Language. *PASAA: Journal of Language Teaching and Learning in Thailand*, 55, 126-146.

## References

- Karlsson, M. (2019). An analysis of the relationship among teacher feedback, feedforward, and grade on Swedish university students' compositions in English as a second language. *Arab World English Journal*, 10(3), 3-20. <http://doi.org/10.24093/awej/vol10no3.1>
- Schildkamp, K., van der Kleij, F. M., Heitink, M. C., Kippers, W. B., & Veldkamp, B. P. (2020). Formative assessment: A systematic review of critical teacher prerequisites for classroom practice. *International Journal of Educational Research*, 103. <https://doi-org.ezp.waldenulibrary.org/10.1016/j.ijer.2020.101602>
- Pan, Y.-C. (2020). Taiwan University Students' Perceptions of Summative and Formative Classroom Assessment in English Courses. *TESOL International Journal*, 15(2), 46–64.
- Tavakoli, E., Amirian, 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(1), 319-344. <http://dx.doi.org/0.22108/are.2018.112373.1340>
- Wilson, J., Roscoe, R., & Ahmed, Y. (2017). Automated formative writing assessment using a levels of language framework. *Assessing Writing*, 34, 16-36. <http://doi.org/10.1016/j.asw.2017.08.002>



# Let Them Do IT

Strategies and Instructions

Day 2

## Day 2 Agenda

Time	Activities
9:00-9:15	Sign in and welcome back Reviewing agenda of the day
9:15-9:30	Padlet: What we learned from Day 1
9:30-10:30	Review Vygotsky's theory of language learners' ZPD and how teachers as learners in Teacher Professional Development (TPD).
10:30-11:00	Coffee break
11:00-12:00	Understand the traits of student-centered formative assessment practices Blooket activity Mentimeter: Describe one formative assessment practice you do that is student-centered in your classroom.
12:30-13:00	Padlet: How to shift from teacher facilitated assessment to students-initiated assessment?
13:00-14:00	Lunch
14:00-14:45	Peer-assessment and teachers' role
14:45-15:30	Address individual students' needs and support students' confidence in formative assessment.
15:30-16:00	Closing and evaluation of the day

## Day 2 Outcomes:

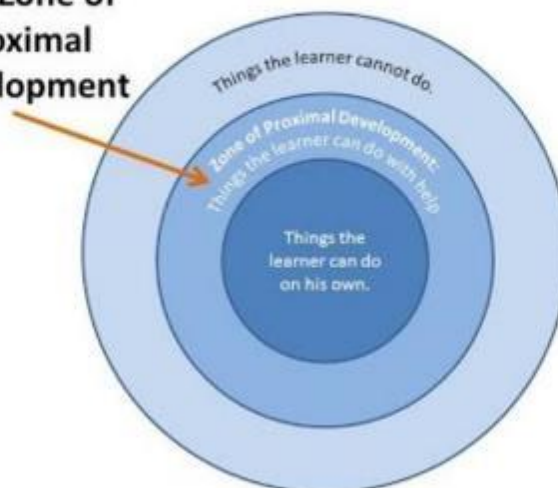
- Describe Vygotsky's theory to support teachers' knowledge of language learners
- Understand student-centered formative assessment practices
- Practice to facilitate peer assessment in classroom through role-play
- Brainstorm and share resources to address individual needs in writing classes
- Describe approaches to booster students' engagement and confidence

## Vygotsky's theory vs. Piaget

	Piaget	Vygotsky
Sociocultural context	Little emphasis	Strong emphasis
Constructivism	Cognitive constructivist	Social constructivist
Stages	Strong emphasis on stages of development	No general stages of development proposed
Key processes in development & learning	Equilibration; schema; adaptation; assimilation; accommodation	Zone of proximal development; scaffolding; language/dialogue; tools of the culture
Role of language	Minimal – Language provides labels for children's experiences (egocentric speech)	Major – Language plays a powerful role in shaping thought
Teaching implications	Support children to explore their world and discover knowledge	Establish opportunities for children to learn with the teacher and more skilled peers

