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The End-Term Paper as a Formative Assessment Tool: A Case Study of Third-Year EFL Students' Writing and Reflective Skills Development at the University of M'sila

Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Master's Degree in **Applied linguistics.**

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DEDICATION

Firstly, all praise and gratitude are due to ***Allah****, whose blessings, guidance and mercy have enabled me to complete this work.*

.

To my beloved parents ***Belkacem Tahouri*** *&* ***Razika Charik****.*

To my dear sisters, ***Ibtihal*** *and* ***Hanin****.*

This work is dedicated with sincere gratitude and appreciation to all of you.

To my friend ***Ikram****. Thank you for your collaboration, support, and determination. It has been a pleasure sharing this academic journey with you.*

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To my friends ***Manar****,* ***Nabila****, and* ***Aya****, thank you for your encourgament, kindess and unforgettable memories.*

不忘初心，方得始终 ☽

-Bochra-

DEDICATION

First, I thank God for giving me strength, patience, and guidance throughout this journey.

I dedicate this work to my parents **kamel** *&* **habiba** *for their love, support, and encouragement.*

To my beautiful partner **Bouchra**, *thank you for always being by my side and supporting me ;To my dear sisters* **Asma**, **Oumaima** *and* **Douaa** *and to my brothers* **Oussama** *&* **Mohamed** *, thank you for your love and encouragement.*

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-Ikram-

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ABSTRACT

This study investigates the role of the end-term paper as a formative assessment tool in developing the writing and reflective skills of third-year EFL students at the English Department of the University of M'sila. In most EFL university settings, end-term papers are treated as final products to be graded, leaving students with little opportunity to learn from the experience or improve their academic writing. This study examines whether and how the end-term paper serves a formative function in its current form. A mixed-methods design was adopted, combining a student questionnaire administered to 37 third-year EFL students with semi-structured interviews conducted with 8 EFL teachers. The findings reveal that students perceived positive contributions to their writing skills including vocabulary, grammar, organization, and academic expression and reported growing awareness of their own learning process through reflective thinking. Teachers confirmed that end-term papers serve both grading and learning purposes, particularly when accompanied by structured feedback and revision opportunities. The study addresses a gap in the existing literature on formative assessment in Algerian EFL higher education contexts and offers practical recommendations for EFL teachers and program designers.

Keywords: Formative assessment, end-term paper, academic writing, reflective skills, mixed methods, EFL higher education, Algeria

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CHAPTER ONE: THEORETICAL FRAMEWORK

1.1 Introduction

This chapter presents the theoretical framework of the current study. It starts by locating the research with broader discussions on assessment reform and EFL pedagogy, before outlining the problem that motivates the investigation. Then, it presents the research questions and objectives, the importance significance and scope of the study, and defines the key terms used throughout. Moreover, it reviews the relevant literature on assessment in EFL contexts, writing skill development, reflective learning, and the role of end-term papers as formative tools. The chapter ends by identifying a research gap that this study aims to address.

1.2 Background of the Study

Assessment in EFL contexts is defined as a systematic process of collecting, interpreting, and using information about learners' progress and achievement for both instructional and evaluative purposes. It goes beyond measuring linguistic accuracy and includes learners' ability to communicate effectively across the four language skills: listening, speaking, reading, and writing (Brindley, 1994). In this regard, assessment is closely linked to communicative language teaching approaches that emphasize meaningful and contextualized language use (Nunan, 1989; Swales, 1990).

In recent educational research, two main types of assessment are widely recognized: formative and summative assessment. Summative assessment is typically used at the end of an instructional cycle to evaluate students' overall achievement and assign grades or certification (Lumen Learning, 2023; University of Illinois Chicago, 2022).Although it provides a final judgment of learning outcomes, it offers limited opportunities for improvement since feedback is usually provided after instruction has ended (Black & Wiliam, 1998; Nicol & Macfarlane-Dick, 2006).

Formative assessment, on the other hand, is an ongoing process that supports learning through continuous feedback during instruction. Black and Wiliam (1998) highlight that; formative assessment significantly improves student achievement by integrating feedback, peer assessment, and self-assessment into classroom practice. In EFL contexts, Formative assessment enhances learners' motivation, performance, and self-regulation by helping them identify their weaknesses and adjust their learning strategies (Black & Wiliam, 1998; Nicol & Macfarlane-Dick, 2006).

Alongside assessment practices, reflective learning has become an important concept in education. It is defined as a process of critical thinking about learning experiences in order to improve future performance (Dewey, 1933; Schön, 1983). Reflection helps learners analyze their strengths and weaknesses and develop deeper awareness of their learning process.

1.3 Statement of the Problem

In most EFL settings, end-term papers are employed as summative tools designed to evaluate students' final achievement, rather than to support their ongoing development as writers and thinkers. Students are typically required to produce a paper at the close of the academic term, after which they receive a grade and progress to the next stage of their studies without any meaningful opportunity to learn from the experience. Unlike formative assessment, which is defined as a continuous, feedback-driven process intended to improve student outcomes and modify teaching and learning activities (Black & Wiliam, 1998, as cited in Khalaf, 2025), end-term papers in their current form rarely serve a formative function.

The consequences of this approach are significant. Without structured written corrective feedback, writing errors recur across successive papers and students' writing quality

stagnates. Research confirms that students who do not receive feedback consistently underperform compared to those who do, demonstrating that feedback is a critical component of writing development (Wondim et al., 2024). More critically, students fail to develop the reflective skills necessary for self-evaluation and autonomous improvement, despite evidence that reflective writing practices significantly enhance students' learning awareness and writing quality (Sudirman et al., 2024).

Despite the widespread endorsement of formative assessment in educational research including evidence from African higher education contexts showing that formative practices significantly enhance student performance, critical thinking, and self-regulation (Alordiah, 2025) empirical studies specifically examining the potential of end-term papers as formative tools in EFL university contexts remain scarce. Most existing research addresses formative assessment in general terms or focuses on alternative instruments such as portfolios, in-class writing tasks, or peer review activities (Khalaf, 2025). There is therefore a pressing need for empirical investigation into whether and how end-term papers, in their current application, can contribute to the development of EFL students' writing and reflective skills at the university level. This is the central problem that the present study addresses

1.4 Research Questions

The present study is guided by the following research questions:

1. What are third-year EFL students' perceptions of the end-term paper as a formative assessment tool in developing their writing skills?
2. To what extent do third-year EFL students perceive the end-term paper as contributing to the development of their reflective skills?

3. What are EFL teachers' perspectives on the role of the end-term paper as a formative assessment tool in developing students' writing and reflective skills?

1.5 Research Objectives

The present study is guided by the following main and specific objectives:

Main Objective: To investigate third-year EFL students' perceptions of the end-term paper as a formative assessment tool in developing their writing and reflective skills at M'sila University.

Specific Objectives:

1. To explore students' perceptions of how end-term papers contribute to their writing skills development.
2. To examine students' perceptions of how end-term papers develop their reflective thinking skills.
3. To investigate EFL teachers' perspectives on the role of the end-term paper as a formative assessment tool.

1.6 Significance of the Study

The research work done in this study can be of two types of importance, theoretical and practical. Theoretically, the study adds to the ever-growing literature that views summative assessment tools as methods of developing learner continuously. The study has figured out that end-term papers, if used properly, may have a formative value in EFL writing scenarios which, theoretically, is a new finding as compared to the literature at hand (Black & Wiliam, 1998; Heritage, 2010; Morris et al., 2021).

The findings of this research work can be useful for EFL teachers, curriculum designers, and assessment policy makers in Algerian universities and other similar places. More

specifically, the research study guides practitioners, with evidence, on how to reshape the final paper assignments so as to include feedback cycles, drafting stages, and reflection tasks which are capable of bringing in improvement in student writing and thinking skills in a meaningful way.

1.7 Scope of the Study

The current study is delimited to an examination of third-year EFL students' writing and reflective skills development through end-term papers in a single Algerian higher education institution. The study focuses exclusively on academic writing and reflective skills; other language skills such as speaking, listening, and reading fall outside its scope. The investigation is further bounded by a single academic semester, which constitutes the timeframe for data collection and intervention implementation. These delimitations define the conditions under which the study's findings should be understood and interpreted.

1.8 Operational Definition of Key Terms

End-Term Paper: A major written academic assignment submitted at the close of a university course. In this study, it is operationally defined not merely as a summative evaluation product, but as an assessment task redesigned to incorporate drafting, formative feedback, and reflective components.

Formative Assessment: An ongoing, process-oriented form of evaluation embedded within instruction, aimed at providing learners with feedback that supports continued improvement rather than simply recording final achievement (Black & Wiliam, 1998).

Writing Skills: The learners' demonstrated ability to produce coherent, well-organized, grammatically accurate, and contextually appropriate written texts in English, encompassing both mechanical and higher-order dimensions of written communication.

Reflective Skills: The learner's capacity to engage in deliberate, critical thinking about their own learning experiences, identify areas requiring improvement, and modify their strategies accordingly (Schön, 1983).

EFL (English as a Foreign Language): The instructional context in which English is taught as a foreign, non-native language in a country where English is not the primary medium of communication.

Third-Year EFL Students: University students enrolled in their third year of an EFL degree program, expected to demonstrate advanced academic writing and critical thinking competencies.

1.9 Assessment in EFL Contexts

1.9.1 Definition of Assessment

Assessment in language learning is broadly defined as the systematic process of collecting, interpreting, and using information about learners' progress and achievement for instructional and evaluative purposes (Tontus, 2020, p. 11). Bachman (2004, as cited in Ghaicha, 2016, p. 213) points out that the term assessment is commonly used with a variety of different meanings and that there seems to be no consensus on what precisely it means in the field of language testing and educational measurement. Similarly, Brown (2004, as cited in Ghaicha, 2016, p. 213) defined assessment as any act of interpreting information about student performance, collected through any of a multitude of means or practices. Furthermore, Mundrake (2000, as cited in Ghaicha, 2016, p. 213) notes that assessment is the term currently used to describe all aspects of evaluation and testing.

1.9.2 Types of Assessment: Formative and Summative

Assessment in English as a Foreign Language (EFL) is commonly categorized into two primary methods: constructive assessment and evaluative assessment. The two aspects are different in their goal and the time when they are applied. However, both of them are necessary for evaluating and assisting the learning of students.

Formative assessment is a means of instruction that occurs simultaneously with the teaching and aims to build on the learning potential through pointed feedback and personal support. It empowers the students to recognize their strong points as well as weaknesses and to adjust their work accordingly. Black and Wiliam (1998) argue that; formative assessment is among the most efficient methods for student attainment as it mainly focuses on the learning rather than the marking. Equally, Nicol and Macfarlane-Dick (2006) hold that, formative assessment is a means of enhancing self-regulated learning as it motivates the students to take charge of their learning. Hattie and Timperley (2007) highlight the role of feedback in enhancing learning results, especially when the feedback is clear, timely, and aimed at developing the student. Besides, Heritage (2010) states that formative assessment promotes ongoing learning by embedding assessment into the teaching process.

By contrast, summative assessment is conducted the last to assess the learning of students thoroughly. It is usually administered in the form of final examinations, assessments, or end-term tasks. Brown and Abeywickrama (2019) say that summative assessment entails gauging the amount of learning that students have achieved after the completion of the teaching. Although it offers a great deal of data on the ultimate results of pupils, usually it does not present any chances for rereading or revising. That is why summative assessment is, to a large extent, regarded as offering fewer supports to the learning process than formative assessment.

1.9.3 The Role of Formative Assessment in Language Learning

Formative assessment plays a crucial role in language learning contexts as it enables learners to progress continuously throughout the learning process rather than merely evaluating learned material at the final stage. It can be seamlessly integrated into teaching and learning activities, and the feedback it provides can identify learners' strengths and highlight areas of weakness that require improvement (Black & Wiliam, 1998).

In EFL learning environments formative assessment encourages greater student motivation and willingness to participate actively in classroom activities. Furthermore continuous feedback ensures that students are aware of their progress and better equipped to select appropriate learning strategies. Nicol and Macfarlane-Dick (2006) suggest that this form of assessment promotes self-regulated learning by empowering students to take greater ownership of their learning process.

In addition feedback plays a central role in formative assessment. According to Hattie and Timperley (2007), feedback is most effective when it positively influences student achievement, is provided in a timely manner, is clearly understood by students, and offers specific guidance for improvement. This is particularly important in skill-based language learning such as writing, which requires ongoing revision and refinement.

Formative assessment not only enhances students' language abilities but also fosters independent learning and critical thinking skills. It shifts the emphasis from the final product to the process of learning, which contributes to sustainable long-term language development

1.10 Writing Skills in the EFL Context

1.10.1 Definition and Components of Writing Skills

Writing is a productive skill that requires the simultaneous coordination of mental and physical processes, extending well beyond the mere act of copying words to encompass

complex cognitive and linguistic demands (Gautam, 2019). It is widely regarded as the highest-order language skill, developing only after listening, speaking, and reading have been acquired, and is considered a vital means and end of formal education across disciplines and levels (Gautam, 2019). In EFL contexts, writing proficiency encompasses a range of interconnected competencies: grammatical accuracy, lexical appropriacy, coherence and cohesion at the discourse level, organizational clarity, and the ability to adapt register and style to specific communicative purposes (Gautam, 2019).

1.10.2 Common Challenges Faced by EFL Learners in Writing

EFL learners face numerous challenges in developing academic writing proficiency, many of which are compounded by the summative nature of most writing assessments. Frequently reported difficulties include limited vocabulary range, problems with syntactic complexity, insufficient mastery of academic discourse conventions, and a tendency to transfer organizational patterns from the learner's first language into English writing. Furthermore, EFL learners, particularly Arabic-speaking learners, frequently encounter linguistic challenges in writing, including grammatical errors related to verb tense, subject-verb agreement, article usage, and preposition selection. These errors often stem from both interlingual transfer, where learners apply native language structures to English, and intralingual transfer, where learners overgeneralize target language rules (Al-Hamzi et al., 2023).

1.10.3 Previous Studies on Writing Skill Development

Research on EFL writing development has consistently highlighted the value of process-oriented approaches that incorporate feedback, peer review, self-assessment, and revision cycles. Taufiqulloh et al.'s (2025) meta-synthetic review of writing assessments in EFL contexts identified six major assessment modalities teacher feedback, peer feedback, self-

assessment, automated writing evaluation, AI-based tools, and blended approaches and found that teacher feedback, when detailed and descriptive, produced the most consistent improvements in writing quality. The study also noted that self-assessment, when implemented with clear criteria, supported metacognitive development and increased learner ownership of the writing process. Listiani and Nasrullah (2024) similarly found that EFL teachers who provided structured formative feedback on writing assignments reported significant gains in their students' writing proficiency over time.

