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ASSESSMENT OF THE WRITING SKILL AS A PROCESS: CASE OF SECOND-YEAR EFL STUDENTS AT TLEMCEN UNIVERSITY

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Dedications

I dedicate this work to my husband Benmiloud who has kept my spirit up and been patient with me while I was doing this research work. To my lovely son Lahbib and daughters Chohra and Houda.To my parents for encouraging me.

I also dedicate this work to, my sister Nadia and brothers Mohammed, Kamel & Youssef. To all my family .

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LIST OF ABBREVIATIONS AND ACRONYMS

CBA: Competency- Based Approach

CBT: Computer-based Test

CLIL: Content and Language Integrated Learning

CLT: Communicative Language Teaching

CPE: Cambridge Certificate of Proficiency in English

CRT: Criterion- Referenced Test

EFL: English as a Foreign Language

ELT: English language Teaching

ELTM: English language Teaching Methodology

ELPT: English Language Proficiency Test

EPT: English Placement Test

FLL: Foreign Language Learning

ESL: English as a Second Language

FCE: Cambridge First Certificate of English

GVC: Global Virtual Classroom

IBID: Ibidem

IBTOEFL: Internet-based TOEFL

ICT: Information and Communications Technology

IELTS: International English Language Testing System

ILTA: International Language Testing Association

ITE: Technological Institutes of Education

KET: Cambridge Key English

LCE: Learner-Centred Education

TEFL: Teaching English as a Foreign Language

TENOR: Teaching English for No Obvious Reasons

TESL: Teaching English as a Second Language

TOEFL: Test of English as a Foreign Language

UNESCO: United Nations Educational, Scientific, and Cultural Organization

USA: United States of America

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Abstract

The teaching of the English language as a second/foreign language is highly valued at the Algerian Universities. It serves at training the students and making them mastering the foreign language to the degree aiming at enabling them to communicate and succeed in their use of writing. Writing is an intricate cognitive process which is basedon the ability to create words and ideas. It permits students express better their thoughts through the written form of language. Therefore, the present research work investigates the written performance of the second year English as a foreign language for students at the University of Abou Bakr Belkaid, Tlemcen. It aims at assessing the written texts produced by the learners in order to find out how successful they are in their use of writing. The purpose of this study is to investigate the students' approach (method) to learning and their learning outcomes. It focuses, mainly, on their essays' marks and their examinations' results to highlight some methods used for the assessment of the writing skill, and the different ways used to evaluate the learners' writing performance. Accordingly, data were collected from the University of Tlemcen using different research instruments: teachers' questionnaire; students' questionnaire and examination sheets samples of ten second- year students. The results have shown that students are almost lacking competence in writing; and disorganization, grammar mistakes, poor vocabulary and lack of shining ideas are widespread in their writings. Therefore, teachers have to think how to come up with up-to-date methods and techniques in order to enhance students' writing skill. What must be done is to have teachers recognize the principles and practices of cooperative learning that is, they should be controlled by the techniques of any cooperative activity in order to obtain accurate results and meaningful outcomes.

General Introduction

Algeria has valued English as an important international language and tool for achieving multiple purposes and the teaching of English as a foreign language is becoming more and more significant in the Algerian educational system. Furthermore, the primary purpose of teaching English is to provide students with necessary content-area knowledge of a foreign language. The key success to achieve this objective is the application of a reliable assessment that is necessary to help teachers and administrators make decisions about student's linguistic abilities, their placement in appropriate levels, and their achievement. Although, writing is an important element in the continuum of proper literacy, it is considered as a secondary skill that has a little attention compared to reading, listening, and speaking skills. For many learners, its importance is limited to examination questions.

The present study will approach the assignment of assessment of written performance of the EFL learners at university. It aims at finding out how to help students build strong writing skills. It also tries to develop effective writing. One of the main focuses of this work is to understand how does assessment play an important role in different pedagogical activities. Many studies suggest a wide variety of effects that testing might have on teachers' and students' activities in the classroom. Much of the research on testing has occurred in the context of accountability, where there are important consequences associated with test results, and much of them show that educators respond to high-stakes assessments differently than to low-stakes assessments.

However teachers are supposed to receive training and support to interpret and use test scores effectively. On the other hand, assessment should be one component of a broader systemic reform effort. The fact that writing is very important in education, it deserves much attention on the best way to teach it.

Researchers have focused on the need for ELT writing instruction to move to a process approach that would teach students not only how to write but also to develop strategies to generate ideas, compose multiple drafts, deal with feedback, and revise their written work on all levels. Even if students are forced to proofread their work, it does not necessarily improve the quality of writing. The main problematic of this research work is: what is the best way of teaching writing in the classroom?

This question is broken down into the following research questions:

1. What does constitute a good writing task?
2. Do different techniques play a role in improving writing?
3. What are the best criteria to evaluate writing?
4. What are the ways and methods for developing the writing skill?

These questions give rise to the following hypotheses:

1. Good writing skill begins with setting clear objectives which involve both teachers and students.
2. Teachers have to insist on the assessment of writing skill, giving much importance on its role in increasing students 'writing proficiency.
3. A good piece of writing should meet a number of criteria such as organization, coherence, clarity, etc.
4. EFL Teachers have to practice new effective methods and techniques for developing the students' writing skill.

Consequently, the present work is composed of four chapters. Chapter one is a literary review about assessment of writing. It discusses concepts, theories, activities and techniques of assessment in teaching writing for EFL learners. Chapter two is devoted to the writing skill in foreign language classrooms where the main components of writing are reviewed with the stages of development, and types of writing. It also deals with a review of the teaching of writing through CLL

activities. Chapter three is concerned with data collection, interpretation and analysis. It involves a detailed description of the case study, its aims, population, data-gathering tools and content. It also deals with a description of both measurement tools: the students and teachers' questionnaires, and findings are presented and discussed. Finally, chapter four is an attempt to provide some suggestions and recommendations that best serve teaching/learning writing for 2nd year EFL learners.

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1.1   Introduction

Writing is an important skill that EFL learners have to deal with. It is considered as the center of teaching and learning in higher education. Teachers play the principal role in improving EFL students' written skills. Therefore, it is important to give more attention and concern to the development of the methods and strategies that helps both teachers and learners to the achievement of this productive competence. However, writing is not only the production of words and sentences or the a means of recording speech by the use of graphic symbols, scripts, and letters but it also an important process in teaching English as a foreign language. So far, EFL learners find many difficulties for improving their writing, it seems to them a very complex skill. Accordingly, EFL teachers need to know more about methods and theories that may help them to prove it effectively. Throughout this research, we tend to highlight the importance of assessment of writing skill on students' progress, giving much importance on its role in increasing students 'writing proficiency. The first chapter is devoted to literature review. It discusses some key concepts and principles related to assessment of the writing skill as a process.

1.2 Writing as a Process

One of the most difficulty in the teaching of English as a foreign language in Algeria is the teaching of writing. To put it differently, writing has its own internal structure based on the letter, not the sound. Many different scholars from various disciplines have made serious attempts to first understand the nature and then develop efficient ways of teaching Writing. They argue that writing is very important in education. Therefore, it is necessary not only to find the best way to teach it, but also, to find ways to make it successful. In this respect, Freeman (1998) reveals that the writing process is how we translate ideas into written text. It starts with an idea and the need to develop it, communicate it to an audience, and preserve

it, and according to him, every writer at every age and at every stage of development and proficiency goes through this process.

Relatively, Tribble (1996), defines the process approach as an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models.Yet, the writing process is supposed to be an continuing cycle in every writing classroom and students are engaged in some procedures such as prewriting, drafting, revising, editing, and finally publishing. However, Hyland (2003) notes that the process approach to writing puts emphasis on the writer as an independent producer of texts, but it goes beyond to address the issue of what teachers have to do is to assist learners to perform a writing task.

1.2.1 Prewriting as Brainstorming

Before writing anything, the first step is to figure out what to write about. Most of writers start with an idea or a topic and then decide what to write about that idea or topic. This activity is called the pre-writing step. As its name implies, pre-writing is any writing, students do before they start writing. It helps them to produce and improve paper-topic ideas. Students may also start with superficial ideas to start with. They take a little time to gather their thoughts and choose a direction before they start drafting. Pre-writing helps them to develop ideas and find something good to write about it. Students will then view pre-writes as a beneficial and not just 'one more thing to do'. By using a pre-writing tool, students are ready to pay attention to more technical aspects of their writing. However, Harp and Brewer (1996) pointed out that this stage is based on a number of steps as such as determining the topic and the audience as well as activating student's previous knowledge throw brainstorming and other activities.

1.2.2 Drafting as Putting Ideas on Paper

After working on their ideas, there comes a time to make choices about what ideas to keep and to put them in a more elaborated and coherent form. Drafting is, then, a series of stages during which the student concentrates on getting ideas on paper. Students are in need of structural support techniques for writing. Once students are ready to start writing their first drafts, they can use one of their pre-writes to guide them. Teachers have to show to students how they have started their pre-writing. This will encourage them as they proceed through the writing process. In this stage, Gaber (2003) pointed out that when writing their first draft, student should not expect perfection or even work towards it. The first draft should be considered as a further means of discovering ideas and what one wants to do.

1.2.3 Revising by adjusting, adding, and deleting

Revising is making changes based on feedback from the teacher during course. Consequently, each draft has to be read many times so as to make revisions where they can add details, substitute words and phrases, delete and rearrange material. An easy and very effective activity for students is to reread their pieces aloud to themselves. On the other hand, revising is viewed as looking at organization, main points support for main idea examples and connections between ideas, Noskin (200) views that revising is considered the heart of the writing process, the means by which ideas emerge and evolve and meanings are clarified. Moreover, Manzo (1995) argued that revising should be viewed as a thinking process that helps students refine ideas, discover new connections and explore them more in an attempt to best communicate their ideas with an audience.

1.2.4 Editing

Once revised their writing, students move the Editing stage is the final step of the writing process that gives a piece of writing its correctness. As well as editing could be viewed as the process of correcting spelling and grammar in piece of writing i.e. making the piece of writing meet the rules and the norms of written English. In the other hand students, correct spelling, punctuation, capitalization, word choice and grammar in preparation for their paragraphs or essays. Furthermore, the editing stage may also include a kind of revision, especially that the in the process approach to writing, revision is a recursive process and can occur at any point in the writing process.

1.2.5 Publishing

In this stage, the writings are revised and edited carefully, so, there are different ways for publishing students' writings such as, the use of classroom newspapers and magazines, teachers can also put students' written products on walls of classroom; students can also read their writings aloud to the class. Oliver and Poindexter (1999) noted that the purpose of publishing is to share and celebrate students' finished products. By sharing their writing, students develop sensitivity to an audience and confidence in themselves as authors.

1.3 Teaching Writing Skill

English as a foreign language consists of four basics language skills: listening; reading; writing and speaking. The students have to acquire these skills in learning language process. The language teacher should develop equally the students' ability in these four language skills. If the students have a good mastery in these language skills, they will be able to use English in communication, whether in oral or in written form. One of the language skills that students have to pay attention more is writing skill. Actually, writing is considered as complex process that

permits to the student to make their ideas evident and concrete. Tribble (1996) explains that the process of writing takes time especially if the stage, creating an initial draft, preceding writing is longer. On the other hand, Freedman and Pringle (1980: 177) consider writing as a 'creative process' which takes into account 'perception, linguistic, and cognitive complexity' where meaning is understood through the written text.

Nunan (1989) argues that writing is more than using 'a pen and paper'; it is rather a complex intellectual achievement where students have to master the writing skill to form paragraphs and texts.

The task of the teacher, then, is to control and evaluate the written productions, taking into account a number of criteria such as 'organization, coherence, clarity, with accurate language, and word choice' (Starkey 2004).

1.4 Purpose of Writing

Writing is an activity through which the student achieves different goals. Thus, it is considered as a major skill for success in learning a given language. For example, if readers are asked to identify why student A is writing letter to student B, they must be able to identify the communicative purpose of the letter (invitation, apology, etc.). The choice of words and the style of the letter clearly contribute in the identification of the writer's intention. However, in some cases the purpose behind writing is not obvious. Therefore, understanding the writer's communicative purpose is the key to understand the written text. Accordingly, writing is an activity that serves many purposes. Among these purposes, some are presented below.

1.4.1 Writing for language practice

The first purpose of writing is for practicing language form to develop accuracy and correctness. For instance, the behaviourists consider the audio-lingual approach to teaching a language as a method where the writing skill is mostly used for training, reinforcing and imitating language forms. By the way, writing is an indispensable part in teaching/learning languages, it is considered as a skill in its own right. It plays an important role in developing students' ability to learn and analyze the principal mechanism of comprehension and writing production. According to Harmer and Ken writing assists students, firstly, to create and modify meaning through manipulation of forms, to reinforce target language use and enhance understanding and memory, mostly when writing assignment is given shortly after a vocabulary or grammar lesson. Then, it serves to develop students' ability to think especially how to express thoughts and organize ideas in accordance with the reader' expectations. In the same context, harmer pointed out that the writing skill attends to develop learning experience and makes learners think as they write in order to develop their language and resolve problems of writing.

1.4.2 Writing for an effective vocabulary

One of the aims of writing is to give students effective stock of vocabulary that responds to the real world standards and that reveals the quality of written text. However, this activity may sometimes cause for students some learning problems such as spelling and meaning. As for, Zamel (1982) explains that Syntax, vocabulary and rhetorical forms are important features of writing, but they need to be taught not as ends in and of themselves but as means with which to better express one's meaning.

1.4.3 Writing for production

Writing skill is to help students to improve their knowledge and to develop important main ideas with interesting and relevant details. According to Tribble (1996: 160) writing is defined as a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft. Above all, EFL teachers agree that writing is not an easy task. However they should find out how to work with writing and what are the best theories to develop the written production of learners. Besides, Freedman and Pringle (1980: 177) also consider that writing is regarded as a creative process that involve perception, linguistic, and cognitive complexity where meaning is made throughout the active and continued participation of the writer.

1.5 Testing, Evaluation and Assessment

Teachers of English as foreign language (EFL) agree that assessment is central in teaching/learning process; it is also indispensable part of education, by the way, Lombardi (2008) relates that assessment is a vital element of any successful educational work. Research shows that assessment and testing an important source of objective feedback available to the teacher i.e. incoming effectiveness and progress in the classroom**.**

1.5.1 Definition of testing

Testing is an significant aspect of the teaching/learning process. It has attacked much attention of scholars in linguistics as well as language teachers. Broadly speaking, testing is a set of techniques of questioning and observing to find out how far learning is taking place, it is also used to assess the knowledge of the students in order to compare one individual to another to another individual in the same group. In addition, testing refers to the term assessment.

Testing in language learning as a whole, is described as a "devise" or 'instrument' which measures the linguistic knowledge or competence of the learners i.e. testing is used to measure the student's ability to master the skills they are learning. In other words, testing is used to examine the student's knowledge of something learned to find out what has been understand and learned or levels that have been reached. Coder (1973: 351) says in this respect that "Language tests are measuring instruments and they are applied to learners, not to the teaching materials or teachers."

The following table will summarize the different types of testing

Table 1.1 Different Types of Testing

Type Of Tests	Kind Of Measurements
Achievement test	Measure how much of language student has learned Help teachers to judge the success of their teaching Identify the weaknesses of learners
Cloze test	Measure reading comprehension to judge the difficulty of reading materials
Diagnostic test (offers useful pedagogical solutions)	To find out what remains to be taught during the course of learning Diagnose linguistic aspects Diagnostic tests in pronunciation
Discrete-Point test (discrete-item)	Measures knowledge of individual language items Measures different parts of language (grammar, vocabulary) Measures different skills (listening, speaking; reading and writing).
Proficiency tests	To discover how much of a language a person really knows and uses Is very helpful in order to organize teaching materials depending on the current need.

