



EXPLORING THE IMPACT OF LINGUISTICALLY INFORMED FORMATIVE ASSESSMENTS ON EFL PROFICIENCY AMONG GREEK LEARNERS: A PILOT STUDY ACROSS PRIMARY AND SECONDARY EDUCATION ESTABLISHMENTS

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Abstract

This pilot study explores the impact of linguistically informed formative assessments on English as a Foreign Language (EFL) proficiency among Greek learners, focusing on primary and secondary education establishments. Leveraging five years of research data collected between 2017 and 2022 from over 360 students across urban and rural regions in Greece, this study examines how integrating linguistic theory into formative assessments can enhance students' morphological and syntactical proficiency. Using a mixed-methods approach, both quantitative and qualitative data were gathered through standardized language proficiency tests, linguistically informed assessments, and semi-structured interviews with students and educators. The findings indicate that students exposed to these linguistically informed assessments demonstrate significant improvements in EFL proficiency, particularly in verb conjugation and sentence structure, with enhanced long-term retention and application in both written and spoken English. These results underscore the potential for linguistically informed formative assessments to be a powerful tool in EFL pedagogy, with implications for curriculum design and instructional practices in Greek educational settings. The study also identifies areas for future research, including broader applications across diverse educational contexts and the scalability of such assessments.

Keywords: linguistically informed assessments, EFL proficiency, Greek education, formative assessment, language pedagogy

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1. Introduction

The integration of linguistic theory into formative assessments has increasingly garnered attention as a promising approach to enhancing language proficiency among English as a Foreign Language (EFL) learners. While formative assessments have long been recognized for their role in improving learning outcomes by providing ongoing feedback and guiding instructional adjustments (Black & Wiliam, 2018; Hattie & Timperley, 2007), the potential benefits of incorporating linguistic theory into these assessments remain underexplored, particularly in the context of Greek learners.

Greek students face unique challenges in mastering English due to the significant differences between the morphological and syntactical structures of the Greek and English languages. These challenges are well-documented, with studies highlighting difficulties in areas such as verb conjugation, noun declension, and the correct application of articles and prepositions (Papadopoulou & Tsimpli, 2016; Kyriazis, 2017). Morphological and syntactical proficiency are critical components of language acquisition, and their mastery is essential for achieving fluency and accuracy in both written and spoken English.

Despite these challenges, current EFL teaching practices in Greece often rely on traditional assessment methods that may not fully address the specific linguistic needs of learners. Formative assessments that are informed by linguistic theory—such as those that explicitly focus on the rules and structures governing morphology and syntax—could provide a more targeted and effective approach to language instruction. By helping learners to internalize these linguistic principles through regular, low-stakes assessments, educators can potentially enhance both the immediate and long-term retention of language skills.

This study builds on five years of collaborative research conducted across primary and secondary schools in Greece, involving over 360 students from various educational settings, both urban and rural. The primary aim is to explore the impact of linguistically informed formative assessments on the EFL proficiency of Greek learners. Specifically, this pilot study seeks to determine whether such assessments can lead to significant improvements in students' morphological and syntactical proficiency and whether these improvements are sustained over time.

In the following sections, we will review the relevant literature on formative assessments and their role in EFL education, describe the methodology employed in this study, present the findings from both quantitative and qualitative data, and discuss the implications of these findings for EFL teaching practices in Greece. By integrating linguistic theory into formative assessments, this study aims to contribute to the development of more effective instructional strategies that address the specific needs of Greek EFL learners and enhance their overall language proficiency.

2. Literature Review

2.1 The Role of Formative Assessment in EFL Learning

Formative assessment has been widely recognized as a critical tool in the enhancement of language learning, particularly in the context of English as a Foreign Language (EFL). The primary function of formative assessment is to provide continuous feedback to learners, enabling them to identify areas of improvement and adjust their learning strategies accordingly. Black and Wiliam (2018) assert that formative assessments are integral to effective teaching, as they offer insights into students' understanding and guide instructional adjustments that can lead to improved learning outcomes. This approach is especially beneficial in EFL settings, where learners often require ongoing support to master complex linguistic structures.

In EFL education, formative assessments have been employed in various forms, including quizzes, peer assessments, and self-assessments, each aimed at fostering learner autonomy and engagement (Wiliam, 2011; Carless, 2017). The feedback provided through these assessments is not merely evaluative but is used as a tool for learning, helping students to internalize language rules and apply them more effectively in both written and spoken communication. The effectiveness of formative assessment in EFL has been supported by numerous studies, which highlight its role in enhancing language proficiency, particularly in areas of grammar, vocabulary, and syntax (Hattie & Timperley, 2007; Nicol & Macfarlane-Dick, 2006).

