



# Assessment Preferences of Saudi Undergraduate EFL Students: Formative Feedback through Summative Lecture-Based Assessment

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**Abstract:** Class participation and assignments are considered important parts since they contribute to students' deep learning. Although positive correlations were found in a number of studies (Sly, 1999; Sly & Rennie, 1999) between formative assessment and subsequent performance on summative assessment tasks, they were confined to computerised practice tests. The purpose of this qualitative case study is to investigate the experiences and perceptions of 14 tertiary undergraduate male English as a Foreign Language (EFL) students majoring in Linguistics and Literature, and enrolled in a *Translation* course. Specifically, the study aims to 1) identify the participants' experiences and perception about the benefits of formative feedback through summative lecture-based feedback in the form of weekly assignments, class discussions and students' presentations, 2) explore whether the participants believe that the course reflected the learning outcomes and the communication skills set out in the curriculum, and 3) elicit EFL students' views of the course and their assessment preferences. Data was collected through a questionnaire and unstructured interviews in order to receive further clarifications. The findings of the study revealed that the summative lecture-based assessment was effective in terms of the learning outcomes, which included improving the EFL students' translation interpersonal and intellectual abilities and the use of corpus concordances. The implications of these findings are discussed.

**Keywords:** formative feedback through summative; summative assessment; assessment for learning; pedagogy

## 1. INTRODUCTION

Assessment is an important part of learning and teaching. Some instructors may fall into the trap of teaching to the test practice in the summative assessment by focusing on discrete items, thereby narrowing down the process of learning into mere memorisation. Assessment needs to reflect the learning outcomes and the communication skills set forth in the description of a curriculum. Class attendance and summative lecture-based assessment in the form of class participation, assignments and students' presentations are considered important parts since the formative feedback students get is critical for the backwash effect in the end-of-course summative test. In other words, lecture-based assessment is considered formative since it is supposed to reflect the actual curriculum and, as a result, it contributes to students' deep learning. Whereas summative assessment appraises students' overall performance at the end of the course (McAlpine, 2002), formative feedback through summative lecture-based assessment is administered throughout the course. The

purpose of the present qualitative case study is to investigate the experiences and perceptions of 14 tertiary English as a Foreign Language (EFL) undergraduate students majoring in Linguistics and Literature, and enrolled in a *Translation* course. This course aims to familiarise students with the theory and practice of translation and to train them to translate different advanced Arabic passages to proper English, using dictionaries and concordances. The study aims to 1) identify the participants' experiences and perception about the benefits of formative feedback through summative lecture-based feedback in the form of weekly assignments, class discussions and presentations, 2) explore whether the participants believe that the course reflected the learning outcomes and the communication skills set out in the curriculum (i.e. whether the learning aims have been met or not at the end of the course), and 3) elicit EFL students' views of the course and their assessment preferences.



The remainder of the paper is organised as follows. Literature review is presented first. This is followed by the theoretical framing of the study and the research methodology. The results are then presented, followed by the discussion, the conclusion, and the implications.

## 2. LITERATURE REVIEW

Due to the recurring nature of formative feedback, it has the potential to improve students' performance in the end of course summative test. During each occurrence, instructors employ Mehan's (1979) initiation–response–evaluation (I-R-E) structure (or sequence). While students respond to instructors' initiation in the second sequence, instructors end the sequence with their evaluative (or feedback) comments. Moreover, formative feedback aids both students and teachers in making sound decisions about the next steps in instruction/learning. Summative lecture-based assessment, therefore, acts as formative assessment since it helps students improve their performance in summative tests. Summative tests provide ways of eliciting evidence of students' achievement at the end of a course. A positive correlation was found between formative assessment and subsequent performance on summative assessment tasks in a number of studies (Sly, 1999; Sly & Rennie, 1999) although these studies were confined to computerised practice tests.

