

# ESOL Student's Portfolio Writing Practice: Studying Corrective Feedback With Formative Assessment to Enhance L2 Outcomes in Saudi Arabia

Demah Aamer Alqahtani

Department of English Language, College of Education, Shaqra University, Al-Muzahimiyah, Kingdom of Saudi Arabia

Mohammed Hafizur Rahman\*

College of Applied Medical Sciences, Buraydah Colleges, Al-Qassim, Kingdom of Saudi Arabia

**Abstract**—Corrective Feedback with Formative Assessment (CFFA) could be a vital component in TESOL (Teaching English to Speakers of Other Languages). It is a coherent approach to enhance ESOL students' writing skills. The aim of this study is to analyze heterogenous outlines, quantitative congeniality, and the effectiveness of WF (Written Feedback) with one-on-one corrections. The EFL writing portfolios include the CFP (Corrective Feedback Planning), WFD (Writing the First Draft), and EFD (Evaluating and Improving the First Draft). It also includes using the CFFA to teach EFL skills based on various modules of authentic ESOL course material selected for teaching at the lower-to-elementary levels of ESOL learning students. The quantitative data from simultaneous questionnaires affirmed the efficacy and relevance of CFFA with the students' composition of descriptive and expository texts within the Preparatory Year English writing courses at three different campuses of a university in Saudi Arabia. 351 students from various groups and individual instructors in charge of the RW (Reading and Writing) courses responded to correlated questionnaires, and task outlines were collected for stylistic analysis. Besides being an effective teaching practice, CFFA involves an informal instructor-student exchange and written remarks. Although not summative, they aim to enhance students' writing skills. The students merely perceived their errors as part of the recurrent practice required in the elaborate but formulaic methodology of the instructional techniques of EFL writing. In turn, the absence of summative grading reduced student anxiety. The results demonstrated that the well-defined written CFFA aligns with students' levels and course objectives.

**Index Terms**—ESOL, writing practice, formative assessment, corrective feedback, L2 outcomes

## I. INTRODUCTION

### A. Research Background

Teaching a second language has experienced a major alignment change and turned from a positive and test-oriented method to a more constructive and assessment-based approach. The change has been due to the focus of educationists leaning towards learner-based practices, especially in teaching a second language (Sulistyo et al., 2020; Young, 2020). The new assessment method of education encourages greater student involvement in the evaluation method, ultimately resulting in greater learning value (Clarke & Boud, 2018). An assessment also effectively outlines how students learn. It also helps in learning a second language (Chen et al., 2016).

According to the philosophies of teaching language, a portfolio is regarded as a type of alternative assessment used to help students acquire a language efficiently in a dependable and interesting setting (Ghoorchaei & Tavakoli, 2019). According to Genesee and Upshur (1996), portfolios are considered a deliberate collection of learners' work that shows their strong points and flaws in a language learning process. Portfolios document students' learning by maintaining a collection of the work so that learners can be evaluated and attended to by the feedback from their teachers (Li et al., 2020).

In ESOL learning, feedback is essential in formative assessment because it aims to improve student learning using the knowledge the instructor provides (Chong, 2018). This knowledge aids students with revising and strengthening prior knowledge while concentrating on the essential parts of learning, which is essential in formative assessment. Although it has been demonstrated that feedback significantly affects learning results and student growth, the extent of the difference depends on how the feedback is given in assessments (Admiraal et al., 2020). One important type of feedback application that instructors regularly use and value in assessments is 'WCF' (Goldstein, 2004). It can assist

---

\* Corresponding Author

students in recognising "performance potentials, assessing their comprehension, and being cognizant of misunderstandings".

An increasing corpus of empirical studies and literature has been done on WCF in response to recent disagreements on its effectiveness (Tseng & Yeh, 2019). There are two primary strands of study in these arguments. One line of research has concentrated on the impact of various WCFs on L2 learning accuracy (Simard et al., 2015). For example, several studies evaluated the impact of targeted vs. broad WCF, where the former only provides feedback on selected types of mistakes (such as verb usage or incorrect spellings), while comprehensive WCF makes an effort to offer feedback on all kinds of errors (Derakshan & Shakki, 2016).

Another strand of WCF study deals with the students' views of WCF and how they help them achieve desirable results while learning a second language (Ghoorchaee & Tavakoli, 2019; Sulisty et al., 2020). Such studies—which are typically focused on surveys—demonstrate that learners desire and anticipate ESOL instructors to offer thorough WCF on their work. These studies recruited adults and students in a variety of educational settings, including ESOL students in Saudi Arabia (Alkhatib, 2019; Alshakhi, 2019), university ESOL students in Pakistan (Ismail, 2019), ESOL students in Oman (Trabelsi, 2019), etc. However, there are several contradictory results regarding the type of WCF students prefer and how it helps them in ESOL learning.

Considering the gap in the literature, this research attempts to discover the impact of WCF with Formative Assessment (CFFA) on developing positive L2 results among ESOL students in Saudi contexts.

### *B. Research Objectives*

The objective of the study is to determine the influence of WCF with Formative Assessment (CFFA) in portfolio writing tasks as a tool to develop positive L2 outcomes among ESOL students in the Saudi context.

### *C. Research Questions*

The research addresses the following questions:

- 1: What is the importance of WCF planning (by teachers) while teaching writing skills to ESOL students?
- 2: What is the relevance and usefulness of the Formative Assessments of Students and Corrective Feedback of Teachers and their consequences in the preliminary level of ESOL learning?
3. How do students perceive the absence of summative grading in Formative Assessment and the relevance of WCF?
- 4: How does the Corrective Feedback with Formative Assessment help students improve their performance in writing tasks?

### *D. Hypothesis*

WCF with Formative Assessment (CFFA) in portfolio writing tasks is an effective tool for developing positive L2 outcomes among EFL students.

## II. LITERATURE REVIEW

### *A. Portfolio Writing Practice for ESOL*

In recent years, many studies have revealed the problems ESOLs face in the process of learning and writing (Rakedzon & Baram-Tsabari, 2017; Alshakhi, 2019; Kenta & Bosha, 2019; Alzamil, 2020). Portfolio writing emerged as an alternate assessment method that encourages learner autonomy. It allows students to review their skills, observe their progress, and assess and highlight their individual capabilities and shortcomings in mastering the language. Initially, researchers showed a general lack of interest in exploring the topic of portfolio writing assessment since many of them found it too vague and difficult to handle (Obeid, 2017). The progress and advancement in handling such issues were apparent when researchers started to recognize and prove the significance of portfolio writing practice in influencing the performance of ESOLs worldwide, which later developed into an area of interest for many researchers (Moses & Muhammad, 2019).

Several studies and literature prove portfolios to be the best method for ESOL performance. For instance, Ismail (2019) showed that portfolio writing is a highly useful assessment method that allows easy learning and instructing writing for teachers and learners. It also assists students to perform better in ESOL. The study highlighted a significant difference in the results of the first and final writing drafts with the help of portfolio writing. Farhian and Avarzamani (2018) also determined the impact of portfolio writing on the metacognitive progress and writing skills of EFL learners. In addition, learners showed a positive attitude toward their instructors and peer feedback. Similarly, Roohani and Taheri (2015) also proved, through quasi-experimental research, that portfolio writing enhanced the expository writing skills of learners. Therefore, portfolio writing provides several positive individual and academic results for EFL learners.