## Vygotsky's theory-ZPD

### The Zone of Proximal Development



## Padlet: What we learned from Day 1



### What have I learned from Day 1?

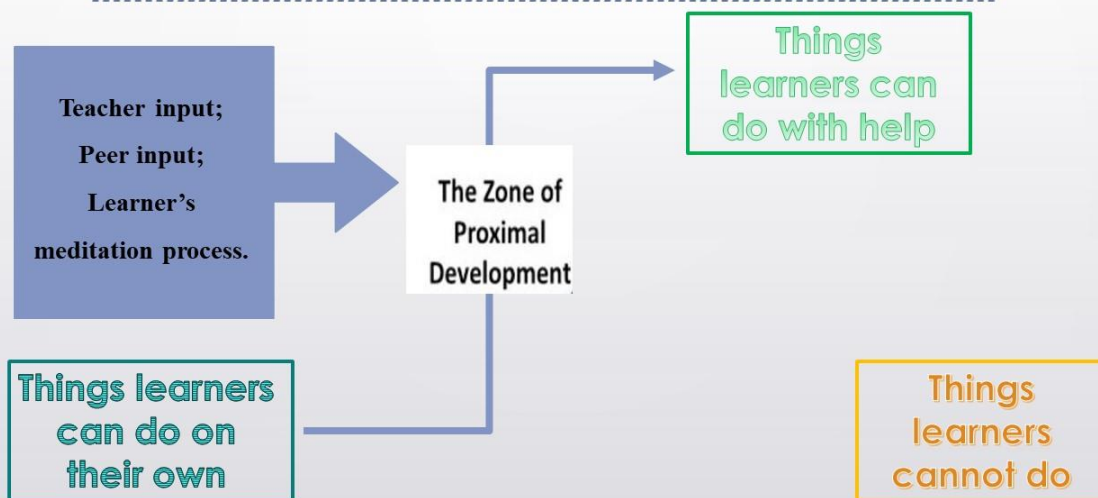
Connect your reflection with your understanding and review of Vygotsky's theory in language learning.

Take 5 minutes to share on the Padlet:

- What have you learned about formative assessment in language learning?
- What role does Vygotsky's theory play in formative assessment in language class?



## Vygotsky's theory in practice





## Vygotsky's theory in practice

- Teachers input
- Peer input
- Learner's meditation process



### The "Teacher" & The "Students" Task:

- 1) Choose one language teacher of your department as the "Teacher" who stays on the table;
- 2) Find the "Teacher" of whose language you don't speak and become a student on the table;
- 3) The "Teacher" will have 5-10 minutes to teach a short writing sentence to the "Students" using formative strategies s/he learned from Day 1;
- 4) The "Students" then come back to their table to share their learning experience.

### Questions to keep in mind:

- What are the Teachers' input?
- What are the Students (peers) input?
- What is your meditation process while learning as a learner?

## The "Teacher" & The "Students" Task:

- Questions to keep in mind:
- What is teachers' role in this teaching activity?
- What is students' role in this learning activity?
- How is your learning process as a language learner in this activity?



Be back at 11:00am

COFFEE BREAK



---

## The “Teacher” & The “Students” Task Recap

### **The Teacher**

- What are the barriers in teaching different levels of learners?
- What are the barriers in implementing the formative assessment strategies?
- What would you do it differently if you can do it again?

### **The Students**

- Were you able to learn the sentence in this activity?
- If not, what did you find difficult?
- How were teacher input and peer input different in your learning process?

## Student-centered formative assessment practices in research

- Formative assessments that are easily interpretable and instructionally actionable by teachers.
- Formative assessments that are setting learning targets, promoting higher-order thinking skills, and building partnership with peers.
- Formative assessments that build a learning community while the teacher's task is to provide regular and concrete feedback
- Student-centered activities such as matching, puzzle, crossword, thought balloons, and role-play to increase students' willingness to perform in second language classes

(Burton, 2020; Furtak et al., 2018; Genç, 2020; Karaali, 2018).

## Blooket Activity

Do you know these student-centered concepts and strategies?



**Student-centered**

Describe one student-centered formative assessment practice you implement in your classroom.



Lunch Time

1Pm - 2PM

## Padlet: How to shift from teacher facilitated assessment to students-initiated assessment?



### Student-Centered Formative Assessment

How to shift from teacher facilitated assessment to students-initiated assessment?

#### Take 5 minutes to share on the Padlet:

- How do you explain formative assessment to students?
- How to shift from teacher facilitated assessment to students-initiated assessment?



## Formative Peer Assessment

VS.

## Summative Peer Assessment

1. Students are introduced to the assignment and criteria for assessment
2. Students are trained and given practice on how to assess and provide feedback
3. Students complete and submit a draft
4. Students assess the drafts of other students and give feedback
5. Students reflect on the feedback received and revise their work for final submission
6. Assignments are graded by the instructor
7. Instructor reflects on the activity with the class

1. Students are introduced to the assignment and criteria for assessment
2. Students are trained and provided with practice practice opportunities on how to use the grading rubric and provide feedback
3. Students complete and submit a final assignment
4. Students assess the assignments of 3 to 6 other students using the grading rubric and provide feedback
5. Grades are determined for each student by taking the median score given by their peers
6. Instructor and students reflect on the activity with an emphasis on reinforcing the learning that occurred in the giving of peer feedback

## Peer-assessment and Teachers' role: What does

### Research tell us?

**Teachers** have limited understanding of peer assessment with limited instruction when implementing peer assessment. (Zhao, 2018)

Peer assessment helps with **students'** creativity and helps cultivate their insights. Students' writing skills could be expanded by prewriting, drafting, revising and editing. (Jung, 2016)

**Teachers** are not motivated to apply peer assessment with the concerns of it impacts on their teaching practice. (Zhao, 2018)

**Students** consider peer assessment helpful in reviewing their partner's work and in developing their writing skills. (Jung, 2016)

## Peer-assessment and Teacher's role

### Factors that contribute to the effectiveness of peer assessment:

- Learner characteristics
- Domain and task characteristics
- Instructional scaffolds.

