# Article information:

Teacher Engagement with Online Formative Assessment in EFL Writing During COVID-19 Pandemic: The Case of China | SpringerLink  
<https://link.springer.com/article/10.1007/s40299-021-00593-7>

# Article summary:

1. Online formative assessment has become increasingly important in EFL writing classrooms during the COVID-19 pandemic, as universities have shifted to online instruction.

2. Previous research has focused on the technological aspects of online formative assessment in L2 writing, but little is known about teachers' engagement with this type of assessment.

3. This study aims to investigate how EFL writing teachers in China engage with online formative assessment during COVID-19 and identify the individual, contextual, and technological factors that influence their engagement.

# Article rating:

Appears strongly imbalanced: The article is written in a biased or one-sided way, and the information it provides is not trustworthy enough to be considered a reliable source. You should consult other sources to find reliable information on the presented issues.

# Article analysis:

The article titled "Teacher Engagement with Online Formative Assessment in EFL Writing During COVID-19 Pandemic: The Case of China" provides an overview of the importance of online formative assessment in English as a Foreign Language (EFL) writing classrooms during the COVID-19 pandemic. While the article offers valuable insights into the topic, there are several areas that require critical analysis.

One potential bias in the article is its focus on the positive aspects of online formative assessment and its assumption that it is an effective tool for facilitating student learning and teacher professional development. The article cites previous research that supports this claim but does not provide a balanced view by discussing any potential drawbacks or limitations of online formative assessment. This one-sided reporting may lead readers to believe that online formative assessment is universally beneficial without considering potential challenges or concerns.

Additionally, the article lacks specific evidence or examples to support its claims about the benefits of online formative assessment in EFL writing classrooms. While it references previous studies that have shown positive outcomes, it does not provide any specific data or findings from its own research to support these claims. This lack of evidence weakens the credibility of the article's arguments and makes it difficult to fully evaluate the effectiveness of online formative assessment in this context.

Furthermore, the article does not explore any counterarguments or alternative perspectives on online formative assessment in EFL writing classrooms. It presents a narrow view that assumes all teachers should engage with online formative assessment without considering potential variations in teaching styles, student needs, or institutional constraints. By failing to acknowledge alternative viewpoints, the article overlooks important considerations and limits its overall analysis.

Another limitation of the article is its focus on teacher engagement with online formative assessment without adequately addressing student perspectives or experiences. While it briefly mentions students as beneficiaries of online formative assessment, it primarily focuses on teachers' roles and experiences. This narrow focus neglects an important aspect of the topic and limits the article's overall analysis.

Additionally, the article does not discuss any potential risks or challenges associated with online formative assessment in EFL writing classrooms. It assumes that teachers can seamlessly transition to online instruction and effectively implement online formative assessment without considering potential barriers or difficulties. This lack of consideration for potential risks undermines the article's credibility and fails to provide a comprehensive analysis of the topic.

In terms of promotional content, the article references specific ICT tools such as Google Docs and Microsoft Word without providing a balanced view of alternative tools or approaches. This selective promotion may suggest a bias towards certain technologies or platforms, potentially influencing readers' perceptions and decisions regarding online formative assessment.

Overall, while the article provides some valuable insights into teacher engagement with online formative assessment in EFL writing classrooms during the COVID-19 pandemic, it has several limitations that impact its overall analysis. These include biases towards the positive aspects of online formative assessment, unsupported claims, one-sided reporting, missing evidence, unexplored counterarguments, promotional content, and a lack of consideration for potential risks. A more balanced and comprehensive approach would strengthen the article's arguments and provide a more nuanced understanding of the topic.

# Topics for further research:

* Limitations of online formative assessment in EFL writing classrooms
* Challenges of implementing online formative assessment during COVID-19
* Student perspectives on online formative assessment in EFL writing
* Critiques of online formative assessment in language learning
* Alternative approaches to formative assessment in EFL writing
* Risks and concerns of online assessment tools in education

# Report location:

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