### *B. Formative Assessment*

According to Myers (2019) formative assessment is typically used after instruction. This definition implies that formative assessment allows feedback for both the instructor and the student. Many studies highlighted different trends in using formative assessment in instructing ESOL (Cho et al., 2020; Alahmadi et al., 2019). Notably, several studies

have been conducted in the Saudi context to discover EFL teachers' perceptions of formative assessment. For instance, Alahmadi et al. (2019) found positive results in the influence of formative assessment on the efficiency of L2 learners in terms of writing and speaking skills. In addition, Klatt et al. (2020) conducted research regarding skills-based assessment and found positive results within a one-year span.

Moreover, the perception of L2 learners on formative assessment turned out to be positive. Such results highlight the significance of formative assessment in shaping the skills of second language learners. Crucially, formative assessment helps students identify their capabilities and shortcomings in L2. Similarly, Alotaibi (2019) researched the perception of instructors on different factors affecting the usage of formative assessment in Saudi Arabian educational institutions. The study showed that teachers' willingness to accept formative assessment has revolutionized teaching EFL and helped L2 learners significantly.

### C. *Written Corrective Feedback (WCF)*

Stefanou and Révész (2015) described WCF as a teacher's response to the errors in a learner's essay. WCF has been classified in several ways. For instance, Ellis (2009) stated that WCF can be categorized as direct or indirect.

Direct WCF methods enable the teachers to correct the errors in learners' writing. It also includes crossing unnecessary or incorrect words or rewriting the sentence into its accurate form. In contrast, the indirect WCF method enables EFL teachers to highlight, in any way, that there are single or more errors without providing the correction. Indirect WCF may include emphasizing the error, calculating the number of mistakes in a single line, or giving a code highlighting the error type. L2 instructors try to provide indirect WCF so that the L2 learners can engage in cognitive problem-solving (Storch, 2018).

Tutors have fundamentally practiced WCF in teaching ESOL writing, and a wide range of research has focused on the effectiveness of WCF in ESOL. In ESOL writing literature, WCF has been studied as a typology, and its effectiveness and relationships have also been explored. Past studies explored teachers' perceptions of WCF in L2 teaching, focusing mainly on interviews and cross-sectional surveys. Bitchener and Storch (2016) showed that ESOL instructors largely depend on providing direct correction when giving WCF on writing to the students. Such studies were conducted in high school and university settings with different types of teachers. They showed that ESOL instructors explicitly used direct WCF, and they chose to make corrections of these errors in a comprehensive manner instead of selectively (Guenette & Lyster, 2013).

Mao and Croswaithe (2019) examined that the genre, environment, elements like the exact time throughout the semester, and the expectations of the students all impact the format and focus of teachers' WCF on student writing. Institutional and curricular requirements, instructors' personalities, and contextual elements like their academic identities may also influence instructors' practices and beliefs towards WCF (Nash & Winstone, 2019).

### D. *EFL Error Correction Without Summative Assessment*

Tedick and Gortar (1998) conducted a study on error correction regarding WCF given to students. These error correction methods without Summative Assessment or types of WCF are given below:

TABLE 1  
ERROR CORRECTION METHODS

Types of WCF	Description
Explicit Correction	This type of WCF highlights that the student's utterance was not correct. Hence, the instructor gives the correct form.
Recast	The instructor indirectly corrects the error without implying that the utterance was incorrect.
Clarification Request	In clarification requests, the teacher requests the student to clarify the sentence using phrases like, 'Excuse me?' or 'Didn't get it?' Stating the lack of understanding implies that a correction is needed.
Metalinguistic cues	The teachers raise questions or provide comments on the incorrect word or statement, 'Is it Poison or Poisson?' or 'Do we say it like this?'
Elicitation	Teachers directly ask students to reword the sentence or use the correct form by asking questions such as, 'How do we say that in English?' They may ask them to restructure the sentence. 'Say that again'.
Repetition	In this type, the teacher repeats the student's error and regulates modulation to highlight it to the student.

### E. *Systematic Error Identification*

In the context of second language learning, errors can be due to a lack of knowledge or the production of inappropriate written pieces (Moqimipour & Shahrokhi, 2015). According to Divsar and Heydari (2017) error identification is a method to identify errors in learners' language, determine if the errors are systematic, and explain the causes of these errors. It implies that someone performs this process to identify all the errors in students' writings. Jabeen et al. (2015) provided the significance of error analysis by stating that error identification and analysis provide a deeper comprehension of the language learning procedure in students. Also, Agustina and Junining (2015) indicated that error identification is essential for teachers to understand students' capability to learn a second language. It is also important for learners to understand the type of mistakes they make to practice and learn from them.

### F. *Student's Perception of Error Identification and WCF*

Many recent studies regarding students' preferences of error correction and attitudes towards WCF have found a positive attitude and perception towards WCF in ESOL (Saragih et al., 2021; Trabelsi, 2019). Mayo and Labandibar (2017) discovered that learners had a positive attitude toward ESOL learning when they were provided with WCF on different errors. Moreover, recent research also highlighted that students' views and responses seem to be influenced by the type of errors. For instance, Simard et al. (2015) revealed that WCF could possibly direct the consideration of Japanese students learning EFL to lexical errors but not to other kinds of errors. Contrarily, Zhang (2018) found it easy for EFL students to view WCF on orthographic errors. Also, different students expressed confusion on ECF provided on pragmatic errors.

Students' perception of WCB in ESOL is also well-researched in the Saudi context. For instance, Al-Wossabi (2019) reported that Saudi learners do not favor corrective feedback, nor do they have a favorable perception regarding error identification due to cultural factors. Hamouda (2011) conducted an extensive survey on 200 students and 20 teachers of ESOL in Saudi universities. The study revealed that the students highly value written feedback, and they liked to get detailed direct feedback from the instructors. The research also highlighted that Saudi learners prefer comprehensive correction by the instructor to peer or self-correction.

Lastly, the research of Alkhatib (2015) revealed that Saudi ESOL learners strongly prefer WCF from their instructors. However, students face challenges in comprehending a few comments given by their teachers. On the other hand, those who did not consider instructors' WCF resulted in a lower level of motivation and performed lower than others.

### G. *ESOL Outcomes*

In this study, ESOL outcomes as a result of WCF are determined on two levels: ESOL Fluency and ESOL Accuracy. In the context of ESOL, where accuracy is the main principle, Hussein and Bostanci (2020) showed that error correction strongly correlates with grammatical accuracy. The study was experimental, and consequently, the errors were reduced significantly due to the WCF provided to the students. However, the control group showed no difference in the result. Similarly, the experimental study of Ghasemi et al. (2020) showed that WCF not only helped ESOL learners reduce the number of errors but also boosted their performance; hence, they achieved ESOL accuracy and fluency with the help of WCF.

Rummel and Bitchener (2015) revealed that the three different groups with various corrective feedback noticed major progress in tense usage. However, the control group did not reach ESOL accuracy. Also, Frear and Chiu (2015) conducted a study on understanding indirect WCF on EFL accuracy by identifying errors of weak past tenses. They conducted the study on different series such as pre-test, post-test, and delayed post-test. The results showed that learners had exceptional performances after receiving indirect feedback during the post-test and delayed post-test. They achieved EFL accuracy, and they observed a visible difference in the performance of the L2 learners from the control group.

## III. METHODOLOGY

### A. *Research Strategy*

The present research chose an exploratory design for this study. Exploratory study design deals with examining the phenomena, as the name implies. Moreover, the research opts for a mixed-research method, which means collecting and analysing the study's quantitative and qualitative data. For making inferences from the findings regarding the perception of teachers and students on WCF, data is gathered, translated into digits, and then empirically evaluated to determine whether a link can be identified. However, qualitative data is used to understand the type of corrective feedback the teacher gives to the students.