(Strijbos & Wichmann, 2018)

### Benefits of peer-assessment:

- Saves instruction time
- Helps learners be more responsible

(Panadero & Brown, 2017)

## How to assist peer assessment in language class?

### Tools

- Online forms such as Qualtrics, Survey Monkey, Google.
- Peer tutoring and interactive peer assessment strategies.
- Set assessment criteria, use anonymous examples of work, model responses, allow time to respond, and provide feedback on students' peer assessment.

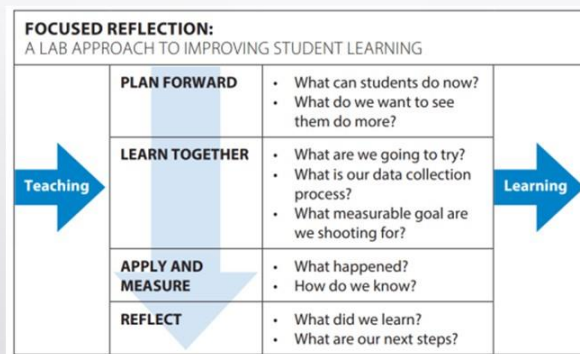
(Brown, 2021; El-Senousy, 2020; Roger, 2018)

### Strategies

- Set expectations and goals
- Provide training for students
- Model assessment and feedback
- Emphasize written feedback
- Encourage elaborated feedback
- Allow opportunities to apply feedback
- Allow adequate time and spacing for the process
- Align peer assessment to learning goals.

## Address individual students' needs

## & Support students' confidence in formative assessment.



(cited from Chapman & Mitchell, 2019)

## Fill the evaluation form Exit Ticket



## Let Them Do It PD project - Day 2 Evaluation

1. Using the Likert Scale, rate your perspective on the following statements. The scale is from 1 to 5, 1 being the least agree and 5 being the most agree.

*I am knowledgeable of Vygotsky's theory in language learning.*



2. Using the Likert Scale, rate your perspective on the following statements. The scale is from 1 to 5, 1 being the least agree and 5 being the most agree.

*I am knowledgeable about student-centered formative assessment practices.*



3. Using the Likert Scale, rate your perspective on the following statements. The scale is from 1 to 5, 1 being the least agree and 5 being the most agree.

*The role-play activity on peer-assessment is very useful.*



4. Using the Likert Scale, rate your perspective on the following statements. The scale is from 1 to 5, 1 being the least agree and 5 being the most agree.

*I am knowledgeable about the resources I can use to address individual needs in language writing classes.*



5. Using the Likert Scale, rate your perspective on the following statements. The scale is from 1 to 5, 1 being the least agree and 5 being the most agree.

*I am knowledgeable about the approaches to booster students' engagement and confidence in implementing formative assessment.*



6. Please use the space below to describe what you think worked well or did not work well in this PD sessions. Please note any questions you may have regarding the use of formative assessment for writing PD.

Enter your answer

## References

- Burton, A. (2020). How Do I Know My Students Are Learning? Formative assessment connects learning targets to student outcomes. *Learning Professional*, 41(2), 28–31.
- Chapman, S., & Mitchell, M. (2019). Steps to Self-Reliance: Coaching Process Strengthens Math Students' Confidence. *Learning Professional*, 40(6), 62–65.
- El-Senousy, H. (2020). How Peer Assessment Could Be Interactive and Effective. *South African Journal of Education*, 40(2).
- Furtak, E. M., Circi, R., & Heredia, S. C. (2018). Exploring alignment among learning progressions, teacher-designed formative assessment tasks, and student growth: Results of a four-year study. *Applied Measurement in Education*, 31(2), 143–156. <https://doi.org.ezp.waldenulibrary.org/10.1080/08957347.2017.1408624>
- Genç, N. S. (2020). Tales for teaching German: Examining student-centered activities in terms of students' willingness to participate in the classroom. *Journal of Language & Linguistics Studies*, 16(3), 1458–1479.
- Jung, M.-Y. (2016). Peer/Teacher-Assessment Using Criteria in the EFL Classroom for Developing Students' L2 Writing. *Journal of Pan-Pacific Association of Applied Linguistics*, 20(1), 1–20.
- Karaađı, G. (2018). On Grades and Instructor Identity: How Formative Assessment Saved me from a Midlife Crisis. *Primus: Problems, Resources & Issues in Mathematics Undergraduate Studies*, 28(9), 848–874. <https://doi.org.ezp.waldenulibrary.org/10.1080/10511970.2018.1456495>





## References

- Panadero, E., & Brown, G. T.L. (2017). Teachers' Reasons for Using Peer Assessment: Positive Experience Predicts Use. *European Journal of Psychology of Education, 32*(1), 133–156.
- Rogers, C. (2018). DATA CRUNCHERS' DELIGHT: Use of online forms can enrich students' inquiry' and assist in peer assessments. *ASEE Prism, 27*(7), 25.
- Strijbos, J.-W., & Wichmann, A. (2018). Promoting Learning by Leveraging the Collaborative Nature of Formative Peer Assessment with Instructional Scaffolds. *European Journal of Psychology of Education, 33*(1), 1–9.
- Zhao, H. (2018). Exploring Tertiary English as a Foreign Language Writing Tutors' Perceptions of the Appropriateness of Peer Assessment for Writing. *Assessment & Evaluation in Higher Education, 43*(7), 1133–1145.



