

**Washback Effect of Participation Assessment on Preparatory Year Students' Mid and Final Scores at Umm Al Qura University, Makah**  
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**ABSTRACT**

Participation Assessment is aimed to improve and motivate students learning inside the classroom during coursework. Participation Assessment affects course leaning which hasan influence on midterm and final scores. Sometimes the participationassessment washbackeffect is often not as effective as the policy makers hoped it would be.

Umm Al Qura University, Makkah, has allotted 20%marks for participation in the university evaluation system for English language.The participation marks are designedto promote better learning attitudes among students. It is viewed that participation assessment will bring a positive change in students' performance. The university assessment scheme is divided into 20% for participation, 30% for midterm and 50% for final exams. Participationmarks are purely based on formative assessment.

This study was carried out toinvestigate the currentparticipation assessmenttools (class and home assignments,class participation, and attendance)washback effect on students' mid and final scores.

To investigate and analyzed the washback effect, First, data was collected out of the official grades of the first semester of academic year (2016-2017) of200 PreparatoryYear students at Al Qunfudah Campus – Um Al Qura University,Makah. Second, a questionnaire was asked from 200 Preparatory Year students to investigate the washback effect of the current tools of participation assessment as per students' perspective.The descriptive data analysespointed outthe conflictingfunction of participation tools as a formative assessment; at one sideeasy tools of marks but at the other sideineffective agents for learning outcomes. The participation assessment tools are not applied properly to achieve the targeted objectives. The study shows the negative washbackeffect on final summative grades.

**Key words:** Washback Effect, Participation, Assessment, Preparatory Year, English Language

**المستخلص**

تهدف عملية تقييم مشاركة الطلاب الصفية الى تحسين وترقية عملية التعلم لدى الطلاب داخل حجرة الدراسة أثناء الدورة الدراسية، بما لها من اثر على درجات الاختبار النصفي والفصلي . وفي بعض الاحيان لا تحدث الاثر الفعال الذي ينشده صناع السياسة التعليمية .

خصص نظام التقييم الجامعي بجامعة أم القرى – بمكة المكرمة نسبة 20% درجة للمشاركة في مادة اللغة الانجليزية وقد صممت هذه النسبة بهدف ترقية العملية التعليمية للحصول على نتائج ايجابية في تحسين اداء الطلاب . وقد كانت خطة توزيع الدرجات على النحو التالي : 20% للمشاركة 30% للاختبار النصفي 50% للاختبار النهائي. وقد استندت درجات المشاركة كليا على التقييم التنسيقي.

اجريت هذه الدراسة للبحث عن أدوات تقييم المشاركة المستخدمة حديثا ( مشاركة صفية – واجبات منزلية – الحضور والانتظام ) واثرها على الاختبار النصفي والفصلي.



ولتحليل وجمع النتائج اتبعت الدراسة المنهج النوعي الوصفي تم جمع البيانات من الدرجات المعتمدة لطلاب السنة التحضيرية للفصل الدراسي الاول للعام الدراسي 2016/2017م لعدد 200 طالب من فرع القنفذة- بجامعة ام القرى بمكة. كما تم توزيع استبيان على 200 طالب. وقد كسفت عن الدور المتعارض الذي تلعبه أدوات تقييم المشاركة الحالية كتنقيح تنسيقي إذ انها تكون سهله من جانب وغير فعالة بالنسبة لمخرجات علمية التعلم من الجانب الاخر. كما كشفت ايضا ان أدوات تقييم المشاركة لم يتم تطبيقها بصورة صحيحة لتحقيق الاهداف المنشودة. وقد اظهرت الدراسة اثرها السلبي على العملية التعليمية وعلى اداء الطلاب في الاختبار النهائي.