Perera, Nguyen, and Watty's (2014) study showed the value of formative feedback through summative tutorial-based assessment in a second-year finance course at an Australian university, although they did not qualitatively identify students' perceptions of the usefulness of this type of assessment. Summative tutorial-based assessment improved students' performance and their tutorial attendance and participation. Weurlander et al (2012) conducted group interviews to explore the students' experiences of two forms of assessment: an individual, written assessment and an oral group assessment. The findings showed that formative assessments were an important tool for students' learning in three areas: motivation to study, awareness of their own learning (or self-regulation) and the effects on learning, in terms of both processes and outcomes. Vickerman (2009) investigated 90 undergraduate sports students' perceptions on formative peer assessment. The assessment of the module involved students producing four annotated bibliographies in which two were tutor assessed and two were formatively peer assessed. The findings revealed that many students supported formative peer assessment, indicating that it had brought increased confidence, understanding of the requirements of tasks, enhanced subject knowledge and appreciation of the intricacies of assessing their own and others work. Formative peer assessment, however, was

found less beneficial with a limited number of students. This may be ascribed to the fact that some students are typically reluctant to be critical of their colleagues' work (Alyousef & Picard, 2011). Tutor assessment, unlike peer assessment, ensures the quality of feedback (Nicol & Macfarlane-Dick, 2006).

Other studies investigated students' perception about the quality of feedback. For example, Ferguson (2011) investigated what 566 Australian tertiary students perceived to be effective, quality feedback based upon their extensive higher education experiences. Students identified preferences in regard to form, detail and timing of assessment feedback. Robinson, Pope and Holyoak (2013) found that whilst timeliness and legibility of feedback were considered satisfactory, students' expectations of feedback were influenced by past experiences. Some students had a severe, negative emotional response to the feedback provided and few students engaged in independent learning to improve their performance following feedback.

It is pertinent to explore the learning needs of Saudi tertiary students by investigating their experiences and perception about the benefits of formative feedback through summative lecture-based feedback.

## 3. THEORETICAL FRAMEWORK AND RESEARCH METHODOLOGY

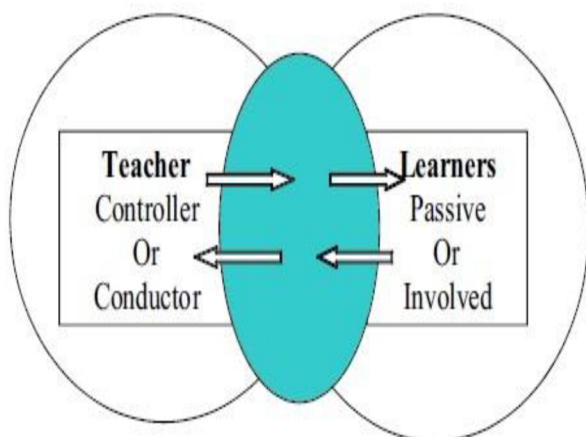
This section provides an overview of the theoretical framework, research setting, research tools, and the pilot study.

### A. Theoretical framework

The present study is framed by Black and Wiliam's (2009) theoretical frame for the study of formative practices. Drawing on a variety of sources in the literature, a number of scholars (Black, Harrison, Lee, Marshall, & Wiliam, 2003; Black & Wiliam, 2009; Wiliam, 2000, 2007) present five main types of activities, which are developed for providing formative feedback in relation to classroom-based work, namely:

1. Sharing success criteria with learners
2. Classroom questioning
3. Comment-only marking
4. Peer- and self-assessment
5. Formative use of summative tests

The researchers propose a useful model (Figure 1) for interpreting the formative feedback process.



**Figure 1. The three interacting domains of pedagogy (Black & Wiliam, 2009, p. 11)**

In this model, the teacher acts as a controller (or conductor), and is responsible for creating needs-based activities. On the other hand, the learner (or the domain of learners) can be either passive or active, evidenced by her/his involvement in the dialogic process with the teacher in the class (or the domain of interaction). The dialogic process is illustrated in Figure 2 by the shaded area. Alternatively, knowledge is not viewed in the present study as something static that can be “acquired and mentally stored” (Ferenz, 2005, p. 348), but as a social act encompassing whole range of meanings that are contested. It is the product of the ongoing social practices that are situated within a specific culture, and in a particular time and space. As a result, “the teacher’s own thinking may come to be modified through the exchange” (Black & Wiliam, 2009, p. 12).