1.5.2 Definition of Evaluation

Evaluation is a procedure used to establish decisions based on principles and evidence. Evaluation is a method used to determine if the students conform the pre-defined criteria such as satisfying for some educational needs. Thus, evaluation is seen as a systematic gathering of information for the purpose of making decisions (Bachman, 1990). For some other researchers, evaluation in modern educational practice is used for "tests" and "examination". It is a general term that covers both. It is a much more comprehensive term than either test or examination. The term 'test' refers to the measurement of the competence of the learners with regard to the particular area of knowledge, while the term 'examination' refers to particular standard that is to be achieved by the learner after a particular level.

1.5.3 Definition of Assessment

One of the most important measurement tools of student learning is how that learning is assessed. Added to that, assessment is designed to measure achievement of learning outcomes and classify or grade student achievement , it can also affects how students approach their learning. Assessment has on the one hand, significance on the students' learning and motivation; on the other hand, it has an influence on the nature of instruction in the classroom (Shepard, 2000). Recently, assessment is seen as part of the instruction and not as an activity which is restricted to the examination learning. Assessment also gives teachers indications of how effective and helpful their teaching methods are in terms of student improvement. In fact, according to many scholars assessment literacy is seen as the capacity of understanding, analyzing and applying information on student's performance to improve instruction, which is a key condition for the quality of teaching. Eckhout (2005) argues that good teaching requires good assessment. However, and despite its crucial role in determining the quality of teaching there is facts that teachers 'universally' suffer from mediocre assessment literacy as explained by Volante and

Fazio (2007). Accordingly, Palomba and Banta (1999) consider assessment as "the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development."

Astin (1993: 2) sees assessment as ". . . the gathering of information concerning the functioning of students, staff, and institutions of higher education. The information may or may not be in numerical form, but the basic motive for gathering it is to improve the functioning of the institution and its people." For Angelo , assessment is:

> **an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance.** Angelo (1995: 7)

It is important consider that assessment is a mean to help student to learn from their mistakes through feedback. Hence, students become more conscious about their strengths and weaknesses during their achievements.

Several reasons have been suggested which conspire to deny teachers of an optimal level of Assessment Literacy. A commonly-held belief is that if an individual knows how to teach a language, he or she knows how to assess the product and the process of language learning as well (Spolsky1978, cited in Jafarpour 2003). According to Taylor and Nolen (2008), in defining assessment four aspects that are crucial to language classroom management may be taken into account. These are namely: events, tools, processes, and decision*s*. They are discussed as below:

• *Assessment events:* they can support students when the events happen repeatedly to the degree that the teacher knows if instructions are effective and what are the additional support are required for students.

• *Assessment tools:* are supports for the students when the tools show the students important things to learn and how to achieve a good work. Assessment tools also show when assessment accords with instruction.

• *Assessment processes:* they are important support for students when the teacher is considered as a partner to their education. Consequently, feedback helps students to better understand instructions and to better focus on what are asked to do.

• *Assessment decisions:* they are very important because they ultimately show what the students have actually learnt. This is most of the time seen through grades.

Before looking at the purpose of assessment and presenting its different types, it is necessary at this stage to look at the relationship between assessment and writing skills.

1.5.4 Writing Assessment in Language Learning

Writing assessment may have various appropriate purposes such as providing help to students, awarding a grade, placing students in appropriate courses and evaluating program. Therefore, it is important that assessment practices is guided by valid and well-grounded principles to guarantee that they are valid, fair, and appropriate to the context and purposes they are designed for. Thus, assessment can provide information about the students by using different methods and strategies. Wigglesworth (2008,p.111) notes that " In the assessment of languages, tasks are designed to measure learners' productive language skills through performances which allow candidates to demonstrate the kinds of language skills that may be required in a real world context.".

1.5.5 Purpose of Assessment

Assessment for learning is nowadays one of the most controversial issues in pedagogical approaches for improve students' achievement. Teachers have to insure the reliability and validity of their classroom assessment practices and use these practices to help the students' learning (Black and Wiliam 1998*a*, 1998*b*).

Rowntree (1987: 1) explains that assessment is used "If we wish to discover the truth about an educational system." For Boud assessment (1995*b*: 35) is significant because "Students can, with difficulty, escape from the effects of poor teaching, they cannot (by definition if they want to graduate) escape the effects of poor assessment".

There are numerous purposes for assessment such as diagnosis, selection and evaluation. According to Derek Rowntree (1978) one very common purpose of assessment is the selection of candidates for various kinds of educational opportunity or carrier. Bachman explains that :

> **When we speak of diagnostic test, however, we are generally referring to a test that has been designed and developed specifically to provide detailed information about the specific content domains that are covered in a given program ... Thus, diagnostic tests may be either theory or syllabus-based.** Bachman (1990: 60)

Accordingly, diagnostic test may contain important aspects of the content of a specific programme or be based on a specific theory of language proficiency. On the other hand, selection is also considered as another a purpose of assessment. According to Kellough and Kellough (1999), there are seven purposes of assessment as listed below:

1. Provide assistance for students and improve their learning.

2. Identify the strengths and weaknesses of students.

3. Assessing and improving the effectiveness of specific teaching strategies.

4. Assess and improve the effectiveness of teaching programs.

5. Assess and improve the teaching effectiveness.

6. Provide data that can be useful in making decisions.

7. Communicate and involve of parents and other stakeholders.

1.5.6 Classroom Assessment

Classroom Assessment is defined by Angelo and Cross (1993: 4) an "an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it". Students' assessment is seen by teachers as a fundamental teaching function. Consequently, teachers allocate a large part of their preparation time to create instruments and observation procedures through marking, recording, and synthesizing results in both, formal and informal reports in the school system. Some researchers such as Anderson (1990), Rogers (1991) and Wilson (1998) view that every model of the teaching and learning process requires that teachers base their decisions – instructional, grading and reporting – on some knowledge of student progress toward desired learning outcomes .

In the USA, as an example, the idea of using assessment as a lever for educational reform is stated by Linn and Herman (1997) in the following way: Assessments play a pivotal role in standards-led reform, by: communicating the goals....providing targets..., and shaping the performance of educators and students. Coupled with appropriate incentives and/or sanctions-external or self-directed-assessments can motivate students to learn better, teachers to teach better, and schools to be more educationally effective.

1.5.7 Characteristics of Classroom Assessment

Classroom assessment is base on good practices by making feedback on students' learning more systematic, more flexible, and more effective. Assessments

can also respond to the particular needs and characteristics of the teachers, students, and disciplines to which they are applied. Individual teachers choose what to assess, who to assess, and how to respond to the information gained through the assessment they do not need to share results with anyone outside of the class.

Shepard *et al.* (1995), state that it is natural for teachers to work hard to prepare students to do well on examinations that matter. Rather than forbid 'teaching to the test,' which is impossible, it is preferable to create measures that will result in good instruction even when teachers do what is natural.

1.5.8 Principles of Assessment

Assessment is one of the most significant determinants of student learning. Nevertheless, teachers use assessment to evaluate and measure students' performance in the classroom. Teachers can use assessment tasks as teaching and learning tools both through the nature of the tasks themselves and through formative feedback. They can also use assessment tasks to ascertain what students bring into a course so, as to make the teaching and learning responsive to students' needs and build on existing knowledge.

1.5.9 Tools of Assessment

Educational experts to performance assessment give more and more attention. Indeed, teachers try to update their knowledge on the latest assessment tools, and learn to use them effectively to assess student understanding and mastery of different topics. There is in fact, a need for the choice of assessment tools since any lesson taught has an objective. For example, student must be able to perform tasks they could not do before. This is possible only if the student has understood the lesson. Teachers need assessment tools, which allow them to measure how well students have understood and master a given topic. Below are presented some assessment tools:

- ***Self- assessment:*** Self- assessment means that students take responsibility for controlling and making judgments about their own learning. While self-assessment is a learning process in itself, it is a way of assessing the product of learning. Self- assessment is a way of improving student learning by transferring skills of evaluation and critical judgment to students. Consequently, 'self evaluation' is concerned with developing students' ability to provide judgments about the quality of material. Hence, self -assessment can be both formative and summative.

- ***Peer assessment:*** Peer assessment can similarly be both formative and summative. It can be a helpful way of making possible for students to develop critical thinking about their own work. It is fundamental for peer assessment to develop guidelines about giving feedback to others.

There are reasons to introduce both self and peer assessments. First, they help students to think critically about their own work. Second, they enable students to develop their learning and assessment skills while working on them rather than later. Third, they are tools that provide a structure for discussion about quality of work being done and the necessary modifications to be done.

While giving feedback is, necessary in both self and peer assessments there are some points to be taken into account. It is important for students to make comments about their own strengths and weaknesses before receiving the views of others. Strengths of the work are to be identified before moving to engaging in activities for improvement. Feedback have to be based on concrete behaviour, i.e., descriptive rather evaluative. Giving examples is better than giving a general impression since it targets the problem and highlights it in a concrete way. To clearly understand the feedback, the comments should be sustained with evidence.

- ***Self- and peer Assessment:*** is an instrument for helping students understand expectations and assess classmate's skills

- ***Portfolio Assessment*** is *a* form of authentic assessment in which students collect samples of their work in a portfolio to document their progress over time.

Different types of portfolio include showcase, which celebrate students' best work; descriptive, which demonstrates what students can do, evaluative which assess students' work against a standard; and progress, which documents students' work over time.

1.5.10 Types of Assessment

During the last decade, significance of types of assessment has grown rapidly as a part of the systemic strategy to enhance students' outcomes. Different types of assessment practices have been proposed from written essays to hands-on performance tasks to cumulative portfolios of diverse work products. Below are described the four types of alternative assessment that might meet the needs of vocational educators and summarizes assessments in use in the cases selected for our study.

1.5.10.1 Self-Assessment

According to Klenowski (1995: 146), the definition of self-assessment is "the evaluation or judgment of the worth of one's performance and the identification of one's strengths and weaknesses" . The identification of the strengths and weaknesses should be used for improving students learning and outcome.
Regarding the question why teachers use self-assessment in the education process a variety of answers are given. The most common answers found in a study are listed below (Ross, 2006:2):

➤ Using self-assessment is essential for getting students' interest and attention because it heads to more variety in methods used in the assessment process.

➢ When practicing self-assessment other important information are gathered by teachers, for example the effort students put in preparing for a task.

➢ The cost efficiency of self-assessment is higher than using other techniques.

➢ If students share, responsibility for the assessment of what they have learned it is in evidence that they learn more.

1.5.10.2 Peer-Assessment

Topping (1998:250) is the most common author cited when speaking about a definition of peer-assessment and he defines it as "an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of the learning of peers of similar status". This explanation means that in an educational environment where peer-assessment is practiced students assess the quality of their fellow students and give feedback to each other. Students learning behaviour improves by assessing other works or when they study educational materials together. There is a lot of potential in peer-assessment but Topping also alarms about the difficulty to see the responsible factors for the effects of peer assessment. To avoid such complications it is important to have a consistent framework that describes it (Topping, 1998).

Teachers, tutors and students working collaboratively together in the assessing process may bring some advantages in this procedure. Some could be the decrease of staff workload and time spent on assessment. Other advantages may be the development of additional skills for students like communication and observation skills as well as self-criticism and self-evaluation (Al-Smadi, Guetl, & Kappe, 2010).

1.5.10.3 Collaborative Assessment

Collaborative Assessment, or co-assessment and cooperative assessment as often used as well, is a more traditional assessing procedure than self- and peer assessment.

Here the tutor or teacher plays an essential role in the assessing of his students performances an abilities in learning foreign languages, Hall (1995) and Somervell (1993) reveals that collaborative assessment is considered as a process of teaching and learning where students and staff are included. Students have the opportunity to assess themselves.

Additionally, collaborative assessment has an important role in promoting student learning, understanding .However, Slavin (1995), in his review of cooperative learning and achievement, suggests that there is a broad consensus among researchers about the positive effects of cooperative learning on achievement, despite ongoing debate about why and under what conditions cooperative peer-based learning is effective.

The main aspect of collaborative assessment is the combination of students and teachers in the assessing process

1.5.10.4 Assessment in Higher Education

Assessment for learning became an important issue in learning / teaching foreign languages in higher education, it is considered as a teachers' tool for development of the learning skills. The greatest role of assessment is providing feedback to students, and controlling them. Teacher has to use a various means and instruments to provide information about his students. According to Hall (1995), there are three purposes:

- The first one is the role-change of students from being a student to being a teacher where teachers play an essential role in providing their assistance for this process;

- The second purpose is to let students figure out how the assessing process works. This insight in the process helps them to act professionally when they are in the position to assess other students work.

- The third one is the development of special skills towards efficient and effective self-assessment, which is also helpful for further educational development. One of the main differences between collaborative assessment and self- and peer-assessment is the reason it is used for. Self- and peer-assessment are usually used for formative purposes, whereas collaborative assessment finds its use in the summative way as well students assess their fellow students and they are also included in the group that should be assessed.

1.5.10.5 Automated Assessment

The increasing number of students over the last decades is the reason for many academic staff to spend a lot of time in assessing their students assignments. Therefore the development and research on automatic or semi-automatic assessment are also increasing and should be an integral part of educational institutions although it is not practicable for all sorts of courses and assignments (Harvey & Mogey, 1999:7-8).Automated assessment or computer based assessment as often used as well is using a software system for assessment. In this special case, the student answers the questions or does the task on the computer and the results are recorded and archived. The grading process then is done by the system electronically. The essential point of computer based assessment is that the

assessing procedure is done electronically and automatically (by a computer program or system), contrary to computer assisted assessment.

1.5.11 Different Types of Assessing Writing

There are different types of assessment for making final judgments about student achievement and instructional effectiveness. Assessment can be used to achieve a variety of purposes; therefore, there are many forms of assessment in English classroom teaching. The most common ones are summative and formative assessments.

1.5.11.1 Summative Assessment

According to Irons (2008); Torrance and Pyor,(2002), Summative assessment refers to any activity that takes place at the end of a course or program which often results by attributing scores | grades on students one`s own performance for the purpose of measurements rather than improvement. Therefore, it is used to determine placement and classification. However, summative assessment often referred to as "assessment of learning". Consequently, it`s primary concern is to come with a final decision students have reached as a result of instruction. Noticeably, those decisions provide no opportunity for students to improve or promote their learning growth (Overmeyer, 2009). Furthermore, according to Spolsky and M. Hult (2008) assessment of learning "is less detailed, and aims at finding out the outcomes of instructional programs or individual learners. Therefore, Summative assessment (SA) is used to evaluate variety of language skills and qualifications. In particular, since the current research work studies the improvement of writing skill, summative assessment aims to evaluate the successfulness of the writing task at a particular point in time. In addition, its focus is not to improve writing abilities but to provide judgments (grade) at the end of the course about how well students have mastered the writing activity.

1.5.11.2 Formative Assessment

Formative assessment is an integral part of the teaching and learning process, Black and Wiliam, 1998; pointed out that the crucial distinction is that the assessment is formative if and only if it shapes subsequent learning. Firstly, it encompasses classroom interactions, questioning, structured classroom activities, and feedback that helps students to close learning gaps. In addition, students are also actively involved in the assessment process through self- and peer-assessment. However, formative assessment involves information from external sources may also be used formatively to identify learning needs and adjust teaching strategies, it helps teachers explore each individual abilities that need further explanation and practice than other ones. According to Green stein (2010) assessment during instruction helps teachers identify students who are struggling with particular concepts or applications.