## INTRODUCTION

The participation marks at Al Qunfudah Campus, Umm Al Qura University, are garnered through different participation works and activities (class and home assignments, class activities, and class attendance) of the students. Coursework performance is measured by formative assessment to collect grades out of 20 % marks. For measuring students' performance in midterm and final exams for 30 and 50 % marks the summative assessment is used. Summative and formative assessments have different procedure and purpose. Policy makers are of the view that students' real English language level cannot rely only on a single assessment method. These two methods of assessments are jointly used at Umm Al Qura University for better evaluation. These assessments are applied together for bearing positive washback on teaching and learning process. The washback effects of both kinds of assessments (formative and summative) are collaborative and have combined effect upon learning (Gipps, McCallum & Hargreaves, 2000, pp. 275-289). The university policy makers assign great importance and role to participation tasks on students' performance. It has a key role in coursework learning process and ultimate role in final grades.

In the current study participation assessment is defined with respect to all activities and assignments (in-class and out-class) in EFL context at Saudi Universities, which takes place during the course for the whole semester. All these participation activities are expected to have an active role in learning process (Spolsky, 1994,

pp. 55-66). Participation washback has a dominant role in learning. Shohamy (2007, pp.117-130) points out the effect of homework or out-class assignments affects exam performance. Participation assessment evaluates all the participation activities and assignments which are necessary for course learning. Weaver and Qi (2005) point out that active participation of students in the course activities and tasks, learn more than those who do not do participation practice. Dallimore et al. (2010, pp. 445-454) points out that students' participation in coursework activities is having positive effect on learning process. The learning objectives of course participation activities, like class attendance, classroom tasks, presentations and homework assignments, are called washback effect of the syllabus or course. Washback exists in any type of assessments, including coursework assessments, which affect students' final summative grades, and performance. The participation in EFL assessment scheme has washback effect on course learning and final grades. In the recent studies the classroom participation has got dominant role in overall assessment scheme. Rogers (2011) in US found that the majority of instructors added participation assessment into the overall assessment rubric in their courses. The participation in the assessment of EFL performance is fair, given the claim by Richards (2014) that even in mono-cultural classes. There is less researches on the washback effect of participation assessment and its influence on learners learning and final score in Saudi EFL context.

### 1.1. The Study Problem

It has been observed from students' complaints and students' results that class participation marks (20%) for course assessment has no influence on midterm and final grades of the Preparatory Year (PY) students at AlQunfudahCampus, UQU. Course learning and course assessment play vital role in classroom learning and their washback effect on midterm and final marks. The previous official results show that there is high mismatch between the participation and final marks. Ninety per cent (90%) of PY students take high percentage in participation assessments as compare to final summative assessment. The current participation assessment needs to investigate the meaning and function of these activities and assignment. Assessment rates the learning outcomes and performance of the learners. Assessment creates logical association between teaching and learning styles. Therefore, assessment tools have washback effect on students' learning and scores. An investigation is required to quantify the washback effect of participation activities and participation assessment tools.

### 1.2 . Objectives of the Study

The current study is aimed to investigate the washback effect of participation assessment on students' midterm and final exams grades. The study will also seek the students' opinions whether the participation assignments and activities have any influence on the midterm and final score in EFL context at the Preparatory Year students at Al Qunfudah campus, UQU, Makah.

## 2. Literature Review

Participation Assessment has productive and positive washback effect on language learning because it engages students in learning inside and outside the classroom. Participation assignments make students learn more, grow smarter, and self-aware learner. The students become self-regulated and present their evidence about their own learning. The students make their own strategies for success through participation

activities and assignments. All course/ participation activities give ownership to independent and confident learning.

The lack of participation activities render students with lack of academic ability. They consider themselves incapable and powerless to change things. They become discouraged and quit trying (Ames, 1992, p. 261; Vispoel & Austin, 1995; Boston, 2002, p.9). Independent and confident learners who take participation tasks get back from poor academic ability. They attribute their successes to active participation activities through participation assessment. Participation assessment has a significant effect on learning. It "helps low achievers more than other students and so reduces the range of achievement while raising achievement overall" (Black & William, 1998, p. 7-74). Participation assessment process is a motivating force for learning and achieving high score in all exams.