1.11 Reflective Learning in EFL

1.11.1 Definition of Reflective Learning

Reflective learning is a type of learning where learners actively reflect, analyze, and evaluate their own learning experiences to enhance their future performance. It is more than just remembering the content we have learned; learners have to critically review and reflect on what they have learned. Dewey (1933) defines reflection as an active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the principles which support it. Auchmuty (2012) suggests Schon‘s (1983) distinctions made between “reflection-in- action” and “reflection-on-action” to demonstrate how learners and professionals think during or after carrying out their work to develop their practice.

1.11.2 The Importance of Reflection in Language Learning

Reflection is important in EFL learning because it makes EFL learners aware of their learning process, because reflecting can help learners be more aware of their weaknesses, their strengths and how they learn. When reflecting on their performance, learners are able to see their mistakes in grammar, vocabulary, organization of ideas, etc., and can work on improving them. Others support this by clearly stating that reflection helps learners achieve a meaningful leaning while associating their new knowledge with

previous experience. Through reflection, learners are engaged in learning as they go through the experiential learning cycle (1984): work experience-reflection-conceptualization –testing. Also, reflective practice enhances learner autonomy, one of the main factors of language learning. Learner autonomy refers to building up on the learners' existing knowledge and skills to achieve independence in the learning process. According to Richards and Lockhart (1996), reflection 'fosters the development of better classroom practices on the part of both learners and teachers using an ongoing process of evaluation and monitoring of what is effective and ineffective'.

1.11.3 Previous Research on Reflective Practices in Education

Studies in the past have shown the benefits of reflective practice in the areas of student learning and teacher development; for example, Zeichner and Liston (1996) offers that reflective teaching enhances teaching effectiveness by enabling teachers to analyze, to evaluate, and to interpret their beliefs and acts, to explore alternative classroom actions, to create new personal theories of teaching, and to test out proposed new theories. As a matter of fact, Hatton and Smith (1995) concluded that engaging in structured reflective activities resulted in noticeable improvements in students' critical thinking abilities and writing achievement. In the area of EFL, reflective writing and learning journals have been extensively used as tools that support language learning and development. Research findings suggest that learners who use reflection show progress in language accuracy and fluency (Farrell, 2013). In addition, according to Bain et al. (2002), reflection leads to greater understanding and long-term learning.

In conclusion, the literature provides evidence which substantiates that reflective learning is generally regarded as an efficient method to facilitate the development of the learner's knowledge as well as language skills.

1.12 End-Term Papers as a Formative Assessment Tool

1.12.1 The Role of Academic Writing Assignments in Learning

A central challenge in writing assessment is the persistent dominance of product-based, summative evaluation over process-oriented approaches. As Hamp-Lyons (2007) and Lam (2014, 2016), cited in Mueller-Lyaskovets and Horner (2021), demonstrate, writing pedagogy particularly in foreign and second language contexts tends to remain teacher-dominated and focused on the final written product rather than on the development of the writing process itself. When summative assessment takes the form of a single timed draft, it captures only a snapshot of a student's performance under artificial conditions, failing to account for the planning, drafting, feedback, and revision stages through which real writing competence develops (Lee, 2006; Porto, 2001; Zhang, 2009, as cited in Mueller-Lyaskovets & Horner, 2021). Furthermore, such assessment formats eliminate the social dimension of writing the interactions with teachers and peers that writers depend on to refine their ideas and strengthen their arguments (Carver, 2017; Wiggins, 1994, as cited in Mueller-Lyaskovets & Horner, 2021). Murray (1972, as cited in Mueller-Lyaskovets & Horner, 2021) made this point unambiguously half a century ago, arguing that evaluating only the product does nothing to improve it. These concerns are not limited to time in-class essays they apply equally to end-term papers when those papers are assigned without embedded feedback, staged drafting, or formative support, reducing what could be a rich learning experience to a single high-stakes submission.

1.12.2 Feedback and Revision in Writing Development

Feedback occupies a central place in the teaching and learning process. It is essentially the information provided to a learner about their performance in relation to learning objectives, with the explicit purpose of directing future improvement (Charalampous &

Darra, 2023).In the context of writing specifically, feedback serves as a powerful tool that enables students to identify weaknesses in their texts, devise plans for improvement, and execute meaningful changes through revision a process that encompasses not only surface-level corrections such as spelling and grammar, but also deeper macrostructural changes involving reorganization, restructuring, and the reconceptualization of ideas (Fitzgerald, 1987; Haar, 2006, as cited in Charalampous & Darra, 2023). For such feedback to fulfill its learning function, however, it must be specific, timely, continuous, and oriented toward future action rather than past judgment qualities that distinguish genuinely formative feedback from purely evaluative commentary (Nicol & Macfarlane-Dick, 2006, as cited in Charalampous & Darra, 2023).

1.12.3 The Integration of Writing and Reflective Skills

Reflection is increasingly recognized as a central component of effective academic writing development. Meza et al. (2021), drawing on Rickards et al. (2008), define reflective learning as the intentional use of reflection on performance and experience as a means to learning. This process unfolds through three progressive stages: awareness of a gap or difficulty, critical analysis of that challenge, and the emergence of a new perspective that transforms understanding. In the context of academic writing, these stages mirror exactly what happens when students recognize weaknesses in their texts, analyze what needs to change, and produce improved versions through revision. Writing provides a uniquely structured space in which reflective thinking becomes visible and actionable. Meza et al. (2021) identify two tools that support this process: reflective journaling, which allows students to externalize their reasoning about their own learning (Xie et al., 2008, as cited in Meza et al., 2021), and collaborative work, which deepens reflection by offering external perspectives (Moon, 2013, as cited in Meza et al., 2021).

When these tools are integrated into writing instruction, reflection becomes a concrete, teachable practice rather than an abstract cognitive exercise. Closely linked to reflective writing is metacognition described by Martinez (2006, as cited in Meza et al., 2021) as thinking about one's own thinking. Meza et al. (2021) found that when students engaged in structured reflective activities including journals, self-assessment rubrics, and iterative drafting they progressively developed metacognitive awareness, moving from vague anxiety about writing to specific, actionable strategies for improvement. Their study also showed that self-assessment, when structured around clear expectations and followed by revision, functions as a genuinely formative practice that actively shapes writing quality rather than merely evaluating it.

1.13 Research Gap

Despite the abundance of research on assessment in an EFL context, these works are mainly divided between formative and summative assessment and whether they should be holistically combined with a reflective learning process. Previous researches predominantly [Black & Wiliam, 1998; Brown & Abeywickrama, 2019] leaded toward the effectiveness of formative assessment and some directed at evaluative role of summative assessment [Mahmood & Ghaleb, 2024].

Furthermore, reflective learning is an area that has been explored broadly in relation to learner autonomy and metacognition (Schon, 1983; Zimmerman, 2002), but it is found lacking in the tie with assessment, especially EFL writing achievement. The issue of how formative assessment and reflective learning can be used in conjunction to enhance students' writing achievement and academic progress has yet to be investigated.

Consequently, this study attempts to close this lacuna by exploring the relationships among formative assessment, summative assessment, and reflective learning through end-term academic writing tasks in EFL writing classes.

1.14 Chapter Summary

This chapter has established the theoretical foundations of the present study. It began by contextualizing the research within current debates on assessment reform and EFL pedagogy, before articulating the problem of end-term papers' underutilized formative potential. The research questions and objectives were then presented, followed by a discussion of the study's theoretical and practical significance, its scope and limitations, and operational definitions of key terms. The subsequent literature review covered four interrelated domains: assessment in EFL contexts, writing skill development, reflective learning, and the specific role of end-term papers as formative instruments. The chapter concluded by identifying a research gap at the intersection of these domains that the present study is designed to address. Chapter Two presents the field study component of the research, detailing the research design, participants, instruments, data collection procedures, and analytical methods employed to investigate the research questions.

CHAPTER TWO: FIELD STUDY

2.1 INTRODUCTION

This chapter presents the empirical component of this study. It begins by describing and justifying the research design adopted to address the study's questions, before identifying the setting in which the research was conducted and the participants who took part. Then presents the two data collection instruments employed a student questionnaire and semi-structured teacher interviews and explain in detail the procedures followed to collect the data.

2.2 RESEARCH DESIGN

This study adopts a mixed-methods research design, combining both quantitative and qualitative approaches to investigate third-year EFL students' perceptions of the end-term paper as a formative assessment tool. According to Creswell (2014), mixed methods research refers to an approach that combines both quantitative and qualitative data collection and analysis within a single study. This design integrates the two types of data and may rely on specific philosophical assumptions and theoretical frameworks. It is based on the idea that using both approaches together offers a broader and more comprehensive understanding of the research problem than using only one method.The quantitative strand of this study is represented by a student questionnaire, which was administered to 37 third-year EFL students at the English Department of M'sila University. The qualitative strand consists of eight semi-structured individual teacher interviews conducted with EFL teachers at the same institution. The two strands were designed to complement each other, with the questionnaire capturing students' perceptions and the interviews providing teachers' professional perspectives on the same phenomenon. This design is particularly appropriate for the present study as it allows for

triangulation of data sources, thereby enhancing the validity and reliability of the findings.

2.3 RESEARCH SETTING AND PARTICIPANTS

2.3.1 RESEARCH SETTING

This study took place at the Department of English Language and Literature at the University of M'sila during the academic year 2025/2026. The study was conducted under normal conditions in a natural academic environment, where participants engaged with their regular academic activities without any intervention or manipulation. This research focused on third-year EFL students and their teachers, and sought to investigate the role of end-term papers in developing students' academic writing and reflective skills from both students' and teachers' perspectives.

2.3.2 PARTICIPANTS

The participants of the study were drawn from the English Department of M'sila University. Two groups of participants were involved. The first group consisted of 37 third-year EFL students selected through convenience sampling. The questionnaire was distributed both online via a Telegram group and in printed form to two third-year groups. The second group comprised eight (08) EFL teachers from the same department, who were selected based on their experience teaching writing courses and their familiarity with the end-term paper as an assessment tool. All participants were informed of the purpose of the study and their right to withdraw at any time. Confidentiality of responses was guaranteed throughout the data collection process.

2.4 RESEARCH INSTRUMENTS

Two instruments were employed to collect data for the present study: a student questionnaire and semi-structured teacher interviews. These instruments were designed to be complementary, with the questionnaire capturing the breadth of student perceptions across a standardized set of variables, and the interviews providing the depth of teacher perspective necessary to interpret and contextualize those perceptions.

2.4.1 STUDENT QUESTIONNAIRE (SEE APPENDIX 01)

A questionnaire was developed to measure students' perceptions of the end-term paper as a formative assessment tool, with specific attention to its perceived impact on writing skills development and reflective skills development. The questionnaire was constructed by adapting items from three validated instruments: the Academic Writing Self-Efficacy Belief Questionnaire (AWSEBQ) developed by Teng and Wang (2022), the Reflective Thinking Questionnaire developed by Kember et al. (2000), and the online formative assessment perception questionnaire developed by Alharbi et al. (2021).

The questionnaire is organized into six sections. Section I collects background information including gender, age, length of English study, self-assessed writing ability, and number of end-term papers previously written. Section II investigates students' direct experience with end-term papers, focusing on the time invested, the receipt and use of instructor feedback, and the availability of revision opportunities. Section III, adapted from the Linguistic Knowledge Efficacy and Self-Regulatory Efficacy subscales of Teng and Wang (2022), contains ten Likert-scale items measuring students' perceived development of writing skills through the end-term paper process, including vocabulary use, grammatical accuracy, organizational clarity, and academic writing confidence. Section IV, adapted from the Reflection and Critical Reflection subscales of Kember et

al. (2000), contains eight Likert-scale items measuring the degree to which students engage in reflective and critically reflective thinking about their writing process and learning experience. Section V, adapted from Alharbi et al. (2021) and supplemented with items from Teng and Wang (2022), contains eight Likert-scale items assessing students' perceptions of the end-term paper as a learning and assessment tool, including their views on its usefulness, their self-efficacy in completing it, and their attitudes toward its role in the curriculum. Section VI consists of four open-ended questions inviting students to reflect freely on what they have learned from the experience, the difficulties they face, and the changes they would recommend.

All Likert-scale items use a five-point response format ranging from Strongly Agree to Strongly Disagree. The questionnaire was administered in written form during class time, with the researcher present to clarify any misunderstandings without influencing responses. Completion time was approximately fifteen to twenty minutes.

The decision to adapt rather than create items from scratch was made to preserve the psychometric properties of the original validated instruments. The Teng and Wang (2022) instrument was originally validated with 743 third-year EFL university students and achieved Cronbach's alpha values of .791 to .853. The Kember et al. (2000) questionnaire was validated with 303 students from eight academic classes, achieving Cronbach's alpha values of .621 to .675. The Alharbi et al. (2021) instrument was validated with 354 EFL secondary school students and achieved a Cronbach's alpha of .932. All adapted items were reviewed for linguistic clarity and contextual appropriateness prior to administration.

2.4.2 SEMI-STRUCTURED TEACHER INTERVIEWS

The interview is semi-structured, consisting of eight open-ended questions divided into three sections, and was conducted individually with eight EFL teachers from the English Department of the University of M'sila. The teachers' experience and professional background allowed the researchers to gather rich and detailed information on the use of end-term papers in EFL classrooms and how they influence students' writing development, reflective thinking, and academic performance.

Section 01: Use of End-Term Papers (See Appendix 02)

This section contains four questions. The first question (Q1) explores whether end-term papers are predominantly used as a grading tool or as a learning opportunity by teachers. The second question (Q2) focuses on teachers' perceptions of end-term papers as a formative assessment tool and the justification for their views. The third question (Q3) aims at identifying specific writing skills developed through end-term papers, such as organization, argumentation, and academic expression. The fourth question (Q4) asks whether teachers use reflective activities such as journals, self-assessment, peer assessment, or revision stages alongside end-term paper writing.

Section 02: Feedback and Student Development (See Appendix 02)

This section contains two questions. The fifth question (Q5) examines the nature of feedback teachers typically provide on students' end-term papers and how this feedback supports writing improvement. The sixth question (Q6) explores how students use teacher feedback to improve their work and requests specific examples of improvement processes.