In the following table, the main roles of both summative and formative are summarized as follow:

Types of Assessing Writing

Summative Assessment	Formative Assessment
Evaluation of an individual learner used for judgments or decisions about the individual: - Verification of achievement for individual - Motivation of individual to maintain or improve performance - Certification of performance - Grades - Promotion	Evaluation of an individual learner used to help individual Improve performance – Identification of areas for *Improvement* – Specific suggestions for improvement.

1.5.12 Methods of Writing Assessment

One of the main objectives of EFL researchers is to find out the effectiveness of different methods of assessing writing among teachers of EFL learners. However, results found by researchers showed that Portfolio, peer observation and journals can be effective in improving student writing skill.

Brown (2004) reveals that the common methods to assess writing were writing essays, and dictation among teachers of adult and young adult learners respectively.

1.5.13 Scoring

It is very important to take decisions concerning student promotion at the end of the semester. Therefore, EFL teachers, have to score their learners after the correction of their exams or test papers and every student is graded according to the quality of his work. Teachers assign marks according to the responses to questions whether it is right or wrong.

> *Scoring is also called rating. It is the act of assigning a mark to the learner after correcting the test answer and making judgment concerning the learners' ability. (Zidane, 2010:41)*

However, scoring tests can be subjective or objective. Firstly, scoring tests are objective when the scorer gives grades to the learner according to the designed marking scale that considers each test item as being either right or wrong and rejects any other possibilities. For example, the rater makes an objective judgment when correcting exercises that deal with multiple choice answers of filling the gaps with one or definite word. Secondly, scoring tests are subjective if the scorer has to give his personnel judgment. This means that the mark is based on the rater's appreciation responses are acceptable. For example, rating essays or conversations is most of the time subjective.

> *The only reasonable, direct inference you can make from a test score is the degree to which a student knows the content that the test samples. Any inference about why the student knows that content to that degree...is clearly a weaker inference... (Mehrens, 1984: 10).*

1.5.14 Different Types of Scoring

Many researchers and applied linguists suggest that scoring can be classified into two types, analytic, holistic. These instruments or rating scales can be used in EFL programs to identify students' writing proficiency levels for different purposes. Besides, the two types of scoring aims at evaluating students in comparison with each other, and also serve to tell teachers much about their students' proficiency levels. However, it is claimed that the purpose analytic and holistic scoring is to provide a useful feedback and can help teachers in evaluating their students' final essays.

1.5.14.1 Analytic Scoring

Analytic scoring plays an important role in writing assessment it can be used in evaluating the different aspects of the writing skill. Hyland,2003; Shaw and Weir, 2007, pointed out that analytic scoring supplies the scorers with diagnostic information through the assessment of separate features of writing by employing explicit criteria which can help the teacher to know about the learners' strength and weaknesses in order to provide them with feedback concerning specific areas of their performance. According to many linguists, analytic scoring is a form of assessment using in evaluating the students' writing performance. Accordingly, Weigle (2002) pointed out that in analytic scoring, writing samples are rated on several important aspects of writing quality, rather than being assigned a single overall rating.

1.5.14.2 Holistic Scoring

Therefore, holistic scoring can, serves to identify the students 'writing proficiency level, with specific feedback. It also, involves a general judgments based on a single score mark that is given to the student according to his performance. Some researchers such as Charney, 1984; Cumming, 1990; Elbow, 1999, argue, that holistic scoring focuses on what the writer does well rather than on the writer's specific areas of weakness which is of more importance for decisions concerning promotion. However, holistic scales are mainly used for impressionistic evaluation that could be in the form of a letter grade, a percentage, or a number on a preconceived ordinal scale which corresponds to a set of descriptive criteria.

> *Holistic scoring, often referred to as impressionistic marking, involves rating scripts impressionistically on a single rating scale according to their overall properties rather than providing separate scores on specified features of the language produced.*
>
> Shaw and Weir (2007: 150)

Overall, holistic scoring is considered as a global approach to scoring the writing that helps the use of the written performance assessment. In the other hand, analytic scoring can give more detailed information about students' writing performance than a holistic scoring. An analytic rubric provides systematic and comprehensive feedback to teachers.

1.6 Conclusion

This chapter was mostly concerned with the process approach to writing as a productive skill and the different ways of assessing EFL students. From the review of literature, it comes down to saying that writing is an important skill for developing University students' production. Additionally, teaching writing as a

process is not only as a product this why researchers have placed more emphasis on the vital role of writing process in learning foreign language. Indeed, this part of research devote some strategies and methods that will guide EFL teachers to different ways for helping students master the skill of writing and enabling them to write effectively. Adding to this, the first chapter also, aims at giving some definitions of the concept of assessment; then it explains the different types of scoring and its importance in evaluating EFL students.

The next chapter will try to deal with the main components of writing are reviewed with the stages of development, and types of writing. It also deals with a review of the teaching of writing through CLL activities.

CHAPTER 1: Language Assessment: Review of Literature

2.1. Introduction

2.2 ELT in Algeria

> **2.2.1 Second Language/Foreign Language**

> **2.2.2 Second Language/Teaching/Learning**

> **2.2.3 Foreign Language/Teaching/Learning**

2.3 The Algerian Universities

2.4 Teaching English in Tlemcen University

> **2.4.1 The Programme of Teaching English Language**

> **2.4.2 Second-Year Students (LMD)**

2.5 Status of the Writing Skill in the English Department

> **2.5.1 Methods and Approaches**

> **2.5.2. Testing of the ELT**

> **2.5.3 Assessment of the Writing Skill**

2.6 Students Attitudes towards Exams

2.7 Assessment

2.8 Conclusion

2.1. Introduction

Language testing and assessment are increasingly becoming important in the broad domain of applied linguistics. This field is rooted in applied linguistics since language testing and assessment are chiefly concerned with English language learners (ELLS) and test-takers, and consists of test designers, publishers, teachers, and researchers with a strong interest in and influence on the teaching/learning methods and theories of English all over the world. Thus, the second chapter gives a description of the ELT situation in Algeria, focusing on the process of the writing skill.

2.2 ELT in Algeria

In the last two decades, English has become the most widely spoken language in the world. Algeria is among the non-speaking countries in the world, but it is well aware of its importance. Its current status as the global or international language involves a complex relationship intertwining historical, cultural, social, political and educational issues. English has spread out of colonization and decolonization processes. It has a firm connection with globalization since 'economic globalization encouraged the spread of English but the spread of English also encouraged globalization' (Graddol 2006: 9). Therefore, the vicious circle of demand and use of English generated by its popularity and functionality has given the language a life of its own.

In the 1980s the Algerian educational system made relatively weighty investments in projects and programs designed to develop the teaching and learning of English in all middle and secondary schools, with the focus usually being on implementing learner-centered pedagogy through Communicative Language Teaching. Since 1995, Algeria has gone through different events raising questions

about potential new roles English might play in Algeria which has already a complex language situation.

However, English plays a positive role; it takes the lead in the fields of scientific and technological research. The spread of English around the world in the nineteenth century is mainly a result of the British colonization and supremacy. With time, it became the global language than the lingua franca of the modern times. That is to say, people from speaking different languages may use English to communicate with each other.

2.2.1 Second Language/Foreign Language

Learning a foreign is not limited to the mastery of some grammar rules and learning by heart a list of vocabulary, though these are not be ignored. Actually, when acquiring a language, the individual is learning a skill and not accumulating information. It is seen as learning to ride a bicycle or play foot ball.It is not just about accumulating and understanding the ideas and concepts to gain information, but using them in a 'physical activity' such as speaking, listening, writing and reading.

Specialists have always tried to make a clear distinction between language acquisition and language learning. Generally speaking, while acquiring language throughout a subconscious process, the children are not aware of the underlying system of grammatical rules. Yet, they develop gradually a sense of what is correct and what is not. However, to acquire language, they need a source of natural communication such as family, peer groups, etc. Consequently, the priority is given to the oral discourse and not to the form. For instance, when learning English, students try to communicate with their classmates.

Language learning, on the other hand, is not just communicative; it is applying instructions and rules of language. However, it is not an age-appropriate activity for young learners. In language learning, students are aware of the new language they are dealing with and are able to talk about it. For example, they are

able to restore the grammatical rules they use to produce different types of sentences. However, knowing grammar rules does not automatically result in good speaking or writing. For example, students who have memorized the rules of the language may be successful on a standardized test of English but may fail to speak or write correctly in different situations. Krashen (1981, 1982, etc) considers that there is no fundamental difference between the way first language is acquired and the subsequent languages are. For him, humans are endowed with an innate ability that guides the language learning process.

2.2.2 Second Language Teaching/Learning

The language teaching aims to develop students' language proficiency about modes of communicative competence reflecting real life communication, it also helps them to learn and to understand the culture of the people who speak the target language. According to many researchers, the four basic skills, i.e., listening and reading are receptive, while, speaking and writing are productive. Therefore, most teachers try to incorporate all four skill areas into their planning, though some classes may focus more on one set of skills or the other, due to the course and learner objectives (Oxford, 2001). When learning new language material, the order of acquisition is generally as follows for both second language learners and children learning their first language: while listening: The individual hears a new sound, new word or a new grammar feature, etc. On the other hand, when speaking, he/she tries to repeat the new item. For, reading, the learner comes into contact with the new item in the written form. Finally, during writing, he/she reproduces the written form of the item.

2.2.3 Foreign Language/Teaching/Learning

Nowadays, English is being recognized as both international and world language. It is widely spoken either as a second or a foreign language. The importance of English is stated by Kitao as follows:

> **English is the major language of news and information in the world. It is the language of business and government even in some countries where it is a minority language. It is the language of maritime communication and international air traffic control, and it is used even for internal air traffic control in countries where it is not a native language. American popular culture primarily movies and music carries the English language throughout the world.**
>
> Kitao (1996: 1)

According to Crystal (1997), several geographical and historical factors as well as socio-cultural ones led to the initial spread of English, and he concludes that one of the primary reasons is that English has been in the right place at the right time as he puts it:

In the 17th and 18th centuries, English was the language of the leading colonial nation-Britain. In the eighteenth and nineteenth centuries it was the language of the leader of the industrial revolution-also Britain while, in the late 19th century and the early 20th, it became the language of the leading economic power (USA). Accordingly, when new technologies brought new linguistic opportunities, English emerged as a first-rank language in industries which affected all aspects of society the press, adverting, broadcasting, motion pictures, sound recording, transport and communications (Crystal 1997).

2.3 The Algerian Universities

Algeria, like other non-English speaking countries in the world is well aware of the key roles the English language plays in almost all domains, the logical

outcomes of the globalization process, so English became the dominant international language it is why the Algerian authorities have imposed this language in the educational system in other to cope with the new world. However teaching of EFL has spread in all schools and universities over the country. English holds a significant role in the Algerian universities; it enables students to develop their knowledge in different fields such as scientific and technological world stored in English, and more and more books are published in English than in any other language in the world, it also plays a significant role in higher education.

So, the widespread use of English around the world makes it a tool of development in all domains such as political and intellectual areas which facilitate the access to the global community. One should note that the system of education in Algeria has changed; all the universities in all branches impose the LMD System with its European Common Credit Transfer system scheme, this new reform is considered as a step toward globalization. The capital importance of English in virtually all fields of specialization goes all the way back to kachru (1986:1), who says that:

> **In comparison with other languages of wider communication, knowing English is the possessing the fabled Aladdin's lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science and travel. In short, English provides linguistic power.**

In his book *Linguistic Imperialism* (1992: 30) Phillipson says that "**privileged position of English is in part perpetuated by the dominance of English in the media.**"

2.4 Teaching English in Tlemcen University

The process of writing in the University of Tlemcen is more complex than other skills. Since writing is an independent process of communication; in so many cases, it is very hard for students to improve their learning situation or the

appropriate way in practicing the written form of the target language in order to acquire and develop English accuracy. Thus Writing is the most important skill that EFL students need to develop, because learning to write has always been a means of practicing, sustaining and reinforcing other skills. For those reasons, in the context of ESL/EFL settings, researchers tried to find-out how to improve students 'writing skill and how to evaluate them.

2.4.1 The Programme of Teaching English Language

The Algerian government has begun, in recent years, a global reform of the system of higher education in which studies are now organized around three exit levels, three years of studies (Licences (L) than Master's degrees and (M) Doctorates (D). The studies are organized into semesters with examinations (first and second sessions) held at the end of each semester. Each curriculum (Licence and Master's courses) and each module (UE) is worth a certain number of CTS (Credit Transfer Systems). CTS are credits that will allow to assess the whole study semester (lectures, tutorials, practical work, work placement, term paper, project, personal work etc).Each semester is worth 30 CTS. The Licence curriculum corresponds to a validation of 180 CTS (6 semesters). The Master's degrees correspond to a validation of 120 CTS (4semesters). There are now fewer examinations. For instance, there is one examination for each module with a maximum of 5 per semester. Continuous assessment is consequently upgraded and personal work is given much more importance. Learners can choose between several specific fields and many diplomas are offered.

2.4.2 Second-Year Students (LMD)

In the department of foreign languages, teaching phase of the curriculum (Licence) undergone in three years composed of six semesters. There are fundamental units in each semester, with totaling the units of the research's

methods i.e. methodology of research. The following table illustrates what has been argued.

Table2.1: 2ⁿᵈ year Comprehension and Written Production Syllabus

Semester / Modules	First semester	Second semester
Written expression	**Essay Basic Structure** - Definition of an essay - Formatting an Essay - Writing a thesis statement **Outlining an Essay** - The purpose of an outline - Writing an outline **Introductions and Conclusions** - The purpose of an introduction - Types of information in introductions - Writing introductions - The purpose of a conclusion - Types of information in conclusions - Writing conclusions **Body Paragraphs (revision)** The structure of a paragraph - Definition of a paragraph - Parts of a paragraph - Identifying and writing topic sentences - The break-down of the thesis statement and the formation of topic sentences The development of a paragraph - Paragraph support and development - Writing concluding sentences	**Types of Essays** 1- Descriptive essays 2- Narrative essays 3- Expository essays • Definitions essay • Classification essay • Cause and effect essay • Comparison and contrast essay 4- Argumentative essay 5- Essays for examinations

2.5 Status of the Writing Skill in the English Department

Foreign Languages department was established in 1974, with the creation of the University of Abou Bekr Belkaid in Tlemcen, it starts with a very limited number of teachers around seventeen. The target degree was the licence after four years of study. Concerning the modules, EFL students have to study a certain number of modules as it follows in the table below:

Table2.2: English Section Modules (Before LMD).

Levels / Modules	First year	Second Year	Third year	Fourth year
Linguistics	03h week	03h week	03h week	03h week
Phonetics	03h week	03h week	03h week	
Written expression	03h week	03h week	03h week	
Reading comprehension	01h30 week			
TEFL				03h week
Grammar	03h week	03h week		
Oral Expression	03h week	03h week	03h week	
British literature		03h week	03h week	
British civilization		03h week	03h week	
American literature		03h week	03h week	
American civilization		03h week	03h week	
Third world literature		03h week	03h week	
African civilization		03h week	03h week	
Arabic	01h30 week	01h30 week	01h30 week	
Psycho pedagogy			01h30 week	01h30 week

As it is shown in the table2, the module of written expression before the new system (LMD) was taught from the First year till the third one and it aims at enabling students to develop the writing skill which plays an important role for the acquisition of the other modules such as British Literature , British Civilization and so on. By the spread of the LMD System (Licence-Master-Doctorate), the Algerian Universities adopted it, so all the teaching programs has changed in all the fields, the application of the LMD system stated in the academic year 2009-20010, this system is based on the instruction of various teaching units and each one comprises one module or more. The table 2 shows the hourly volume during the curriculum from the first year till the fifth year.