According to Vandrick (2000) the participation requires learners to express in the class, communicate with students and teachers and engage in debates, ask questions and give answers. Fritschner (2000, p. 342-362) explains participation of the learners who speak or communicate and who contribute through 'doing the assignments and tasks, sitting in their seats listening attentively, class attendance, and always ready for learning'. According to Sailors & Hayman (2011) participation is dynamic learning in which students openly and freely talk over the course work material and syllabus. On the other hand, participation assignments and activities are part of coursework assessment, which claim to 'persuade and motivate students to build up their communicative and demonstrative skills and to show other interpersonal skills of interacting and cooperating with students, peers and instructors' (Dancer & Kamvounias 2005, pp. 446) or guide towards better performance on coursework, and better retention of course content and syllabus (Dallimore et al. 2010).

Geide-Stevenson (2009) points out that the assignments that are graded have improved students' performance. The students are motivated to work on the graded assignment and learn more and consequently it improves students' performance in final grades. Cooper (1989) defines homework as an academic work given by instructor to students to carry out during home or away from school time. The teacher should consider the student ability and his performance on the base of after-class work (Cooper, 2001). Assignments are considered the best way of learning material related to course work but the result of large-scale studies on the washback impact of assignments are definitely mixed (Cooper, Lindsay, Nye, & Greathouse, 1998). There are some studies signifying positive washback effects of assignments on achievement and performance. (Olympia, Sheridan, Jenson, & Andrews, 1994) applied homework procedures in elementary school classrooms and found positive for learning. Many researchers have pointed out that homework definitely affected student success (Emerson & Mencken, 2011; Trost & Salehi-Isfahani, 2012).

Washback concept has established the fact that assessment approaches and assessment tools mold the learning and grading of students. There may be variance in the degree and depth of washback effect. Better selection of assessment tools (home assignments and class participation, formal or informal quizzes, mid-exam and final term exam) affects learners' achievement strategies and techniques. It is vibrant from the existing literature of washback that assessment methods and tools are likely to influence the way students learn (Alderson and Wall 1993; Saif 2006; Green 2007).

Researchers have different perspectives about washback effect of participation activities. Some researched about the existence and pattern of washback (Alderson & Wall, 1993) and found little washback effect into the

assessment of language. Some researched about the washback impact on the testing and teaching (Shohamy, 1993). Other focused on the quality of washback (positive vs. negative) for example Stake (1991). Some others investigated the pattern and scope of assessment impact on the learning (Alderson and Wall, 1993; Bailey, 1996). Bailey's (1996) model of washback describes the teacher and student, method of teaching and learning, and the impact of assessment. But there is another group of researchers which is associated with the intended effects of assessments (Shohamy, 2001). They highlighted the need for investigation the meaning and function of the particular activities and assessments. The last perception is very much pertinent in a situation where participation assignments are employed to bring effective washback on learning and grades

The study analyzes the previous academic year (2016 -2017) results of Preparatory Year (PY) and questionnaire from 200 hundred PY students to know the washback influence of coursework assignments and tasks (inside and outside the class) on the students learning and grade. A big input of this paper is to examine the numerical impact of assignments and participation activities on students' academic performance and grade in an EFL Saudi context. This research will also investigate the washback impact of participation assessment tools on the performance and learning at PY students' perspective. A little research has been done to know the washback effect of assignments, tasks and participation on learning and grades. The impacts of participation tools need investigation to know their effect on midterm and final grades.

## 2.2 Research Question/ Hypothesis

The following research question and hypothesis were formulated:

Question: To what extent does the participation assessment tools influence the summative (mid and final) grades of the Preparatory Year (PY) students?

The research question can be divided into two sub-questions:

- Do the participation assessment tools have any influence on the official results of the first academic semester (2016-2017)?
- Do the current participation tools have washback impact from students' perspectives?

Hypothesis: There is no influence of participation assessment tools on PY students' summative (mid and final) grades.

### 3. Methodology

This research adopts quantitative-descriptive research method. This method looks into the descriptive analyses of the academic year (2016-2017) results. The academic results of the year are the university official documents which are prepared by the lecturers and professors who teach PY students. These results have finality for students' grades and performance. These results are prepared with much care and high credibility. The study is conducted to verify the hypothesis in the context of EFL Saudi PY students at Al Qunfudah Campus. Apart from the results analyses, a survey questionnaire is given to 200 PY students to know their opinions about the current participation assessment tools impact on learning. The main goal of the study is to analyze the true function of participation tools and their washback impact/ influence on PY students' summative grades.