#### B. Research setting

The present qualitative case study was conducted at a Saudi University. A group of 14 fourth year tertiary male EFL students (age range 21–28 years) majoring in Linguistics and Literature participated in this study. English is used in Saudi Arabia as a foreign language. This sample of students had submitted 10 assignments and a major project in the *Translation* course. In the context of this study, the activity that is used is the formative use of summative lecture-based assessment (weekly assignments, class participation and students’ presentations). The interaction domain was the *Learning Management System (LMS)*, *Blackboard*, where the students submitted the final version of their assignments on a weekly basis. The assignments were subsequently assessed and returned to the students with feedback.

Feedback utilized the Track Changes feature available in Word, and it focused on structure and meaning. Most importantly, it focused on whether the students have synthesised all the information in the source text (or the connotative meaning of the original text). All the students were invited to discuss their feedback further if they wished.

#### C. Research tools

The case study was based on a questionnaire that was administered at the end of the course. The questionnaire included 13 closed questions (1-13) and 5 open ended questions (14-18). The closed questions were comprised of statements that the participants had to rate on a five-point Likert scale from strongly agree, through to strongly disagree (Roulston, Legette, Deloach, & Pitman, 2005). To avoid Likert’s bipolar alternative that forces respondents to select positive or negative position, I decided to use the neutral option in the questionnaire in order to avoid bias (Nowlis, Kahn, & Dhar, 2002; Weijters, Cabooter, & Schillewaert, 2010). A neutral (or odd-point) scale was used to avoid “a predictable, systematic bias in the expression of attitude” (Nowlis et al., 2002, p. 320). Statements 1-5 aimed to elicit the participants’ experiences and perceptions about the benefits of formative feedback through summative lecture-based feedback in the form of weekly assignments and class discussions:

1. The lecturer gave us sufficient advice in the class.
2. I had a clear understanding of what was required in the assignment tasks.
3. The lecturer’s assignment feedback was clear.
4. My marks have increased over the assignments.
5. I benefitted a lot from classroom discussion.

Statements 6-13 were designed to investigate whether the participants believed that the course reflected the learning outcomes and the communication skills set out in the curriculum. In other words, to explore if they believe that the summative lecture-based feedback contributed to their learning:

6. I have developed my ability to produce grammatically and structurally correct English translation of various new Arabic texts of different types.
7. I have developed my ability to communicate the connotative meaning of the original text.
8. I have developed my ability to differentiate between the subliminal (or habitual automatic processes) of translation and the conscious and analytical procedures a translator uses when the former type fails.
9. I have developed my ability to deal with potential translation problems.



10. I have developed my ability to use concordances effectively to understand the *meaning* of words (or senses) that have never been seen or heard used in real situations.
11. I have developed my ability to use concordances effectively to search for workplace and real-situational usages for the 10 most common words and phrases used in a specific workplace or type of work.
12. I have learnt many new words during this course.
13. I have developed my ability to work in groups and make a presentation.

The open questions (Questions 14-18) explored the students' experiences and views of the course and whether they preferred assignments and class participation, or tests, or both:

14. Did the course lectures help you in doing the assignments? How?
15. What have you most enjoyed during this course?
16. What have you least learnt in this course?  
Something you wished the lecturer has given more attention.
17. Do you prefer assignments and class participation, tests, or both? Why?
18. Would you like to add any further comments or issues?

Question 18 aimed to give the participants the opportunity to write down any comments they believe were not asked in the questionnaire. Unstructured interviews were conducted with two students in order to receive further clarifications that would enlighten the findings of the study. The students were given the pseudonyms: Ali and Mohammed. The use of numerical/ quantitative data in this qualitative research aims to make statements such as "half of the participants," "over half," and "less than half" more precise.