# Let Them Do It

Strategies and Instructions

Day 3



## DAY 3 AGENDA

Time	Activities
9:00-9:15	Sign in and welcome back Reviewing agenda of the day
9:15-9:30	Padlet:What we learned from Day 2
9:30-10:30	Review Guskey's Model of Teacher Change; Discuss the traits of successful and sustainable professional development. Padlet:What is a successful professional development for you?
10:30-11:00	Coffee break
11:00-12:00	Share the template of effective formative assessment; Teachers in language departments to complete the lesson/ unit plan; Teachers to share their plan with other languages.
12:30-13:00	Padlet:What do we have in common and what have I learned from other languages in completing the formative assessment plan?
13:00-14:00	Lunch
14:00-14:45	Build teacher learning network (TLN) with different language teachers; Create a collaborative online platform for resources; Review collaboration models for future instructions.
14:45-15:30	Collaboration and discussion time for TLNs initial plan.
15:30-16:00	Closing and evaluation

### Day 3 Outcomes:

- Review Guskey's Model of Teacher Change theory
- Create initial lesson/ unit plans template for effective formative assessment
- Create a plan to build teacher learning network in language departments
- Reflect on the professional development project
- Teachers have time to collaborate in and between departments to plan formative assessment

## Padlet: What we learned from Day 2



### What have I learned from Day 2?

What does student-centered formative assessment mean to you? What do you know about peer assessment?

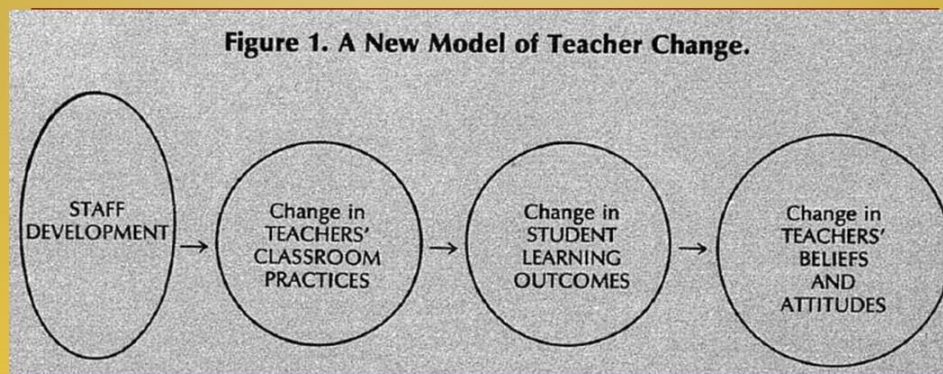
Take 5 minutes to share on the Padlet:

- What have you learned about student-centered formative assessment?
- What do you know more about peer assessment?



## Guskey's Model of Teacher Change

**Figure 1. A New Model of Teacher Change.**



(Guskey, 1985)

## Guskey's Model of Teacher Change

---

Key concepts of Guskey's model of teacher change:

- ❑ Teacher attitudes and beliefs change only after their new practice is successfully used to make changes in student learning.
- ❑ Professional development supports the changes in teachers' classroom practices and student learning outcomes.
  - Staff development must be designed with small, incremental steps to make demonstrable student improvements;
  - Teachers need to receive evidence of their efforts in making changes on student learning;
  - Teachers need to be provided with continued support and follow-up after initial training with coaching and collegial sharing opportunities.

(Guskey, 1985, 2002; Guskey & Yoon, 2009).

## Guskey's Model of Teacher Change

---

### Discuss:

- As a teacher educator, what does Guskey's new model of teacher change mean to you?

### Write on the post-it notes of your table:

- Three pieces of your experiences in the past that had changed your belief and attitudes.

### Do it now:

Reflect on your own experience;

Share and discuss on your table;

Present on one post-it note as a group.



### Successful and Sustainable Professional Development

Provides teachers with **sufficient autonomy** to understand and affirm their own changes.

Teacher **collaboration, trust** between participants, **external support**, teachers' implementation of new methods in their practice, and teachers' **reflection** on newly acquired practice all contribute to successful teacher professional development.

Focus on **content knowledge** and involve **active learning**, collaborative **communication**, collective **participation**, and **sustained reflection**.

**Long-term, ongoing and systemic** teachers' professional development improve student outcomes.

(Burner & Swendsen, 2020; Forrest, 2018; Smith et al., 2020; Smith & Williams, 2020).

### Successful and Sustainable professional development

communication  
systemic practice  
participation  
long-term  
acquire implementation reflection affirm  
support knowledge  
ongoing external active learning  
autonomy collaboration content  
collective trust

#### Discuss:

- Can you relate to those words when you think of the professional development you have participated in the past 5 years?