#### 3.1. Participants and Setting

Preparatory Year students of scientific stream took part in this study. These students are studying at Al Qunfudah Campus, Umm Al Qura University Makkah. The PY students are all male because there is no provision for girls' students in this male campus. All

these students are between 18 and 19 years. All the registered PY students are monolingual, Arabic native and taking English as a compulsory subject in the first year of the university. All students have got admission at the university on the base of secondary school grades plus ability test scores. They take English language 16 hours per week. One semester is consisted of fifteen teaching weeks.

Currently the PY students are taught by different lecturers from different nationalities. Participation assessment is based on home and class assignments/ activities, and class attendance (including all formal and informal activities inside and outside the classroom). All the assignments are comprised of integrated-skills to support the basic objectives of the course. The midterm and final exams are conducted centrally and unified as a summative assessment whereas the coursework/participation marks are collected through formative assessment during the whole academic semester by each individual lecturer. The students who get high score at PY exams are promoted to Engineering Colleges for Bachelor in Engineering. The PY GPA decides the registration at various Engineering disciplines. Since English is compulsory subject and has higher weightage in GPA, this makes it more important at the PY level.

#### 3.2. Data Collection Instrument

The results of seven PY groups (200 students) were used as first instrument to gather required information of the set phenomena of assessment. It reviewed the existing documents in order to extract the meaning, and function that were relevant to this study. There were four reasons for selecting official documents as an instrument of data collection: first it had high

level of validity and reliability. These seven groups' results were prepared by seven different lecturers and professors who had taught those groups. These documents were gained after the whole semester formative and summative assessments process. Second, it had the students' whole semester official record of academic performance. Third there was no prior information for teachers and students that such documents would be used for study analysis. Finally, the researcher did not teach the current students and had no role in result compiling and assessment process. It was anticipated that the existing valid instrument would help in an understanding of the participation, midterm and final marks. This instrument was found more real and scientific in nature.

The second instrument, a survey questionnaire, was circulated among two hundred students of PY at Al Qunfudah Campus, UQU for collecting data on participation assessment washback effect.

### 3.3. Data Analysis and Procedure

Result documents of the academic year 2016-2017 were used for data collection. The results of first semesters were analyzed and represented descriptively. The participation marks and its washback effect on midterm and final marks were analyzed. All these results belonged to PY students of scientific stream, Al Qunfudah Campus, UQU Makah, who appeared in the first semester 2016-2017 exams.

The students' results were divided into two groups. One group had 20 results and the other had 180 results. This division was made on the bases of failed and passed students. There were 20 students (collected from all seven groups) who got less than 60% marks called failed and 180 students (collected from all seven groups)

who got above 60% marks called passed. The 'Failed' and 'Passed' terms were used as per the University Evaluation System.

The quantitative data was also acquired through the survey questionnaire form 200 PY students. This questionnaire survey asked respondents to rank their agreement with a statement on a 5-point Likert scale. The response continuum was: Strongly Disagree, Disagree, Not Certain/ Neutral, Agree, Strongly Agree (1, 2, 3, 4, 5). Before using the scale, the researcher held a session to familiarize the participants with the task. The researcher used this scale in order to assess the participants' feelings, attitudes, experiences and motivations towards the variables of the study (Tuan&Shieh, 2005, pp.639-654). The investigation aim was to present a realistic and up-to-date students views and opinions, and to identify some aspects of assessment tools which might have positive or negative washback on students learning. The survey questionnaire was translated into Arabic for maximum ease of expression. Two independent translators cross checked the translation. Then, the questionnaire was applied in this study.

Data were analysed by "Range", "Mean", "Standard Deviation" and "Percentage" to describe meaning and significance of participation assessment influence on students' mid and final grades and performance.

### 4. Results and Findings

Data analyses involve descriptive statistics. It makes the descriptions of the numerical calculations or data through mean, standard deviation and percentage. The data are focusing on the function and washback of the coursework marks and its ultimate role in midterm and final exams in both failed and passed groups.