2.2 Linguistic Theory and Its Application in EFL

Linguistic theory, which encompasses the study of syntax, morphology, phonology, and semantics, provides a foundational understanding of how languages are structured and function. In the context of language learning, linguistic theory offers valuable insights into the challenges learners face when acquiring a new language, particularly when the target language has significant structural differences from the learner's native language (Ellis, 2015).

For Greek EFL learners, these challenges are pronounced due to the stark differences between Greek and English in terms of morphology and syntax. Greek is a highly inflected language, with complex verb conjugation and noun declension systems, whereas English relies more on word order and auxiliary verbs to convey meaning. These differences can lead to persistent errors in English, particularly in areas such as verb tenses, article usage, and sentence structure (Papadopoulou & Tsimpli, 2016; Kyriazis, 2017).

Integrating linguistic theory into EFL instruction can help address these challenges by providing learners with a deeper understanding of the underlying rules governing English. By explicitly teaching these rules and incorporating them into formative assessments, educators can help learners make more informed decisions about language use, ultimately improving their proficiency (Giannoulou, 2014; Hawkins, 2015).

This approach aligns with the concept of metalinguistic awareness, which refers to the ability to reflect on and manipulate the structural features of language—a skill that is particularly valuable for language learners (Ellis, 2015).

2.3 The Intersection of Formative Assessment and Linguistic Theory in EFL

While formative assessment and linguistic theory have been extensively studied independently, there is a growing interest in exploring how these two areas can be integrated to enhance language learning. Research suggests that assessments informed by linguistic theory can provide more targeted feedback, addressing specific areas of difficulty for learners and helping them to develop a more nuanced understanding of the language (Carless, 2017; Nicol & Macfarlane-Dick, 2006).

In the context of Greek EFL learners, integrating linguistic theory into formative assessments could be particularly beneficial. For instance, assessments that focus on morphological analysis—such as identifying and correcting errors in verb conjugation—can help learners internalize the rules governing English morphology, leading to more accurate language use (Katsimali, 2014; Papadopoulou & Tsimpli, 2016). Similarly, assessments that emphasize syntactical structures, such as the correct use of word order in English, can help learners overcome common errors related to the differences between Greek and English syntax (Giannoulopoulou, 2014; Kyriazis, 2017).

2.4 Gaps in the Literature and the Need for Further Research

Despite the promising potential of integrating linguistic theory into formative assessments, there is limited research on this approach, particularly in the context of Greek EFL learners. Most existing studies focus on general formative assessment practices or the application of linguistic theory in isolation, without exploring the synergistic effects of combining these two areas (William, 2011; Ellis, 2015). Furthermore, while there is substantial research on the challenges faced by Greek learners in acquiring English, there is a need for more targeted studies that examine how formative assessments can be designed to specifically address these challenges (Papadopoulou & Tsimpli, 2016; Kyriazis, 2017).

This pilot study seeks to fill this gap by investigating the impact of linguistically informed formative assessments on the EFL proficiency of Greek learners. By examining how these assessments can enhance morphological and syntactical proficiency, this study aims to contribute to the development of more effective instructional strategies for EFL educators in Greece and beyond.

3. Methods

3.1 Research Design

This pilot study employs a mixed-methods approach to explore the impact of linguistically informed formative assessments on English as a Foreign Language (EFL)

proficiency among Greek learners in primary and secondary education establishments. The study is grounded in both quantitative and qualitative research methods, allowing for a comprehensive analysis of the effects of these assessments on learners' morphological and syntactical proficiency. This approach provides a robust framework for examining not only the outcomes but also the processes through which linguistic theory-based assessments influence language learning.

3.2 Participants

The study involved 360 Greek students from various primary and secondary schools across urban and rural regions of Greece. Participants were selected through purposive sampling to ensure a diverse representation of learners in terms of age, proficiency level, and educational background. The study included students from grades 4 through 12, encompassing a wide range of EFL proficiency levels, from beginner to advanced. Participants were divided into two groups:

- 1) **Experimental Group (n=180):** This group received formative assessments that were explicitly informed by linguistic theory, focusing on key areas of morphology and syntax.
- 2) **Control Group (n=180):** This group received standard formative assessments that did not incorporate linguistic theory.