### B. *Participants*

The population of the study is ESOL students and ESOL teachers in Saudi Arabia. To understand the relevance and usefulness of Formative Assessments of Students and Corrective Feedback of Teachers and their consequences on the student's performance, the researcher considered the formative and summative assessment papers of EFL concerning WCF. A sample of 26 ESOL students from all the groups was selected, and the researcher considered their formative assessments of the WCF. Another 14 students were selected to examine the summative assessment with respect to WCF.

Also, to understand the impact of English Language immersion, EFL error correction, Systematic error identification, and WCF on EFL fluency, accuracy, and output, the researcher surveyed 19 EFL teachers from schools in Saudi Arabia. A questionnaire was constructed considering all the variables and circulated among 19 EFL teachers. Similarly, the effectiveness of EFL from the perspective of students was determined using a questionnaire. The researcher surveyed 360 EFL students from Saudi Arabian schools.

### C. *Instrument*

For quantitative analysis, the researcher used a questionnaire to collect the data. Both questionnaires were developed to inquire about the perspective of teachers and students regarding the usefulness of Formative Assessments of Students and Corrective Feedback of Teachers. The questions included in both questionnaires were assessed with the help of a five-point Likert scale. The respondents had five options, i.e., strongly disagree, disagree, neutral, agree, and strongly

agree.

For qualitative analysis, the researcher collected the papers from both students' groups, i.e., formative and summative assessment, where the teachers' WCF were given.

#### D. Data Analysis

The qualitative data was analysed by evaluating the assessments from both groups, i.e., formative assessments and summative assessments of the ESOL students and the type and number of WCF given to the students. The quantitative data was assessed with the help of SPSS software. The questionnaire used for both teachers and students was coded and then analysed with the help of different statistical tests such as descriptive statistics and correlation analysis.

### IV. RESULTS

The first part of the chapter provides the qualitative results achieved from the formative and summative assessments of ESOL students' portfolio writing tasks. However, the second part of the chapter focuses on the quantitative results collected from the questionnaires administered to teachers and students.

#### A. Qualitative Results

##### (a). Teacher's Practices on WCFs With Formative Assessment:

The second research question investigates the relevance and usefulness of Formative Assessments of Students and Corrective Feedback of the Teacher and their consequences in the preliminary level of ESOL learning. To answer this question, the study took a sample of 26 students from all the groups with respect to the WCF on formative assessment. The results highlighted that the teachers provided a total of 185 WCFs with different formative assessment strategies discussed below.

##### Explicit Correction:

The frequency of the explicit correction strategy is 90, with an overall percentage of 48.64%, which implies that this was the method teachers preferred most in providing WCF.

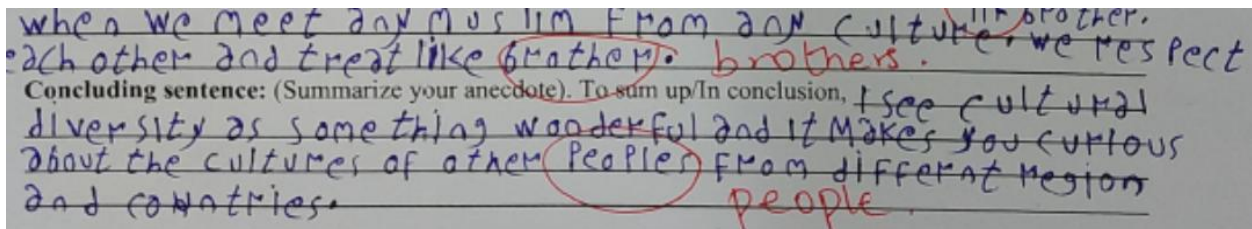


Figure 1. Example of Explicit Correction in Formative Assessment

##### Recast:

The recast strategy was used 27 times, with a usage percentage of 15.42%. This result shows that recast was the second-most preferred corrective strategy for formative assessment.

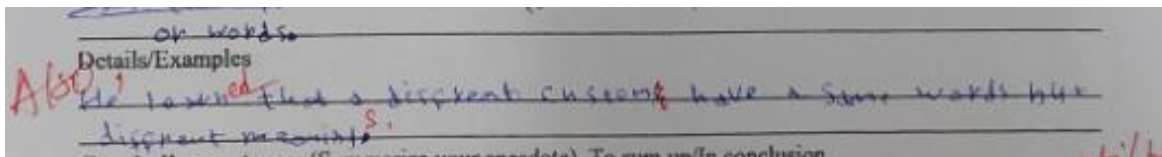


Figure 2. Example of Recast in Formative Assessment

##### Clarification Request:

The analysis showed that the frequency of clarification requests was 11, with a percentage of 5.94%. It shows that clarification requests were less common for providing WCF.

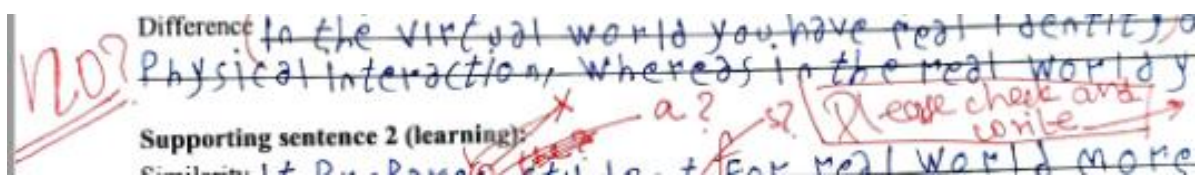


Figure 3. Example of Clarification Request in Formative Assessment

##### Metalinguistic Cues:

The frequency of usage was 42, with a 22.7% usage rate. It shows that metalinguistic cues rank third in the usage frequency of formative assessments.

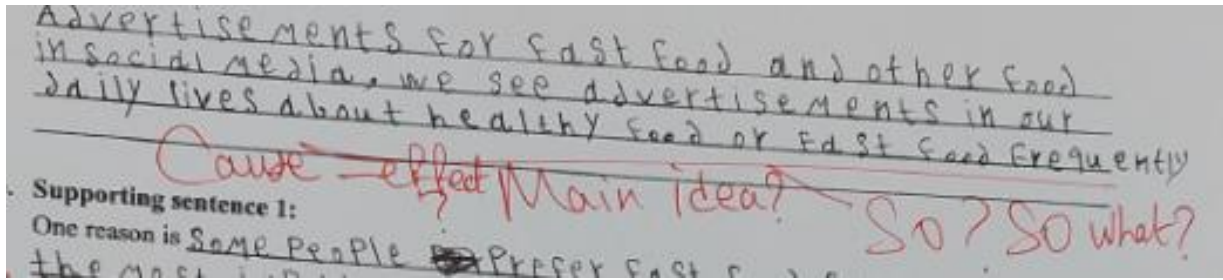


Figure 4. Example of Metalinguistic Cues in Formative Assessment

**Elicitation:**

The results showed that teachers rarely used the elicitation strategy to correct formative assessment errors. The frequency of usage was 4, with a 2.162% usage percentage.