Table-4.1 is about the numerical data of failed students.

Table: 4.1 Numerical data of failed students – academic year 2016-2017

Assessment Variables/Tools	No: Students	Marks Range	Mean	St: Dev.	Percentage
Participation assignments	20	0-20	18	1.5	90%
Midterm	20	0-30	10	3.5	33.3%
Final	20	0-50	17	4.0	34%
Total	20	0-100	45	9.0	44%

The table -4.1 represents the numerical data of the failed students. The official record has 20 students who failed in the first semester. In other words they didn't secure 60 percent marks in English. The table-4.1 shows that almost all students have got 90% marks in participation activities and assignments which are gathered through formative assessment.

But at the other side the students have a very low percentage in midterm percentage (33 %) as well as in final exam 34%. The participation marks have a low standard deviation which means that the marks are very close to each other as compare to midterm and final which have higher deviations.

Table-4.2 is about the numerical data description of passed students.

Table: 4.2 Numerical data of passed students – academic year 2016-2017

Assessment Variables/Tools	No: Students	Marks Range	Mean	St: Dev.	Percentage
Participation Assignments	180	0-20	18	1.4	90 %
Midterm	180	0-30	22	4.3	73.3%
Final	180	0-50	41	5.2	82%
Total	180	0-100	81	10.5	81%

The table- 4.2 data represent the numerical record of passed students. There are 180 students who got an average 81%. The data show that almost all students have got 90% marks in participation activities and assignments but the percentage of the all passed students is 73% in midterm and 82% in final summative exams. Participation marks are the highest

in the data table. The course/ participation marks have low standard deviation which means that the marks are very close to each other as compare to midterm and final which have much higher deviations.

Table-4.3 is about the numerical data description of participation marks of failed and passed students.

Table:4.3 Numerical differences in participation marks of both failed and passed students

Assessment Variables	No: Students	Marks Range	Mean	St: Dev.	Percentage
Fail	20	0-20	18	1.5	90%
Pass	180	0-20	18	1.4	90%

Table-4.3 shows the comparison of participation marks of failed and passed students. The data show that there is no significant difference in the marks of participation for failed and passed students. Passed students course / participation assessment marks are equal

to failed students. There is no significant difference in standard deviations of both failed and passed students in the coursework marks.

Table-4.4 is about the numerical data description of midterm marks of failed and passed students.

Table:4 Numerical differences in midterm marks of failed and passed students

Assessment Variables	No: Students	Marks range	Mean	St: Dev.	Percentage
Fail	20	0-30	10	3.5	33.3 %
Pass	180	0-30	22	4.3	73.3%

Table-4.4 shows the difference in midterm marks of the failed and passed students. Midterm marks are collected through summative form of assessments. The failed students have got an average percentage of 33.3 whereas the passed-students have got 73.3%. The passed students have very much higher

percentage in grades than failed students'. The table-4.4 data show a gross lead for passed students in mean and final score percentage.

Table-4.5 is about the numerical data description of final marks of failed and passed students.

Table:5 Numerical differences in final marks of failed and passed students

Assessments	No: Students	Marks Range	Mean	St: Dev.	Percentage
Fail	20	0-50	17	4.0	34%
Pass	180	0-50	41	5.2	82 %

Table-4.5 shows the difference in final term marks of the failed and passed students. Final marks are also collected through summative form of assessments. The failed students have got an average percentage of 34 whereas the passed-students have got 82%. The passed

students have very much higher percentage in grades than failed students'. The table-5 data show a drastic lead for passed students in mean and final score percentage. There is a significant gap in final scores of both groups of students.