Section 03: Challenges and Suggestions (See Appendix 02)

This section contains two questions. The seventh question (Q7) investigates the difficulties students face when writing end-term papers. The eighth question (Q8) asks teachers for recommendations on how to enhance the effectiveness of end-term papers in fostering students' reflective thinking and academic writing development. Overall this interview aims to provide a comprehensive picture of teachers' perspectives on end-term papers and their role in developing EFL learners' writing and reflective skills.

2.5 DATA COLLECTION PROCEDURE

The data were collected during the second semester of the academic year 2024-2025 at the English Department of Mohamed Boudiaf University of M'sila. The data collection process was carried out in two phases. In the first phase, the student questionnaire was administered to 37 third-year EFL students. The questionnaire was distributed through two channels: it was shared online via a Telegram group to reach students conveniently, and printed copies were handed directly to students in two third-year groups. Students were given sufficient time to complete the questionnaire and were assured of the confidentiality of their responses. In the second phase, nine EFL teachers were interviewed individually using a semi-structured interview guide. Each interview was conducted in a quiet and comfortable setting to encourage open and honest responses. With the participants' permission, the interviews were recorded to ensure accurate transcription and analysis. The data collection process was conducted in an ethical manner, with all participants informed of the purpose of the study and their right to withdraw at any time without consequence.

2.6 DATA ANALYSIS

2.6.1 ANLYSIS OF THE QUESTIONNAIRE

The quantitative data obtained from the student questionnaire were analyzed manually using descriptive statistics. For each item in Sections II, III, IV, and V, the responses were tallied and the frequency of each response option was counted and recorded. The results were organized and presented in tables following APA formatting guidelines. In addition, bar charts were generated using Microsoft Excel to provide a visual representation of the distribution of responses across the Likert scale items. The open-ended responses collected in Section VI were analyzed qualitatively using thematic analysis, whereby recurring ideas and patterns were identified, coded, and grouped into themes to complement the quantitative findings.

2.6.2 ANALYSIS OF THE INTERVIEW

Thematic analysis was used to analyse the qualitative data obtained from the semi-structured interviews with teachers. All the answers given in the interviews were transcribed and then read several times so that the data could be read and internalized. The meaningful statements on the research purposes were then identified and coded by hand. Responses were then organised into wider categories and themes, based on whether there were similar patterns or themes in the responses. The analysis was directed toward exploring teachers' perceptions, experiences, and practices in using end-term papers as an assessment tool for formative assessments. The results were then thematically ordered and described using quotes from participants to make them credible and valid. Complement and enhance the quantitative results from the questionnaire, this qualitative analysis was used.

2.8 RESULTS

2.8.1 RESULTS OF THE STUDENT QUESTIONNAIRE

8.1.1 SECTION I: BACKGROUND INFORMATION

Table 1

Students' gender

Gender	Number of participants	Percentage (%)
Male	7	18.9%
Female	30	81.1%
Total	37	100%

As shown in Table 1, most of the participants were female. The sample consisted of 81.1% (30 students) of female students and 18.9% (7 students) of male students. So the study population was mostly composed of female students.

Table 2

Students'age

Age	Number of participants	Percentage (%)
18–21	16	43.2%
22–25	15	40.5%
26 and above	6	16.2%
Total	37	100%

Table 2 shows that the majority of paticipants were between (18_21) years old,representing 16 out of 37 about (43,2%) and most were between (22_25) years old , representing 15 out of 37 participants approximately (40,5%) .This indicates that the most responses belong to the young adult category, which my influence the current study.

Table 3

Participants' Duration Of English Language Study

Duration	**Number of participants**	**Percentage (%)**
Less than 5 years	18	48.6%
5 to 8 years	12	32.4%
More than 8 years	7	18.9%
Total	37	100%

As can be seen in Table 3, 48.6% of the participants had studied English for less than 5 years. Furthermore, 32.4% learned English for 5 to 8 years, and only 18.9% learned English for over 8 years. This indicates that most of the participants had studied English for a reasonable period of time

Table 4

Participants'Self Asessment Of English Writing Proficiency

Proficiency level	**Number of participants**	**Percentage (%)**
Beginner	2	5.4%
Elementary	5	13.5%

Intermediate	16	43.2%
Upper-Intermediate	13	35.1%
Advanced	1	2.7%
TOTAL	37	100%

As shown in the table 4 , the mojority of the students have an intermidiate level of english writing proficiency, representing 16out of 37 participants about (43,2%) , followed by upper-intemidiate about 13 participants(35,1%) . This indicates that the sample has an average to good command of english proficiency level.

Table 5

Participants' writing experience responses

Writing experiences	**Number of participants**	**Percentage (%)**
1 to 2	16	43.2%
3 to 4	13	35.1%
5 or more	8	21.6%
Total	37	100%

From Table 5, most participants had 1 to 2 years of writing experience (43.2%). Also, 35.1% had experience of 3 to 4 years and 21.6% had experience of 5 years and above. The results indicated that the majority of the participants had limited experience in writing.

8.1.2 SECTION II: EXPERIENCE WITH END-TERM PAPERS

Table 6

Time spent on the most recent end term paper

Time spent	Number of participants	Percentage (%)
Less than one week	16	43.2%
One to two weeks	11	29.7%
Three to four weeks	8	21.6%
More than one month	2	5.4%
Total	37	100%

The results that present in the table 06 , shows that participants spent less than one week to write an end term paper, representing 16 out of 37(43,2%) participants , followed by one to two weeks about 11 participants approximately (29,7%) , and 8 out of 37 about (21,6%) spent from three to four weeks at least to write an end term paper. This suggests that they are reltively familiar with it , however; limited attention devoted to the writing process.

Table 7

Written feedback on the end term paper

Responses	Number of participants	Percentage (%)
Yes	11	29.7%
No	5	13.5%
Sometimes	21	56.8%
Total	37	100%

The table shows that most of the students (56.8%) received written feedback on their end-term papers. Meanwhile, (29.7%) said they received written feedback and (13.5%) said they did not receive any feedback. This means that written feedback was not always given

Table 8

The use of instructor feedback

Responses	**Number of participants**	**Percentage (%)**
Yes, always	11	34.4%
Yes, sometimes	14	43.8%
No	3	9.4%
Not applicable	4	12.5%
Total	32	100%

The results as presented in the table 08 , reveal that 14 out of 37 participants (43,8%) sometimes and 11 about (34,4%) always rely on instructor feedback to improve their writing process. This suggests that instructor feedback is considered as a useful support tool in academic writing.

Table 9

Opportunity to revise the papers after the feedback

Responses	**Number of participants**	**Percentage (%)**
Yes	19	51.4%
No	7	18.9%
I was not given the opportunity	11	29.7%

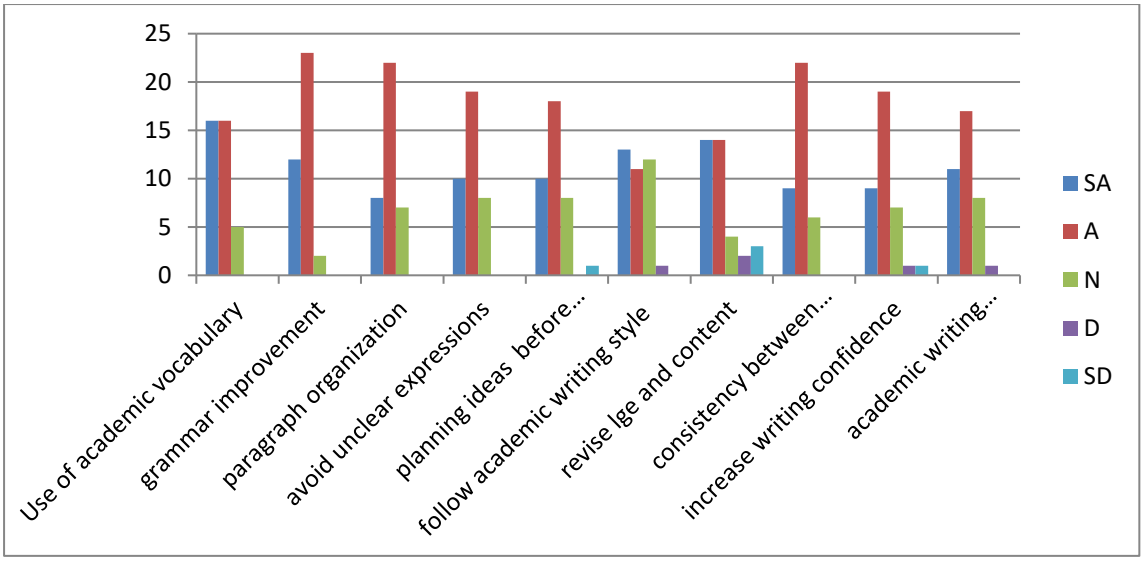
Total	37	100%

As the table 09 shows, 51.4% of the students were able to revise their papers after receiving feedback. However, 29.7% said they were not given a chance and 18.9% said no. This suggests that for many students the possibility of revision existed, but not for all.

8.1.3 SECTION III : WRITING SKILLS DEVELOPMENT

Figure 01

Participants' Writing skills developoment



**Note : SA = Strongly agree , A= Agree , N= netural , DA=disagree, SD= strongly disagree*

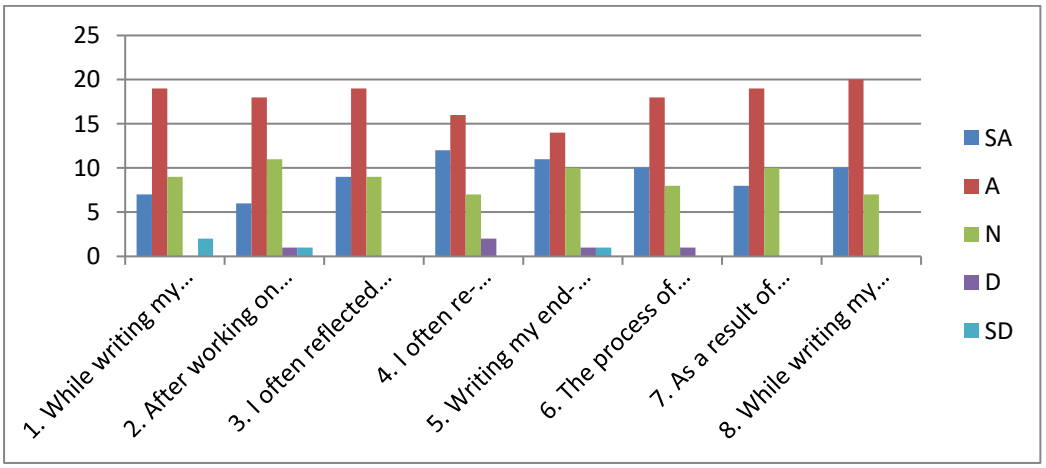
The results as shown in the figure 01, that represents participants'responses to the likert scale statement. The mojority of respondents agreed and strongly agreed with most statements, indicationg positive attitude to the role of end term paper in devolping writing skills. For instance , statement 2 shows the highest agreeemnt, representing 23 out of

37partcipants, which suggest that participants consider end term paper an essential component in the writing process.

8.1.4 SECTION IV — REFLECTIVE SKILLS DEVELOPMENT

Figure 02

Participants'Reflective skills development



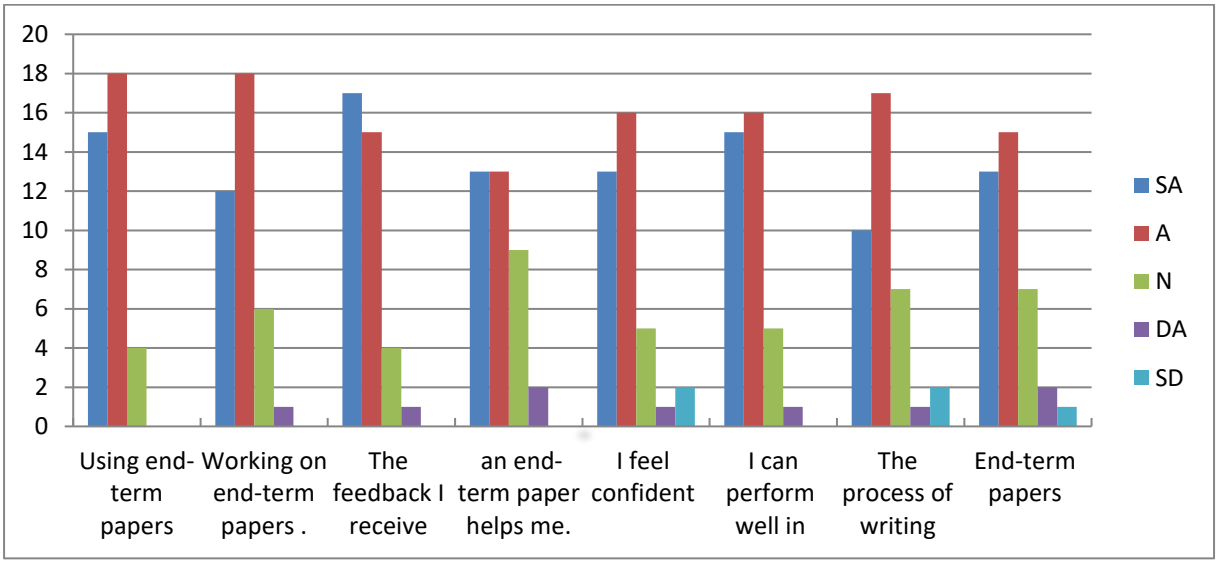
**Note : SA = Strongly agree , A= Agree , N= netural , DA=disagree, SD= strongly disagree*

The figure 02 shows that most of the participants agree that writing end-term papers has helped them to develop reflective skills. Many students said they thought about their mistakes, checked their work, and improved their writing during the process. Not many participants disagreed. The overall results show that the end-term paper had a positive impact on the development of students' reflective skills

8.1.5 SECTION V : END-TERM PAPER AS A LEARNING TOOL

Figure 03

End term paper as formative assessment tool



**Note : SA = Strongly agree , A= Agree , N= netural , DA=disagree, SD= strongly disagree*

As presented in the figure 03, 18 out of 37 partcipants extremely agreed and strongly agreed with most statements, suggesting an advantage point to the role of end term paper as a formtive assessemnt tool. For example, statement 1 shows the highest agreement and statement 3 include 17 out of 37 partcipants were strongly agree, which consider end term paper can be a formative instead of summtive ssessement only.

8.1.6 SECTION VI: OPEN-ENDED QUESTIONS

1. What is the most useful thing you have learned from writing an end-term paper in terms of your writing or reflective skills? Please give a specific example.