Table 2.3: : Syllabus of Written Expression of Second-Year Students

Semesters / Module	1st	2nd	3rd	4th	5th	6th
	15 Weeks	15 weeks	15 weeks	15 weeks	15 weeks	15 weeks
Written Expression	67h30m	67h30m	67h30m	67h30m	21h30m	21h30

2.5.1 Methods and Approaches

The interest of foreign language teaching is not a current interest but goes to ancient times. Tamura (2006: 170) explains that "**The teaching of foreign Languages started from the practice developed during centuries in teaching Latin and Greek in England and Europe**". The focus was actually on what may be learnt about the mechanisms of the mind's functioning and the will during language learning.

> **According to the grammar-translation method the language is a synthesis of words arranged in sentences according to different rules of different languages…Also in the 16th Century, a first grammar of English as a foreign language appeared. It was entitled le Maître d'Escole Agloise and was written By James Bellot. It contains familiar dialogues for the instruction in the English language.**
>
> Tamura (2006 *Op cit.*: 171)

The 19th and early to mind 20th centuries witnessed the dominance of the grammar translation method as the foreign language teaching method in Europe.

Whereas of version of it continuous to be widely tested in some parts of the word, even today. In the late 1800's and early 1900's, linguistics becomes increasingly interested in the problem of the best way to teach languages. As a consequence, many reforms were such as those of Henry Sweet in England, and Wilhen of Germany and Paul Passy of France took place and the fact that language teaching has to be based on scientific knowledge about language was advanced. According to Richards, J. C. and Rodgers, T.S. (1986/2001), learning a foreign language should first start with speaking and then move to other skills. Acoording to them, words and sentences should be presented in context, and grammar should be taught inductively, and for the most part, translation should be avoided.

During the 19th century, language teaching was the concern of many other fields of research. For example, in the field of psychology, the advances achieved by behaviorists have had great effects on language teaching. In fact, many researchers such as Pavlov (1849-1036), etc., tried some experiments with animals. They wondered how humans learn by look at how the animals did.

The experiments of Pavlov showed that the dog was conditioned. The experiment showed that if the bell was rung the dogs under study would salivate even before the food was presented to them. Skinner (1904–1990) also believed that animals' behaviour was formed by series of stimulus response. Following the same

pattern, some researchers assumed that it is possible to understand and describe human behaviour using the same model of animals. The idea behind is that if individuals perform a series of habits correctly they will able to speak the language in a good way.

The 20th century witnessed the development of various theories and approaches in language teaching. The period from the 50's to 80's is considered as the climax. Below is a brief description of these those theories:

1. **Silent way:** no use of the mother tongue.
2. **The direct method:** this method recommends that the teaching is done completely in the target language while using the mother tongue during teaching is to be proscribed. However, grammar rules are avoided and priority is given to good pronunciation.
3. **Grammar-translation:** the rules of grammar should be memorized. On the other hand, learners have to learned by heart long lists of vocabulary. However, oral ability should not be given importance.
4. **Audio-lingual:** the basic principle of the method is that learning language should go through acquiring habits.
5. **Structural Approach:** this method considers language as a complex set of grammatical rules. They have to be learned gradually in a set order.
6. **Communicative Language Teaching (CLT)**: The emphasis of this method is to permit the learner to communicate effectively and accurately in the different situations. The method considers communication as a set of functions the learner has to perform. These functions may a request, an invitation, suggestion, etc., or notions such as the expression of time, location and quantity, etc.

Savignon (1991: 265) explains that the

> **CLT [communicative language teaching] … can be seen to derive**
> **from a multidisciplinary perspective that includes, at least,**

> **linguistics, psychology, philosophy, sociology, and educational research. The focus has been the elaboration and implementation of programs and methodologies that promote the development of functional language ability through learner participation in communicative events.**

She adds that:

> **CLT puts the focus on the learner. Learner communicative needs provide a framework for elaborating program goals in terms of functional competence. This implies global, qualitative evaluation of learner achievement as opposed to quantitative assessment of discrete linguistic features. (*Op cit.* 266)**

In the CLT method priority is given to the functions of a given sentence rather than its surface structure. Davies and Pearse (2000: 193) assume that the CLT method "is probably the approach most used by trained language teachers today".

7. Suggestopedia: developed by Bulgarian psychiatrist and educator Lozanov (1982), it seeks to eliminate the psychological barriers that people have to learning so that learning a language becomes a pleasure not a suffering. Consequently, language is easily acquired when the learner is receptive and has no mental blocks.. As a matter of fact, all mental blocks to learning are eliminated. Zainuddin *et al.* (2011: 66) argues that

> **In this method, the classroom atmosphere is crucial. Creating a relaxed, nonthreatening learning environment is essential for its success. The goal is that students will assimilate the content of the lessons without feeling any type of stress or fatigue.**

The proponents of that method strive to convince the student that learning a language is easy and non cumbersome.

8. **Total Physical Response (TPR)**: This method focuses on the significance of oral comprehension in learning a language. It is based on the principle that

learners should be able to respond to simple commands such as 'raise your hand', 'stop writing' or 'put your pens down', etc.

9. **Community language learning**: This method depends on the relations between the teacher and learners. It advocates that there should be no blocks to learning. For instance, the teacher may use the mother tongue than translate what he/she has said for the student. The l student is asked to repeat what he heard.

10. **Immersion**: this method may be seen as the most complete one since learners are immersed in target language, for example, English or French the whole of the school day. In fact, many descendants of Algerian emigrants in France find themselves in such situation where all subjects at school (geography, history, physics, mathematics, etc.) are taught in French. Similarly, Mexican emigrant find themselves in an immersion situation in American schools.

11. **Task-based Language Learning**: The focal point of this method is that in teaching the precedence in teaching should be given on the achievement of tasks which themselves are interesting to the learners. Learners use the language they already know to cmplete the task and correction of mistakes is given little importance.

12. **The Natural Approach**: As its name suggests, learning a language should be natural. This approach was developed in the late 1970s and early 1980 by Terrell (1977, 1981) based on Krashen's (1977*a*, *b*, 1978) monitor model. It is based on the principle that there are similarities between learning the first and second language and that there is no correction of mistakes.

13. **The Lexical Syllabus**: this method is based on the fact that t is possible that the language to identify the most common words and their different usages. The role of the instructor is to teach these words in the order of their frequency, and the focus is on the use of authentic materials. Recently, proponents of this approach consider the lexical syllabus as an alternative to grammar-based approach.

14. **Competency-Based Language Teaching (CBLT)**: this approach focuses on what "**learners are expected to do with the language**" (Richards & Rodgers, 2001:141). This approach emerged in the united states in the 1970's and can be described as "**defining educational goals in terms of precise measurable descriptions of the knowledge, skills and behaviors, students should process at the end of a course of study**." (*ibid*).

2.5.2 Testing of the ELT

Testing may be considered as a set of techniques of questioning and observing to measure the process of learning i.e whether it is happening or not and with what rate. It is also used to assess the knowledge of the students in order to compare one individual to another in the same group. Researchers in the field of language testing, such as Alderson (1981, 1991), Skehan (1984, 1989) and Spolsky (1995), admit the fact that language testing became a discipline in its own right within applied linguistics. Therefore, testing in language learning as a whole is described as a mechanism or tool, which measures the linguistic knowledge or competence of the learner. The main concerns of language testers in the past have been investigating the nature of language proficiency.

> **tests, like examinations invite candidates to display their knowledge or skills in a concentrated fashion, so that the result can be graded, and inferences made from the standard of performance that can be expected from the candidate, either at the time of the test or at some future time**.

Igram (1974:313):

Advances in language testing, have led to the development of the theoretical view that considers language proficiency to be multi-componential, consisting of a

number of interrelated specific abilities as well as a general ability or a set of general strategies or procedures (Bachman,1991).Language testing is relatively a new notion, applied linguists and educationalists distinguish three main dominant chronological periods: the pre-scientific, the psychometric-structuralist and the integrative-sociolinguistic, Spolsky (1975). Lado (1961) suggests that the content of language test should be based on linguistic analysis; language should be broken up into discrete units for the purpose of testing.

This has clear implications for what is to be tested and how the test is to be carried out. The Integrative-sociolinguistic, also called the psychometric-sociolinguistic (Spolsky 1976), it came as a reaction against methods of language testing based on structuralist and behavioural criteria. Subsequently language testing has developed accurate methods of assessing language proficiency and a number of test types have elaborated and devised to measure the learning outcomes. Test types are all of equal importance and it may be listed as follows:

- Achievement test which is constructed to find out how much of course a learner has actually mastered.
- Close test consists of a set of techniques for measuring, for example reading comprehension.
- Diagnostic test which in its purpose is to find out what remains to be taught during the course of learning
- Discrete-point test measures knowledge of individual language items such as grammar
- Proficiency tests designed to find out how much of language a person actually knows.

Generally speaking, testing is an integral part of the teaching/learning process, "A test is seen as a natural extension of classroom work, providing teaching and student with useful information what can save each a basis for improvement." (Favell 1983:1) Testing as a pedagogical in class activity serves many purposes and helps teachers set academic standards for their learners and

provides them with feed-back about the learning process. According to Valette (1977), testing plays three important roles in language learning be it second or foreign: they define course objectives, stimulate students' progress and evaluate classroom achievement.

2.5.3 Assessment of the Writing Skill

Writing in a foreign language may be a challenge. It actually requires more concentration and comprehension from both teachers and learners. However, the role of each one is different from the other. Chiefly, the role of the teacher is to guide learners to be able to write correctly. Thus, the output should be a learner who competent in writing skill. Thus, writing assessment refers to an area of study which deals with theories and practices guiding the evaluation of a student's performance throughout a writing task. Behizadeh and Engelhard (2011: 195) explain that:

> **…writing assessments in the early 1900s were not large-scale assessments with standardized administration and scoring, high-stakes tests and standardized writing assessments emerged during this time period. The major area of application was college admission and placement decisions.**

Consequently, teachers and decision-makers started to think first about *what* and *how to teach* learners, then, and *how to measure* what they learnt to know what they needed to learn. One possibility was that students were placed into courses based on their standardized testing scores where writing teachers began to notice a conflict between what students were being tested on grammar, usage and vocabulary and what the teachers were actually teaching-writing process and revision (Yancey 2009).

In sum, it is a hard task for assessment to give perfect information on student's progress or learning achievements. A well designed test is only able to give information of students' mastery in a given domain.

2.6 Students Attitudes towards Exams

In fact, many studies on language attitude such as (Gardner and Lamber, 1972; Gardner, 1985; Baker, C. (1992); etc) have shown that attitudes of learners are among the main factors for success in language learning. Attitude may be defined as the positive or negative feelings that learners have towards the language and all what are related to that language including: the teacher, the culture of people speaking that language. For example, a student may develop positive attitudes towards learning English but would be reluctant and not automatically develop a positive attitude towards the target culture. Montano and Kasprzyk (2008, p. 71) state that:

> **Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.**

When writing students may face many problems and then require or need solutions. Concerning writing, Harmer (2004: 62) says that "there are many reasons why students may not be confident or willing or willing writers." and says it is necessary that "…we have to identify what our students need if they are to have a reasonable chance of success." (*ibid)*

The author identifies 4 needs. They are briefly presented below (Harmer *op cit* 62-63):

- **Information and task information***:* Students need to have the necessary information to complete the task. This means that they need

to understand clearly what we want them to do and they need, also, to be absolutely clear about any of the topic detail that we give them.

- **Language**: If students need specific language to complete a writing task we need to give it to them (or help them to find it). This may involve offering them phrases, parts of sentence, or words.

- **Ideas**: teachers need to be able to suggest ideas to help students when they get stuck. For some this may be just a word or two. For others we may need to indicate a half sentence or even something more substantial.

- **Patterns & schemes** –one way of helping students to write, even when they think they do not have many ideas, is to give them a pattern or a scheme to follow.

On the other hand, while too much anxiety impedes learning, a little anxiety can stimulate a learner to make more efforts to achieve a task. Scovel (1978:134) argues that "All learners know what anxiety is and have experienced this painful feeling offer or uneasiness when they undertake a complex learning task." The outcomes of anxiety lack of concentration and as a result the student forget words or even the answers. Fortunately, there are ways to reduce the level of anxiety. Oxford, Lavine, and Horwitz (1990)) recommend a number possibilities to deal with anxiety. Firstly, teachers have to be aware of language learning anxiety. This awareness will help teachers to be less impatient and less critical with students who are unwilling or unable to learn because of depilating anxiety. This awareness will also make them adapt a supportive and trusty attitude that will help learners lower their level of anxiety instead of raising it through criticism. Secondly, teachers have to create a positive learning environment, by learning students' names by holding an encouraging attitude instead of an authoritative one.

The teacher can also help the learners to help themselves through positive self-talk. They need to learn to believe in themselves and in their abilities. Teachers will also have to reward students for a good work through complimenting; cooperating with others. Working in groups or in pairs is not only stimulating but also contributes in reducing anxiety. Language learning diaries and journals that the students write to their teachers to express their fear and anxieties might be a valuable aid as they enable teachers to be aware of the learners" psychological state and thus provide the emotional support expected from them.

In language classes, it is essential for learners to be able to take moderate and intelligent risks, such as guessing meaning or actively participating in a conversation despite the possibility of making occasional mistakes. Some learners are so afraid of making mistakes that they choose to keep silent because their inhibition and so are unwilling to take the smallest risk, particularly if they are asked to perform in front of others .They do not want to expose themselves to criticism from their peers or to self- criticism .Because of this ,such learners take very few risks so they ***"avoid any clinks in their self-protective armor"*** Stevick (1976).

In trying to protect themselves from criticism, these students do not enjoy the opportunities to use and practice the language communicatively. Therefore, if they do not have enough practice, their progress is seriously slowed down. From this, one would assume that risk-taking will inevitably faster positive results in Language learning but this is not always the case because the point is not to take wild, impulsive risks as some bold learners do but it is advisable to take wise, moderate risks. And as Rubin (1975) notes: **"the good language learners makes willing and accurate guesses".** The concern of most teachers is to encourage more involvement and more participation in class, but in some cases, some high risk-takers dominate the classroom with their "foolish gambles". These learners need to be trained in compensation strategies that allow them make intelligent guesses in

reading for example and use communicative strategies when listening and speaking (Oxford, 1990).

Learners will be encouraged to take risks if teachers create an atmospherewhere students are willing to try out the language and venture a response and notjust wait for teachers to designate someone to do so. The activities should be reasonably challenging, not too difficult and not too easy. Teachers should be careful enough when giving feedback. They need to praise their students for trying but at the same time friendly attend to correct language.

2.7 Assessment

Writing is a productive skill of great importance in which learners' feedback can be continuously observed and measured. Consequently, in EFL classrooms, teachers as instructors are asked to assess students' writing tasks.

2.8 Conclusion

English language teaching professionals should not view testing as a necessary evil, but rather as a positive experience emphasizing its importance in the overall language teaching/learning process. Such experience can contribute, support and even enhance the teaching/learning process by encouraging both teachers and students to aim higher and by stimulating further teaching and learning. Teachers need to promote assessment of the listening and speaking skills and bring them closer to the centre of attention in the language classroom focusing on their share in testing activities, though many of students can easily demonstrate reasonable command of reading and writing skills; they often fail to express themselves orally and face serious comprehension problems of oral messages.

Furthermore, many English foreign language teachers and inspectors stress the lack of emphasis on the testing or spoken English. However, teachers show a high degree of awareness in assessing the needs and determining the language testing priorities and the ways they ought to be implemented. They stress their desire to be well informed about the most effective language learning, assessment, evaluation techniques and practices. The implications of the benefits of moving away from traditional testing should encourage educators to create more practical language assessment, testing and evaluation.