#### D. The pilot study

In order to become familiar with the research design, a pilot study was conducted prior to the actual implementation of the research project. Pilot studies facilitate a more systematic approach to actual data collection and analysis. Pilot studies can be used in foreshadowing research problems and questions, in Table 1 outlines the frequencies and percentages of each of the responses from the overall sample. With regard to advice in the class, 11 participants believed that it was sufficient, while only 3 participants either indicated disagreement or a neutral stance.

highlighting gaps and wastage in data collection, and to refine research instruments. The participants in this pilot study were two Saudi undergraduate students majoring in Linguistics and Literature: Abdulrahman and Omar. Both were in their final semester. The pilot study was invaluable in that it enabled me to:

- Revise the Questionnaire
- Collect data that can be used in the main study
- Revise my methodology, including research questions
- Decide to include follow-up interviews with selected students

Some of the questions were revised because they seemed to be ambiguous to the students. For example, Abdulrahman had difficulty in understanding the requirement of the open question 16: "What have you least learnt in this course?" As a result I had to add the explanatory statement "something you wished the lecturer has given more attention". The pilot study provided me with a "clear definition of the focus of the study" (Frankland & Bloor, 1999, p. 154) in order to concentrate data collection on a narrow spectrum of projected analytical topics.

Having presented the theoretical framework, research setting, research tools, and the pilot study, the next section presents the findings of the research study.

#### 4. RESULTS

The questionnaire results are presented in order to 1) identify the participants' experiences and perception about the benefits of formative feedback through summative lecture-based feedback, 2) explore whether the participants believed that the course reflected the learning outcomes and the communication skills set out in the curriculum, and 3) elicit the students' views of the course and their assessment preferences. A group of 14 male students completed the questionnaire.

##### A. The participants' responses to the benefits of summative lecture-based feedback

Statements 1-5 were concerned with the participants' experiences and perceptions about the benefits of formative feedback through summative lecture-based feedback in the form of weekly assignments and class discussions.

**Table 1. Frequencies and percentages of the participants' responses related to the benefits of formative feedback through summative lecture-based feedback**

Statement	Response	Frequency	Percentage (%)	Range	
1. The lecturer gave us sufficient advice in the class.	Strongly Disagree	0	0	1	5
	Disagree	1	7		
	Neutral	2	15		
	Agree	6	44		
	Strongly Agree	<u>5</u>	<u>34</u>		
	<b>Total</b>	14	100 %		
2. I had a clear understanding of what was required in the assignment tasks.	Strongly Disagree	1	7	1	5
	Disagree	1	7		
	Neutral	3	21		
	Agree	7	50		
	Strongly Agree	<u>2</u>	<u>15</u>		
	<b>Total</b>	14	100%		
3. The lecturer's assignment feedback was clear.	Strongly Disagree	0	0	1	5
	Disagree	0	0		
	Neutral	4	30		
	Agree	5	35		
	Strongly Agree	<u>5</u>	<u>35</u>		
	<b>Total</b>	14	100%		
4. My marks have increased over the assignments.	Strongly Disagree	1	7	1	5
	Disagree	0	0		
	Neutral	7	50		
	Agree	4	28		
	Strongly Agree	<u>2</u>	<u>15</u>		
	<b>Total</b>	14	100%		
5. I benefitted a lot from classroom discussion.	Strongly Disagree	1	7	1	5
	Disagree	0	0		
	Neutral	6	44		
	Agree	5	35		
	Strongly Agree	<u>2</u>	<u>14</u>		
	<b>Total</b>	14	100%		
<b>Composite Measure of the benefits of formative feedback</b>					



With regard to the benefits of formative feedback through summative lecture-based feedback, the respondents' ratings were positive overall, although only 43% of the respondents agreed or strongly agreed that their marks have increased over the assignments. Similarly, only 49% agreed or strongly agreed that they have benefitted a lot from classroom discussion. This may be ascribed to the fact that the respondents indicated a neutral stance in Statements 4 and 5, 44% and 50% respectively.