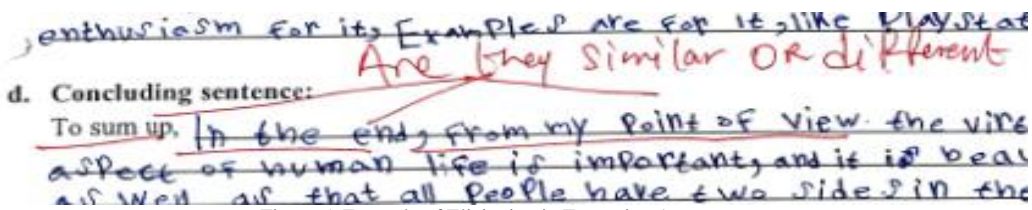


Figure 5. Example of Elicitation in Formative Assessment

**Repetition:**

The frequency of usage is only 11 times (5.94%), making it one of the least preferred strategies for correcting errors.

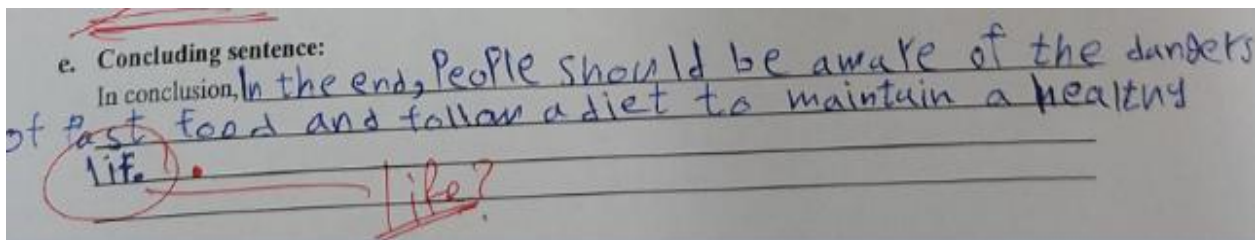


Figure 6. Example of Repetition in Formative Assessment

From the above results, it is clear that teachers used the explicit correction strategy most frequently while providing WCF on formative assessment. Meanwhile, elicitation correction was the least preferred strategy.

**(b). Teacher's Practices on WCFs With Summative Assessment:**

This section deals with the WCF on the Summative Assessment teachers use for ESOL learners. It used a sample group of 14 students, so 14 papers of summative assessment were reviewed to determine WCF usage. According to the results, the total number of WCF was 110 on the summative assessment.

**Explicit Correction:**

According to the result, explicit correction was the most used strategy in summative assessment. The frequency of usage by teachers was 62 (52.85%).

**Concluding sentence:**

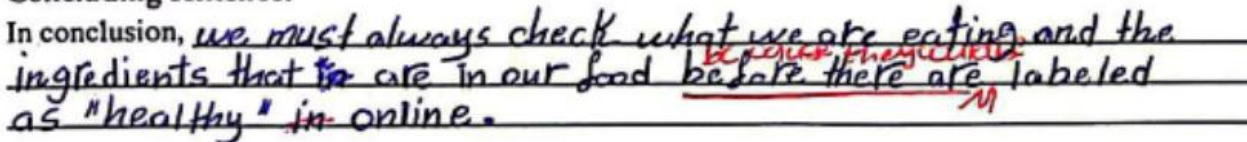


Figure 7. Example of Explicit Correction in Summative Assessment

**Recast:**

According to the results, recast was the second most used strategy by the teacher in providing WCF in summative assessment. The frequency of usage is 37 and a (33.33%) usage rate.

Reasons/ details because anxiety can caused abt of Problems. People need and to be aware of this.

c. Supporting sentence 2: Making lists every day can help us to deal with our life properly. While many people don't like to do that strategy.

Figure 8. Example of Recast in Summative Assessment

*Clarification Request:*

The results revealed that clarification requests in summative assessment appeared only 6 times, which was only 5.40% of the time.

Concluding sentence:  
 To sum up, In the end, there are many differences and also many similarities between the real and virtual life, but it's important to face the easiest. What are you trying to say here, Sarah?

Figure 9. Example of Clarification Request in Summative Assessment

*Metalinguistic Cues:*

The findings showed that teachers only used metalinguistic cues 5 times while correcting errors in summative assessment. The usage percentage was only 4.54%, making it the least-used WCF strategy.

out life properly. While many people don't like to do that strategy, but it's really helpful to maintain a state of good health.

Reasons/ details Because everything is organized, so you know what you will do during the day.

Full sentences Raghad

Figure 10. Example of Metalinguistic Cues in Summative Assessment

The result showed that the number of WCF is significantly less than used in formative assessment. It implies that students make a few errors when the assessment is marked with numbers. Also, explicit corrections appeared with more frequency compared to other strategies. The teachers did not use any elicitation or repetition strategy in the summative assessment.

(c). *Effects of WCF on Students' Performance:*

This section addresses the fourth research question, which aims to understand how WCF, with formative assessment, helps students improve their performance in writing tasks.

The results showed that providing WCF to ESOL learners helped them improve their writing accuracy both in formative and summative assessments. The number of errors in the formative assessment appeared to be more than in the summative assessment. The students considered the teacher's feedback and improved their performance in terms of accuracy in their final drafts. All three groups of students' final drafts were reviewed with respect to their assessments and found positive performances among ESOL learners.

Of the 26 papers reviewed in the formative assessment, 21 were accurate in terms of sentence structure, verb usage, articles, singular—plural forms, paragraphing, spelling, etc.

Similarly, in the second group of students in summative assessment, 13 out of 14 final drafts were reviewed, and the positive results were highlighted in terms of EFL accuracy. Finally, in the third group of students, 6 out of 6 final drafts were found to be accurate in terms of correcting errors highlighted in their respective assessments. The paragraphing error persisted in some of the final drafts of all three groups.

Some draft examples appear below, showing the positive results of WCF.

"Nowadays, fast food is more advertised than healthy foods on social media and delivery apps. Why do you think that? Think about the prices, shelf life and availability."  
 Complete this outline with your opinion about this topic. Write your arguments and details to support your opinion. Write 120-140 words  
 Note: Give answers in complete sentences. Write in blue pen ONLY.

a. Topic sentence:  
~~Fast food is a term that includes unhealthy food such as burgers, pizza, and others, and it has spread widely nowadays through social media.~~  
 Fast food is a term that includes unhealthy food such as burgers, pizza, and others, and it has spread widely nowadays through social media.

b. Supporting sentence 1: Bad health comes from the large amount of fat and calories that fast food has.  
 Details / Examples / Explanation Like a burger, it contains 294.9 kcal.

Supporting sentence 2:  
 In addition, the very long shelf life, which is harmful.

Details / Examples / Explanation Like fried chicken can keep up to 4 months.

c. Supporting sentence 3:  
 Also, the spread of fast food, which poses a threat to public health.  
 Details / Examples / Explanation spreading through social media and in residential neighborhoods.

d. Concluding sentence:  
 In conclusion, we must stay away from fast food because it poses a great danger to our health and eat healthy food to be healthy.

Topic sentences:  
 Fast food is a term that includes unhealthy food such as burgers, pizza, and others, and it has spread widely nowadays through social media.

Supporting sentence 1:  
 Bad health, it comes from the large amount of fat and calories that fast food make.

Examples:  
 Like a burger, it contains a lot of calories.

Supporting sentence 2:  
 The very long shelf life is so bad because it gets a lot of oil.

Examples:  
 Like ~~the~~ chicken if you put it on for long time, it will become inedible.

Supporting sentence 3:  
 The spread of fast food by social media, will increase the number of fast food eaters, which is bad for public health.

Examples:  
 An advertisement for a burger restaurant.