#### Write on the post-it notes of your table:

- Three words you find missing in your discussion and your definitions of them.

PADLET:  
WHAT IS A SUCCESSFUL PROFESSIONAL  
DEVELOPMENT FOR YOU?

- **Take 5 minutes to share on the Padlet:**
- **How do you describe successful professional development?**



COFFEE BREAK

Be back at 11:00am



## Effective Formative Assessment

With the goal of **helping “educators, teams, schools, and districts implement a high- quality formative assessment process”**, Wisconsin Department of Public Instruction drafted the cycle of formative assessment implementation on the right.



(Wisconsin Department of Public Instruction, 2017).

Student's Role	Teacher's Role
<p><b>Plan Learning Targets &amp; Envision Proficiency:</b> Gain a deep understanding of the learning targets.</p> <p><i>Essential Question: "Where am I going?"</i></p>	<p><b>Plan Learning Targets &amp; Envision Proficiency:</b> Plan and share learning targets derived from state standards &amp; envision proficiency in each target.</p> <p><i>Essential Question: "What are the learning goals?"</i> <i>Essential Question: "What does proficiency look like?"</i></p>
<p><b>Use Teacher Designed Formative Assessments to Elicit Evidence (show what they know/don't know):</b> Participates actively in a joint partnership with the teacher to understand their progress toward the learning goals.</p>	<p><b>Use Teacher Designed Formative Assessments to Elicit Evidence:</b> Use teacher designed formative assessment practices (observations, questioning thumbs up/thumbs down, etc.) to elicit evidence.</p>
<p><b>Interpret Evidence:</b> Interprets learning progress with their teacher using the success criteria to identify gaps in their learning.</p> <p><i>Essential Question: "Where am I now?"</i></p>	<p><b>Interpret Evidence:</b> Compare evidence to success criteria to determine proficiency and misconceptions.</p> <p><i>Essential Question: "Where is student learning compared to goals?"</i></p>
<p><b>Provide Formative Feedback and Adjust Instruction:</b> Participate in self-assessment, peer assessment, and student-teacher conferencing to obtain feedback that can be used to adjust learning strategies in order to reach the learning goals.</p> <p><i>Essential Question: "How do I get from here to there?"</i></p>	<p><b>Provide Formative Feedback and Adjust Instruction:</b> Provide specific, actionable, and immediate feedback about how the student can improve their learning in relation to the success criteria. Quickly adjust instruction to meet learning needs by personalizing experiences for each student.</p> <p><i>Essential Question: "What is working and how can I close the gap between where students are NOW, and where they need to be?"</i></p>
<p><b>Adjust Current Learning Goals/Establish New Learning Goals</b> Adjust their current learning goals and set their own NEW learning goals and success criteria in a dialogue with the teacher.</p>	<p><b>Adjust Current Learning Goals/Establish New Learning Goals:</b> Close the gap identified by formative assessment practices, adjust current goals, and establish new goals for student learning and new success criteria with students.</p>

(Wisconsin Department of Public Instruction, 2017).

## Effective Formative Assessment

### Student's Role VS. Teacher's Role

Wisconsin Department of Public Instruction

## Effective Formative Assessment



Dylan William unpacked formative assessment in classroom.

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

(William, 2018).


## Effective Formative Assessment

Take-aways for you to implement formative assessment in language class.

FA procedure	Teacher's Role	Student's Role	Strategies	Resource
Plan learning targets	Plan	Feedback & Negotiate		
Use designed FA to elicit evidence of learning	Design	Feedback & Negotiate	<ul style="list-style-type: none"> <li>Peer-assessment</li> <li>Teacher-facilitated self-assessment</li> <li>Teacher formative feedback</li> </ul>	
Interpret evidence	Instruct	Present	Individualized, explicit dialogue, evidence-based, and micro.	
Provide feedback	Feedback	Cooperate & Feedback	<ul style="list-style-type: none"> <li>Written and oral;</li> <li>weighted against learning targets.</li> </ul>	
Adjust instruction	Instruct	Feedback & Collaborate	Review lesson target and individual target.	
Establish new learning goals	Plan	Feedback & Progress	Rewrite learning target for next steps.	