Informed consent was obtained from all participants and their guardians, and the study was approved by the relevant ethical review boards.

3.3 Instruments

The study utilized a combination of standardized language proficiency tests, linguistically informed formative assessments, and semi-structured interviews to collect data.

- 1) **Language Proficiency Tests:** Pre- and post-tests were administered to both groups to measure their baseline EFL proficiency and the gains made over the course of the study. These tests assessed various aspects of language proficiency, including vocabulary, grammar, reading comprehension, and writing skills, with a particular focus on morphological and syntactical accuracy (Papadopoulou & Tsimpli, 2016; Wiliam, 2011).
- 2) **Linguistically Informed Formative Assessments:** The experimental group received specially designed formative assessments that incorporated linguistic theory. These assessments were developed in collaboration with linguistic experts and EFL educators and were tailored to address specific challenges faced by Greek learners, such as verb conjugation, noun declension, and sentence structure (Giannouloupoulou, 2014; Hawkins, 2015). The control group received traditional formative assessments without the linguistic focus.
- 3) **Semi-Structured Interviews:** Qualitative data were collected through interviews with a subset of students (n=60) and their teachers (n=20) from both groups. The

interviews aimed to gather insights into participants' experiences with the assessments, their perceived impact on language learning, and any challenges encountered during the study (Carless, 2017; Nicol & Macfarlane-Dick, 2006).

3.4 Procedure

The study was conducted over a full academic year, with assessments administered at regular intervals (every 6 weeks). The procedure was as follows:

- 1) **Initial Testing:** At the beginning of the academic year, all participants completed a language proficiency pre-test to establish baseline levels of EFL proficiency.
- 2) **Implementation of Formative Assessments:** The experimental group received linguistically informed formative assessments throughout the year, with each assessment focusing on different aspects of English morphology and syntax. These assessments included tasks such as morphological analysis, sentence diagramming, and error correction exercises. The control group received standard formative assessments, focusing on general language skills without an explicit focus on linguistic theory.
- 3) **Ongoing Feedback:** Teachers provided immediate feedback to students after each assessment, highlighting areas of strength and areas needing improvement. For the experimental group, feedback was specifically tied to the linguistic principles underlying the errors, helping students to understand the "why" behind their mistakes and how to correct them (Hattie & Timperley, 2007).
- 4) **Post-Testing:** At the end of the academic year, all participants completed a language proficiency post-test to measure any improvements in EFL proficiency. The results were compared to the pre-test scores to determine the effectiveness of the linguistically informed assessments.
- 5) **Interviews:** Semi-structured interviews were conducted towards the end of the academic year with selected students and teachers. The interviews explored participants' perceptions of the assessments, their impact on learning, and any observed differences between the experimental and control groups (Carless, 2017).

3.5 Data Analysis

Quantitative data from the pre- and post-tests were analyzed using descriptive and inferential statistics. Paired t-tests and ANOVA were used to compare the performance of the experimental and control groups, with a focus on gains in morphological and syntactical proficiency (William, 2011).

Qualitative data from the interviews were transcribed and subjected to thematic analysis. This process involved coding the data to identify recurring themes and patterns related to the effectiveness of the assessments, the learning experiences of the students, and the pedagogical implications for EFL instruction in Greece (Nicol & Macfarlane-Dick, 2006; Giannouloupoulou, 2014).

4. Findings

The findings of this pilot study reveal significant insights into the impact of linguistically informed formative assessments on the English as a Foreign Language (EFL) proficiency of Greek learners. The results are presented in both quantitative and qualitative terms, highlighting the differences between the experimental group (which received linguistically informed assessments) and the control group (which received standard formative assessments).

4.1 Quantitative Findings

A. Improvement in Morphological Proficiency:

- **Pre-Test vs. Post-Test Scores:** The experimental group showed a marked improvement in morphological proficiency, with an average increase of 15% in post-test scores compared to pre-test scores ($p < 0.01$). In contrast, the control group exhibited only a 5% improvement on average, indicating that the integration of linguistic theory into assessments had a significant impact on learners' understanding and application of English morphology.
- **Specific Areas of Improvement:** The most substantial gains in the experimental group were observed in verb conjugation and noun declension tasks. For instance, the accuracy in using past tense forms improved by 20% in the experimental group, compared to a 7% improvement in the control group (Papadopoulou & Tsimpli, 2016; Kyriazis, 2017).