Figure 11. Examples of WCF and Final Drafts of Formative Assessments (Group 1)

"To ensure good health: eat lightly, breathe deeply, live moderately, cultivate cheerfulness, and maintain an interest in life". William London

The quote above explains what the picture of good health is from William London's perspective. People have different ways to define the picture of perfect health. Write an explanatory paragraph to explain how you maintain a picture of good health (whether physically, mentally, or both). Write 120-140 words.  
 Note: Give answers in complete sentences. Write in blue pen ONLY.

(This is an explanatory paragraph on how to maintain a picture of good health)

a. Topic sentence: Health is very important to us. We must maintain a healthy mind and healthy body by following habits, exercising and sleeping early.

b. Supporting sentence 1: You should eat healthy food like fruits and vegetables that are full of vitamins and fibers.  
 Reasons' details: Give reasons.

c. Supporting sentence 2: You must walk daily for half an hour and exercise at least weekly.  
 Reasons' details: ? ?

d. Supporting sentence 3: You must sleep early to digest fats and wake up actively to exercise.  
 Reasons' details: ? ?

e. Concluding sentence: Finally, in conclusion, maintaining health depends on a healthy mind and a healthy body. So you should sleep early, exercise and eat healthy.

For Examiner Use Only / استخدامات المصحح			
Content	/3.5	Word Count	/2.5
Total	6	Teacher's name and signature:	Alilaj
		Date:	29.03.2022
R.C.	-3,5		
W.C.	-2		
S.S.	-3,5		

Good attempt Nadiah. Your sentence structure and Grammar has improved but you must write more.

Date: / /  
 Health is very important to us. We must maintain a healthy mind and a healthy body by following a bit of exercising and sleeping early.

You should eat healthy food like fruits and vegetables that are full of vitamins and fibers. Because useful food gives energy to the body which contributes to maintaining it.

You must walk daily for half an hour and exercise at least weekly. To stimulate blood circulation and help in weight loss.

You must sleep early to digest fats and wake up actively to exercise. Because early sleep helps you wake up early and be active and can exercise.

Figure 12. Examples of WCF and Final Drafts of Summative Assessments (Group 2)

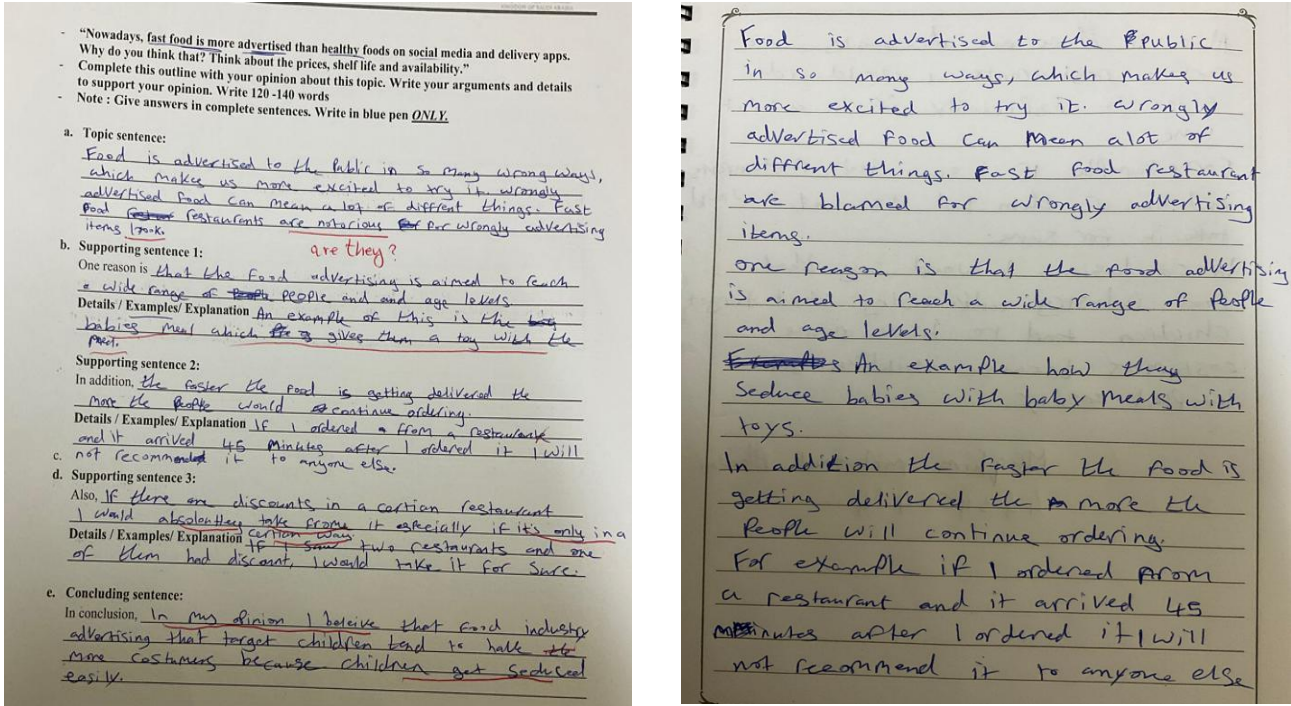


Figure 13. Examples of WCF and Final Drafts (Group 3)

**B. Quantitative Results**

The researcher conducted a statistical analysis of the questionnaires administered to teachers and students. The first part of the quantitative analysis was focused on analysing teachers' responses regarding the impact of English Language immersion, EFL error correction, systematic error identification, and WCF on EFL fluency, accuracy, and modified output. However, the second part of the quantitative analysis presents the result of the students' questionnaire, where the researcher intended to determine the effectiveness of WCF from the students' perspective. The data for students and teachers were analysed using SPSS software.

**(a). Teachers' Questionnaire Analysis:**

The responses of the teachers were analysed with the help of different statistical tests.

**Descriptive Statistics:**

TABLE 2  
DESCRIPTIVE STATISTICS

	N	Minimum	Maximum	Mean	Std. Deviation
English Language Immersion Based on Formative Assessment.	19	1	5	4.00	.943
EFL Error Correction without Summative Assessment	19	2	5	3.79	1.032
Systematic Error Identification.	19	1	5	2.47	1.264
WCF.	19	3	5	4.42	.692
EFL Fluency	19	1	5	3.89	1.286
EFL Accuracy	19	2	5	3.95	1.079
Modified EFL Output.	19	2	5	4.00	1.106

From the table, it is evident that WCF is the variable with the highest mean value, i.e., 4. The mean WCF value of 4 indicates that most of the respondents agreed with the statement of WCF. However, the lowest mean value from the table can be seen for systematic error identification, i.e., 2.47. This figure shows that most respondents disagreed slightly with the statement of systematic error identification.

**(b). Correlation Analysis:**

TABLE 3  
CORRELATION ANALYSIS

	English Language Immersion.	EFL Error Correction without Summative Assessment	Systematic Error Identification.	WCF.	EFL Fluency	EFL Accuracy	Modified EFL Output.
English Language Immersion Based on Formative Assessment.	1	.057	-.047	.255	.595**	.273	.533*
EFL Error Correction without Summative Assessment	.057	1	.422	.209	.108	-.360	-.195
Systematic Error Identification.	-.047	.422	1	-.114	-.139	-.307	-.239
WCF.	.255	.209	-.114	1	.240	-.192	-.145
EFL Fluency	.595**	.108	-.139	.240	1	.436	.547*
EFL Accuracy	.273	-.360	-.307	-.192	.436	1	.885**
Modified EFL Output.	.533*	-.195	-.239	-.145	.547*	.885**	1

From the result, it is evident that variables mostly share a negative correlation. The strongest and most positive correlation can be seen between EFL accuracy and Modified EFL output ( $r = 0.885$ ). The correlation between EFL fluency and Modified EFL output ( $r = 0.547$ ) is also positive. Moreover, English Language Immersion based on formative assessment also shares a strong strength of association with Modified EFL output ( $r = 0.533$ ). Also, English Language Immersion based on formative assessment has the strongest strength of association with EFL fluency ( $r = 0.595$ ).