*B. Are the participants' learning experiences in line with the learning outcomes?*

Statements 6-13 (**Error! Reference source not found.**) were designed to investigate whether the participants believed that the course reflected the learning outcomes and the communication skills set out in the curriculum.

74% of the participants believed that they have developed their ability to "deal with potential translation

problems" (Statement 9) and "have learnt many new words during this course" (Statement 12). 65% of the respondents stated that they have developed their ability "to produce grammatically and structurally correct English translation of various new Arabic texts of different types" (Statement 6), and "to work in groups and make a presentation" (Statement 13).

Half of the participants believed that they have developed their "ability to communicate the connotative meaning of the original text" (Statement 7). Over half (56%) of the respondents believed they have developed their ability to differentiate between the conscious and unconscious processes of translation (Statement 8), and "to use concordances effectively to understand the meaning of words (or senses) that have never been seen or heard used in real situations" (Statement 10). 58% of the respondents stated they have developed their "ability to use concordances effectively to search for workplace and real-situational usages for the 10 most common words and phrases used in a specific workplace or type of work" (Statement 11).

**Table 2. Frequencies and percentages of the participants' responses related to their views if the course reflected the learning outcomes set out in the curriculum**

Statement	Response	Frequency	Percentage (%)	Range	
6. I have developed my ability to produce grammatically and structurally correct English translation of various new Arabic texts of different types.	Strongly Disagree	0	0	1	5
	Disagree	0	0		
	Neutral	5	35		
	Agree	5	35		
	Strongly Agree	4	30		
	<b>Total</b>		14		
7. I have developed my ability to communicate the connotative meaning of the original text.	Strongly Disagree	0	0	1	5
	Disagree	1	7		
	Neutral	6	44		
	Agree	4	30		
	Strongly Agree	3	20		
	<b>Total</b>		14		
8. I have developed my ability to differentiate between the subliminal (or habitual automatic processes) of translation and the conscious and analytical procedures a translator uses when the former type fails.	Strongly Disagree	0	0	1	5
	Disagree	0	0		
	Neutral	6	44		
	Agree	7	50		
	Strongly Agree	1	6		
	<b>Total</b>		14		
9. I have developed my ability to deal with potential translation problems.	Strongly Disagree	1	6	1	5
	Disagree	1	6		
	Neutral	2	14		
	Agree	7	52		
	Strongly Agree	3	22		
	<b>Total</b>		14		



Statement	Response	Frequency	Percentage (%)	Range	
10. I have developed my ability to use concordances effectively to understand the <i>meaning</i> of words (or senses) that have never been seen or heard used in real situations.	Strongly Disagree	0	0	1	5
	Disagree	0	0		
	Neutral	6	44		
	Agree	1	6		
	Strongly Agree	7	50		
	<b>Total</b>		14		
11. I have developed my ability to use concordances effectively to search for workplace and real-situational usages for the 10 most common words and phrases used in a specific workplace or type of work.	Strongly Disagree	0	0	1	5
	Disagree	0	0		
	Neutral	6	42		
	Agree	4	29		
	Strongly Agree	4	29		
	<b>Total</b>		14		
12. I have learnt many new words during this course.	Strongly Disagree	1	6	1	5
	Disagree	1	6		
	Neutral	2	14		
	Agree	2	14		
	Strongly Agree	8	60		
	<b>Total</b>		14		
13. I have developed my ability to work in groups and make a presentation.	Strongly Disagree	1	6	1	5
	Disagree	0	0		
	Neutral	4	29		
	Agree	4	29		
	Strongly Agree	5	36		
	<b>Total</b>		14		
<b>Composite Measure if the course reflected the curriculum's learning outcomes</b>					

### C. The participants' views on the course and their assessment preferences

The open-ended questions 14-18 explored the EFL students' experiences and views of the course and as to whether they preferred assignments and class participation, or tests, or both:

14. Did the course lectures help you in doing the assignments? How?
15. What have you most enjoyed during this course?
16. What have you least learnt in this course?  
Something you wished the lecturer has given more attention.
17. Do prefer assignments and class participation, or tests, or both? Why?
18. Would you like to add any further comments or issues?