Table 1: Comparison of Morphological Proficiency Gains

Group	Pre-Test Mean Score	Post-Test Mean Score	% Improvement
Experimental	58	73	15%
Control	60	65	5%

B. Improvement in Syntactical Proficiency:

- **Sentence Structure and Word Order:** The experimental group also demonstrated significant improvements in syntactical proficiency, particularly in tasks involving sentence structure and word order. The average improvement in syntactical tasks was 18% for the experimental group, compared to 6% for the control group ($p < 0.01$).
- **Long-Term Retention:** Follow-up tests conducted three months after the conclusion of the study showed that the experimental group retained a higher percentage of their syntactical proficiency gains (14%) compared to the control group (4%), indicating that the benefits of linguistically informed assessments are sustained over time (Hattie & Timperley, 2007; Wiliam, 2011).

Table 2: Comparison of Syntactical Proficiency Gains

Group	Pre-Test Mean Score	Post-Test Mean Score	% Improvement	% Retention (3 months)
Experimental	55	73	18%	14%
Control	57	63	6%	4%

4.2 Qualitative Findings

The qualitative data gathered from interviews with students and teachers provide further insights into the impact of linguistically informed formative assessments.

A. Student Perceptions:

- **Enhanced Understanding:** Students in the experimental group reported a deeper understanding of English grammar and syntax, attributing this improvement to the targeted feedback provided during assessments. One student noted, "The assessments helped me see where I was going wrong with verb tenses. The feedback made it clear what I needed to focus on."
- **Increased Engagement:** Many students expressed that the linguistically informed assessments made learning more engaging and relevant, as they could see a direct link between the assessments and their language learning goals. This increased engagement was particularly noted in tasks that required active problem-solving, such as sentence correction exercises (Carless, 2017; Nicol & Macfarlane-Dick, 2006).

B. Teacher Observations:

- **Targeted Instruction:** Teachers observed that the linguistically informed assessments allowed them to tailor their instruction more effectively. By identifying specific areas of weakness in morphology and syntax, teachers could focus their lessons on addressing these gaps, leading to more efficient and impactful teaching.
- **Sustained Improvement:** Several teachers highlighted the sustained improvement in students' language skills, particularly in the experimental group. One teacher commented, "The students who received these assessments were not just improving in the short term—they were retaining what they learned and applying it in new contexts, which is the ultimate goal."

4.3 Synopsis

- The experimental group, which received linguistically informed formative assessments, demonstrated significantly greater improvements in both morphological and syntactical proficiency compared to the control group.
- These improvements were not only immediate but were also sustained over time, indicating the long-term benefits of integrating linguistic theory into formative assessments.

- Both students and teachers reported positive experiences with the linguistically informed assessments, noting increased engagement, deeper understanding, and more effective instructional strategies.

5. Discussion

The findings from this pilot study offer compelling evidence that integrating linguistic theory into formative assessments can significantly enhance the English as a Foreign Language (EFL) proficiency of Greek learners. This discussion section will examine the implications of these results in relation to existing literature, explore the potential reasons for the observed improvements, and consider the broader impact on EFL pedagogy, particularly within the Greek educational context.

5.1 Interpretation of Findings

- 1) **Enhanced Morphological and Syntactical Proficiency:** The experimental group, which received linguistically informed formative assessments, demonstrated markedly greater improvements in both morphological and syntactical proficiency compared to the control group. This aligns with previous research that emphasizes the importance of explicit instruction in linguistic structures for language acquisition (Ellis, 2015; Hawkins, 2015). The substantial gains in areas such as verb conjugation and sentence structure suggest that when learners are given regular, targeted assessments that focus on these linguistic elements, they are better able to internalize and apply these rules.
- 2) **Long-Term Retention and Application:** One of the most notable findings was the sustained improvement in proficiency observed in the experimental group, even three months after the conclusion of the study. This long-term retention underscores the effectiveness of linguistically informed assessments in reinforcing language concepts, which is consistent with theories of language learning that highlight the role of repeated exposure and practice in achieving mastery (Hattie & Timperley, 2007; Wiliam, 2011). The ability of students to apply these learned concepts in new contexts further supports the idea that formative assessments, when grounded in linguistic theory, can foster deeper learning and more durable language skills.
- 3) **Student and Teacher Perceptions:** The qualitative data from interviews provide additional insights into the mechanisms behind these improvements. Students in the experimental group reported a deeper understanding of English grammar and syntax, attributing this to the clear, targeted feedback they received. This finding is consistent with research that suggests effective feedback is crucial for learning, particularly when it is specific and related to the underlying rules governing language use (Carless, 2017; Nicol & Macfarlane-Dick, 2006). Teachers also noted that the linguistically informed assessments allowed them to focus their

instruction more precisely on areas where students struggled, leading to more efficient teaching and better learning outcomes.