## Department Planning Time

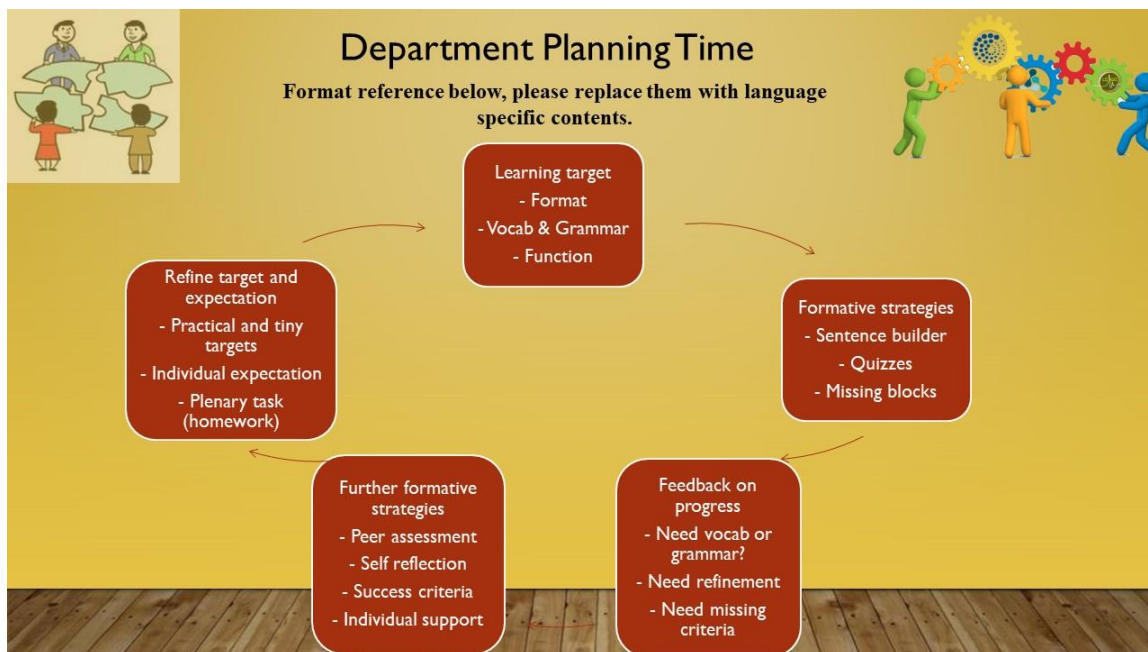
**Task:**  
In your own language department---



---

Choose a year group of IGCSE language program, could be Year 10 or Year 11 or Early Entry classes;

- Choose a theme/ topic that students find most challenging in writing;
- Plan a writing lesson with formative assessment strategies:
  - Discuss the learning target for that writing lesson;
  - Brainstorm formative assessment strategies to support students;
  - Anticipate possible obstacles in students' writing;
  - Provide effective feedback to students;
  - Implement further targets in new instruction;
  - Plan assignment for after-lesson reflection and prep for next lesson.



## Share your plan with other languages

- 1) Choose one language teacher of your department who explains the lesson plan.
- 2) The others walk around the language tables and listen to their lesson plan. *(10 mins- so make sure you have visited at least 2 languages)*
- 3) The walking teachers to leave a post-it-note feedback. *(5 mins per table)*
- 4) The staying teachers collect all feedback to share with the table afterwards.
- 5) The walking teachers come back and share with their table their observation.



## The “Think-pair-share” activity

---

- What do we have in common
  - &
- What have I learned from other languages in completing the plan?



## Teacher Learning Network (TLN)

- **Purpose:**
- To sustain the professional learning after this PD session.
- **Format:**
- Online shared platform
- Designated department time
- Designated facilitator
- **Groups:**
- IGCSE language teacher group
- IB language teacher group
- *(If you are in both groups, evaluate which one would benefit you and your department more.)*




## Teacher Learning Network (TLN)

- **In your group:**
- Decide online shared platform for resource;
- Discuss and decide designated time over the year for collaboration;
- Decide a rotation of facilitators;
- Decide the first formative assessments you would like to implement and see in your next writing lesson.





**Fill the evaluation form  
Exit Ticket**



Let Them Do It PD project-Day 3 Evaluation

1. Using the Likert Scale, rate your perspective on the following statements. The scale is from 1 to 5, 1 being the least agree and 5 being the most agree.  
*I am knowledgeable about Guskey's model of teacher change in the application of professional development.*

☆☆☆☆☆

2. Using the Likert Scale, rate your perspective on the following statements. The scale is from 1 to 5, 1 being the least agree and 5 being the most agree.  
*I find the lesson/unit plan template for effective formative assessment very useful.*

☆☆☆☆☆

3. Using the Likert Scale, rate your perspective on the following statements. The scale is from 1 to 5, 1 being the least agree and 5 being the most agree.  
*I find the teacher learning network initiative very useful.*

☆☆☆☆☆

4. Using the Likert Scale, rate your perspective on the following statements. The scale is from 1 to 5, 1 being the least agree and 5 being the most agree.  
*I am knowledgeable of how a successful professional development look like.*

☆☆☆☆☆

5. Using the Likert Scale, rate your perspective on the following statements. The scale is from 1 to 5, 1 being the least agree and 5 being the most agree.  
*I find the collaboration opportunity very helpful.*

☆☆☆☆☆

6. Please use the space below to describe what you think worked well or did not work well in this PD sessions. Please note any questions you may have regarding the use of formative assessment for writing PD.