Table: 4.6 Descriptive Data of Questionnaire Routine participation assignments washback perspective

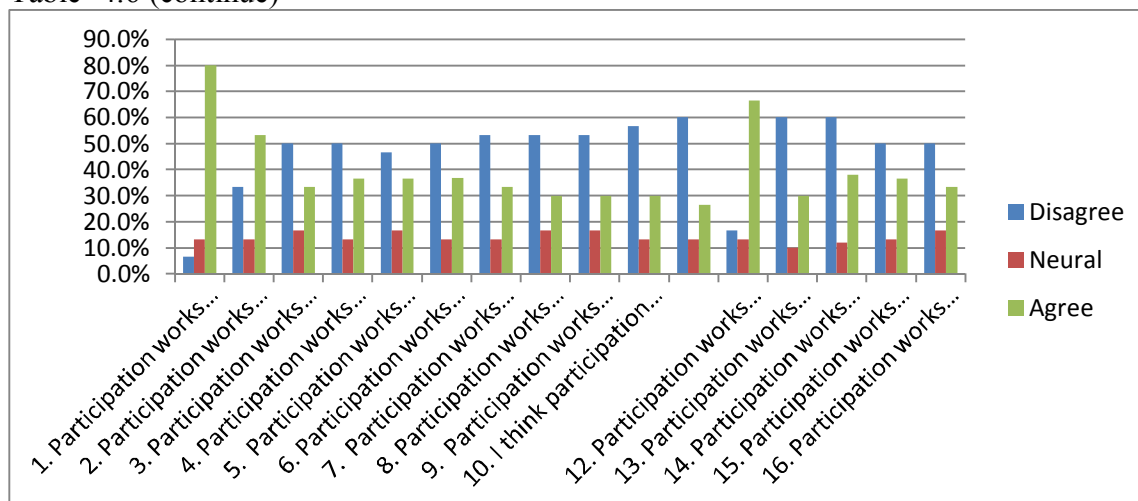
Variables	SDA & DA %age	Neutral %age	A & SA %age
Participation works: attendance /class and home assignments			
1. Participation works force me to be regular in the classes.	6.6%	13.3%	80%
2. Participation works help me in memorization and retention.	33.3%	13.3%	53.3%
3. Participation works help me to depend on self/ work independently	50%	16.6%	33.3%

effect on summative grades at students'