With regard as to whether the course lectures allowed the participants to effectively tackle the assignments (Question 14), all the the students felt that the lectures were effective since they had the chance to practice translation and learn new words. One of the

students argued that although health problems hindered his class attendance for some time, he benefitted a lot from the lectures. Another student stated that the clear instruction helped him in carrying out the task. The views on what had students most enjoyed during this course, Question 15, ranged between group work and class discussions. In regards to Question 16, what have the students least learnt in this course, the students wished to improve their interpersonal and intellectual abilities in translation by giving them more time for assignments, class presentations, group work, translation workshops, and practice and instruction. With regard as to whether the students preferred assignments and class participation, or tests, or both (Question 17), only 36% (or 5 out of the 14) of the students preferred assignments and class participation. One of the students stated that doing "both ... can help the students". Another student argues that this will provide students with more opportunities to practice.

## 5. DISCUSSION

Based on the findings of the participants' experiences and perceptions about the benefits of formative feedback through summative lecture-based



assignments and class discussions (Statements 1-5), it seems that summative lecture-based assessment is effective in terms of the learning outcomes (43%). It is natural to find just 43% agreeing on the positive effect of summative lecture-based feedback, as 44% have taken a neutral stance.

74% of the participants stated that they have developed their ability to “deal with potential translation problems” (Statement 9) and “have learnt many new words during this course” (Statement 12). Students were informed that they do not need to aim for *equivalence* in their translation. Instead, they were required to synthesise all the information in the source text in order to skillfully and accurately arrive at the “best equivalent” translation in the target text. Classroom discussions on the macro-level features of texts included the development of ideas, the organisation of texts, and specifying the referents. These aspects helped students in arriving at the best equivalent translation. 65% of the respondents stated that they have developed their ability “to produce grammatically and structurally correct English translation of various new Arabic texts of different types” (Statement 6), and “to work in groups and make a presentation” (Statement 13). Over half of the respondents believed they have developed a greater sense of their ability to differentiate between the conscious and unconscious processes of translation (Statement 8), and “to use concordances effectively to understand the *meaning* of words (or senses) that have never been seen or heard used in real situations” (Statement 10). Students were introduced into the uses of corpus concordances in order to find equivalents for words they have never seen or heard used before. Instead of working with isolated words, the students used the concordances and the dictionary to identify the most suitable meaning of a word (or sense) in a number of sentences. As a result, 56% of the students stated they have developed their ability to use concordances effectively, while 44% have taken a neutral stance. 58% of the respondents believed they have developed their “ability to use concordances effectively to search for workplace and real-situational usages for the 10 most common words and phrases used in a specific workplace or type of work” (Statement 11). Finally, half of the participants stated that they have developed their “ability to communicate the connotative meaning of the original text” (Statement 7), while 44% indicated a neutral stance.

The first open-ended question (Question 14) aimed to investigate whether the lecture-based summative assessment process helped in the development of student’s subject knowledge and understanding. The finding showed that all the students were aware that this