Enter your answer

## References

- Brink, M., & Bartz, D. E. (2017). Effective Use of Formative Assessment by High School Teachers. *Practical Assessment, Research & Evaluation*, 22(8/9), 1–10.
- Burner, T., & Swendsen, B. (2020). A Vygotskian Perspective on Teacher Professional Development. *Education*, 141(1), 11–20.
- Forrest, S. (2018). Can CPD Enhance Student-Centred Teaching and Encourage Explicit Instruction of International Baccalaureate Approaches to Learning Skills? A Qualitative Formative Assessment and Summative Evaluation of an IB School's In-House CPD Programme. *Journal of Research in International Education*, 17(3), 262–285. <https://doi-org.ezp.waldenulibrary.org/10.1177/1475240918816401>
- Guskey, T. R. (1985). Staff development and teacher change. *Educational Leadership*, 15(5), 5–60. <http://doi.org/10.3102/0013189X015005005>
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 3(3), 381–391. <http://doi.org/10.1080/135406002100000512>

## References

- Guskey, T. R. (2003). Professional development that works: What Makes Professional Development Effective? *Phi Delta Kappan*, 84(10).
- Guskey, T. R., & Yoon, K. S. (2009). What works in professional development? *Phi Delta Kappan*, 90(7), 495–500. <https://doi.org/10.1177/003172170909000709>
- Smith, R., Ralston, N. C., Naegele, Z., & Waggoner, J. (2020). Team Teaching and Learning: A Model of Effective Professional Development for Teachers. *Professional Educator*, 43(1), 80–90.
- Smith, N. L., & Williams, B. K. (2020). Supporting Middle School Language Arts Teachers Through Professional Development. *Reading Psychology*, 41(5), 403–419. <https://doi-org.ezp.waldenulibrary.org/10.1080/02702711.2020.1768984>
- William, D. (2017). Here's why I didn't call formative assessment responsive teaching. <https://twitter.com/dylanwilliam/status/977723425698361345>
- Wisconsin Department of Public Instruction. (2017). The Formative Process Explained. <https://dpi.wi.gov/strategic-assessment/cycles-assessment/formative-resources-professional-development>



## References

- Akello, L. D., & Timmerman, M. (2018). Formative assessment: the role of participatory action research in blending policy and practice in Uganda. *Educational Action Research, 26*(5), 736-754. <https://doi.org/10.1080/09650792.2017.1405831>
- Andersson, C., & Palm, T. (2017). The impact of formative assessment on student achievement: A study of the effects of changes to classroom practice after a comprehensive professional development programme. *Learning and Instruction, 49*, 92–102. <https://doi-org.ezp.waldenulibrary.org/10.1016/j.learninstruc.2016.12.006>
- Brink, M., & Bartz, D. E. (2017). Effective use of formative assessment by high school teachers. *Practical Assessment, Research & Evaluation, 22*(8/9), 1–10.
- 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>
- Burner, T., & Swendsen, B. (2020). A Vygotskian perspective on teacher professional development. *Education, 141*(1), 11–20.
- Burton, A. (2020). How do I know my students are learning? Formative assessment connects learning targets to student outcomes. *Learning Professional, 41*(2), 28–31.
- Chapman, S., & Mitchell, M. (2019). Steps to self-reliance: Coaching process strengthens Math students' confidence. *Learning Professional, 40*(6), 62–65.



- El-Senousy, H. (2020). How peer assessment could be interactive and effective. *South African Journal of Education, 40*(2).
- Estaji, M., & Mirzaii, M. (2018). Enhancing EFL learners' Vocabulary learning through formative assessment: Is the effort worth expending? *Language Learning in Higher Education, 8*(2), 239–264. <https://doi:10.1515/cercles-2018-0015>
- Febriyanti, G. A., Dewi, N. K., & Dewi, I. A. (2018). Using self-assessment to assess rural young learners' writing skills in English foreign language classroom. *Journal of Applied Studies in Language, 2*(2), 109-115.  
<http://ojs.pnb.ac.id/index.php/JASL>
- Forrest, S. (2018). Can CPD enhance student-centred teaching and encourage explicit instruction of International Baccalaureate approaches to learning skills? A qualitative formative assessment and summative evaluation of an IB school's in-house CPD programme. *Journal of Research in International Education, 17*(3), 262–285. <https://doi-org.ezp.waldenulibrary.org/10.1177/1475240918816401>
- Furtak, E. M., Circi, R., & Heredia, S. C. (2018). Exploring alignment among learning progressions, teacher-designed formative assessment tasks, and student growth: Results of a four-year study. *Applied Measurement in Education, 31*(2), 143–156. <https://doi-org.ezp.waldenulibrary.org/10.1080/08957347.2017.1408624>
- Genç, N. S. (2020). Tales for teaching German: Examining student-centered activities in terms of students' willingness to participate in the classroom. *Journal of Language & Linguistics Studies, 16*(3), 1458–1479.