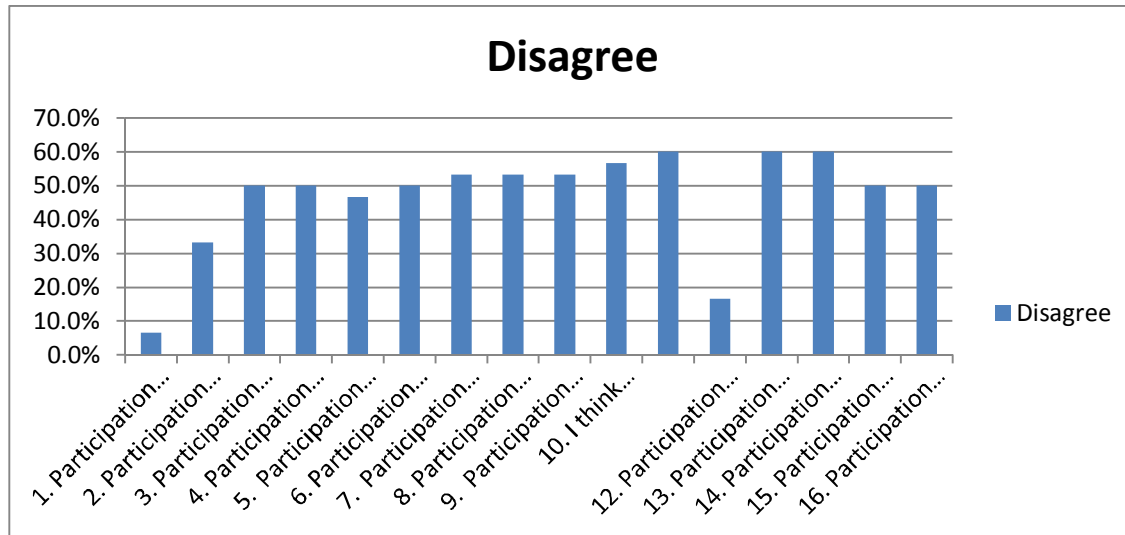


4. Participation works help me to revise the taught content.	50%	13.3%	36.6%
5. Participation works decrease my exam anxiety.	46.6%	16.6%	36.6%
6. Participation works motivate me for next teaching and learning contents.	50%	13.3%	36.7%
7. Participation works help me in better academic performance.	53.3%	13.3%	33.3%
8. Participation works help me to focus on the learning outcomes/ objectives	53.3%	16.6%	30%
9. Participation works force me to study hard.	53.2%	16.6%	30%
10. I think participation works are good tools for measuring my level of performance.	56.6%	13.3%	30%
11 Participation works have a relation with the expected outcomes and deep learning.	60%	13.3%	26.6%
12. Participation works are easy tools for getting high marks in participation assessment.	16.6%	13.3%	66.6%
13. Participation works help me to take a good score in class tests.	60%	10%	30%
14. Participation works help me to learn course contents effectively.	60%	12%	38%
15. Participation works help me in midterm exam.	50%	13.3%	36.6%
16. Participation works help me in final exam.	50%	16.6%	33.3%

Table- 4.6 (continue)



Continue 4.6



Continue 4.6

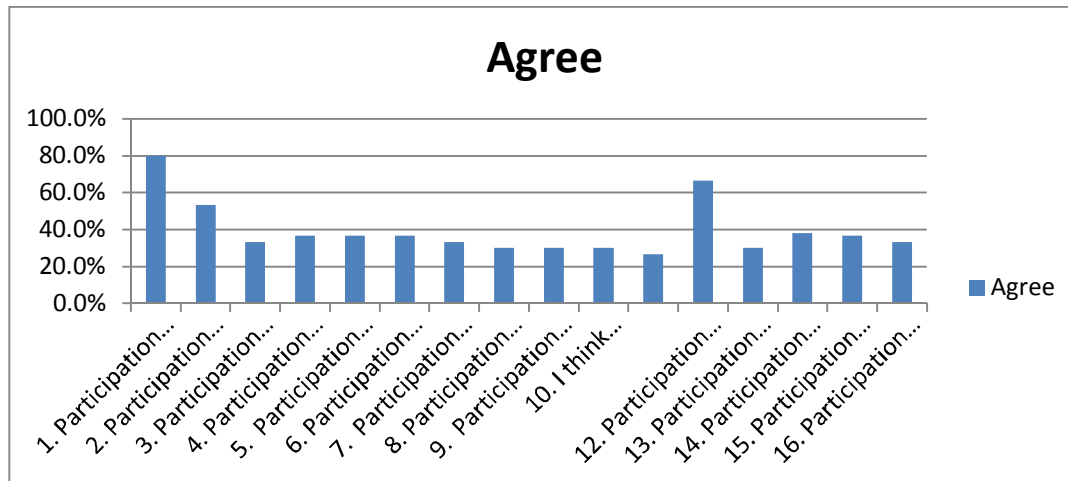


Table-4.6 indicates that the majority of students' responses are not in favour of positive washback of these routine participation works (attendance, class and home assignments). They think that these tools don't develop content learning and memorization. These activities don't help them in building self-confidence and reducing exam anxiety. They don't consider these activities useful for learning course materials and better academic performance. The majority responses do not see participation activities positive role

in midterm and final term summative exams. They think that these tools are ineffective for achieving learning objectives and don't promote deep understanding of the materials. These tools of assessments motivate them to some extent but don't force them for hard working. They don't think that these tools are good instruments for assessing as well as ineffective in summative performance. The table -4.6 shows that the majority of the students considered them an easy way of getting good marks in participation.

#### 4.7. Discussion

The participation activities (Heyman, 2011) and home assignments (Salehi-Isfahani, 2012) leave positive impact on learner's grades and performance, that influence and impact of participation activities and home assignments of participation assessment are not seen in this specific EFL Saudi context study. The results show that the participation assignments and activities have a conflicting function on course and summative (mid and final) grades. It has positive effect for participation marks, but negative or little impact on midterm and final grades. Participation assessments show positive impact on low achievers participation marks but at the same time show no positive impact on summative grades of the low achievers. Similarly, the participation assessment washback effect is positive in participation marks for high achievers but at the same time no positive impact on summative grades of the high achiever. The data show that washback impact, as per participation marks or grades, is similar for low and high achievers. The participation washback effect becomes positive in 20% marks whereas at the same time it becomes negative or ineffective in midterm and final exams grades as shown in Table-4.1, and 4.2. The current participation activities and assignments in particular Saudi EFL context does not support (Black & Wiliam, 1998) findings as well as Vandrick (2000) the participation influence on students perspective. On the base of facts and figures, the washback of participation tools are very conflicting in nature. At one side these tools are easy trigger for marks but at the other side has in-effective function for improving grades in summative exams.