The rest of the variables do not have any significant correlation with each other.

(c). Regression Analysis:

The first table presents the regression analysis between independent variables with EFL fluency.

TABLE 4  
REGRESSION ANALYSIS – EFL FLUENCY

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.177	2.053		.086	.933
	English Language Immersion Based on Formative Assessment.	.775	.295	.568	2.623	.020
	EFL Error Correction without Summative Assessment	.167	.300	.134	.558	.586
	Systematic Error Identification.	-.166	.241	-.163	-.688	.502
	WCF.	.089	.420	.048	.212	.835

a. Dependent Variable: EFL Fluency

English Language Immersion has the strongest effect on EFL fluency. The significance value in the table for the variable is 0.020, which is less than 0.05. Hence, we can conclude that English Language Immersion based on formative assessment positively and significantly influenced EFL fluency. However, the other has an insignificant influence on EFL fluency.

The second table presents the regression analysis between independent variables with EFL accuracy.

TABLE 5  
REGRESSION ANALYSIS – EFL ACCURACY

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.535	1.848		2.996	.010
	English Language Immersion Based on Formative Assessment.	.391	.266	.341	1.469	.164
	EFL Error Correction without Summative Assessment	-.243	.270	-.233	-.900	.383
	Systematic Error Identification.	-.189	.217	-.222	-.872	.398
	WCF.	-.398	.378	-.256	-1.053	.310

a. Dependent Variable: EFL Accuracy

According to the table, English Language Immersion has a slight contribution towards EFL accuracy, while other

variables have a negative relationship with EFL accuracy. Hence, it can be concluded that all the variables have an insignificant influence on EFL accuracy.

The third table presents the regression analysis between independent variables and Modified EFL output.

TABLE 6  
REGRESSION ANALYSIS – MODIFIED EFL OUTPUT

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.102	1.696		2.418	.030
English Language Immersion Based on Formative Assessment.	.711	.244	.606	2.912	.011
EFL Error Correction without Summative Assessment	-.080	.248	-.075	-.323	.751
Systematic Error Identification.	-.187	.199	-.214	-.938	.364
WCF.	-.493	.347	-.309	-1.418	.178

a. Dependent Variable: Modified EFL Output.

According to the table, English Language Immersion based on formative assessment has the strongest effect on Modified EFL output, i.e., 0.711, and the significance value is 0.011, which is less than 0.05. Hence, it can be concluded that English Language Immersion based on formative assessment positively and significantly influences Modified EFL output. However, the others have a negative and insignificant influence on Modified EFL output.

(d). *Student's Questionnaire Analysis:*

The students' questionnaire aimed to understand students' perspectives on writing assessments and WCF on formative and summative assessments. The data was analysed with the help of the frequency and percentage methods.

TABLE 7  
IMPORTANCE OF WRITING TASKS AND ASSESSMENT FOR STUDENTS

Strongly Disagree	1%
Disagree	6.94%
Neutral	21.11%
Agree	50.83%
Strongly Agree	16.94%

The responses from Table 7 show that around 50.83% of the respondents agreed that a portfolio of writing tasks and assessments significantly helped the students in terms of writing.

TABLE 8  
EFL ERROR CORRECTION BY THE INSTRUCTOR

Strongly Disagree	5%
Disagree	10%
Neutral	20.56%
Agree	44.72%
Strongly Agree	19.72%

According to the responses, 44.72% of respondents showed their agreement, and 19.72% of the respondents strongly agreed with EFL error correction. Only 5% of the respondents stated that they strongly disagreed.

TABLE 9  
ERROR IDENTIFICATION AND ITS VALUE

Strongly Disagree	2.33%
Disagree	3.33%
Neutral	15.56%
Agree	41.94%
Strongly Agree	36.67%

The above Table 9, presents the results, which show that 41.94% of the students agreed and 36.67% strongly agreed with error identification and its value in the language learning process.

TABLE 10  
LOSS OF INTEREST DUE TO ERROR IDENTIFICATION

Strongly Disagree	11.11%
Disagree	28.33%
Neutral	28.83%
Agree	17.78%
Strongly Agree	14.44%

The above Table 10, presents the responses regarding the students' loss of interest during error identification before each writing assessment. The majority of the respondents either disagreed or showed indifference towards the statement.

It means that many students do not feel any stress or loss of interest due to error identification by the teacher.

TABLE 11  
IMPROVEMENT IN SPEAKING AND LISTENING DUE TO ERROR IDENTIFICATION

Strongly Disagree	7.54%
Disagree	14.44%
Neutral	27.22%
Agree	33.33%
Strongly Agree	17.5%

In the above Table 11, the researcher asked the students if error identification and correction in the task outline assisted them in improving their speaking and listening skills. From the above responses, it is evident that the majority of the respondents, i.e. 33.33% agreed, while 17.5% strongly agreed. However, 27.22% showed indifference to the statement.

TABLE 12  
IMPROVEMENT IN GRAMMAR, SPELLING, PUNCTUATION, TENSES AND VOCABULARY RANGE

Strongly Disagree	18.89%
Disagree	37.78%
Neutral	23.89%
Agree	14.72%
Strongly Agree	4.72%

The next question inquired if the error identification and correction helped the students improve the accuracy of grammar, spelling, punctuation, tenses, verb-subject agreement, and vocabulary range. From the above table, 37.78% disagreed, and 18.89% strongly disagreed.

TABLE 13  
CONFIDENCE IN DRAFTING AND EDITING PARAGRAPH DUE TO MULTIPLE ASSESSMENTS

Strongly Disagree	6.39%
Disagree	11.67%
Neutral	25.28%
Agree	41.67%
Strongly Agree	15%

The above Table 13 shows that 41.67% agreed and 15% strongly agreed that multiple writing assessments helped them draft, edit, review, and finalize paragraphs and summaries in the English Language.

## V. DISCUSSION

The research aimed to determine the influence of WCF with formative Assessment (CFFA) in portfolio writing tasks as a tool to develop positive L2 outcomes among ESOL students in the Saudi context. The qualitative results revealed that teachers used different strategies of WCF in formative assessments. The results also show that explicit correction was the strategy teachers used most frequently while providing WCF. On the other hand, elicitation was the least preferred strategy while teachers provided WCF. The findings are consistent with the argument made by Ferris et al. (2012) who noted that "explicit corrective feedback with particular terms or other detailed information may be more helpful for ESOL learners than the implicit strategy. Similarly, Erkkilä (2013) also suggested that explicit corrective feedback is the most desired strategy in providing WCF to ESOL learners.

The qualitative analysis also showed that WCF is used significantly less in formative assessment. It shows that students tend to make a few errors when the assessment is marked with numbers. Also, the number of explicit corrections is higher than for other strategies. Moreover, teachers did not use any elicitation or repetition strategy in the summative assessment. The qualitative results also revealed that providing WCF to ESOL learners helped them improve their writing accuracy both in formative and summative assessments. The number of errors in the formative assessment was found to be more than in the summative assessment. Still, the students considered the feedback provided by the teacher and improved their performance in terms of accuracy in their final drafts.