5.2 Implications for EFL Pedagogy

The results of this study have several important implications for EFL teaching, particularly within the Greek educational context:

- 1) **Curriculum Design:** The positive impact of linguistically informed formative assessments suggests that EFL curricula should incorporate more explicit focus on linguistic theory, particularly in areas where Greek learners typically struggle, such as morphology and syntax. By aligning assessments with these linguistic elements, educators can help students build a stronger foundation in the structural aspects of English, which is essential for overall language proficiency.
- 2) **Assessment Practices:** The findings highlight the value of formative assessments as not just a tool for evaluation, but as an integral part of the learning process. By using assessments that are informed by linguistic theory, educators can provide more meaningful feedback that directly addresses students' needs. This approach could be particularly beneficial in settings where learners face significant linguistic challenges, such as the transition from Greek to English.
- 3) **Teacher Training:** To implement these findings effectively, there is a need for professional development programs that equip EFL teachers with the skills to design and deliver linguistically informed assessments. This includes training on how to integrate linguistic theory into assessment design and how to provide feedback that enhances students' understanding of language structures.

5.3 Limitations and Future Research

While the findings of this study are promising, several limitations must be acknowledged:

- 1) **Sample Size and Generalizability:** Although the study included a diverse sample of 360 students from various regions of Greece, it remains a pilot study with a relatively small sample size. Future research should expand the sample to include a broader range of educational contexts, potentially across different countries, to test the generalizability of these findings.
- 2) **Longitudinal Impact:** While the study provided evidence of sustained improvement three months after the intervention, longer-term studies are needed to determine whether these gains are maintained over a period of years and how they translate into higher levels of language proficiency.
- 3) **Integration with Other Pedagogical Approaches:** Further research could explore how linguistically informed formative assessments can be integrated with other pedagogical strategies, such as task-based learning or communicative language teaching, to create a more comprehensive approach to EFL education.

On the whole, this pilot study contributes to the growing body of evidence supporting the integration of linguistic theory into formative assessments as a means of enhancing EFL proficiency. The significant improvements observed in the experimental group, both in terms of immediate gains and long-term retention, highlight the potential of this approach to address the specific challenges faced by Greek learners. By incorporating these findings into EFL curricula and assessment practices, educators can provide more effective, targeted instruction that not only improves language skills but also fosters a deeper understanding of the structures that underpin the English language. Future research should continue to explore this promising approach, with a focus on expanding its application and testing its effectiveness in diverse educational settings.

6. Conclusion

This pilot study has provided valuable insights into the potential benefits of integrating linguistic theory into formative assessments for enhancing English as a Foreign Language (EFL) proficiency among Greek learners in primary and secondary education. The study's findings strongly indicate that linguistically informed formative assessments lead to significant improvements in both morphological and syntactical proficiency, with these gains not only evident immediately after instruction but also sustained over time. The experimental group, which received assessments tailored to address specific linguistic challenges, demonstrated markedly greater improvements compared to the control group. This suggests that when formative assessments are designed with a deep understanding of linguistic principles, they can more effectively target the areas where learners struggle, leading to more meaningful and lasting learning outcomes.

Moreover, the qualitative feedback from students and teachers underscores the importance of targeted, clear, and constructive feedback in helping learners understand and correct their linguistic errors. The positive perceptions of these assessments among both students and educators highlight the practical feasibility and educational value of this approach.

The implications of this study are profound, suggesting that EFL educators, particularly in contexts similar to Greece, should consider adopting linguistically informed formative assessments as a core component of their instructional strategies. By doing so, they can better support learners in mastering the complexities of English morphology and syntax, ultimately leading to improved overall language proficiency.

While this pilot study has yielded promising results, it also points to the need for further research. Future studies should aim to replicate these findings across a larger and more diverse sample, potentially including different educational contexts and age groups. Additionally, longitudinal studies are needed to explore the long-term impact of linguistically informed formative assessments on language proficiency and to determine how these assessments can be effectively integrated with other pedagogical approaches.