Table 10:

Themes related to the most useful skills develop through writing end- term papers

Themes	Related codes	frequency
Improvement of academic writing skills	Using academic/formal language, academic vocabulary, writing skill, academic words and expressions	6
Organisation and structuring ideas	Organize ideas, outlines, structure, coherence, brainstorming ideas, organizing a map	7
Development of reflective and critical thinking	Reflecting, filtering information, focusing on facts, logical thinking	4
Research and source evaluation skills	Reliable sources, credible sources	3
Avoiding plagiarism and improving paraphrasing	Avoid copy and paste	2

Table 10 represented themes related to the most useful skills developed through writing end term paper. The most frequently mentioned improvement was revealed to organization and structuring ideas. Many participants stated that writing end term paper helped them to organize their thought, use outlines, and structure their writing logically and more clearly. Several students reported improvement in academic writing skills, particularly in using formal language and academic vocabulary. Other emphasized the development of reflective thinking and research related skills such as evaluate reliable sources and avoid copy and paste practices. For example, one

participant mentioned that "*The most useful thing is that writing reveals gaps in understanding that reading doesn't expose and don't just copy and paste and hope they make sense for example I once wrote about climate change and dropped in a statistic about rising sea level without explaining what it does meant* ". Another one stated that "*The most useful thing I have learned from writing an end-term paper is how to organize ideas using a clear academic structure*". Furthermore, another participant noted that "*The most useful thing I learned is how to organize ideas clearly. For example, in my paper, I divided it into an introduction, body, and conclusion, which made the ideas easier to understand"*.

2. Describe a time when writing your end-term paper made you think more deeply about your topic, your writing, or your learning process, especially in relation to improving your writing or reflecting on your work.

Table 11:

Themes related to students' reflective and writing development through end- term paper writing

Themes	**Related codes**	**Frequency**
Development of critical and reflective thinking	Thinking deeply, questioning information, interpreting carefully, analytical thinking, reflecting on interconnectedness	6
Research and analytical skills	Analyzing topics deeply, comparing information, searching for more	5

	information, choosing valid information	
Organisation and writing structure	Organizing thoughts, connecting ideas and details, approach to the topic, writing style	4
Vocabulary and language challenges	Difficult vocabulary, memorizing definitions, words changing according to context	3
Knowledge retention and learning	Storing information in long-term memory, learning new things, narrowing competence in the field	3
Time and effort challenges	Time-consuming process, difficulty choosing a topic	2

Themes related to the development of reflection and writing of students in the writing of end-term papers are presented in table 11. The theme most frequently reported was development of critical and reflective thinking (frequency=6). Participants said that writing helped them to think more deeply, to question information and to develop more analytic thinking. One participant said: "*Writing an end-term paper made me think deeper… I became more critical and analytical".*

The second theme was research and analytical skills (frequency=5). Students said they learned to analyse topics in depth, compare information and select reliable sources. One participant said: *"Comparing other information, I understood the topic better".*

Writing structure and organization was another theme (n = 4). Participants said writing helped organize ideas and improve coherence. For example, one student said it helped them **"organize thoughts in a more clear way***"*.

Other reports of vocabulary and language challenges (frequency = 3) included challenges with complex vocabulary and contextual meaning. "*The way people use words changes them,"* said one participant.

Likewise, knowledge retention and learning (frequency = 3) indicated that writing helped students to retain information and to better understand the information. "*It helped my deep thinking and learning process,"* said one participant.

Finally, time and effort challenges (frequency = 2) were mentioned, especially in selection of topic and management of the writing process. "*Sometimes very difficult and time consuming*," said one participant.

3. What difficulties do you usually face when writing an end-term paper, particularly in developing your writing or reflecting on your work, and how do you deal with them?

Table 12 :

Themes related to difficulties faced during end-term paper writing and strategies used to overcome them

Themes	**related codes**	**Frequency**
Language and vocabulary difficulties	Grammar issues, sentence structure, limited vocabulary, finding the right words, formal writing	6

Organisation and idea development difficulties	Organizing ideas, structuring writing, coherence, generating ideas, brainstorming	7
Time management and psychological challenges	Procrastination, writer's block, feeling overwhelmed, blank page syndrome	5
Research and resource related difficulties	Collecting data, finding reliable sources, lack of resources, understanding concepts	4
Strategies for overcoming difficulties	Creating outlines, making simple plans, breaking tasks into sections, reviewing mistakes, improving vocabulary	8
External support and learning tools	Using AI tools, references, guidance and advice	3

As shown in the Table 12, presented themes related to the main challenges that students face during the process of writing end term paper. The most frequent reported were related to organize ideas and structure the writing coherently. Language related problem includes grammar issues and limited vocabulary, were also commonly mentioned. Many students referred to psychological and time management difficulties such as writers' block, procrastination, and feeling overwhelmed by the length of the papers. To overcome these difficulties adopted different strategies, for example creating outlines, diving the work into smaller sections, reviewing mistakes, and seeking guidance through references, AI tools, and teachers feedback. One

student reported that "*I usually struggle with organizing my ideas and finding the right words. To deal with this, I make a simple plan before writing and review my work to improve clarity and correct mistakes",* another student noted that "*One common difficulty I face when writing an end-term paper is organizing my thoughts coherently and I deal with it by creating an outline before I start writing".*

4. What changes would you suggest to make end-term papers a better and more useful learning experience, especially for improving students' writing and reflective skills?

Table13:

Themes related to students' suggestions for improving the end- term paper experience

Themes	**Related codes**	**Frequency**
Need for guidance and feedback	Teachers' advice, instructor feedback, assessments, comments, support and motivation	8
Clear instructions and methodology support	Clear guidelines, methodology instruction, examples, identifying writing goals	6
Interactive and collaborative learning strategies	Peer review sessions, group discussions, workshops, interactive elements	4
Drafting and continuous improvement practices	Draft phases, checkpoints, reviewing drafts, incremental feedback	5

Reading and writing practice development	Reading regularly, improving writing style, studying previous topics	4
Planning and organisation strategies	Instructor plans, noting main ideas, preparing writing steps	3

Table 13 represented themes related to students' suggestions for improving the end-term paper experience and making it more useful for developing writing and reflective skills. Results showed that the most common suggestion was the need of more guidance and feedback from teachers. Many students believed that the advice, comments, support and motivation from the instructors could help them feel more confident and gradually improve their writing. Participants also emphasized the importance of clear instructions and methodology guidance before starting the paper. They thought that by outlining the steps, giving examples and clarifying the writing goals, the process would be easier and less stressful.

Several students also proposed the idea of adding draft stages and regular check-ins prior to the final submission. They said that if they received feedback while they were writing they could correct their mistakes and improve as they went rather than waiting to get the grade at the end. Other participants proposed the use of more interactive strategies such as peer reviews, workshops and group discussions, arguing that these could make the writing process more engaging and collaborative. Others cited good habits such as reading regularly, practicing writing, and organizing ideas before beginning the paper as important ways to develop better writing skills over time. One participant said that *"I would suggest adding incremental feedback. Instead of one giant grade at the end, having short check-ins or peer-review sessions on outlines and rough drafts would make the*

process feel less like an isolated chore and more like a collaborative learning journey". Another participant pointed out, *"I would suggest more check-ins or draft phases with instructors prior to the final submission", this would allow students to get early feedback and make sure we are on the right track."* Also, another participant discussed how the overall writing process could be enhanced by "Preparing a structured plan for the end-term papers and noting down the main ideas first, then the supporting points, the method of data collection, references, and the study of previous similar topics".

2.8.2 RESULTS OF TEACHER INTERVIEWS

SECTION ONE: USE OF END-TERM PAPERS

Table 01:

Themes identified from teachers' responses about the use of end-term papers

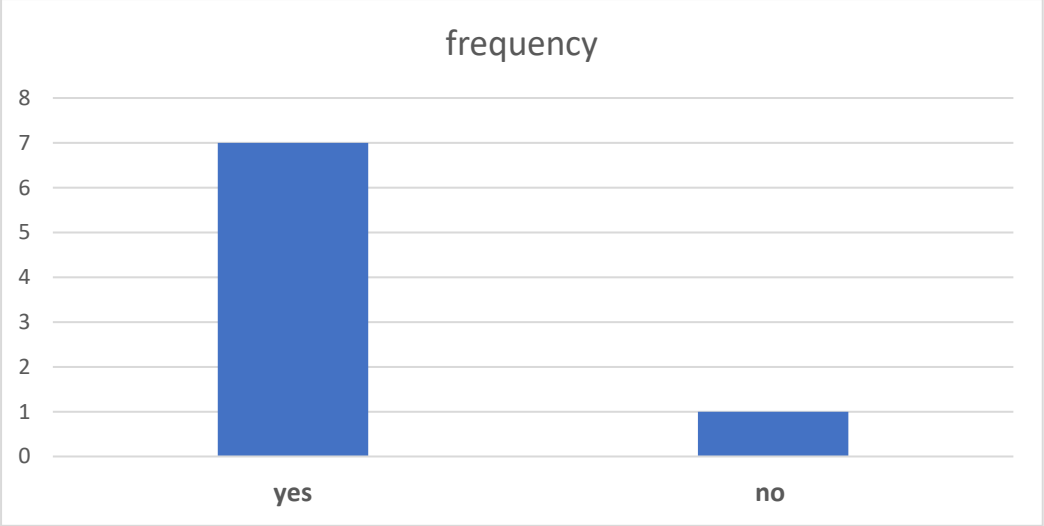
Themes	Related codes	Frequency
Use of end-term paper as both grading and learning tools	both at the same time, both as a grading and learning tool, both of them	7
Emphasis on learning opportunity	more as a learning tool, learning opportunity is more significant	3

As shown in the table 01, the findings indicate that most teachers perceive end term paper as a grading tool and as a learning opportunity. The majority of participants emphasized the importance of combining assessment with learning development. For instance, some

teachers consider the learning aspect more necessary than grading itself. Furthermore, according to teacher one response stated that *"it is used for both simultaneously as a grading tool and as well as learning opportunity"*. However , other use or see end term paper as a learning opportunity is more essential , teacher two noted that" *end term paper as learning opportunity tool is more significant because integrating feedback loops into the process"*.

Figure 01

Teachers' perceptions of end-term paper as formative assessment



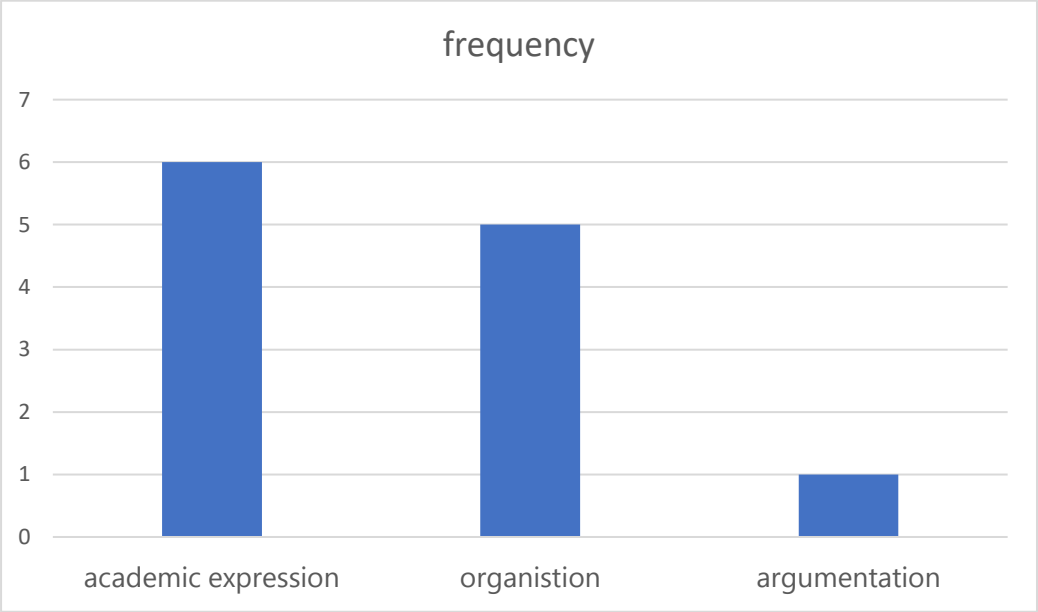
As seen in Figure 01, the majority of teachers have a positive attitude towards end term papers as a formative assessment technique. They felt that the end term papers could serve as a way of tracking students' learning and build their research, writing and reflection skills. The teachers also pointed out that comments, editing, and reflection should be emphasized to improve the effectiveness of this assessment. A minority, however, felt that end-term papers were largely summative in nature, since they were used for the purpose of assessing the end product.

Why or why not?

Most teachers felt that the end-term papers were formative in nature as they enable students to develop their skills in a gradual manner while the teacher is able to identify progress and problems of the students. Some teachers said that *a draft and feedback, self and peer assessment associated with writing the paper, etc. act as a more formative component of end-term papers.* One teacher, however, *saw end-term papers as summative as they are primarily used to assess the end of the course products, not to encourage ongoing learning.*

Figure 02

Writing developed through end-term paper according to teachers



In the figure 02, that represents writing developed through end term paper according to teachers. The results indicate that teachers mainly associate end term paper with development of academic expression and organization skills, which were the most frequently mentioned. Organization refers to students 'ability in order to structure their ideas logically, while academic expression relates to the use of appropriate academic

language. For example, teacher 05 stated that "*academic expression and organization are most significantly developed skills; organization is observable growth and academic expression developed through research and exposure".* Similarly, teacher 03 noted that *academic expression and organization these student students can develop ".* Argumentation was mentioned less frequently, suggesting that it is perceived as secondary skill developed through writing tasks.

Table 02:

Reflective activities used alongside end-term paper

Themes	***Related codes***	***Frequency***
Self-assessment activities	self-assessment , self-assessed activities, activities assessment	5
Revision stages	revision stages, stage of revision, focus most on revision stages	5
Combination of reflective activities	all of them , self-assessment and revision stages	3

Table 02 showed reflective activities that were complemented with end-term papers. The results demonstrate that teachers employ different reflective activities at the writing process. Most often it was identified as the stages of self-assessment and revision, which shows the interest of teachers in supporting the student to make their work continually better. Multiple presenters highlighted the need for incorporating reflective components

(self-assessment) within the revision process to enhance students' learning and engagement. Furthermore, some teachers indicated that they would only occasionally employ reflective activities and a few participants said that they do not often employ such activities due to issues such as lack of support or the difficulties they might encounter in reflecting individually. Overall, revision stages and self-assessment were the most common reflective practices mentioned in conjunction with end term papers.