activity had enhanced their learning as a direct result of formative assignments and discussions through the lecture-based summative assessment process. This finding is in line with Archer *et al*’s (2006) study of Oxford History and Archaeology students’ experiences of the formative assessment of essays. The findings indicated that student’ essay-writing benefited from explicit student-tutor discussions of various points. The students in the present study were sometimes provided with the translations of the words that were new to them in order to concentrate more on the meaning and the structure of the whole target text. This practice in turn saves class time and helps drawing students’ awareness that knowing a word’s meaning per se does not necessarily guarantee a good translation of a whole text. Rather than concentrating on the meaning of individual words, students need to synthesise the whole meaning (or the macro-level features) of a paragraph in order to come up with a successful translation. As Alnasser and Alyousef (2015, p. 63) argue, “focusing on one level (the macro level) allows the students to pay attention to more important aspects of writing; it saves time”. Macro-level aspects include idea development and the organisation of a written text. The students were also advised not to write long sentences as this practice may yield ambiguous translation caused by misplaced modifiers. The participants’ views on what had students most enjoyed during this course, Question 15, ranged between group work and class discussions. The students seem to have favoured group competitions and thoughtful discussions about an equivalent phrase or term. One of the students noted that the course had helped them gain confidence in student-led discussion and independent learning. Ali (personal communication) stated that “they had a lot of fun during this course”. As he argues

*there were certain words we would laugh when we translated. For example, those pictures with wrong translations that you presented to us. When people translated the words wrong.*

In regards to Question 16, what have the students least learnt in this course, the students wished to improve their interpersonal and intellectual abilities in translation by giving them more time for assignments, class presentations, group work, translation workshops, and practice and instruction. As Ali (personal communication) commented, “during translation, everyone does it on his own... I wish if we could work in groups all the semester because it’s better. We can use each other’s help. May be I know this word and my friend doesn’t know that word. So I hate to work individually”. Students were sometimes asked to work



individually in order to assess their peer's work. With regard as to whether the students preferred assignments and class participation, or tests, or both (Question 17), only 36% (or 5 out of the 14) of the students preferred assignments and class participation. One of the students stated that doing "both ... can help the students". Another student argued that this will provide students with more opportunities to practice interpersonal and intellectual skills. Ali (personal communication) prefers participation and tests, as he "does not like too many assignments because I have a lot of courses." Time is the main factor for Ali's reluctance to have many assignments.

Only 29% (or 4 out of the 14) of the students have written their comments to the last question, Question 18. The participants' responses were characterised by three main themes: the use of mobile dictionary software, translation theory lectures, and class discussions. Although the students wished if they were allowed to use mobile dictionary software in class, they were aware that paper-based dictionaries are more useful. As Mohammed states,

*electronic dictionary is easier but it is not better. To be honest, a hard copy is better. When you finally... when you seek the word... the word meaning and when you find it something happens. You just memorise it. You can't forget it. This is better than using electronic dictionaries. But it's not easy. That's why we hate it so much.*

In fact, some students resist this requirement by using use mobile dictionary software in the translation workshops. The students wished if they were not required to study the translation theory, if they were provided with ample time for class discussions, and allowed to use mobile dictionary software in tests.

## 6. CONCLUSION AND IMPLICATIONS

The present case study investigated whether the course reflected the learning outcomes and the communication skills defined by the curriculum and the assessment preferences of 14 tertiary undergraduate EFL students majoring in Linguistics and Literature, and enrolled in a *Translation* course. The findings indicate that the students favoured summative lecture-based assessment via formative weekly assignments. Three main themes emerged from the participants' comments: the use of mobile dictionary software, translation theory lectures, and class discussions. The students wished if they were not required to study the translation theory,

provided with ample time for class discussions, and allowed to use mobile dictionary software in tests.

A number of implications emerged from this study. The first one is related to the activities which students believed they learnt the least in this study. To improve students' interpersonal and intellectual abilities in translation, tutors may allocate more time for assignments, class presentations, group work, translation workshops, and practice and instruction. Students prefer exposure to real translation data in order to analyse and comment upon it. This activity makes learning more enjoyable and thereby more effective for the backwash effect. One of the activities supporting this type of learning is drawing students' awareness to the process of translation by working with them on authentic data, encouraging them to participate, and showing them all the possible translations of a text. Students need to consider mistakes "as opportunities rather than failures" (Vickerman, 2009, p. 222) in order to become successful and active members of their group. They also need to synthesise all the connotative meanings of the original text in order to skillfully and accurately arrive at the "best" equivalent" translation.

## AUTHOR BIONOTE

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