The result contradicts the argument provided by Truscott (2016) who stated that the practice of WCF does not significantly affect the writing accuracy of ESOL students and that teachers should not frequently use it. The positive result of accuracy in the research is not unexpected as it is attributed to several factors. The main determinant of this positive result is due to a number of WCF strategies provided in a direct manner. As revealed in the study, explicit correction is the most used strategy in formative and summative assessments. According to the proposition of Van Beuningen (2010) direct feedback through WCF gives learners clear and straightforward information, which assists the students in avoiding errors and mistakes while going through WCF and taking on the correction immediately. Due to the clarity in direct WCF, it is less cognitively demanding compared to indirect WCF.

Lastly, the study showed students' perceptions regarding the feedback and error correction by the students. The findings showed that most of the students agreed that the portfolio of writing tasks and assessments significantly helped students in terms of writing, language learning process, speaking and listening skills, grammar structure, and final

drafting. Moreover, the study showed that the students disagreed with the statement that error correction resulted in the loss of interest and confidence. The results are consistent with the findings of Burner (2014) who stated that with the help of error identification and corrective feedback, learners could avoid the fossilisation of any language problems they may have early in the learning process by obtaining timely, relevant feedback. Also, the study of Chen et al. (2016) and Farjadnasab and Khodashenas (2019) revealed similar results.

## VI. CONCLUSION

The study concludes that the hypothesis of the study is accepted and WCF with Formative Assessment (CFFA) in portfolio writing tasks is an effective tool to develop positive L2 outcomes among EFL students. English Language Immersion based on Formative Assessment was found to have the highest impact on EFL fluency and Modified EFL output. The study also made it clear that students would want ESOL instructors to directly address all of their errors, including lexical and grammatical ones. This group did not find much value in indirect feedback that only acknowledged a mistake. Also, they perceived that WCF helped them improve their EFL accuracy, writing, grammar, and final draft. From the qualitative analysis, it was evident that the students considered the feedback provided by the teacher and improved their performance in terms of accuracy in their final drafts.

The current research adds to the existing body of literature on WCF in Formative Assessments of ESOL learners. A deeper understanding of how ESOL instructors and learners perceive and approach WCF has been gained by analysing the connections between teachers' views and practices as well as between students' preferences and instructors' practices in a similar environment. This is a significant addition, mainly because the majority of prior WCF work concentrated on the problem of WCF efficacy. Additionally, this research has significantly added to teachers' WCF practices, followed by formative and summative assessments.

It is acknowledged that this is a small-scale research, and the findings cannot be extrapolated to other Saudi Arabian ESOL learners and instructors in different schools and colleges. Additionally, it appears that other institutes in Saudi Arabia have various procedures regarding error correction and feedback, or none at all. Therefore, it would be intriguing to learn whether instructors' WCF practices and attitudes contrast in other educational institutions from the one in this study in further research.

## REFERENCES

- [1] Admiraal, W., Vermeulen, J., & Bulterman-Bos, J. (2020). Teaching with learning analytics: How to connect computer-based assessment data with classroom instruction? *Technology, Pedagogy and Education*, 29(5), 577–591.
- [2] Alahmadi, N., Alrahaili, M., & Alshraideh, D. (2019). The impact of the formative assessment in speaking test on Saudi students' performance. *Arab World English Journal (AWEJ)*, 10(1), 259-270.
- [3] Alkhatib, N.I.M. (2015). *Written Feedback at a Saudi University: English Language Teachers' Beliefs, Students' Preferences, and Teachers' Practices*, Ph.D. Thesis, University of Essex.
- [4] Alotaibi, K. A. (2019). Teachers' perceptions on factors that influence the adoption of formative assessment. *Journal of Education and Learning*, 8(1), 74-86.
- [5] Alshakhi, A. (2019). Assessing the Writing Assessment the Perception of Saudi Graduate EFL Learners: A Case Study. *Arab World English Journal: Special Issue: Application of Global ELT Practices in Saudi Arabia*, 87-102.
- [6] Al-Wossabi, S. A. N. (2019). Corrective feedback in the Saudi EFL writing context: a new perspective. *Theory and Practice in Language Studies*, 9(3), 325-331.
- [7] Alzamil, A. (2020). An investigation of writing errors made by Saudi English-major students. *International Journal of English Linguistics*, 10(2), 92-97.
- [8] Asare, E. (2020). Basic teachers' perception and practices of formative assessment in the Cape Coast metropolis of Ghana: basic teachers' perception and practices of formative assessment in the Cape Coast Metropolis of Ghana. *Journal of Applied Educational and Policy Research*, 5(1), 177-187.
- [9] Bayat, A., Jamshidipour, A. & Hashemi, M. (2017). The Beneficial Impacts of Applying Formative Assessment on Iranian University Students Anxiety Reduction and Listening Efficacy. *International Journal of Languages' Education and Teaching*, 5(2), 1-11.
- [10] Bitchener, J., & Storch, N. (2016). *Written corrective feedback for L2 development* (Vol. 96). Multilingual Matters.
- [11] Boud, D., & Associates. (2010). *Assessment 2020: Seven propositions for assessment reform in higher education*. Sydney: Australian Learning and Teaching Council.
- [12] Burner, T. (2014). The potential formative benefits of portfolio assessment in second and foreign language writing contexts: A review of the literature. *Studies in Educational Evaluation*, 43, 139-149.
- [13] Chen, S., Nassaji, H., & Liu, Q. (2016). EFL learners' perceptions and preferences of written corrective feedback: a case study of university students from Mainland China. *Asian-Pacific journal of second and foreign language education*, 1(1), 1-17.
- [14] Cho, H., Yough, M. & Levesque-Bristol, C. (2020). Relationships between beliefs about assessment and self-regulated learning in second language learning. *International Journal of Education Research*, 99, 101505.
- [15] Chong, S. W. (2018). Three Paradigms of Classroom Assessment: Implications for WF Research. *Language Assessment Quarterly*, 15(4), 330–347.
- [16] Clarke, J. L., & Boud, D. (2018). Refocusing portfolio assessment: Curating for feedback and portrayal. *Innovations in Education and Teaching International*, 55(4), 479-486.
- [17] Derakhshan, A., & Shakki, F. (2016). The effect of dynamic assessment on elementary EFL learners' listening comprehension through mediational strategies. *International Journal of English Language & Translation Studies*, 4(2), 29-45.