SECTION TWO: FEEDBACK AND STUDENT DEVELOPMENT

Table 03:

Types of feedback provided on students' papers

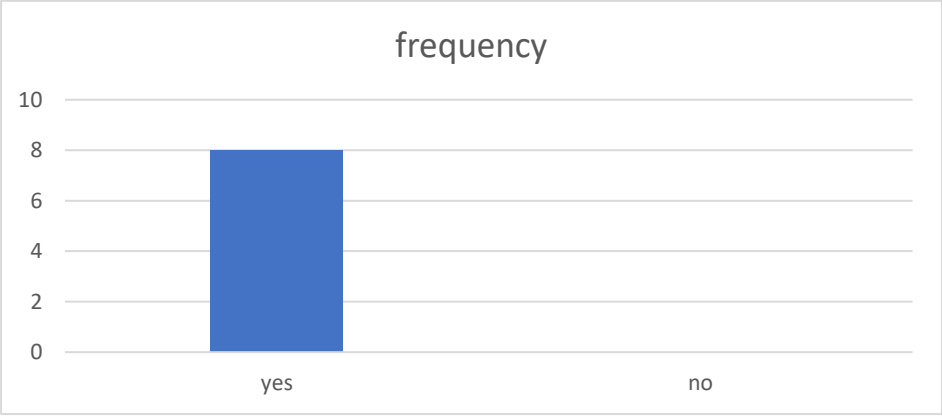
Themes	Related codes	Frequency
grammar , spelling and vocabulary feedback	spelling and grammatical mistakes, vocabulary and grammar ,spelling mistakes , academic writing grammar	4
Academic writing and stylistic feedback	academic writing , stylistic feedback , lack of cohesion and coherence	3
Constructive and written feedback	constructive feedback , comments , notes , written feedback	4
Feedback promoting reflection and improvement	reflection and critical thinking , strategies to progress like editing and	2

	revising their work	
Peer review feedback	peer reviewing	1

Table 03 presented types of feedback provide on students end term paper. The finding shows that teachers provide different forms of feedback. The most common type focused on grammar, spelling and vocabulary correction, indicating teachers' attention to linguistics accuracy. Several participants emphasized academic writing and stylistic aspects, particularly coherence, cohesion and academic expression. Moreover, many teachers reported giving constructive feedback through comments and notes. Some responses highlighted feedback aimed at encouraging reflection, critical thinking and revision stages, while peer review practices were mentioned less frequently.

Figure 03 :

Teachers' views on students' use of feedback to improve their work



Teachers' perspectives on students' use of feedback to improve their work are presented in Figure 03. The results indicate that the majority of teachers felt that students use feedback to improve the quality of their end-term papers and minimize errors in future assignments. Multiple participants emphasized the importance of feedback for helping students to

develop skills in academic writing, organization, critical thinking and reflection. Some teachers also shared that their students who are motivated and interested in developing their skills gain more from feedback, and actively seek guidance and correction. Moreover, a few responses indicated that students' improvement depends on their personality and level of engagement. One of the participants, however, reported using feedback and that there may be instances where student improvement is limited and another reported that students only sometimes benefit from feedback.

SECTION THREE: CHALLENGES AND SUGGESTIONS

Table 04:

Difficulties students face when writing end term-papers

Themes	Related codes	Frequency
Linguistic difficulties	lack of vocabulary, grammatical mistakes, mix formal and informal language, rely on simple vocabulary	4
Time management difficulties	time constraints, working against time, time management	4
Organizational and writing process difficulties	organization, lack of preparation and organization, all writing related hurdles	3

Research and information difficulties	lack of information, struggle with unfamiliar topics, brainstorming difficulties	3
Problems with academic writing practices	copy and paste instead of paraphrasing, reflective thinking	2
Contextual/classroom difficulties	large classes	1

Table 04 shows most difficulties students face. The results reveal that students face several challenges when writing end term paper. The most mentioned difficulty was related to linguistics issues, particularly limited vocabulary, grammatical mistakes and inappropriate use of formal academic language. Another challenge was time management, as many students struggle to balance research, planning and writing within limited deadline. Teachers also highlighted difficulties related to organization, preparation and the process of writing process. Some participants reported that students encounter problems with research and brainstorming, especially when dealing with unfamiliar topics. Another issue mentioned such as copy and paste instead of paraphrasing and limited reflective thinking skills.

Table 05:

Suggested improvements to make End-term papers more effective

Themes	**Related codes**	**Frequency**
Enhancing critical and reflective thinking	Critical thinking , cognitive approach	3

Improving academic writing instruction	Teaching academic writing , focus on free writing , organize information related to topics	3
Providing training collaborative learning opportunities	Special workshops and classes ,exchange experiences	2
Encouraging assessment and feedback practices	Formal peer and self-assessment , structured feedback	2
Strengthening background knowledge and real life connection	Develop background knowledge , illustrations from real life settings	2
Improving task design	To be short and related	1

Table 05 gave proposed changes which can be implemented to improve end-term papers. The results indicated that teachers suggested various approaches for improving end-term papers in terms of quality and effectiveness. The most frequently encountered suggestions were to increase critical thinking and reflection as well as to improve academic writing instruction by using free writing, process writing and organizing information about the research topics. A few participants also pointed out the need of teachers and students to learn in groups and share experiences in workshops. Furthermore, some teachers emphasized the importance of peer assessment, self-assessment and structured feedback in facilitating student learning and engagement. Other suggestions included building background knowledge of students by linking topics to real-life contexts, and one participant proposed to reduce the length of end-term paper tasks.

2.9 DISCUSSION OF THE FINDINGS

The study aimed to investigate third year EFL students' perception of the end term paper as a formative assessment tool, in developing their writing and reflective skills at M'sila university. Data were collected through a student questionnaire and semi structured teachers' interview.

2.9.1 DISCUSION OF THE STUDENTS QUESTIONNAIRE

This chapter represents and discusses the finding in relation to the research questions and the existing literature.

2.9.1.1 CLOSED ENDED QUESTIONS

SECTION I: Background Information

First section presents demographic information of the study participants. As shown in (the result section), the majority of participants are female and the most fell within the age range of (18_21) years old (43, 2%). Regarding English learning experience, most of them reported that they studies English for less than 5 years about (48, 6%). In the term of writing ability, the majority described their levels as intermediate level writers, approximately (43, 2%). Additionally, most participants reported that they have written (1 to 2) end term paper so far.

SECTION II: You're Experience with End-Term Papers

As shown in [table 6], represents the amount of time that students spend on their most recent end term paper. The results reveal that most of students (43, 2%) representing 16 out of 37 spent less than 1 week, while (29, 7%) representing 11 students spent (1 to 2

weeks). only 8 students (21, 6%) dedicate(3 to 4 weeks) and merely 2 students (5,4%) spends more than one month. These findings suggest that the most of students approach end term paper as a last minute task rather than as an extended learning process. This is highlighted that end term paper are treated as a summative tools, students tend to focus more on completing the task rather than engaging with the writing process.

[Table 7], presents student responses regarding whether they receive feedback on end term paper, the results show that most of students 21 out of 37 participants (representing 56, 8%) sometimes received the feedback, while 11 out of 37, (about 29,7%) selected "yes". Only 5 students response «No». These findings indicate that written feedback is not consistently provided as a part of end term paper process. This suggests that the formative potential of feedback remains underutilized in the current assessment practice. This aligns with Wondim et al. (2024), who demonstrated that students who receive structure and consistent written corrective feedback significantly outperform than those you receive none, highlighting the importance of regular feedback in developing EFL writing skills.

Table 08 presents students' responses whether they use instructor feedback on their end term paper. The results reveal that 14 students, (43, 8%) reported that they use instructor feedback only sometimes, while 11 students (34, 4%) indicate that they always use feedback .only 03 students (9, 4%) reported they never use feedback, and 04 students, (12, 5%)selected not applicable, suggesting they did not receive any feedback. This finding indicates that while feedback available to some students, its use remains inconsistent and not universal. This suggests that teacher's feedback has not been fully integrated as a systematic learning tool within the end term paper process. Wondim et al .(2024), who emphasized that structured and consistent written corrective feedback is an

essential element of writing development and that students who engage regularly with feedback Demonstrate significantly, better writing outcomes than those who do not.

Table 9 presents students' responses whether they have an opportunity to revise their papers after receiving feedback. The results reveal that 19 students (51, 4%) reported that they have an opportunity to revise their paper after they receive feedback, while 09 students (18, 9%) indicate that they didn't have any opportunity. Additionally, 11 students, (29, 7%) students selected “I was not given opportunity” suggesting that revision was not systematically afford as part of end term paper process. The findings indicate that revision opportunity remain inconsistent and are not universally provided to students, which limits the formative potential of end term paper. This align with (2025), who argue that formative assessments in EFL Writing, should include iterative feedback cycles that guide learners through writing process, implying that revision is an important component of writing development.

SECTION III: Writing Skills Development

Figure01 represents students’ responses according to Likert scale. First item of section 3, which states that, writing end term paper has helped them use appropriate vocabulary and academic expressions more effectively. As shown in figure 1, the results reveal that 16 students strongly agreed and 16 students agree, making a combined agreement rate (86, 5%). 5 students, (13, 5%) remained natural and no students disagree or strongly disagree. The findings indicate that the majority of students perceive the end term paper as a useful tool in developing their vocabulary and academic expressions. This is consistent with tang and Wang (2022), who found that linguistic knowledge efficacy, including students' confidence in using appropriate vocabulary and grammatical structure, is a significant

predictor of academic writing performance in EFL context, Suggesting that writing tasks can contribute positively to students' linguistic development.

Item 02 state that writing end term paper has improved their understanding and use of grammatical structure in academic writing. As shown in the diagram figure 01, the result revealed 23 students (62, 2%) agreed and 12 students, (32, 4%) strongly agreed. Only 2 students (5, 7%) remain natural, and no students disagree or strongly disagree. The findings indicate that the majority of students consider end term paper as an essential tool in improving their understanding and use of grammatical structure in academic writing.

Third item stated that working on end term paper has helped them organize the sentences and paragraphs more clearly. The result reveals that 22students (59, 5%) agree and 8 students (21, 6%) strongly agree. However; 7 students (18, 9%) remained neutral and no students disagree or strongly disagree. These findings suggest that end term paper has a crucial role in helping students organize sentences and paragraphs logically and more clearly. This align with Teng and Wang (2022),who found that information organization efficacy(IOE), students confidence in organize ideas and sentences for academic writing, particularly predicts EFL academic writing performance.

Fourth item stated that writing end term paper has made them more aware of how to avoid unclear and awkward expressions. The results highlight that 19 students (51,4%) agree and 10 students (27%) strongly agree. Only 8 students (21,6%) selected neutral, and no students disagree or strongly disagree. This finding suggests that writing end term paper play a vital role in academic context, which make them more mindful and familiar of avoiding unclear or awkward expressions.

Fifth item stated that while writing their end term paper, they plan their ideas and use them to guide their writing. The results reveal that 18 students (48, 6%) agree and 10 students (27%) strongly agree. However; 8 students remained neutral. Only 1 students (2,7%) strongly disagree and no one disagree. This finding suggests that writing end term paper helps them plan their ideas and used them to guide their writing process. According to Teng and Wang (2022), who found that self-regulatory efficacy (SRE), including students' confidence in brainstorming and planning ideas to guide their academic writing, particularly predicts academic writing performance (AWP).

Item 06 stated they check whether they have written matches the academic writing style expected in their program. The results reveal that 13 students (35, 1%) strongly agree and 11 students (29, 7%) agree. Additionally, 12 students (32, 4%) remained neutral and only 1 student (2, 7%) disagreed and no students strongly disagree. The finding indicates that the majority of students when write end term paper they check whether it matches their academic style expected in their program. Although high neutral rate suggests that some of them remain uncertain about academic writing style.

Item 07 stated that they revise their writing by pay attention to both content and language at the same time. The results reveal that 14 students (37,8%) strongly agree and 14 students (37,8%) agree, making combined of agreement rate (75,6%). However; 4 students (10,8%) remained neutral, 3 students (8,1%) strongly disagree and only 2 students (5,4%) disagree. The finding suggests that the majority of students revise their writing work by pay attention to the content and language. This supports Teng and Wang

(2022), who found self-regulatory efficacy, including students' confidence in reviewing their academic writing by look to both content and language.

Item 08 stated that they make sure that the body of their paper is consistent with introduction they wrote. The results reveal that 22 (59.4%) students agree and 9 students (24.3%) strongly agree. Only 6 students (16.21%) remained neutral, no students disagree or strongly disagree. This finding suggests that the majority of students verify that the body of their end term paper is regular with the introduction they have written. This confirms Teng and Wang's (2022) argument that self-regulatory efficacy including students' confidence in ensuring coherence between introduction and body of their writing.

Item 9 stated that the experience of writing end term paper made them more confident in academic writing. The result demonstrates that 19 (51, 4%) students agree. and nine students (24, 3%) strongly agree. In addition, seven students (10.9%) remain Natural. Only one student disagreed (2.7%) and also another one (2.7%) Strongly disagree. The finding proposed that from experience of their writing end term paper made them more knowledgeable and confident in their academic performance. As noted by Tang and Wang (2020), Writing performance reflects students' confidence in their ability to perform well and complete academic writing Tasks Successfully.

Item 10 stated that writing end term paper has contributed to their development as an academic writer. The results imply that 17 students (45, 9%) agreed and 11 students (29, 6%) strongly agree. In addition, 8 students (21, 6%) remain neutral and only 1students (2.7%) disagree. No students strongly disagree. The finding recommend that writing end

term paper has an essential role in students overall development as an academic writers, contributing to their growth in writing skills, confidence and academic expressions. According to Tang and Wang (2022), who demonstrated that, structured writing tasks significantly contribute to EFL students' writing development, and academic performance.

SECTION IV: Reflective Skills Development

Figure 2 represents students respond measured in the Likert scale. The following items about how writing end term paper may affect the way students think about their learning. First item stated that while writing their end term paper, they sometimes questioned the way they were approaching the topic and tried to think of a better way. The results show that 19 students agreed and 7 students strongly agreed. In addition, 9 students remained neutral, only 2 students strongly disagree and no students disagree. The finding indicates that the majority of students engage in questioning and rethinking their approach while writing end term paper, suggesting that the process encourage reflective thinking. According to Kember et al. (2000), who found that, questioning and seeking better approach as a key indicator of reflective thinking among students.