The university assessment policy has made participation marks as a key to manipulate the class learning and performance but the detailed study of academic results makes it controversial

and presents it with noperative washback effect on students' final grades and performance. Total contradictory results came to surface when we analyzed participation assessment washback effect on summative scores of low achievers and high achievers. The data analyses show that participation assessment has fallen short of its intended role as a positive washback on the students' final grades and performance. It means that the participation assignments and tasks have not succeeded to uplift the students' performance in summative exams, even the participation marks role has been used in the university evaluation systems since long. Participation assessment tools does not provide reinforcement on learning process which is there in Fritschner (2000, p. 342-362) and Dancer & Kamvounias (2005, pp. 446) findings. There is a complete disassociation between participation assessment marks, and midterm and final exams marks.

Participation tasks and assignments have high grades whereas its washback is nowhere in final scores. Participation marks give positive push as shown in result analyses of (table-4.1 and 4.2) to grades but add no positive washback force to classroom learning environment to be reflected in final grades as shown in table-4.1 and 4.2. Like (Cooper, Lindsay, Nye, & Greathouse, 1998) the washback effect of participation assignments is mixed.

The students' opinion, also endorses the negative washback of the currently used participation activities and assignments. The majority of students' response (Table-4.6) don't consider the participation current tools like attendance, class activities and home assignments do have positive washback effect on summative grades. The majority of responses don't attribute to current participation tools any advantage of retention power, self-confidence, useful feedback and exam anxiety contrary to (Dallimore et al. 2010) findings.

They don't think that these participation assignments and activities are better for learning course materials and better academic performance. Current participation activities application does not carry positive washback impact in midterm and final term summative exams. The majority considers these participation activities valueless for language learning and coursework assessment contrary to Geide-Stevenson, (2009, pp. 445-454) findings. The majority of the students do not attribute positive washback effect to the current participation assessment tools in mid and final summative grades.

#### 4.7 Limitations and Potential for Further Study

The current study was limited to Preparatory Year students of scientific stream. Male students' official results of the first semester (2016-2017) of al Gunfudah campus were used for this study. It is acknowledged that the sample size was relatively small. It was limited just to one semester results. So the findings may be less generalized. However, certain findings about participation mark traced very minutely and investigated thoroughly.

The future study can be extended to other discipline of PY students. Future studies can investigate the teachers' interpretation of participation works and its washback effect on student learning and performance. Further study is required to investigate the nature of coursework participation activities and its washback effect nature. A scientific and systematic designed participation assessment tools are required to be investigated to uplift students' performance.

#### 5.. Conclusion

The study concludes that the current participation assessment has no positive washback effect on midterm and final grades. It has a contradictory

washback function in the current evaluation system of the university, at one side it is an easy source of marks for students but at the other side it doesn't add to content learning and final grades. Participation assessment doesn't provide enhancement and support to mid and final summative grades. The university policymakers' objectives are not materialized in participation assessment. Course/ participation assessment tools (attendance, class/ home activities and assignments) should turn out in final grades and performance rather than jeopardize the students' strength for learning. So the current phenomenon of participation marks is no more than a bonus, no positive washback on students' performance in the particular study context. The participation assessment tools do not achieve the goals which are supposed to be in the particular EFL setting. It needs revamping for positive washback.

The data analyses showed that participation marks had fallen short of its intended role as a positive washback on the students' grades and performance. It pointed out that the participation assignments and tasks had not succeeded to uplift the students' grades in summative exams. There was a complete disassociation between participation assessment, and midterm and final assessments.

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