3.1 Introduction

3.2. Research Objectives

3.3 The Research Design

3.4. Sampling

3.5 Research Instruments

      3.5.1 The Students' Questionnaire

      3.5.2 The Teacher's Questionnaire

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3.7 Data Analysis

      3.7.1 Students' Questionnaire Analysis

      3.7.2. Teachers' Questionnaire Analyses

3.8. Conclusion

3.1 Introduction

This chapter is an attempt to highlight different problems about writing skill of second year students. The objective of this work is to emphasis certain details about the difficulties that both teachers and EFL students faced during their curriculum especially with the writing skill. In this chapter, data was collected in the department of Translation and Foreign Languages at the University of Abou Bekr Belkaid. This investigation concerns the second year students (LMD).

This chapter focuses on the methodology designed materials for data collection and analysis. First, it provides a description of a case study concerning the assessment of the writing skill in education. It also presents the objectives of this investigation, then, describes the research instruments used in this research. It presents the sample population followed by data analysis methods used in this case study. Finally, it represents the analysis of the collected data and gives an argument of the main results obtained.

3.2. Research Objectives

The aim behind this research is to treat the case study of assessment of the EFL second year students at Tlemcen University. The overall purpose of this project is to find out the best methods used in correcting the examination papers focusing on the way of assessing form and content. Since written expression is taught to the students at the English Department of Tlemcen University from the first year till the third year, this study will conduct us to collect all information about assessment, evaluation and testing of EFL learners during their curriculum. It tries to expose all students' writing skill problems. Therefore, this study aims at finding out how to evaluate the writing skill in the curriculum of the Department of ELT at Tlemcen University and identifies the aspects of this skill that need to be improved. To attain these aims, the study attempts to answer the following research question: what is the best way of teaching writing in the classroom?

3.3 The Research Design

The data were collected and analyzed both quantitatively and qualitatively. Thus, EFL teachers and learners from Tlemcen University were selected to respond to the research instruments addressed to them. Four (04) teachers of written expression and twenty five (25) students have been chosen from the department of English as samples. As well as, a questionnaire was given to students to explore their attitudes to portfolio-based teaching and reflective activities.

3.4. Sampling

The random sample is considered as one of the most significant types of sampling. It permits a known probability that every basic unit will be chosen. For this reason, it is also called a probability sample used in lotteries and raffles. For example, in a lottery at university to win a language study holiday in England, 10 students are randomly selected from a population of 100. Their names are written on a paper, fold up then mixed. Finally, ten papers are selected. In this case, every name had any equal chance of being picked. The aim behind simple random sample is the fact choosing elementary units in such a way that each unit in the population has an equal chance of being selected. Simple random sample is considered as sampling bias free which may bring prejudice to results. However, using a random number table to choose the elementary units can be cumbersome. If the sample is to be collected by a person untrained in statistics, then instructions may be misinterpreted and selections may be made improperly. Babbie (2009) argues that "…a sample is representative of the population from which it is selected if the aggregate characteristics of sample closely approximate those same approximate those same aggregate characteristics in the population."

Subjects of this study are the second year students (LMD) at the English Department of the University of Tlemcen. There are 350 third year students divided into eight groups, each group includes more than 30 students. Concerning the sample of this study, one group is chosen because it is not easy to deal with all groups. The target group consists of twenty students whose native language is Arabic and their Second Language is French. The target population is also included the teachers of the written from the department of English at the University of Tlemcen.

3.5 Research Instruments

The data gathered in this study were collected through a students and teachers questionnaires and exam sheets. A set of questions is used to get needed information, from respondents. The questionnaire as a survey tool has been defined by many researchers. Seliger & Shohamy (1989, p 172): define the questionnaire as "Questionnaires are printed form for data collection, which include questions or statements to which the subjects are expected to respond, often anomalously." For Nunan (1992, p. 231), it is " an instrument for the collecting data, usually in written form, consisting of open and/ or closed questions and other probes requiring a response from subjects."

Brown (2001: 6) considers that the questionnaire is:

> **…any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.**

As an essential research instrument and working tool for data collection, the questionnaire has its main function as measurement (Oppenheim, 1992). The questionnaire is actually considered as the most important method in quantitative data collection.

3.5.1 The Students' Questionnaire

Students' questionnaire investigates the participant's evaluation of their capacities in writing; it aims to gather data about second year LMD students' abilities and learning strategies in writing at the University of Tlemcen. The questionnaire consists of eighteen questions which aim at exploring the target population's judgment of their own writing performance. It also deals with student's awareness of the target survey and then involves investigating the subject's writing motivation. According to Nunan (1992:231), a questionnaire is an instrument for the collection of data, usually in written form consisting of openand/or closed questions and other probes requiring a response from the subject.

In this research, a questionnaire was addressed to the second EFL students. The students` feedback questionnaire was distributed on March 2015. It was addressed to twenty five (25) second year students at the Department of Foreign Languages, English, section at the University of Abou Bekr BELKAID Tlemcen. The sample population consists of fifteen (15) females and five (05) males aged between nineteen (19) to twenty-two (22) years. They were invited to answer a questionnaire about the written expression module for learning the English language. The questionnaires were distributed to students who had to hand it back after completing them. Among the respondents one (06) student did not hand back the questionnaire. So, there were only nineteen (19) questionnaires that were filled. The questionnaire as it is showed on the appendix includes eighteen (18) multiple-choice questions.

3.5.2 The Teacher's Questionnaire

The main objective of this questionnaire is to explore the teachers 'appraisal of the students' writing in English. It also aims at finding out the teachers' evaluative perception of the factors that may influence student's written

productions. It looks for teachers to reveal some aspects of the students' written performance and explore the role of teachers and peers feedback in developing students' written competence. Five EFL teachers were involved in this research work. Among them four were female and one were male, all of them are EFL teachers, and are responsible of the written expression module. Consequently, they were chosen because they already taught this module. The teachers were invited to answer the given questions.

The Five (05) teachers who participated in this study are all teaching writing skills, and many of them have been teaching that module for several years (10 to 20 years). Their long experience makes them good and invaluable counselors. They hold at least a degree of Magister.

3.6 Tests and Examinations

The students were asked to write composition on different topics. The task was done during a regular university lecture. Learners were given one hour and half to finish the task. Each group during any exam was associated with the sort of activities in which students were engaged during their curriculum. Raimes (1983) explained that students give more importance and are more involved when their writing production is meaningful. Thus, they pay more attention in order to communicate their own ideas and opinions to the readers.

3.6.1 Document Analysis

Document analysis is a difficult task, according to (Love, 2003) document analysis is most often used to enhance and enrich utilizing other qualitative methods. Thus, document analysis helps the researcher to get more information about the field of investigation by examining the educational program. Scott and Morrison (2006) argue that the documentary research relies on the use of data

drawn from the educational materials that are available to the researcher. Although it was a neglected genre, it became to be considered as an essential tool of investigation in the 1980's. Therefore, documentary analysis has some advantages, it helps the researcher to analyze and examine the documents for gathering data about students.

3.6.1.1. Students' Examination Paper

The aim from studying the student's examination papers is to analyze according to the responses obtained from the learners. These data were analyzed and evaluated and students were graded in every class each semester during the academic year.

Twenty written samples of the examination sheets were selected from the writings of second-year students in the department of English of Tlemcen's University. From a group of fifty students, twenty essays were selected and analyzed for the study. Students were asked to write in one hour and half an essay on the topic of the analysis of these papers focused on the method that each teacher use in grading his students.

3.6.1.2. The students Marks

The marks are the only device to grade the learners, throughout the academic year students obtained different marks in different modules after each exam or evaluation. A sample consisting of the twenty students in the module of written expression of the final exam was analyzed to compare the level of students and to have some information about the students' level in written production.

3.7 Data Analysis

The analysis and interpretation of data gathered in the present work are opted from the students and teachers' questionnaires, and the students' examinations sheets in addition to students' responses were also interpreted and analyzed. Thus, quantitative and qualitative data analysis methods are needed to analyze the questionnaires. Quantitative analysis is useful tool in evaluating process, because it is considered as en effective element which provides quantifiable results. It also aims at completing detailed description for the results obtained, but the data that emerge from quantitative analysis is by far less rich than that those obtained from qualitative one. Therefore, qualitative research is useful for obtaining insights into problematic experiences and the meaning attached to these experiences of selected population.

3.7.1 Students' Questionnaire Analysis

The present section is devoted to the analysis of the data collection from the students' questionnaire designed which administered to them to clarify and insightful data about the learners writing weaknesses and their deficiencies. The table below illustrates what has been said. This analysis is based on eighteen (18) responses of second year EFL student who were asked to rate their abilities on five (05) items scale as it is shown in the table below (1=never, 2= usually, 3= rarely, 4= always, 5= sometimes).

Firstly, it is mentioned in the table that eighteen (18) students have responded eighteen (18) questions representing percentage of 100%. Therefore, three hundred and forty two (342) responses were obtained.

The following table summarizes results obtained from the students' questionnaire analyses.

Q	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q 17	Q 18

A																		
Always	1	0	4	10	4	7	5	1	1	4	2	3	9	0	4	3	0	6
Never	0	0	1	0	2	0	2	3	4	1	0	3	2	1	1	0	1	2
Rarely	5	2	5	2	2	5	5	9	1	4	5	4	3	7	5	4	5	4
Sometimes	4	7	4	2	3	0	4	5	5	4	2	3	1	2	4	7	9	3
Usually	9	10	5	5	8	7	3	1	8	6	10	6	4	9	5	5	4	4

Table3.1: Detailed Analysis of Student's Answers
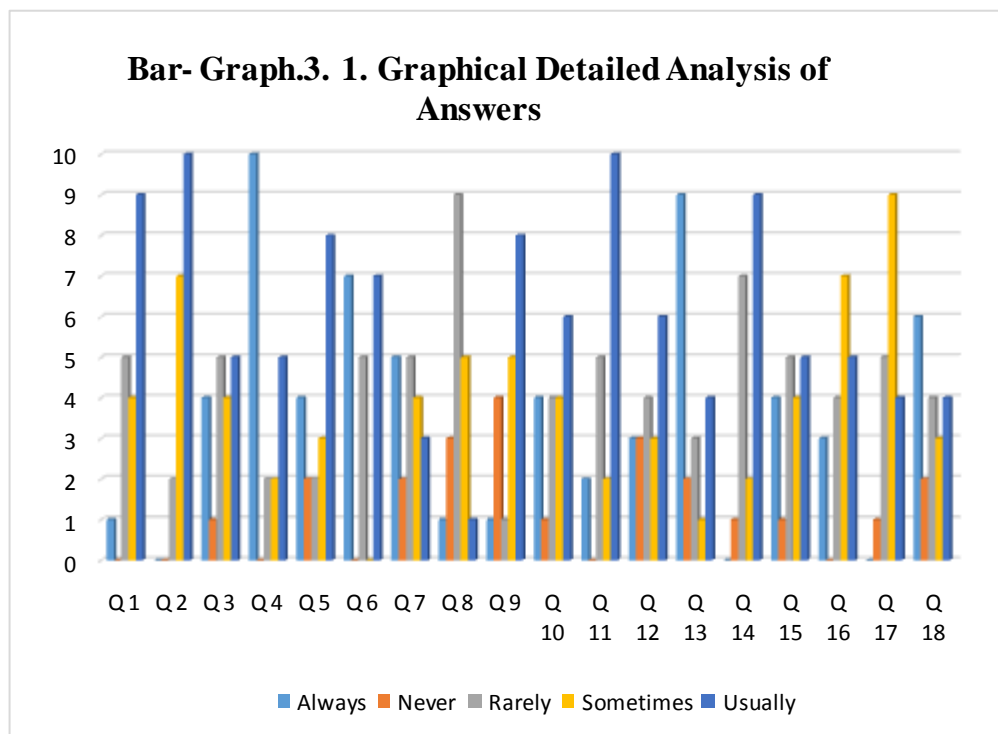
As seen the table above, students have responded to all questions according to their abilities. The results show that 18.71% of students declare that they always, (6, 72%) by never, and by rarely (22.51%). On the other hand, 20.17% rate their abilities using sometimes and others (31.87%) evaluate their competences using usually.

The following table gives an idea about the percentage of different responses of the participants.

A P	Percentage
Always	**18,71%**
Never	**6,72%**
Rarely	**22,51%**
Sometimes	**20,17%**
Usually	**31,87%**

Table 3.2: Percentage of Students' Responses
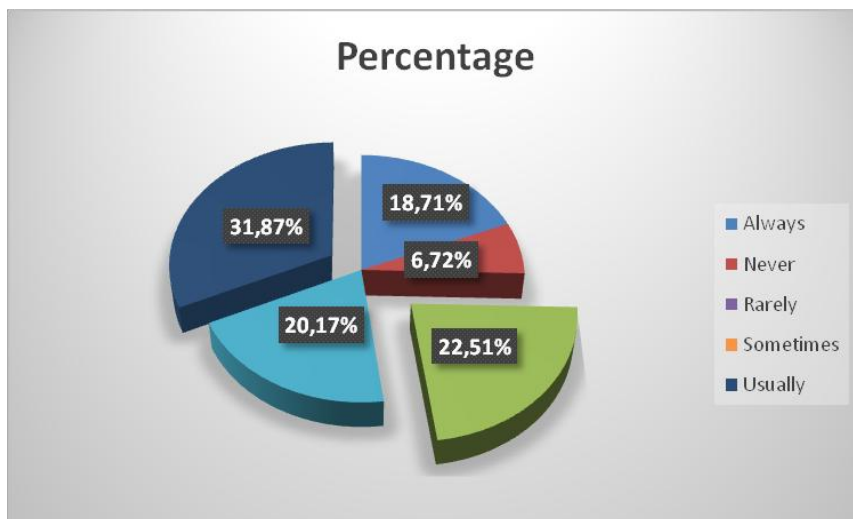
Pie chart 3.1. Percentage of Students' Responses.

The results reveal that all respondents (18) representing the percentage of (100%). The following pie chart is a representation of the different responses of the informants.

From information given is this pie chart (31.87%) of the participants used 'Usually', it represents the high percentage, regarding to the responses using 'Never' which represents (6.72%).

The present section is devoted to the analysis of the students' responses in order to identify students` written performance, and to find out learners views about the writing skill.

Question 1: I can write a good paragraph?

The first question aims at identifying the students' ability to write a good paragraph.

Frenquency	Q 1	%
always	1	5%
never	0	0%
rarely	5	26%
sometimes	4	21%
usually	9	48%

Pie chart 3.2 the ability to write a good paragraph.
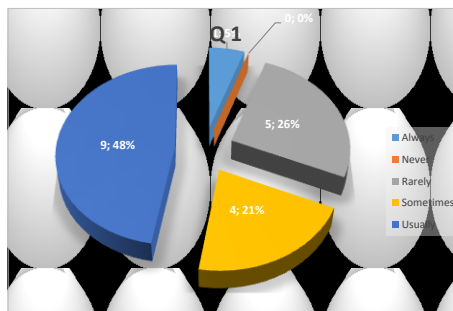
As it is shown in the results, only one (01) student among (19) states that he is *always* able to write a good paragraph. The majority of respondents claim that they

usually write a good paragraph which represents (9.48%). According to the analyses obtained in this research five students affirmed that they rarely can write a paragraph.

Question 2: I can write a clear topic sentence that identifies the topic and controlling idea of a paragraph?

In question two the Students were also asked if they can write a clear topic sentence that identifies the topic and controlling ideas of paragraphs.