Item 02 stated that after working on their end term paper, they liked to think over what they had done and consider alternative ways they could have done it. The results reveal that 18 students agree (48,6%) and 6 students strongly agree (16,2%). In addition, 11 students (29,7%) remained neutral, 1 students (2,7%) disagreed and 1 student (2,7%) strongly disagreed. The findings suggest that the majority of students reflected on their work and consider alternative approaches after writing their end term paper, however; high neutral rate indicates that reflective behavior is not consistent across all students.

Item 03 stated that they often reflected on their writing process to see whether they could have improved on what they did. The results reveal that 19 students agree and 9 students strongly agree. Only 9 students remained neutral, no students disagree or strongly disagree. These findings suggest that the majority of students reflect on the quality of their writing process to see whether they could have improved. However; the relatively high neutral rate indicates that reflective behavior is not consistent.

Item 04 stated that they often reexamined their experiences of writing the end term paper, so they could learn from it and do better next. The results reveal that 16 students agree and 12 students strongly agree. In addition, 7 students remained neutral, only 2 students disagree and no students strongly disagree. The finding indicates that the majority of students reexamined their writing experience, indicating that they learn from it and aimed to better next time.

Item 05stated that writing end term paper has changed the way they think about themselves as learning. The results revealed that 14 students agree and 11 students strongly agree, while 10 students remain neutral. However, 1 student disagrees and 1 student strongly disagrees. The finding suggests that writing end term paper has changed their way of thinking about themselves as learning. This align with Kember et al.(2000) who identifies they one look at oneself as a result of learning experience as a key core of critical reflection among students.

Item 6 stated that the process of writing their end term paper challenged some of their previously held ideas about academic writing. The result indicates that 18 students agree and 10 students strongly agree, however, 8 students remained neutral. Only one student

disagreed and no students strongly disagree. The finding indicates that the majority of students reported that writing the end term paper challenged some of their previous held ideas about academic writing.

Item 7 stated that as a result of writing their end term paper, they have changed the way they normally approach academic tasks. The result reveals that 19 students agree and 8 students strongly agree. Only 8 students remain neutral, and no students disagree or strongly disagree. The findings suggest that the majority of students change the way they approach academic tasks as a result of writing end term paper, indicating that the process promotes critical reflective thinking.

Item 8 stated that while writing their end term paper they discovered weakness in what they had previously believed to be correct about writing and learning. The result revealed that 20 students agree and 10 students strongly agree. Only 7 students remained neutral, no students disagree or strongly disagree. The finding indicates that the majority of students discovered weaknesses in their previous beliefs about writing and learning while working their end term paper, suggesting that the process encourages critical self-examination and deep reflection.

SECTION V: End-Term Paper as a Learning Tool

Figure three represented Students' responses measured on Likert scale. The following items examine how students perceive the end term paper as both an assessment and learning experience. This section consists of eight items.

Item 1 stated that using end term paper as a formative assessment tool is useful for developing their language and writing skills. The results show that 18 students agreed and 15 students strongly agreed, making a combined (89.18%). Only 4 students (10.18%) remained neutral, No students disagree or strongly disagree. These findings suggest that the majority of students perceive the end term paper as a helpful and beneficial tool for developing their language and writing skills. According to Albari et al. (2021), he found that EFL students perceive a formative assessment tool as a valuable instrument that positively impacts their language learning and writing development.

Item 02 stated that working on the end term paper helps identify the specific difficulties they have with academic writing. The result reveals that 18 students agree, and 12 students strongly agree. In addition, six students remained neutral, only one student disagreed, and no students strongly disagree. The finding indicates that the majority of students perceive the end term paper as helpful in identifying their specific challenges in academic writing.

Item 3 stated that the feedback they receive on their end term paper helps them correct their mistakes and improve in future tasks. The results reveal that 17 students strongly agree and 15 students Agree. However, four students remained neutral and only one student disagreed, and no students strongly disagree. This finding indicates that the majority of students receives feedback on their end term paper as a valuable tool for correcting their mistakes and improves their future academic writing performance. This aligned with Wondim et al. (2024), who demonstrated that students who receive structured written corrective feedback significantly outperformed than those to do not.

Item 4 stated that completing an end term paper helps them understand the course content more deeply, than a timed exam would. The results reveal that 13 students strongly agree and 13 students agree. Together, they combined a higher agreement (70.27%). However, nine (24.32%) students remained natural, only two students (5.40%) strongly disagree and no students disagree. The finding indicates that the end term paper allows students to engage more deeply with course content comparing to timed exam. However, high natural rate suggests that some students do not see any difference between them in terms of Content understanding.

Item 5 stated that they feel confident engaging with the end term paper as a learning experience rather than just an assessment. The result reveals that 16 students agree and 13 students strongly agree. However, five students remain neutral, two students strongly disagree, and only one student disagreed. The finding reveals that the majority of students perceive the end term paper as a meaningful learning experience rather than an evaluative instrument, indicating positive attitude in how students approach this assessment.

Item 06 stated that they can perform well in end Term paper, when they are given structured feedback and revision opportunities. The results reveal that 16 students Agree and 15 students strongly agree, only five students remained neutral. Only 1student disagreed and no students strongly disagreed. These findings suggest that the majority of students believe that structured feedback and revision opportunities significantly enhance their performance in end Term paper, indicating that formative practices are essential components of effects assessment.

Item 7 stated that the process of writing an end term paper is more important to their learning than the grade they receive. The results reveal that 17 students agree and 10 students strongly agree. However, 7 students remain neutral, only 2 students strongly disagree and one student disagreed. These findings suggest that the majority of students value the writing process of end term paper more than the grade itself.

Item 8 stated that end term paper should be used more frequently as an assessment tool in their program. The results reveal that 15 students agree and 13 students strongly agree, which combined high agreement rate approximately (75, 6%). However, seven students remain neutral, only two students disagree and no students strongly disagree. These findings suggest that the majority of students support the increased use of end term paper as an assessment tool in their program, reflecting a positive attitude, perception of the end-term paper as a valuable learning experience.

2 .9.1.2 OPEN ENDED QUESTIONS

1. What is the most useful thing you have learned from writing an end-term paper in terms of your writing or reflective skills? Please give a specific example. *(Table 10, page 34)*

As show in the table 10, themes related to students' responses about the useful thing they have learn from writing end term paper.

The most frequent theme was **organization and structuring ideas**, identified by7 students. They reported that writing end term paper helped them organize their ideas and create outlines, and develop coherent arguments. For instance, one student stated that "*The most useful thing I have learned from writing an end-term paper is how to organize ideas using a clear academic structure."*

The second theme concerned **improvement of academic writing skills**, reported by 6 students. They indicate that working on end term paper helped them develop more academic vocabulary, use formal language and academic expression more effectively. One students noted that "*focusing More on academic words and expressions and discovering new terms that where missed for example (it's) I was apply it more in academic writing but now I use (it is) instead."*

The third theme involved **development of reflective and critical thinking**, mentioned by 4 students. They reported that writing end term paper encourage them to reflect their ideas, think logically and filter information critically. One student commented that "*The most useful thing I've learned is the art of information filtering….."*

The fourth theme related to **research and source evaluation skills**, identified by 3 students. They noted that writing end term paper made them more careful about selecting reliable and valid sources for their academic work. One student mentioned that" *The most useful thing I learned is how to find and use reliable sources. For example, while working on a recent assignment, I learned that I couldn't just use any website; I had to look for academic articles. This taught me how to filter information and organize my thoughts into a clear structure before I even started writing."*

The fifth theme concerned **avoiding plagiarism and improving paraphrasing skills**, reported by 2 students. Students indicated that the end-term paper process made them more aware of the importance of paraphrasing and avoiding copying from sources. One student stated that *«The most useful thing is that writing reveals gaps in understanding that reading doesn't expose and don't just copy and paste and hope they make sense for example I once wrote about climate change and dropped in a statistic about rising sea level without explaining what it does meant."*

These findings suggest that students use end term paper as a valuable learning experience that helps them improve their writing and reflective skills, they learn how to organize ideas, think logically and critically, and reflect on their learning.

2. Describe a time when writing your end-term paper made you think more deeply about your topic, your writing, or your learning process, especially in relation to improving your writing or reflecting on your work. (*Table 11, page 36)*

As mentioned in table 11, represents themes related to students' reflective and writing development through end term paper.

The most frequent theme **was development of critical and reflective thinking**, identified by 6 students. They reported that end term paper made them think more deeply, questioning information and interpreting carefully.

The second theme concerned that **research and analytical skills**, identified by 5 students. They reported that end term paper made them analyze topics deeply, compare between sources, know how to select valid information. One student noted that "*One time when writing my end-term paper made me think more deeply was when I chose a topic about healthy eating habits. At first, I thought it would be easy because it is a common topic. However, as I started researching and writing, I realized that I needed to understand the reasons behind people's food choices."*

The third theme involved **organization and writing structure**, mentioned by 4 students. They imply that end term paper made them organize their thoughts logically, connect ideas and details clearly related to topic and writing style.one student comment stated that "*since writing is applying knowledge, it helps improving deep and critical thinking in the*

domain personally it helped me a lot in organizing my thought and learning new things to narrow my competence in the field."

The fourth theme related to **vocabulary and language challenges**, reported by 3 students. They indicate that they face difficulties with academic words, memorize definition and understand of how words change according to context. One student reported *«Actually when I was writing an essay I lost in my mind, this was because of the vocabulary and the writing".*

The fifth theme concerned **knowledge retention and learning**, identified by 3 students. Students reported that writing end-term papers helped them store information in long-term memory; learn new things, suggesting that the process of writing contributes to deeper and more lasting learning outcomes. One student stated that "*I realized that words aren't just definitions to memorize, they change based on how people use them in different contexts. This made me think more deeply about my own learning process and how I store information in my long-term memory rather than just 'cramming' for a grade".*

The sixth and final theme related **to time and effort challenges**, reported by 2 students. Students indicated that writing end-term papers is a time-consuming process and that choosing a suitable topic can be particularly difficult, suggesting that while end-term papers are perceived as valuable learning tools, they also present practical challenges that may affect students' engagement with the task.one student comment that " *Once in the written expression module, we were obliged to write an essay so I consumed much time to choose first, then provide a valid information with detailed examples, also paying attention to the type and style of writing".*

The findings suggest that writing end term paper encourage deep thinking, develop research and analytical skill and promote reflective learning , although students also face

challenges such as limited vocabulary and time management and topic selection. These challenges may affect their ability to produce well-structured academic paper.

3. What difficulties do you usually face when writing an end-term paper, particularly in developing your writing or reflecting on your work, and how do you deal with them? *(Table 12, page 37)*

As shown in table 12, represents the most difficulties that students face during end term paper writing and strategies to deal with them.

The most frequent theme was **organization and ideas development** difficulties, identified by 7 students. They reported that the most challenges they suffer with are organize and generate ideas, structuring writing, maintaining coherence, suggesting that planning and structuring academic writing remains one of the most significant challenges students face when working on end-term papers. For instance, one student stated that "*For me, I think that generating ideas or brainstorming them can take more time. That's why the student may face some difficulties like organizing information, structuring the essay or writing in ordered way so they can work to improve or enhance their levels by solving these problems".*

The second concerned that to **language and vocabulary difficulties**, identified by 6 students. Students reported facing challenges with grammar issues, sentence structure, limited vocabulary, finding the right words, and formal writing style, suggesting that linguistic demands of academic writing present considerable obstacles for EFL students. For example, one student comments that "Writing informal words, incorrect grammatical rules misunderstanding". Furthermore, one student stated that "*One of the main difficulties I usually face when writing an end-term paper is grammar and sentence structure"*

The third theme involved **time management and psychological challenges**, identified by 5 students. They noted that procrastination, writer's block, feeling overwhelmed, and blank page syndrome are common psychological challenges they experience during the writing process, suggesting that end-term papers can be emotionally and cognitively demanding for students. One student reports that *"…..Time and procrastinating……"*
The fourth theme related to research and resources related difficulties, identified by 4 students. They reported that they struggle to find reliable sources, collect data, understand complex concepts, suggesting that developing research skills remains a significant challenge for third-year EFL students. One student mentioned that "lack *of resources……""….and finding reliable information….."*

The fifth theme was about strategies to deal with these challenges. The most frequent theme was **strategies for overcoming difficulties**, identified by 8 students. Students reported that they deal with writing challenges by creating outlines, making simple plans, breaking tasks into smaller sections, reviewing their mistakes, and improving their vocabulary, suggesting that students adopt active and self-regulatory strategies to overcome the difficulties they face during the writing process. For instance one student stated that "….*I make a simple plan before writing and review my work to improve clarity and correct mistakes….."*
The sixth and final theme concerned **external support and learning tools**, reported by 3 students. Students indicated that they look for guidance and advice, use references, and rely on AI tools to support their writing process, suggesting that students actively search for external support when faced with difficulties in writing their end-term papers. One student noted that "….*I deal with them by using AI."*

The finding suggest that despite the challenges and difficulties that students' suffer in language, organization, time management and research when writing , they also demonstrate active strategies to overcome them. This indicates that students are aware about their weaknesses and they attempt to improve their writing process by planning, and practice.

4. What changes would you suggest to make end-term papers a better and more useful learning experience, especially for improving students' writing and reflective skills? *(Table 13, page 39)*

As shown in table 13, represents the most themes related to students' suggestions for improving the end term paper.

The most frequent theme was about **need guidance and feedback**, identified by 8 students. They suggest that teachers should provide advices and feedback, comments, supports and motivations, indicating that they strongly value teacher involvement and structured feedback as an essential component of meaningful writing experiences. For instance, one student said that "*Teacher's advices, support, motivation and guidance are so important*".

The second theme concerned **drafting and continuous improvement practices**, identified by 5 students. They suggest applying draft phases, check point, reviewing drafts and incremental feedback throughout the writing process, suggesting that students recognize the importance of revision opportunities in developing their writing skills and reflecting on their work. For example, one student noted that "*I would suggest having more check-ins or 'draft phases' with instructors before the final submission. This would allow students to get feedback early on and ensure we are on the right track."*

The third theme related to **clear instruction and methodology support**, identified by 6 students. They indicate that they need clear guidelines; examples, methodology instructions, and help in identify writing goals, suggesting that many students feel doubtful and uncertain about academic writing and would benefit from structured guidance. One student commented that "*I suggest providing clearer instructions and examples before starting, along with helpful feedback after submission to improve learning."*

The fourth theme concerned **interactive and collaborative learning strategies,** reported by 4 students. They suggest incorporating group discussions, workshops, and peer review sessions, indicating that collaborative learning experience could enhance both writing and reflective skills. One student stated that" *providing feedbacks to students; programing workshop where experts give student tips and guide to better write end term papers".*

The fifth theme related to **reading and writing practice development**, identified by 4 students. Students suggested reading regularly, improving writing style, and studying previous topics as ways to enhance their end-term paper experience, suggesting that students recognize the relationship between regular reading and writing practice and academic writing development.