- [18] Divsar, H., & Heydari, R. (2017). A corpus-based study of EFL learners' errors in IELTS essay writing. *International Journal of Applied Linguistics and English Literature*, 6(3), 143-149.
- [19] Ellis, R., Sheen, Y., Murakami, M., & Takashima, H. (2008). The effects of focused and unfocused WCF in an English as a foreign language context. *System*, 36(3), 353-371.
- [20] Erkkilä M. (2013). *Teacher written feedback: Teachers' perceptions of given feedback*. Department of Languages English, University of Jyväskylä
- [21] Farahian, M., & Avarzamani, F. (2018). The impact of portfolio on EFL learners' metacognition and writing performance. *Cogent Education*, 5(1), 1450918.
- [22] Frear, D. & Chiu, Y. (2015). The effect of focused and unfocused indirect WCF on EFL learners' accuracy in new pieces of writing. *System*, 53, 24-34.
- [23] Ferris, D. R., Liu, H., Sinha, A. & Senna, M. (2012). WCF for individual L2 writers. *Journal of Second Language Writing*, 22(3), 307-329.
- [24] Ghasemi, T., Noroozi, Z., & Salehan, Z. (2020). Teacher's corrective feedback in paragraph writing in terms of accuracy: Teacher's comments vs. error marking. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 4(4), 200-207.
- [25] Genesee, F., & Upshur, J. A. (1996). *Classroom-based evaluation in second language education*. Cambridge, England: Cambridge University Press.
- [26] Ghoorchaei, B., & Tavakoli, M. (2019). Students' perceptions about writing portfolios: A case of Iranian EFL students. *Research in English Language Pedagogy*, 8(1), 21-42.
- [27] Goldstein, L. (2006). Feedback and revision in second language writing: Contextual, teacher, and student variables. *Feedback in second language writing: Contexts and issues*, 185-205.
- [28] Guenette, D., & Lyster, R. (2013). WCF and its challenges for pre-service ESL teachers. *The Canadian Modern Language Review*, 69(2), 129-153.
- [29] Hamouda, A. (2011). A study of students and teachers' preferences and attitudes towards correction of classroom written errors in Saudi EFL context. *English Language Teaching*, 5(3), 128-141.
- [30] Hussein, S. M., & Bostanci, H. B. (2020). The correlation between error correction and grammar accuracy in second language writing. *International Journal of Psychosocial Rehabilitation*, 24(5), 2980-2990.
- [31] Ismail, S. (2019). Using Portfolio Assessment in a Pakistani ESL Classroom at the University level. *Balochistan Journal of Linguistics*, 7, 33-43.
- [32] Jabeen, A., Kazemian, B., & Mustafai, M. S. (2015). The Role of Error Analysis in Teaching and Learning of Second and Foreign Language. *Education and Linguistics Research*, 1(2), 52-62.
- [33] Khan, S. R., & Khan, M. R. (2016). Error Analysis in English Writing. *International Multidisciplinary Research Journal*, 4(2), 232-243.
- [34] Klatt, G., Berry, A., Suryani, A., Volkoff, V., & Khadawardi, H. (2020). Investigation of Saudi teachers' perceptions of teaching and learning after a 12-month professional development programme in Australia. *Australian Journal of Teacher Education (Online)*, 45(7), 15-44.
- [35] Li, H., Xiong, Y., Hunter, C. V., Guo, X., & Tywoniu, R. (2020). Does peer assessment promote student learning? A meta-analysis. *Assessment & Evaluation in Higher Education*, 45(2), 193-211.
- [36] Mayo, M. D. P. G., & Labandibar, U. L. (2017). The use of models as WCF in English as a foreign language (EFL) writing. *Annual Review of Applied Linguistics*, 37, 110-127.
- [37] Mao, S., & Crosthwaite, P. (2019). Investigating WCF: (Mis)alignment of teachers' beliefs and practice. *Journal of Second Language Writing*, 45, 46-60.
- [38] Moqimpour, K., & Shahrokhi, M. (2015). The Impact of Text Genre on Iranian Intermediate EFL Students' Writing Errors: An Error Analysis Perspective. *Canadian Center of Science and Education*, 8(3), 122-137.
- [39] Moses, R. N., & Mohamad, M. (2019). Challenges faced by students and teachers on writing skills in ESL contexts: A literature review. *Creative Education*, 10(13), 3385-3391.
- [40] Nash, R. A., & Winstone, N. E. (2017). Responsibility-sharing in the giving and receiving of assessment feedback. *Frontiers in Psychology*, 8, 15-19.
- [41] Obeid, R. (2017). Second Language Writing and Assessment: Voices from Within the Saudi EFL Context. *English Language Teaching*, 10(6), 174-181.
- [42] Roohani, A., & Taheri, F. (2015). The effect of portfolio assessment on EFL learners' expository writing ability. *Iranian Journal of Language Testing*, 5(1), 46-59.
- [43] Rummel, S., & Bitchener, J. (2015). The Effectiveness of WCF and the Impact Lao Learners' Beliefs Have on Uptake. *Australian Review of Applied Linguistics*, 38, 66-84.
- [44] Saragih, N. A., Madya, S., Siregar, R.A., & Saragih, W. (2021). WCF: students' perception and preferences. *International Online Journal of Education and Teaching*, 8(2), 676-690.
- [45] Simard, D., Guénette, D., and Bergeron, A. (2015). L2 learners' interpretation and understanding of WCF: insights from their metalinguistic reflections. *Language Awareness*, 24, 233-254.
- [46] Stefanou, C., & Révész, A. (2015). Direct WCF, learner differences, and the acquisition of second language article use for generic and specific plural reference. *The Modern Language Journal*, 99(2), 263-282.
- [47] Storch, N. (2018). WCF from sociocultural theoretical perspectives: A research agenda. *Language Teaching*, 51(2), 262-277.
- [48] Sulisty, T., Eltris, K. P. N., Mafulah, S., Budianto, S., Saiful, S., & Heriyawati, D. F. (2020). Portfolio assessment: Learning outcomes and students' attitudes. *Studies in English Language and Education*, 7(1), 141-153.
- [49] Suzuki, W., Nassaji, H., & Sato, K. (2019). The effects of feedback explicitness and type of target structure on accuracy in revision and new pieces of writing. *System*, 81, 135-114.
- [50] Trabelsi, S. (2019). The perceptions and preferences of the general foundation programme students regarding WCF in an Omani EFL Context. *Advances in Language and Literary Studies*, 10(1), 91-101.
- [51] Tseng, S.-S., & Yeh, H.-C. (2019). The impact of video and written feedback on student preferences of English speaking

- practice. *Language Learning & Technology*, 23(2), 145–158.
- [52] Van Beuningen, C. (2010). Corrective Feedback in L2 Writing: Theoretical Perspectives, Empirical Insights, and Future Directions. *International Journal of English Studies*, 10, 1–27.
- [53] Vangah, F., Jafarpour, & Mohammadi, M. (2016). Portfolio Assessment and Process Writing: It's Effect on EFL Students' L2 Writing. *Journal of Applied Linguistics and Language Research*, 3(3), 224-246.
- [54] Young, J. L. (2020). Evaluating multicultural education courses: Promise and possibilities for portfolio assessment. *Multicultural Perspectives*, 22(1), 20-27.
- [55] Zhang, T. (2018). *The Effect of Focused Versus Unfocused WCF on the Development of University-Level Learners' Explicit and Implicit Knowledge in an EFL Context*. (Unpublished doctoral thesis), The University of Sydney, Sydney.

**Demah A. Alqahtani** is an Assistant Professor at Shaqra University, Saudi Arabia. She earned a PhD in linguistics from the University of Essex, UK. Her research interests span various areas, including Translanguaging, Phonology, Morphology, Technology in language learning and teaching, ESOL pedagogical implications, and Computational linguistics. She has authored numerous research papers on these subjects that have been published in esteemed academic journals. Additionally, she has had the privilege of speaking about her research at various international conferences. Dr. Alqahtani has been awarded the Associate Fellowship of the Higher Education Academy, acknowledging her achievement in meeting the UK Professional Standards Framework for teaching and learning support in higher education. She is devoted to the advancement of knowledge and understanding in her field and has a strong commitment to mentoring and educating future generations of scholars.

**Mohammed H. Rahman** is an Assistant Professor at Buraydah Colleges under the Ministry of Education in Saudi Arabia. He earned his PhD in TESOL from Invertis University, India. He is a Cambridge certified Language Instructor with 9 years of experience in teaching and research in Second Language Acquisition, EFL pedagogy, paralinguistics oriented ESOL, and Interpersonal communication skills. Dr. Rahman strives to develop cutting-edge teaching methodologies based on distinct patterns of personalized language instruction, extensive observances during Task based ESL Communication and Ecolinguistics.