Frenquency	Q 2	%
always	0	0%
never	0	0%
rarely	2	10%
sometimes	7	37%
usually	10	53%

Pie Chart 3.3 Write a Clear Topic Sentence.
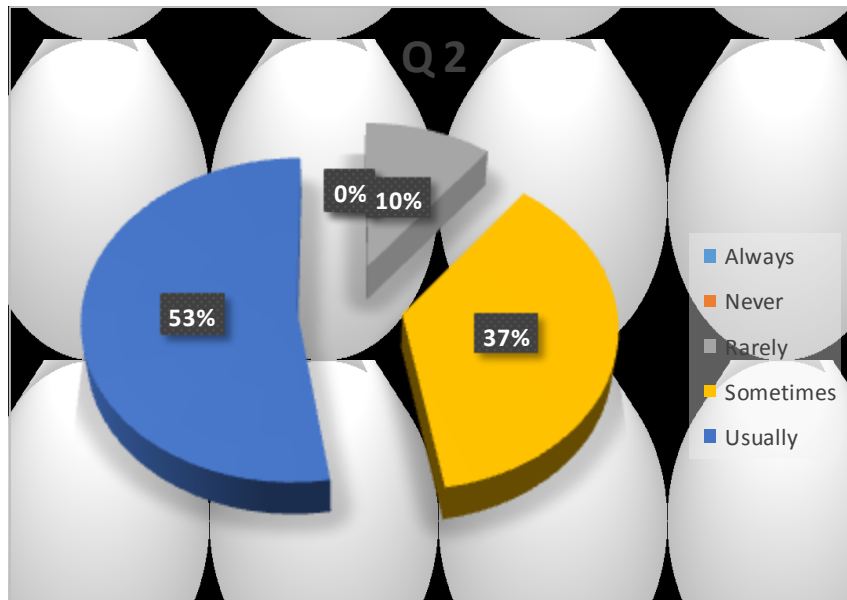
The results have shown that 53% of students say they can *usually* do, while 37% have answered *sometimes*. Finally, only 10% of students claimed that they can

rarely write clear paragraphs including clear ideas. Such differences are perhaps due to the different levels of students and that they practice more writing then the others. some students say that they write in their spare time about different topics.

Question 3: I can you use appropriate vocabulary and word forms to effectively communicate with the reader?

Frenquency	Q 3	%
always	4	21%
never	1	5%
rarely	5	27%
sometimes	4	21%
usually	5	26%

.**Pie chart 3.3 I can you use appropriate vocabulary and word forms.**
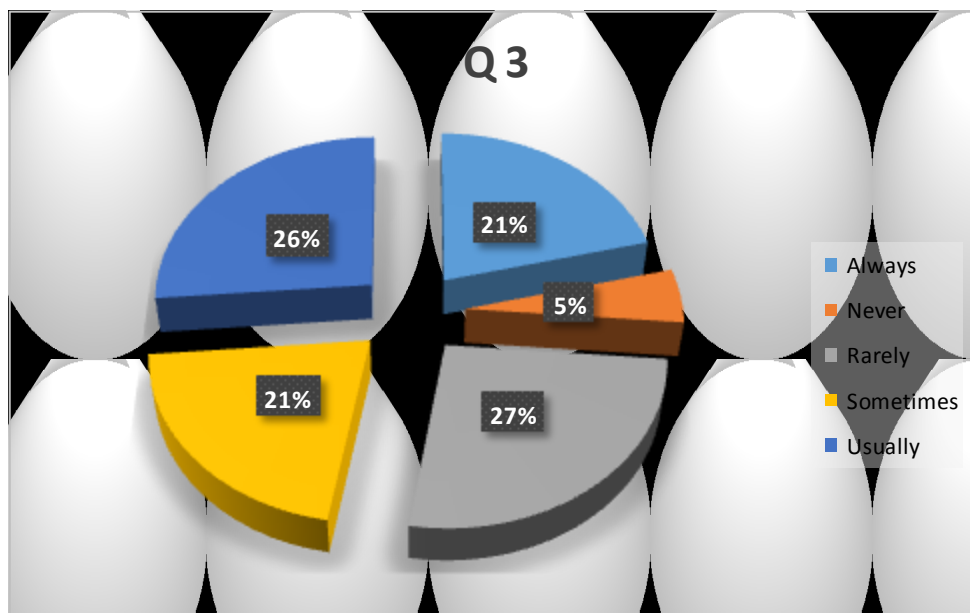
The results have revealed that 27% of students answered they can *rarely* use appropriate vocabulary and word forms to effectively communicate with the reader while 26% answered they *usually* do. Results have also revealed that 21% of

students declared they are *always* able to reach such goal. Equally the same, the same number of students (21%) declared they *sometimes* do. Finally, 5% are *rarely* able.

Question 4: I can use appropriate spelling, capitalization, and punctuation?

Concerning question four, the students were requested to state whether they can use appropriate spelling and punctuation when writing.

Frenquency	Q 4	%
always	10	53%
Never	0	0%
Rarely	2	10%
sometimes	2	11%
Usually	5	26%

Pie chart 3.5: Appropriate use of Spelling, Capitalization, and Punctuation.
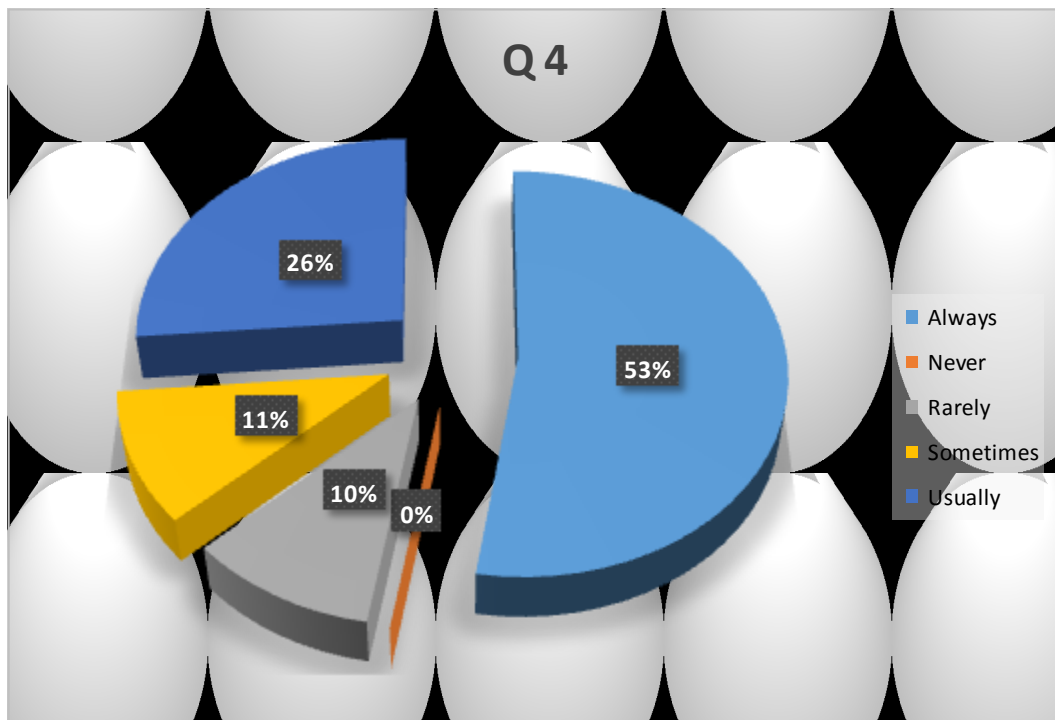
The findings have shown satisfactory results. More than the half of the respondents, 53%, answered they *always* do, while 26% said they are *usually* able to use appropriate spelling and punctuation when writing. The results have also revealed that 11% answered *sometimes* and 10% they *rarely* use correct punctuation and spelling. None of the respondents declared he/she never uses appropriate spelling and punctuation when writing. The answers seem to reflect a reality that when writing many students feel stressed and anxious. The consequence is that they do not concentrate and forget about the punctuation and spelling and give more importance to the ideas.

Question 5: I can write an accurate summary of information that I have read in English?

Frenquency	Q 5	%
Always	4	21%
Never	2	10%
Rarely	2	11%
sometimes	3	16%
Usually	8	42%

Pie chart 3. 6: Able to write an accurate summary of information read in English.
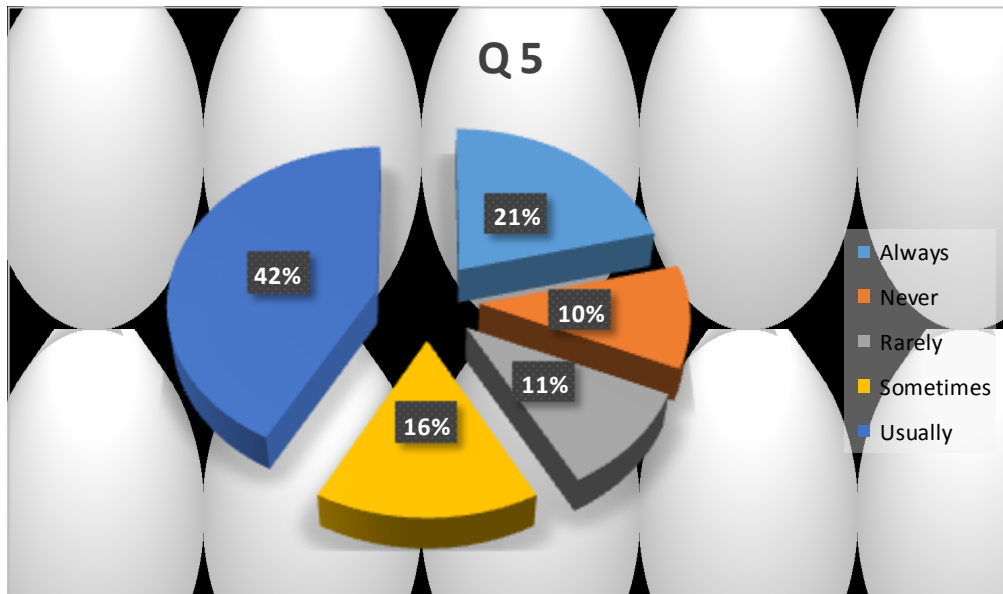
When asked whether they can write accurate summary of information they have read in English, eight students (08), representing (53 %) declared they can *usually* write an accurate summary of information of English. On the other hand, thirteen (04) respondents, representing the percentage of (26 %), affirmed that they write accurately whereas three (03) students representing the percentage of (10 %), they also write accurate information. The following pie chart describes the students' responses:

When asked whether they can write accurate summary of information they have read in English, 42 % of the informants declared they can *usually* write an accurate summary of information of English while 21% said they *always* do. On the other hand, 16 % affirmed they sometimes do, whereas 11% said they are rarely able to write accurate summary of information. Finally, 10% admit they are never able. What is interesting is that some students are aware they are not at all able to write accurate summary of information they have read in English. There may be many causes for such deficiency. The students may not be able to understand clearly what they have read or they do not know what to summarize. For example,

what are the main ideas to be taken and the secondary ideas that may be left. The following pie chart describes the students' responses:

Question 6: I can write an accurate paraphrase of information that you have read in English?

Frenquency	Q 6	%
always	7	37%
never	0	0%
rarely	5	26%
sometimes	0	0%
usually	7	37%

Pie chart 3.7: Able to write an accurate paraphrase of information read in English.
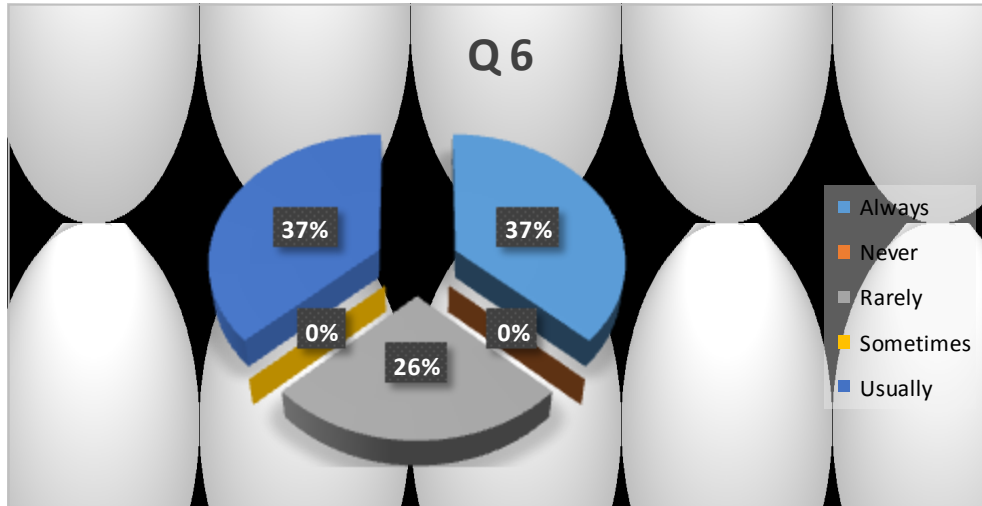
When answering this question, 37% of the respondents declared they can *always* write an accurate paraphrase of what they read in English. Similarly, 37% said they *usually* do. The results have also shown that 26% of students confirm them are *rarely* able to achieve such task. The findings reveal the respondents can write an

accurate paraphrase of information that you have read in English at different degrees and none declared he/she is rarely able. The last result is interesting in the sense that no student said he/she is *sometimes* able. It seems that some students have developed this ability through activities inside the classroom. Many students admit that during a quiz and especially when they are not prepared, they try to remember what they read or what the teacher said. Consequently, they paraphrase what they heard or just remember.

Question 7: I can write accurate quotations in English?

Question seven was addressed to check whether the students are able to write quotations in English when doing their research. The pie chart below represents the answers:

Frenquency	Q 7	%
always	5	26%
never	2	11%
rarely	5	26%
sometimes	4	21%
usually	3	16%

Pie chart 3. 8: I can write accurate quotations in English.
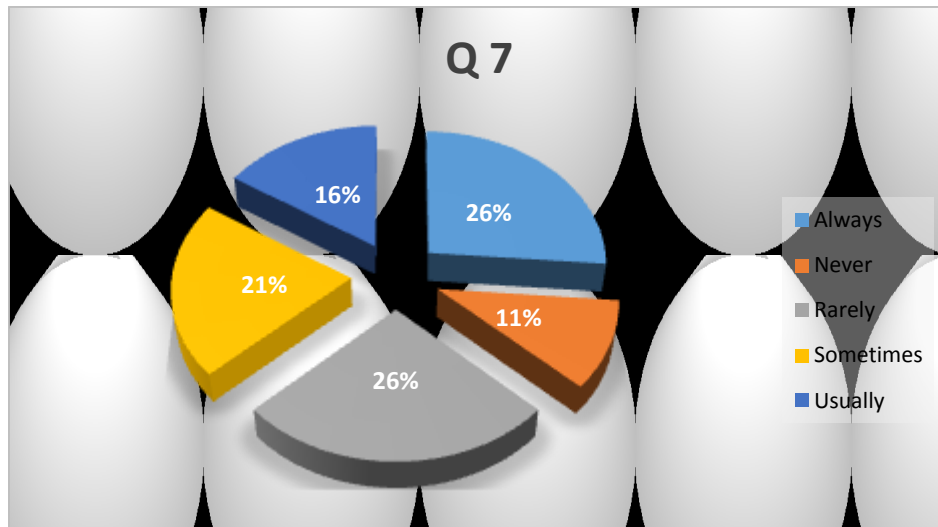
The results have shown that 26% affirmed they are *always* able to reproduce accurate quotations when writing. Similarly the same number of students representing the same percentage (26%) have said they *rarely* do. On the other hand, 16% declared they *usually* use accurate quotations. The findings have also shown that 21% of the students *sometimes* use accurate quotations while 11% *never* use. It may be understood from the results that the rate of the ability to use accurate quotations when writing is due to two reasons. First, the students who read books and articles can quote and those who do not read cannot support what they say with quotes. The second reason is that even if students read they have to learn by heart the quotation to reproduce accurately. For many teachers the use of accurate quotations is a sign of a good and studious work because it suggests that the students have read but also were committed to what they read.