The sixth and final theme concerned **planning and organization strategies**, reported by 3 students. Students suggested that instructors should provide clear plans, help students note main ideas, and guide them through the writing steps, suggesting that structured planning support from teachers would significantly improve students' approach to end-term paper writing.

These findings suggest that students desire a more structured, feedback-driven, and collaborative end-term paper experience that goes beyond simple grade assignment, indicating that the value of these help improve their writing and reflective skills.

2.9.1.2 DISCUSSION OF THE TEACHER INTERVIEW

Section ONE: Use of End-Term Papers

1. How do you currently use end-term papers mainly as a grading tool or as a learning opportunity? *(Table 1, page 41)*

Table 1 shows themes identified by teachers' responses about the use of end term paper. The most frequent theme was about **use of end term paper as a grading tool and as a learning opportunity**, identified by 6 teachers. They reported that end term paper can be a grading tool and a learning opportunity at the same time. For example one teacher stated that "*It is used for both as grading as well as learning…."*

The second theme concerned **emphasis on learning opportunity**, identified by 2 teachers. They suggest that end term paper is a learning opportunity tool more than grading one. As noted by one teacher that *"…. End teem paper as a learning opportunity is more significant, because integrating feedback loops into the process, you will notice remarkable differences in the quality of their writing …"*

These findings indicate that teachers mainly use end term paper as grading and as learning, suggesting that teachers recognize the role of end term paper in assessing students' performance and support the development of their academic writing, reflective thinking and learning skills.

2. Do you consider end-term papers as a formative assessment tool? Why or why not? *(Figure1, page 42)*

As shown in the figure1, which present themes about how teachers consider end term paper.

The majority of teachers consider end term paper as a formative assessment tool, identified 7 teachers, only one teacher considers it as a summative assessment. This suggests that end term paper is not only a final evaluation task, but it is a process that helps students to develop their writing skills. Through feedback and revision, students can improve their academic performance. However, one teacher did not agree with this view, this may indicate a different understanding of assessment purpose. This may related to tradition perspective. For instance, one teacher comment that" *Yes sure because this type of assessment gives a lot of data about the problems and progress which can be addressed the next year".*

These findings reveal that most teachers recognize the pedagogical value of end term paper in supporting students' development and learning.

3. Which specific writing skills such as organization, argumentation, or academic expression do students develop most through end-term papers?*(Figure 2, page 43)*

Figure 2 presents the most specific writing skills do students develop through end term paper.

The most frequent skill was **academic expression**, identified by 6 teachers. This suggests that academic expression is perceived as the most developed skill through end term paper. This indicates that students primarily improve their ability to use appropriate academic language, vocabulary, and formal style when writing their papers. This might be due to formal nature of academic expression. Also, a significant number, they highlight

organization as another key skill developed by students. This indicates that end term paper help learners structure their ideas and present their thought in coherent way. This reflects the importance of planning and drafting. However, only one teacher mentioned **argumentation**, which may indicate students have limited opportunity to develop critical thinking.

These finding indicates that end term paper, mainly enhance students' academic expression and organization skills, while argumentation remains less developed.

4. Do you use any reflective activities such as journals, self-assessment, or revision stages alongside end-term papers? *(Table 2, page 44)*

Table 2 shows which reflective activities that teachers use alongside end term paper. The most frequent themes were **self-assessment and revision stage**, with equal frequency reported for both strategies (*f=5*). This suggests that teachers value students' involvement in evaluating their own work and improving it multiple drafts. These practices help students become more mindful about their strength and weakness in their writing. Revision stage plays an essential role in enhance students' writing quality, which allow learners revise, edit and refine before final submission.

The third theme concerned **combination of reflective skills**. This may indicate that integrating multiple reflective strategies is less common, due to time or classroom limitations.

These findings reveal that reflective practices are present in end term paper instructor; they are mainly limited to self-assessment and revision stage.

Section Two: Feedback and Student Development

5. What type of feedback do you usually provide on students' papers? *(Table 3, page 45)*

Table 3 shows the types of feedback that teachers provide on students' paper.

The most frequent themes were **grammar, spelling and vocabulary feedback,** and **constructive and written feedback**, identified equally (*f=4*). Teacher reported that feedback include spelling, grammatical issued. In addition, provide comments and notes in order to enhance their writing process, which helps to enhance their academic performance effectively.

The third theme involved **academic writing and stylistic feedback**, about (f=3). This may indicate that higher level writing, such coherence, cohesion, tone, and academic style receive less attention than linguistic accuracy.

The fourth theme stated that **feedback promoting reflection and improvement** (f=2), this suggest that limited emphasis on developing students' self-reflected writing skills.

The last theme concerned **peer review feedback**, identified (f=1). This suggests that collaborative feedback strategies are not widely implemented, maybe due to the time or classroom management difficulties. These finding indicate that teachers feedback is mainly focused on linguistic accuracy, while reflective and peer feedback remain underutilized in end term paper assessment.

6. Do students use your feedback to improve their work? Can you give an example? *(Figure 3, page 46)*

Figure 3 represents the use of teachers' feedback to improve their work. The majority of teachers answered "**yes**", representing 8 out of 8. This indicates that feedback plays an

effective role in guiding students during the writing process and helps enhance their end term paper.

This suggests those may students aware of the importance of feedback and are willing to apply teachers' notes to improve their academic performance. These finding highlight the effectiveness of teachers' feedback in encourage students' writing development.

SECTION THREE: CHALLENGES AND SUGGESTIONS

7. What difficulties do students face when writing end-term papers? *(Table 4, page 47)*

As shown in the table 4 which represents the most difficulties students face when writing end term paper according to teachers view.

The most frequent themes were **linguistic difficulties and time management**, identified (f=4). Teachers reported that the most challenges include time constraints, lack of vocabulary, grammar mistakes, the combination of formal and informal language, the use of simple words. This indicates that these difficulties may affect the organization and the quality of their academic writing negatively.

The third theme concerned **organization and writing process difficulties** (f=3). Teachers reported the lack of preparation and organization. This suggests that students face issues in structuring and following the steps of academic writing such as planning.

The fourth theme involved **research and information difficulties**, identified (f=3). They reported that students face problems with lack of information, struggle with unfamiliar topics, brainstorming difficulties. This indicates that students suffer to find relevant sources and integrating information effectively into their paper. This may be due to limited research skills.

The fifth themes related to **problems with academic writing practices**, identified (f=2). They reported that students struggle with paraphrasing. In addition, the last theme was contextual/ classroom difficulty, which this issues less common but still present in specific learning context.

These findings suggest that students' main challenges are related to language proficiency, time management and writing process skills.

8. What improvements would you suggest to make end-term papers more effective?

(Table 5, page 48)

Table 5 presents teachers' suggestions to make end term paper more effective.

The most frequent themes were **enhancing critical thinking and reflective thinking**. Identified (f=3). They reported that critical thinking and cognitive approach are keys of improvement of end term paper. This suggests that students should be encouraged go beyond simple description and engage deeply in analysis and reflection. This helps students become more independent learners who can interpret information critically.

The second theme were also more frequently concerned **improving academic writing instruction** (f=3), they reported teaching academic writing, focus on free writing, organize information. These reveal that teachers see gaps in students' understanding of academic writing conventions such as structure, coherence, and informal language use.

The third theme related to **providing training and collaborative learning opportunities**, about (f=2). This reflects the importance of guided practice and peer interaction in improving students' writing skills. Collaborative learning can help students share ideas, learn from each other, and develop a better understanding of writing tasks through interaction.

The fourth theme involved **encouraging assessment and feedback practices**, identified with (f=2). The teachers recommend encouraging more assessment and feedback practices. This suggests that continuous feedback and assessment can help students identify their weaknesses and improve their writing regularly. It highlights the importance of feedback as a development tool rather than only a grading tool.

The fifth theme concerned strengthening **background knowledge and real-life connections,** identified by 1 teacher, who suggested strengthening students' background knowledge and linking tasks to real-life contexts. This indicates that making learning more meaningful and connected to real-world situation may increase students' engagement and understanding of writing tasks.

The sixth theme was **improving task design,** identified by one teacher, who reported making end term paper tasks shorter and more related to students' interest. These reveal that lengthy tasks can reduce students' motivation and make writing more hard. This may imply that clearer, more structured, and better-designed writing tasks could help students understand expectations more easily and perform better.

These finding suggest that teachers recommend several improvements to enhance the effectiveness of end term paper. The suggestions highlight the need for more structure, interactive and skill-oriented approach.

2.10 GENERAL CONCLUSION AND RECOMMENDATIONS

2.10.1 SUMMARY OF THE MAIN FINDINGS

This section provides a summary of the main finding of the present study to the three research questions.

Regarding research question 01: What are third-year EFL students' perceptions of the end-term paper as a formative assessment tool in developing their writing skills?

The findings of the student questionnaire revealed that the majority of third-year EFL students held positive perceptions of the end-term paper as a formative assessment tool in developing their writing skills. Students perceived the end-term paper as contributing positively to their academic vocabulary and use of formal language, their understanding and use of grammatical structures, their ability to organize sentences and paragraphs, and their awareness of how to avoid unclear or awkward expressions, as well as their planning and revision strategies. Furthermore, the findings of Section V indicated that students strongly perceived the end-term paper as a valuable learning tool, reporting that it helped them identify specific writing difficulties, understand course content more deeply, and develop their academic writing. The analysis of the open-ended questions further revealed that students identified the organization and structuring of ideas and the development of academic writing skills as among the most useful outcomes of writing end-term papers, while also acknowledging challenges related to language difficulties, time management, and research skills.

Regarding research question 02: To what extent do third-year EFL students perceive the end-term paper as contributing to the development of their reflective skills?

The findings revealed that the majority of students engaged in various forms of reflective thinking through the end-term paper process, including questioning their approach to writing, thinking over alternative ways of completing tasks, reflecting on their writing process to identify areas of improvement, re-examining their writing experience to learn from it, and critically challenging their previously held beliefs about writing and learning.

The analysis of the open-ended questions also revealed that students identified the development of critical and reflective thinking as one of the most significant outcomes of writing end-term papers, with students reporting that the process encouraged them to think more deeply, question information, and interpret it more carefully.

Regarding research question 03: What are EFL teachers' perspectives on the role of the end-term paper as a formative assessment tool in developing students' writing and reflective skills?

The finding of the teachers interview revealed that 7 out of 8 perceived the end term paper as a formative assessment tool, the majority view it as it serves as both grading and learning purposes. Teachers reported that end term paper contribute to students' writing development across multiple dimensions including grammar, vocabulary, organization and writing style. Reflective activities, teachers indicate that self-assessment and revision stage are the most commonly used alongside end term paper. In term of feedback, teachers provide various types such as grammar and vocabulary feedback, academic writing, stylistic feedback, constructive written feedback. Teachers also mentioned various challenges or main difficulties students face when writing end term paper, for example, linguistic difficulties, time management, organization, problems of academic writing practices such as paraphrasing. At the end, teachers suggest some improvements to make end term paper more effective, they demonstrate to enhance critical thinking and reflective thinking, improve academic writing instruction, provide collaborative learning opportunities and encourage feedback and assessment practices.

2.10.2 PEDAGOGICAL IMPLICATIONS AND RECOMMENDATIONS

The findings of this study carry several important pedagogical implications for EFL teaching and assessment practices in higher education. First the study suggests that end-term papers can serve effectively as formative assessment tools provided they are accompanied by structured feedback, revision opportunities, and meaningful reflective engagement. This implies that in EFL settings assessment should not be limited to mere grade assignment but should also support students' continuous development, particularly in academic writing.

Second the results highlight the crucial role of teacher feedback in improving students' academic writing. EFL teachers should therefore provide feedback regularly and in a constructive and detailed manner, enabling students to identify both their strengths and areas requiring improvement. Importantly feedback should not be restricted to correcting grammar and vocabulary but should also address organization, coherence, argumentation, and academic style.

Third this study underlines the importance of reflection in supporting learner autonomy and critical thinking. When students are encouraged to reflect on their writing process, they gradually develop greater awareness of their learning approaches and specific writing challenges. Reflective practices such as self-assessment, reflective journals, peer review, and revision tasks should therefore be systematically integrated into writing instruction rather than treated as optional activities.

To sum up, the findings indicate that many students still experience difficulties in organizing ideas, using academic vocabulary, paraphrasing appropriately, and managing

their time effectively. This implies a clear need for more explicit teaching and ongoing practice in academic writing skills. Teachers should guide students through the stages of planning, drafting, revising, and editing rather than focusing predominantly on the final product.

Recommendations

Based on the findings and pedagogical implications of the present study the following recommendations are proposed:

1. Teachers should redesign end-term papers into more process-oriented writing tasks whereby students engage in drafting stages, receive structured feedback, undertake revisions, and reflect on their work, rather than treating the paper as a single final product.

2. Constructive feedback both written and oral should be systematically integrated throughout the writing process enabling students to develop their academic writing skills progressively and consistently.

3. Students should be provided with opportunities to revise and rewrite their papers after receiving feedback as this can significantly enhance the formative value of assessment and improve their overall writing performance.

4. Teachers are encouraged to incorporate reflective activities such as self-assessment, reflective journals, peer review sessions, and revision tasks with the aim of nurturing reflective thinking and fostering learner autonomy.

5. Greater emphasis should be placed on teaching academic writing skills particularly the organization of ideas, coherence, academic vocabulary,

paraphrasing, citation practices, and critical thinking as these are the areas where most students experience the greatest difficulties.

6. EFL programs should organize workshops and training sessions focusing on academic writing, research skills, paraphrasing, and academic integrity so that students build confidence and develop their writing competence progressively.

7. Peer review and collaborative learning activities should be implemented to promote meaningful interaction, shared learning, and constructive exchange of ideas among students.

8. Curriculum designers and assessment policy makers should reconsider the traditional summative role of end-term papers and move toward assessment practices that balance formative learning with summative evaluation.