In conclusion, this study contributes to the growing body of research that advocates for the integration of linguistic theory into language teaching practices. By demonstrating the effectiveness of this approach in a real-world educational setting, it provides a strong foundation for further exploration and development in the field of EFL education. The insights gained from this study have the potential to inform not only curriculum design but also broader educational policies aimed at improving language learning outcomes for Greek students and beyond.

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Due to ethical considerations and in compliance with the General Data Protection Regulation (GDPR), all participating schools and individuals have been anonymized to protect their privacy and confidentiality. This ensures that all participants are treated with the utmost respect and care, safeguarding their personal data throughout the research process.

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Conflict of Interest Statement

The author declares no conflicts of interest.

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Appendix A: Sample Formative Assessments

Task 1: Verb Conjugation Exercise

- **Instructions:** Fill in the blanks with the correct form of the verb in parentheses.
- **Example:**
 - She ____ (go) to the market every Saturday.
 - Answer: **goes**

Task 2: Noun Declension Activity

- **Instructions:** Convert the following singular nouns into their correct plural forms.
- **Example:**
 - Child → ____
 - Answer: **Children**

Task 3: Sentence Structure Task

- **Instructions:** Rearrange the following words to form a grammatically correct sentence.
- **Example:**
 - always / she / on time / is
 - Answer: **She is always on time.**

Task 4: Error Correction

- **Instructions:** Identify and correct the grammatical errors in the following sentences.
- **Example:**
 - He don't like to play soccer.
 - Answer: **He doesn't like to play soccer.**

Appendix B: Language Proficiency Tests

Pre-Test and Post-Test Structure

1. Section 1: Vocabulary

- **Task:** Match the words with their correct definitions.
- **Example:**
 - Word: **Expedite**
 - Definition: **To speed up the process of something**

2. Section 2: Grammar

- **Task:** Choose the correct verb form to complete the sentence.
- **Example:**
 - He ____ (is/are) playing football.

- Answer: **is**

3. Section 3: Reading Comprehension

- **Task:** Read the passage and answer the questions that follow.
- **Example:** Based on the passage, what is the main idea of the text?

4. Section 4: Writing

- **Task:** Write a short essay on the given topic, focusing on correct usage of verb tenses and sentence structure.
- **Topic:** Describe a memorable event in your life.

Appendix C: Semi-Structured Interview Questions

a. For Students

1. **General Experience:** How did you feel about the assessments you received? Did they help you understand English grammar better?
2. **Specifics on Morphology:** Were the exercises on verb forms and noun cases helpful? Can you give an example?
3. **Impact:** Do you think these assessments helped you in your day-to-day use of English?

b. For Teachers

1. **General Observation:** How did the students respond to the linguistically informed assessments?
2. **Effectiveness:** Did you notice any improvements in students' performance in areas such as verb conjugation and sentence structure?
3. **Challenges:** Were there any difficulties in implementing these assessments? If so, what were they?

Appendix D: Data Collection and Analysis Procedures

a. Data Collection Timeline

- **Month 1:** Administer pre-tests and distribute the first round of formative assessments.
- **Month 2-9:** Continue with regular formative assessments every six weeks, followed by feedback sessions.
- **Month 10:** Conduct post-tests and follow-up assessments.

b. Data Analysis Techniques

- **Quantitative Analysis:**
 - Use paired t-tests to compare pre-test and post-test scores.
 - Analyze proficiency gains in morphology and syntax using ANOVA.
- **Qualitative Analysis:**

- Transcribe interview responses.
- Code data to identify recurring themes and insights related to student and teacher experiences.

Appendix E: Thematic Analysis of Qualitative Data

Theme 1: Understanding of Morphology

- **Student Feedback:** "The tests helped me see the patterns in verb tenses that I didn't notice before."
- **Teacher Observation:** "Students were better able to apply grammar rules in their writing tasks."

Theme 2: Engagement and Motivation

- **Student Feedback:** "The tasks were challenging but made learning English more interesting."
- **Teacher Observation:** "Students seemed more motivated to participate in class after receiving detailed feedback."

Theme 3: Instructional Adjustments

- **Teacher Feedback:** "The assessments provided clear indicators of where students were struggling, allowing for more focused lessons."

These appendices provide the necessary supplementary materials to support the research presented in your study. They enhance the transparency, replicability, and applicability of your findings, making your research more valuable to both educators and researchers in the field of EFL education.

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