Question 8: I can write a good academic research paper?

Regarding this question, the students were asked if they can write a good academic research paper. The results are quite different from what has been found so far.

Frenquency	Q 8	%
always	1	5%
never	3	16%
rarely	9	48%
sometimes	5	26%
usually	1	5%

Pie chart 3. 9: write a Good Academic Research Paper.
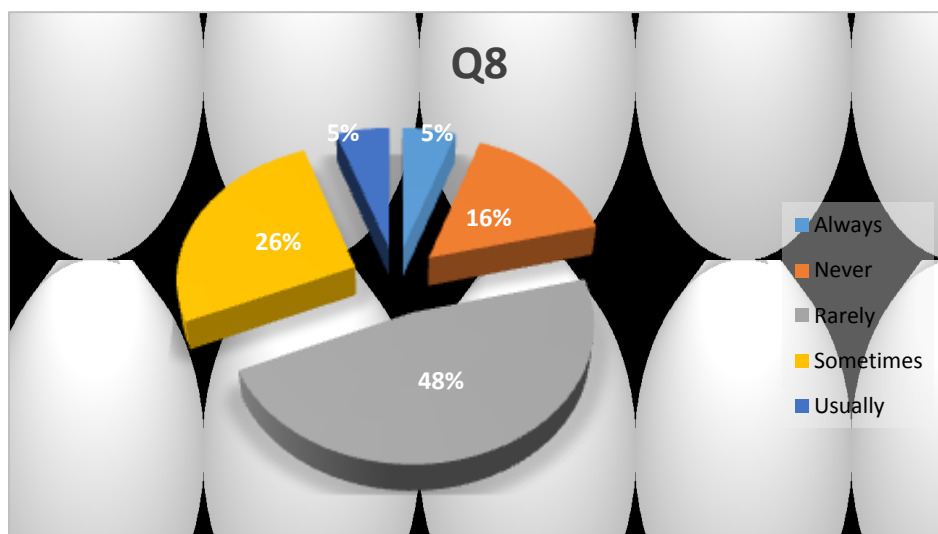
The same number of students representing 5% was found among those who declared they can *always* and *usually* write a good academic research paper, while 26% confirmed they *sometimes* do. Among the respondents, 48% said they can *rarely* such a work. Finally, 16% declared they can *never* do. It seems that the students who said they can never write a good academic research paper undervalue their capacities. Perhaps the expression 'good academic research paper' is so impressive that they thought it is extraordinary to achieve such task. It is known that 'good academic research paper' requires that certain norms should be strictly followed. Another reason that may such behaviour is that students do not consider themselves as researchers or they did not reach such stage.

Question 9: I can write a good introduction for an English essay?

The aim of this question was to know whether the students can write a good introduction for an English essay or not. The pie chart illustrates their answers.

Frenquency	Q 9	%
always	1	5%
never	4	21%
rarely	1	5%
sometimes	5	27%
usually	8	42%
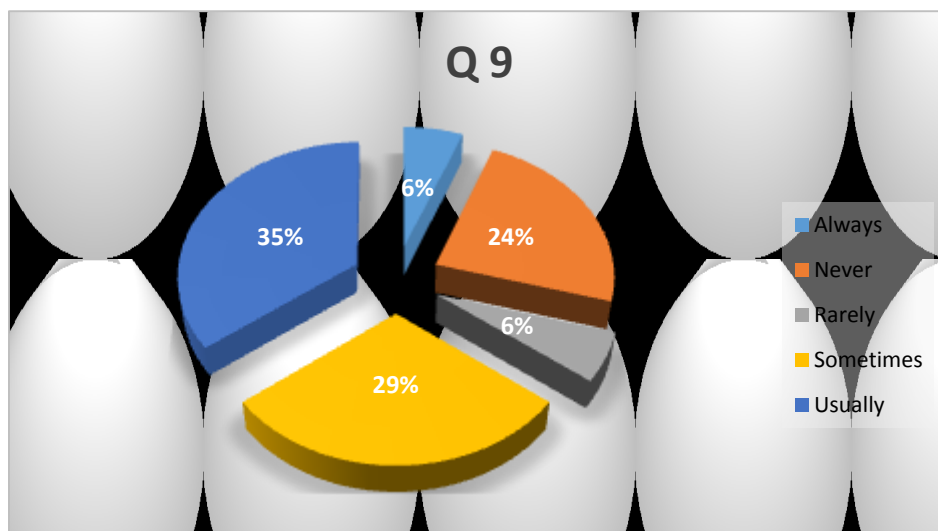
From the results obtained, it is observed that 35% of the participants reported that they are *usually* able to write good introduction. While 29% said they are *sometimes* able, 24% seemed to have problems since they said they are *never* to write good introduction. Finally, 6% of the informants answered they are *rarely* able while the same percentage 6% was found for those who are always able. The findings have shown that some students are not always sure of writing a good introduction even if they write it. On the other hand, students who have problems with the introduction

and said they are never able to write it are those who do not know the topic they are dealing with. They cannot introduce it.

Question 10: I can write a clear thesis statement that identifies the topic and controlling ideas of an essay?

Question 10 was asked to know whether the students are able to write a clear thesis statement that identifies the topic and controlling idea of an essay. The results below illustrate the answers:

Frenquency	Q 10	%
always	4	21%
never	1	5%
rarely	4	21%
sometimes	4	21%
usually	6	32%

Pie chart 3. 11: Ability to Write a Clear Thesis Statement.
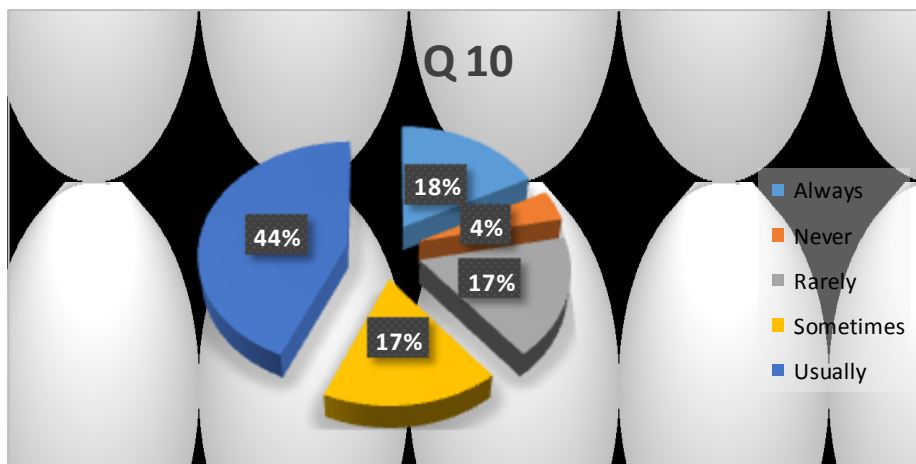
The results reveal that the majority of students confirm that they are able to write a clear thesis statement in which they identify the topics and control ideas of an essay. Thus, 44% of them said that *usually* to do it, while, 18% stated that they *always* do it. The results have also shown that 17% responded they *sometimes* do it. The same number of students representing 17% said they rarely do it because they find it a hard task to do that they do not succeed in doing it. Finally, 04% declared that is a very difficult task they are never able to undertake. For 18% of the students who are *always* able to achieve such a task, it requires special attention to do it.

Question 11: I can write an outline to logically organize my ideas before writing?

In this question the students were asked whether they can write an outline to logically organize their ideas before writing. The aim was to see to what extent the students are organized. The results are displayed in the following table and the pie chart below.

Frenquency	Q 11	%
always	2	10%
never	0	0%
rarely	5	26%
sometimes	2	11%
usually	10	53%

Pie-chart 3.12: Ability to Write an Outline.
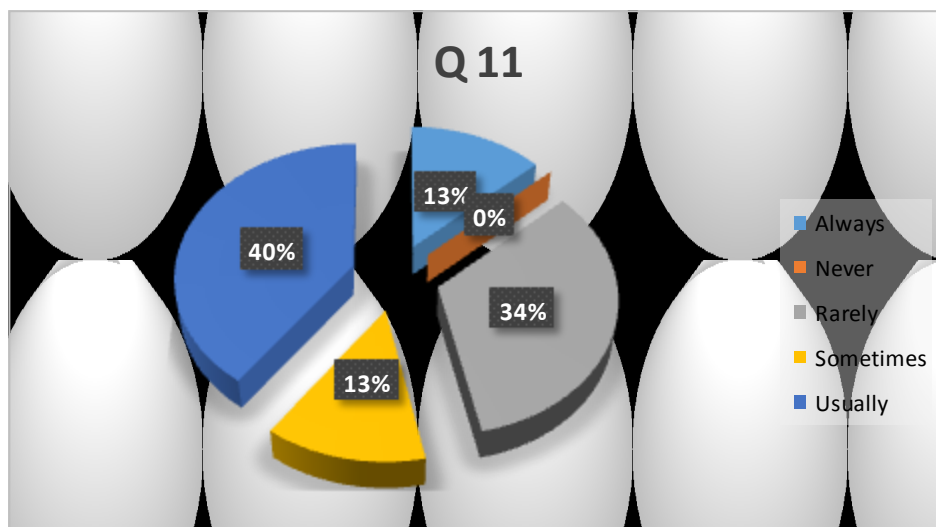
The findings have shown that 40% of the informants declared they can *usually* write an outline to logically organize their ideas before writing, while 34% said they are *rarely* able to do it. Results have also shown that 13% of the informants said they can always do. The same percentage, 13%, was found among those who said they are *sometimes* able to do such a task. None of the students have declared he/she is never able to write an outline. It seems that the outline is a task that most of students are familiar with even it is sometimes incomplete or badly structured. Sometimes, the students spontaneously or under the guidance of their teachers refer to books or master, magister or doctoral theses to follow how outlines are designed. Some teachers ask the students to start with a small outline when they want to write an essay or a paragraph.

Question 12: I can revise my own writing to improve the development and organization?

The above question was asked to see whether the students can revise their own writing to improve the development and organization. This question is a crucial step in writing. The following results illustrate the students' answers.

Frenquency	Q 12	%
always	3	16%
never	3	16%
rarely	4	21%
sometimes	3	16%
usually	6	31%

Pie chart 3.13 Ability to Revise Writing to Improve the Development and Organization.
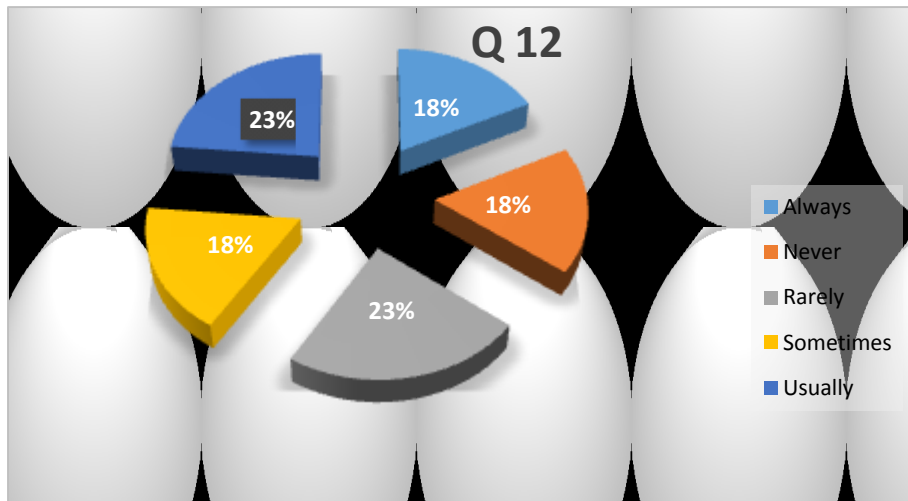
The findings have shown that the answers were nearly the same. Actually, 23% of the respondents said they *usually* revise their own writing. The same percentage 23% is found among those who said they *rarely* do. On the other hand, the same percentage, 18%, was found among informants who said they *always, never* and *sometimes do*. Some of the students do not want to see their mistakes, while others consider that revising what they have written is simply a waste of time because they cannot find mistakes. Some teachers ask students to correct each others' papers. The aim is to give them a chance to play the role of the teacher and pay attention to the mistakes their mates make. This indicates that teachers are aware of the great advantages of using peers and self-correction as a source of raising students` awareness towards recognizing their mistakes and therefore avoid in the future.

Question 13: I can edit writing to improve the wording, grammar, punctuation, and spelling?

The question n° 13 was asked to know if the students can edit writing to improve the wording, grammar, punctuation, and spelling. The answers are illustrated below:

Frenquency	Q 13	%

always	9	47%
never	2	11%
rarely	3	16%
sometimes	1	5%
usually	4	21%

Table 3.14: Ability to Edit Writing to Improve the Wording, Grammar, Punctuation, and Spelling?
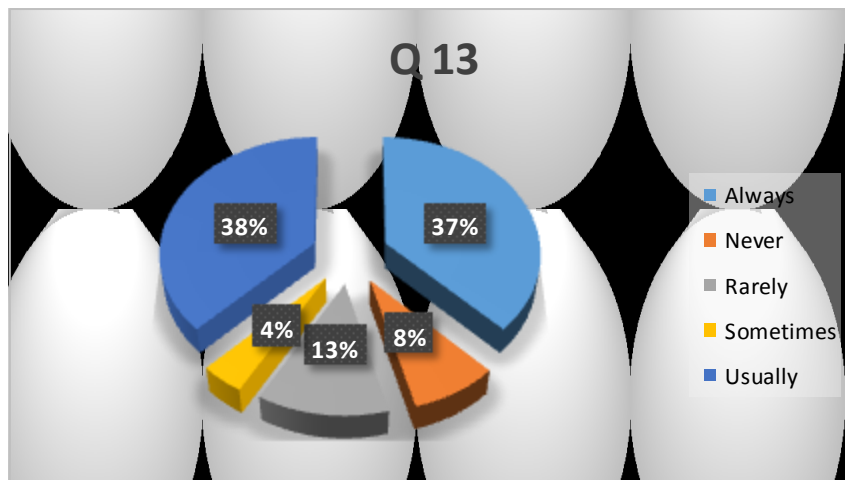
The results show that 37% of the respondents answered the have *always* the ability to edit writing to improve the wording, grammar, punctuation, and spelling, while 38% said they *usually* can. Findings have also revealed that 13% said they are *rarely* able, when 8% said they are *never* able and only 4% declared they are *sometimes* able to edit writing. As shown in the results most of the students (38% and 37%) are aware of the importance of wording, grammar, punctuation, and spelling. Consequently, they regularly edit their writings. on the other hand, the other students seem to give more importance to the content.

Question 14: I can effectively write under time constraints?