9. Teachers should raise students' awareness of ethical academic writing practices and encourage original work rather than copy and paste habits by providing clear guidance on the appropriate use of sources and academic integrity.

10. More classroom time should be dedicated to practicing writing strategies such as planning ideas, constructing academic arguments, and developing critical and reflective thinking skills so that students are better equipped to produce high-quality academic writing.

2.10.3 LIMITATIONS OF THE STUDY

This present study has some limitations should be acknowledged. The study was conducted at a single institution, the department of English language of Mohammed

Boudief M'sila University, which limits the generalizability of the findings to other EFL or higher education contexts with different cultures, curriculum design, or students' profile. In addition, the small sample size, 37 third year EFL students and 8 teachers. Moreover, the use of self-reported data through the students' questionnaire introduces the possibility of social desirability bias, participants may respond in ways they perceive to be expected rather than accurately representing their experiences. However, future research incorporating writing samples or longitudinal observation would provide a more comprehensive and objective picture of writing development. The use of convenience sampling in selecting student participants may have introduce selection bias, as students who were motivated may have been more likely to respond. The study also was conducted within a single Algerian university context, and the finding may not be directly transferable traditions to other North Africa EFL or Arab EFL context with different educational traditions.

2.10.4 SUGGESTIONS FOR FUTURE RESEARCH

Future research would benefit from examining the long-term impact of using end-term papers as formative assessment tools, particularly in terms of students' actual writing performance and academic growth over time. Longitudinal studies would be especially valuable in this regard as they would allow researchers to track students' writing abilities, reflective capacity, and learner autonomy as they develop through repeated exposure to drafting, receiving feedback, and revision processes. Furthermore, future investigations could explore the relationship between reflective learning and academic outcomes across different EFL contexts and educational levels, ranging from secondary schools to undergraduate and postgraduate programs. Comparative studies across different institutions or learner groups could provide valuable insights into which educational

settings make formative writing practices more or less effective, as contextual factors may significantly influence the outcomes of such practices.

Another productive direction for future research would be to investigate how peer feedback and collaborative learning activities support improvements in writing quality and critical thinking. Since interaction and shared evaluation were identified as beneficial by participants in the present study, future research could examine which specific peer review methods are most effective in EFL classrooms rather than assuming uniform effectiveness across different approaches.

Additionally there remains a clear need for further research on how digital tools and AI-assisted writing technologies can be integrated into formative assessment practices. Future studies could examine whether these technologies support students in developing accuracy, organization, vocabulary range, and reflective thinking, while simultaneously addressing concerns related to academic integrity and excessive dependence on technology.

Finally, future research should incorporate larger and more diverse samples as well as mixed methods or experimental designs in order to provide stronger and more generalizable evidence regarding the effectiveness of formative end-term paper practices in developing EFL students' writing and reflective skills. Such research would significantly contribute to the growing body of literature on formative assessment in EFL higher education contexts.

GENERAL CONCLUSION

The present study investigated the role of end-term papers as a formative assessment tool in developing the writing and reflective skills of third-year EFL students at the English Department of the University of M'sila. Adopting a mixed-methods research design, the study collected data through a student questionnaire administered to 37 third-year EFL students and semi-structured interviews conducted with eight EFL teachers. The primary aim was to explore students' and teachers' perceptions of the formative value of end-term papers in higher education EFL contexts.

The findings revealed that end-term papers are not merely summative instruments used for grading purposes but can also serve as meaningful learning opportunities when accompanied by structured feedback and revision opportunities. The majority of students reported that writing end-term papers contributed positively to their academic writing development, including their use of grammar, organization of ideas, academic vocabulary, and written expression. Furthermore, students indicated that the end-term paper process encouraged them to reflect on their learning, question their approaches, and develop greater awareness of their writing strengths and weaknesses.

The study also demonstrated that teacher feedback plays a crucial role in supporting students' writing development. However, the findings revealed that feedback provision and revision opportunities are not consistently available to all students, which limits the formative potential of end-term papers in their current form. Teachers' perspectives largely corroborated students' perceptions, with the majority of teachers viewing end-term papers as serving both grading and learning purposes, particularly when accompanied by constructive feedback and opportunities for revision.

Despite the predominantly positive findings the study also identified several challenges. Students reported difficulties with grammar, idea organization, time management, research skills, and reflective thinking. Teachers noted that students frequently relied on copying and pasting from sources, lacked sufficient experience with academic writing conventions, and faced contextual constraints such as large class sizes that limited the effectiveness of feedback practices.

The findings of this study suggest that end-term papers hold significant formative potential for developing EFL students' writing and reflective skills, provided they are implemented in a manner that prioritizes learning and growth rather than mere grade assignment. The study contributes empirical evidence from an Algerian university context to the growing body of literature on formative assessment in EFL higher education, and underscores the need for a fundamental shift in how end-term papers are conceptualized and implemented in EFL programs. End-term papers should not be regarded as final products to be graded and forgotten but rather as dynamic learning tools that guide students through a continuous process of writing, reflection, feedback, and improvement.

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APPENDICES

APPENDIX 01

STUDENT QUESTIONNAIRE

The End-Term Paper as a Formative Assessment Tool:

Its Role in Developing Third-Year EFL Students' Writing and Reflective Skills

Dear Student,

This questionnaire is part of a research study on how end-term papers can develop writing and reflective skills. Your answers are completely confidential and will be used for academic research only. There are no right or wrong answers, please answer honestly. It takes approximately 15 to 20 minutes to complete.

What is an End-Term Paper?

An end-term paper is a written academic assignment that you prepare over several weeks at the end of a semester. It is different from a timed exam, it requires you to choose a topic, research it, organize your ideas, and write a structured text (introduction, body, and conclusion). In this study, it refers specifically to the research papers you write and submit in your English studies program.

SECTION I : Background Information

Please tick (✓) the appropriate answer.

1. **Gender:** ( ) Male ( ) Female
2. **Age:** ( ) 18–21 ( ) 22–25 ( ) 26 and above
3. **How long have you been studying English?**
   a. Less than 5 years ( )
   b. 5 to 8 years ( )
   c. More than 8 years ( )
4. **How would you describe your English writing ability?**
   d. Beginner( )
   e. Elementary ( )
   f. Intermediate ( )
   g. Upper-Intermediate ( )
   h. Advanced ( )
5. **How many end-term papers have you written so far?**
   i. 1 to 2 ( )
   j. 3 to 4 ( )

k. 5 or more ( )

SECTION II : Your Experience with End-Term Papers

Please tick (✓) the appropriate answer.

6. How much time did you spend on your most recent end-term paper?

l. Less than one week
m. One to two weeks
n. Three to four weeks
o. More than one month

7. Did your instructor give you written feedback on your end-term paper?

( ) Yes ( ) No ( ) Sometimes

8. If yes, did you read and use that feedback to improve your work?

( ) Yes, always ( ) Yes, sometimes ( ) No ( ) Not applicable

9. Did you have the opportunity to revise your paper after receiving feedback?

( ) Yes ( ) No ( ) I was not given the opportunity

SECTION III : Writing Skills Development

The following statements are about how writing end-term papers may have affected your writing skills. Please tick (✓) your level of agreement with each statement.

SA = Strongly Agree A = Agree N = Neutral D = Disagree SD = Strongly Disagree

(Adapted from Teng & Wang, 2022)

Statement	SA	A	N	D	SD
1. Writing end-term papers has helped me use appropriate vocabulary and academic expressions more effectively.	( )	( )	( )	( )	( )
2. Writing end-term papers has improved my understanding and use of grammatical structures in academic writing.	( )	( )	( )	( )	( )
3. Working on end-term papers has helped me organize my sentences and paragraphs more clearly.	( )	( )	( )	( )	( )
4. Writing end-term papers has made me more aware of how to avoid unclear or awkward expressions.	( )	( )	( )	( )	( )
5. While writing my end-term paper, I plan my ideas and use them to guide my writing.	( )	( )	( )	( )	( )
6. I check whether what I have written matches the academic writing style	( )	( )	( )	( )	( )

Statement	SA	A	N	D	SD
expected in my program.					
7. I revise my writing by paying attention to both content and language at the same time.	( )	( )	( )	( )	( )
8. I make sure that the body of my paper is consistent with the introduction I wrote.	( )	( )	( )	( )	( )
9. The experience of writing end-term papers has made me more confident in academic writing.	( )	( )	( )	( )	( )
10. Overall, writing end-term papers has contributed to my development as an academic writer.	( )	( )	( )	( )	( )

SECTION IV :Reflective Skills Development

The following statements are about how writing end-term papers may have affected the way you think about your own learning. Please tick (✓) your level of agreement with each statement.

SA = Strongly Agree A = Agree N = Neutral D = Disagree SD = Strongly Disagree

(Adapted from Kember et al., 2000 — Reflection and Critical Reflection subscales)

Statement	SA	A	N	D	SD
1. While writing my end-term paper, I sometimes questioned the way I was approaching the topic and tried to think of a better way.	( )	( )	( )	( )	( )
2. After working on my end-term paper, I liked to think over what I had done and consider alternative ways I could have done it.	( )	( )	( )	( )	( )
3. I often reflected on my writing process to see whether I could have improved on what I did.	( )	( )	( )	( )	( )
4. I often re-examined my experience of writing the end-term paper so I could learn from it and do better next time.	( )	( )	( )	( )	( )
5. Writing my end-term paper has changed the way I think about myself as a learner.	( )	( )	( )	( )	( )
6. The process of writing my end-term paper challenged some of my previously held ideas about academic writing.	( )	( )	( )	( )	( )
7. As a result of writing my end-term paper, I have changed the way I normally approach academic tasks.	( )	( )	( )	( )	( )
8. While writing my end-term paper, I discovered weaknesses in what I had previously believed to be correct about writing and learning.	( )	( )	( )	( )	( )

SECTION V : End-Term Paper as a Learning Tool

The following statements are about how you see the end-term paper as an assessment and learning experience. Please tick (✓) your level of agreement with each statement.

SA = Strongly Agree A = Agree N = Neutral D = Disagree SD = Strongly Disagree

(Adapted from Alharbi et al., 2021, and Teng & Wang, 2022)

Statement	SA	A	N	D	SD
1. Using end-term papers as a formative assessment tool is useful for developing my language and writing skills.	( )	( )	( )	( )	( )
2. Working on end-term papers helps me identify the specific difficulties I have with academic writing.	( )	( )	( )	( )	( )
3. The feedback I receive on my end-term paper helps me correct my mistakes and improve in future tasks.	( )	( )	( )	( )	( )
4. Completing an end-term paper helps me understand the course content more deeply than a timed exam would.	( )	( )	( )	( )	( )
5. I feel confident engaging with the end-term paper as a learning experience rather than just an assessment.	( )	( )	( )	( )	( )
6. I can perform well in end-term papers when I am given structured feedback and revision opportunities.	( )	( )	( )	( )	( )
7. The process of writing an end-term paper is more important to my learning than the grade I receive.	( )	( )	( )	( )	( )
8. End-term papers should be used more frequently as an assessment tool in my programme.	( )	( )	( )	( )	( )

PART VI : Open-Ended Questions

Please answer the following questions in your own words. Write as much as you can ;your personal experience is important to this research.

1. What is the most useful thing you have learned from writing an end-term paper in terms of your writing or reflective skills? Please give a specific example.

2. Describe a time when writing your end-term paper made you think more deeply about your topic, your writing, or your learning process, especially in relation to improving your writing or reflecting on your work.

3. What difficulties do you usually face when writing an end-term paper, particularly in developing your writing or reflecting on your work, and how do you deal with them?

4. What changes would you suggest to make end-term papers a better and more useful learning experience, especially for improving students' writing and reflective skills?

Thank you so much for your time and honest participation.☺

APPENDIX 02

TEACHERS' INTERVIEW

To gather data on the role of end-term papers as a formative assessment tool in developing third-year EFL students' writing and reflective skills, a set of questions has been designed for teachers to answer.

Section One: Use of End-Term Papers

1. How do you currently use end-term papers mainly as a grading tool or as a learning opportunity?

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2. Do you consider end-term papers as a formative assessment tool? Why or why not?

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3. Which specific writing skills such as organization, argumentation, or academic expression do students develop most through end-term papers?

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4. Do you use any reflective activities such as journals, self-assessment, or revision stages alongside end-term papers?

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Section Two: Feedback and Student Development

5. What type of feedback do you usually provide on students' papers?

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6. Do students use your feedback to improve their work? Can you give an example?

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Section three: Challenges and Suggestions

7. What difficulties do students face when writing end-term papers?

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8. What improvements would you suggest to make end-term papers more effective?

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Thank you for your time and valuable contribution to this research!

الملخص

تهدف هذه الدراسة إلى تحقيق دور ورقة نهاية الفصل الدراسي كأداة تقييم تكويني في تطوير مهارات الأكاديمية و التفكير الأكاديمي بالنسبة لطلاب السنة الثالثة ليسانس، تخصص لغة انجليزية بجامعة محمد بوضياف بالمسيلة. انطلقت الدراسة من ملاحظة أن أوراق نهاية الفصل تستخدم غاليا كأداة تقييم ختامية اي منح درجات وفقط، دون أن تتاح لطلاب فرصة لتعلم من تجربة الكتابة او تحسين أداء. اعتمدت الدراسة على منهج مختلط بين المقاربتين الكمية و النوعية، شمل جمع بيانات عن طريق الاستبيان الذي تم توزيعه على سبعة وثلاثين طابا من طلاب السنة الثالثة، و مقابلة شبه موجهة أجريت مع ثمانية اساتذة ذوي الخبرة والاختصاص من قسم اللغة الانجليزية. تظهر النتائج أن غالبية الطلاب يدركون أن كتابة ورقة نهاية الفصل تساهم بشكل إيجابي في تطوير مهارات الكتابة، وخاصة في مجال المفردات الأكاديمية، تنظيم الأفكار، القواعد اللغوية، و التعبير الكتابي. كما أن النتائج تشير إلى أن هذه العملية تعزز لديهم التفكير التأملي والنقدي. على صعيد أراء الأساتذة، أكد معظمهم أن ورقة نهاية الفصل تؤدي إلى دورا مزدوجا يجمع بين التقييم والتعلم. و في الختام ، ورقة نهاية الفصل تلعب دورا فعالا في تطوير مهارات كتابة و التفكير التأملي لدى متعلمي اللغة الانجليزية كلغة أجنبية، أن تصمم وتنفذ بوصفها أداة لتعلم المستمر لا مجر اختبار نهائي