- Guskey, T. R. (1985). Staff development and teacher change. *Educational Leadership*, 15(5), 5–60. <http://doi.org/10.3102/0013189X015005005>
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3), 381–391.  
<http://doi.org/10.1080/135406002100000512>
- Guskey, T. R. (2003). Professional development that works: What Makes Professional Development Effective? *Phi Delta Kappan*, 84(10).
- Guskey, T. R., & Yoon, K. S. (2009). What works in professional development? *Phi Delta Kappan*, 90(7), 495-500. <https://doi.org/10.1177/003172170909000709>
- Joyce, P. (2018). The effectiveness of online and paper-based formative assessment in the learning of English as a second language. *PASAA: Journal of Language Teaching and Learning in Thailand*, 55, 126–146.
- Jung, M.-Y. (2016). Peer/Teacher-assessment using criteria in the EFL classroom for developing students' L2 writing. *Journal of Pan-Pacific Association of Applied Linguistics*, 20(1), 1–20.
- Karaali, G. (2018). On grades and instructor identity: How formative assessment saved me from a midlife crisis. *Primus: Problems, Resources & Issues in Mathematics Undergraduate Studies*, 28(9), 848–874. <https://doi-org.ezp.waldenulibrary.org/10.1080/10511970.2018.1456495>
- Karlsson, M. (2019). An analysis of the relationship among teacher feedback, feedforward, and grade on Swedish university students' compositions in English

as a second language. *Arab World English Journal*, 10(3), 3-20.

<http://doi.org/10.24093/awej/vol10no3.1>

- Schildkamp, K., van der Kleij, F. M., Heitink, M. C., Kippers, W. B., & Veldkamp, B. P. (2020). Formative assessment: A systematic review of critical teacher prerequisites for classroom practice. *International Journal of Educational Research*, 103. <https://doi-org.ezp.waldenulibrary.org/10.1016/j.ijer.2020.101602>
- Smith, R., Ralston, N. C., Naegele, Z., & Waggoner, J. (2020). Team teaching and learning: A model of effective professional development for teachers. *Professional Educator*, 43(1), 80–90.
- Smith, N. L., & Williams, B. K. (2020). Supporting middle school language Arts teachers through professional development. *Reading Psychology*, 41(5), 403–419. <https://doi-org.ezp.waldenulibrary.org/10.1080/02702711.2020.1768984>
- Pan, Y.-C. (2020). Taiwan university students' perceptions of summative and formative classroom assessment in English courses. *TESOL International Journal*, 15(2), 46–64.
- Panadero, E., & Brown, G. T. L. (2017). Teachers' reasons for using peer assessment: positive experience predicts use. *European Journal of Psychology of Education*, 32(1), 133–156.
- Rogers, C. (2018). Data crunchers' delight: Use of online forms can enrich students' inquiry' and assist in peer assessments. *ASEE Prism*, 27(7), 25.

- Strijbos, J.-W., & Wichmann, A. (2018). Promoting learning by leveraging the collaborative nature of formative peer assessment with instructional scaffolds. *European Journal of Psychology of Education, 33*(1), 1–9.
- Tavakoli, E., Amirian, 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*(1), 319-344. <http://dx.doi.org/0.22108/are.2018.112373.1340>
- William, D. (2017). Here's why I didn't call formative assessment responsive teaching. <https://twitter.com/dylanwilliam/status/977723425698361345>
- Wilson, J., Roscoe, R., & Ahmed, Y. (2017). Automated formative writing assessment using a levels of language framework. *Assessing Writing, 34*, 16-36. <http://doi.org/10.1016/j.asw.2017.08.002>
- Wisconsin Department of Public Instruction. (2017). The formative process explained. <https://dpi.wi.gov/strategic-assessment/cycles-assessment/formative/-resources-professional-development>
- Zhao, H. (2018). Exploring tertiary English as a foreign language writing tutors' perceptions of the appropriateness of peer assessment for writing. *Assessment & Evaluation in Higher Education, 43*(7), 1133–1145.

## Appendix B: Principal approved request to conduct research



**NORD ANGLIA INTERNATIONAL SCHOOL  
DUBAI**

A NORD ANGLIA EDUCATION SCHOOL

Al Barsha 3, Hessa St, Dubai, UAE  
T +971 (0) 4 2199 999

Letter of Cooperation

January 3, 2021

Please note that Fang Xie, Doctoral Student at Walden University, has permission from the Nord Anglia International School (NAS) Dubai to conduct research of a Basic Qualitative study on exploring the perspectives of secondary language teachers on formative assessment. This study will be conducted under the supervision of Dr. Cathryn White, Chair and Dr. Cleveland Hayes, second committee with Walden University.

Ms. Xie will interview 10-12 secondary language teachers who currently teach or have taught pre-high school IGCSE language curriculum who work at NAS Dubai. Individual results of this study will remain confidential.

The participants who participate in this research study will be asked to:

- Take part in a no longer than 60 minutes interview
- Complete a Demographic Questionnaire that requires no longer than 3 minutes
- Participate in the member checking process that will take approximately 20 minutes.

Fang Xie has agreed to abide by the NAS Dubai school campus rules, routines, and procedures, as not to disrupt the flow of daily instruction time. Ms. Xie has informed the following research specifics:

Ms. Xie has informed NAS Dubai that the research study involves minimal risks. No cost will be incurred by the school, or individual participants.

If there are any questions, please contact my office.

Sincerely,

Matthew Farthing  
Principal of NAS Dubai