This question was designed to measure the way the students deal with time constraints. The results are shown below:

Frenquency	Q 14	%
always	0	0%
never	1	5%
rarely	7	37%
sometimes	2	11%
usually	9	47%

Pie chart 3. 15: Ability to Write Effectively under Time Constraints?
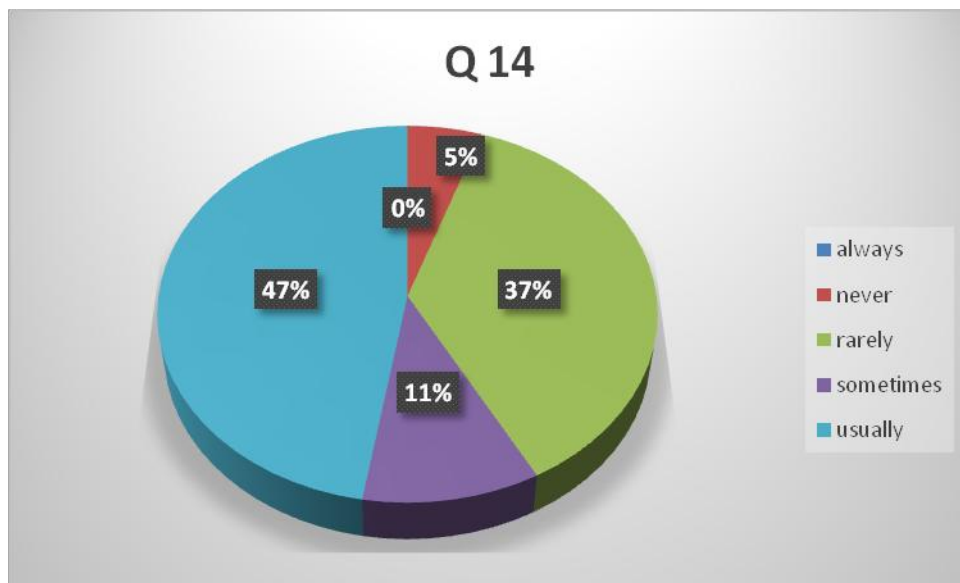
As illustrated above, 47% of students said they can *usually* write under time constraints while 37% said they can *rarely* do. it was also found that 11% said they *sometimes* do. However, none of the students 0% declared they can write under time constraints. It is evident that writing requires concentration and time and organization. Under pressure such as time constraint, some students panic and lose concentration. As result, they do not have time to think carefully about what they write and make mistakes. It is important that teachers dedicate some time for time to teach time management. In this way, the students can organize their time. One possibility is to ask students to start with what easy for them and not lose time to understand what is complicated to them.

Question15: I can write quickly in English?

Though asking students whether they are able to write quickly in English seems simple and trivial, it has its importance. The answers are illustrated below:

Frenquency	Q 15	%
always	4	21%
never	1	5%
rarely	5	27%
sometimes	4	21%
usually	5	26%

Pie chart 3. 16: Question15: Ability to Write Quickly in English?
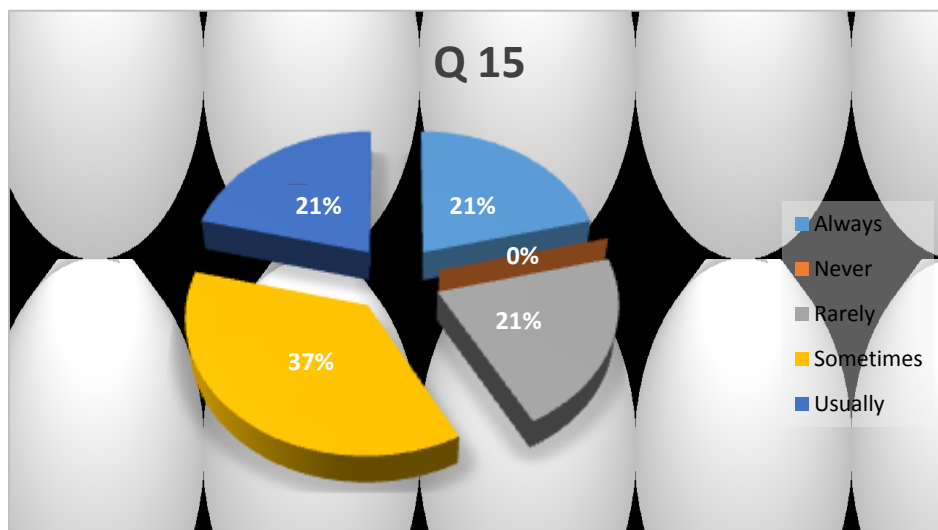
The results have revealed that 21% have *always* the ability to write quickly in English, while 5% can *never* and 27% can *rarely* do it. On the other hand, 21% said they can always do it. The same percentage 21% of the informants declared they

can sometimes do it. Those who stated they can write quickly are those who write quickly in Arabic and French. The fact is that they memorize easily and do not hesitate when writing.

Question 16: I can identify problems in my writing?

This question was asked to know if students can identify problems in their writing. The findings are displayed below:

Frenquency	Q 16	%
always	3	16%
never	0	0%
rarely	4	21%
sometimes	7	37%
usually	5	26%

Pie chart 3. 17: Ability to identify Problems in my Writing.
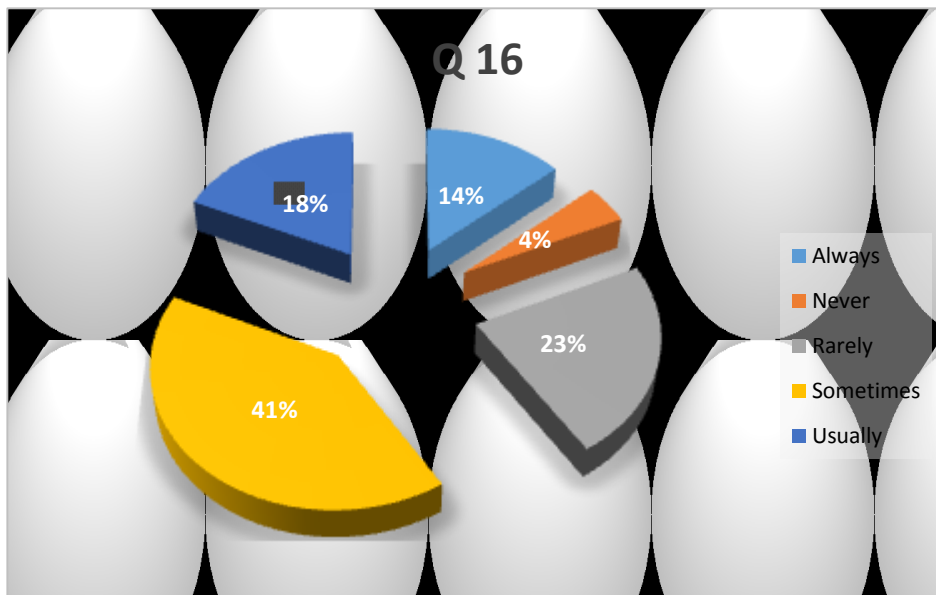
The findings have revealed that 37% claimed that they are *sometimes* aware of theirs writing errors, while 26% said they can *usually* do and 16% said answered

they can always do. it was also found that 21% said they are *rarely* able. None of the informants reported *never*. This could be explained in terms of the negative attitude towards making mistakes and that they are strongly dependent to their teacher for finding mistakes and errors. Some students are aware that they have to rely on themselves in finding and identifying problems when they write.

Question 17: I can use appropriate strategies to fix problems with my writing?

This question is directly related to the previous question (16). It seeks to know whether the students can use appropriate strategies to fix problems with their writing.

Frenquency	Q 17	%
always	0	0%
never	1	5%
rarely	5	26%
sometimes	9	48%
usually	4	21%

Pie chart 3. 18: Ability to Use Appropriate Strategies to Fix Problems with my Writing?
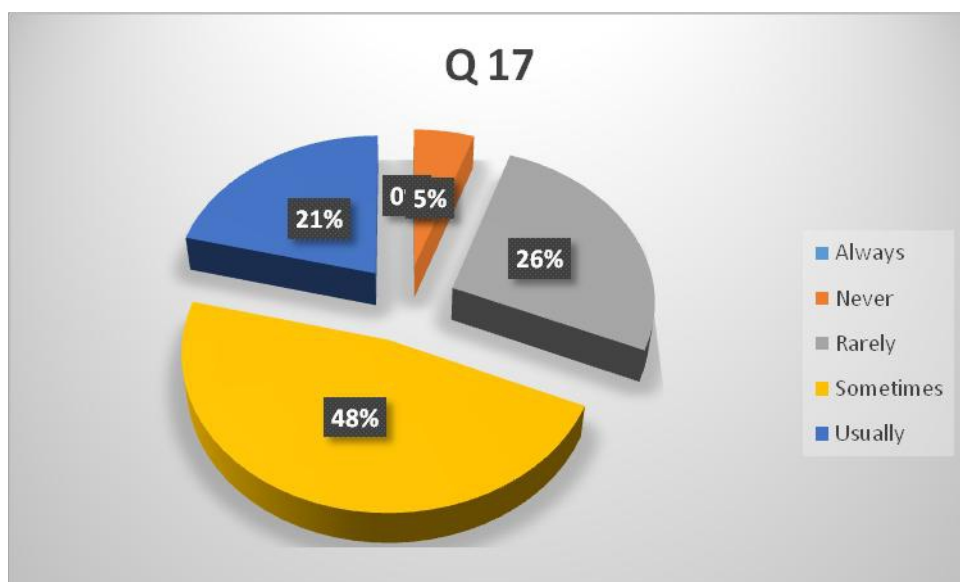
As it illustrated in the pie chart, when 48% of students said they can *sometimes* use appropriate strategies to fix problems with their writing, 21% answered they can *usually* do and 26% declared *rarely*. Results have also shown that 5% of students argued that they can *never* fix problems with their writing. To fix problem with writing students first identify their problems and then find a solution. However, if they do not have time or do not simply read what they have written they cannot find any solution. They again rely on their teachers to find the mistakes they do.

Question 18: I can use my own independent thinking in my writing?

The last question was addressed to our learners was to see whether they use their independent thinking. The results are displayed below:

Frenquency	Q 18	%
always	6	32%
never	2	10%
rarely	4	21%
sometimes	3	16%
usually	4	21%

Pie chart 3.19 Ability to use student's own Independent Thinking in his Writing?
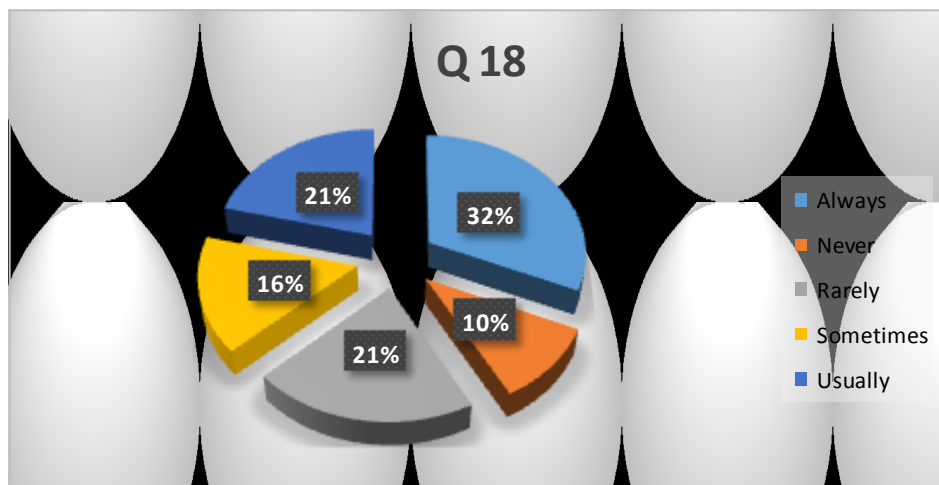
The findings have revealed that 32% of students are *always* able while 21% of students are *usually* and 16% able to think independently to do it of learners they sometimes. It was also found that 21% of students answered they are *rarely* while 10% others declared they *never* think independently. It seems that using student's own independent thinking in their writing is a sigh of language autonomy which is to be developed through teaching and assignments. The teacher may ask the students to write about any topic and to use their own ideas and not copy what they have read.

3.7.2. Teachers' Questionnaire Analyses

The teachers' questionnaire was responded by five (05) EFL teachers from the department of English of the University of Tlemcen. In their responses to question one (01) and (02) concerning the way of grading their students' work, all of them, have declared *yes*, and when the students did well they obtained good marks as it is illustrated in the following table. On the other hand, three (03) respondents stated that they minimize their grading.

Table 3.3: Grading students works.

Teachers	To maximize		Marks	To minimize		Marks
	Yes	No		Yes	No	
1	●		12/20 to 15/20		●	10/20
2	●		14/20 to 16/20	●		06/20
3	●		16/20 to 18/20		●	10/20
4	●		14/20 to 16/20		●	08/20
5	●		12/20 to 16/20	●		04/20

In question two (2) and question four (04) concerning the student's marks, all respondents claimed that their students obtained good marks for their works. Student can obtain grades between 12/20 and 18/20 if their works are well done. Furthermore, three (03) participants do not minimize their grading and the marks obtained by students are limited between 06/20 and 04/20.

Regarding to question five (05), participants claimed that it is important to grade student's work on their merits. All teachers mentioned in their responses that students are assessed after different types of assignments (papers, tests, homework, etc.) to demonstrate their ability and knowledge. Therefore, they evaluate each according to amount of effort and its relation to course goals. As for most of respondents used the same comments in correcting examination papers, it is limited between "Good", "Average" and " Bad". The answers to question six (06) concerned with the way of rating students, all teachers mentioned that they rate their students according to: firstly, the grammatical mistakes; secondly the content; then the content, in the end they move to the use of capitalization and punctuation.

Concerning the question seven (07) in which participants are asked about the method of choosing their exams' subjects, they all indicated that the examination questions depend most of the time on the syllabus. They also declared that the coordination with other teachers of the same module plays an important role.

In analyzing question eight (08), all the participants (100%) evaluate their students' writing and they also give them feedback. From their point of view teachers must give feedback to their students, the majority of respondents said that they ask their students to write essays each week during the session then they collect their sheets in order to correct and evaluate their performances.

Question nine (09) demonstrated that all the participants (100%) face difficulties in evaluating their students' essays and paragraphs. First, the majority of

students have bad hand writing, so, teachers have difficulties in correcting exams' sheets. Other students have an ill organization of essays, do not follow the same tense while writing an essay, and use ambiguous ideas. According to the five (05) teachers, there are no coherence and cohesion in their essays.

The last question aimed at knowing the main errors produced by the learners in their writings. Unfortunately, all respondents declared that their students have problems. They show the following errors that student must avoid:

- Spelling mistakes (there, their, its, it's, his, he's…)
- Grammatical mistakes (e.g. third person singular "S" of present simple is always forgotten).
- No organization and no linking words
- Lack of punctuation
- The non- organization of ideas.

3.7.3. The Analysis of Students' Examination Paper

As it is mentioned earlier, the present study included the analysis of students' writing papers from examination. The purpose of this is to further examine students' beliefs collection translate into actual practice of written error, since most previous studies (Ferris; 1997; Pezone; Tade; Tinti; 1997; Montgomery and Baker, 2007) included the collection of physical aretefact in the form of actual teacher-corrected students writing. Therefore, for the sake of gathering information about the students' errors and mistakes, ten (10) exams' papers were analyzed. Most of the EFL students have made grammatical errors, spelling errors, and writings that do not express ideas clearly will affect their grade. From the analysis of the examination papers, it was noticed that the same type of mistakes was repeated in some of the learners' papers. Thus the students mainly made spelling and grammatical mistakes in addition to certain meaning related errors the main types of mistakes are summarized as the followed:

- *Capitalization and punctuation*

E.g.

thereare many considerable reasons that forbidsmobile during class…….. ?

Figure 3.1. Example of implicit Written Errors

- *Spelling mistakes*

E.g.

Travaling a broad………………..

Figure 3.2.   Example of Implicit Written Errors

- *Grammatical mistakes*

E.g.

most reasons that forbids the use of mobiles………………………….

Figure 3.3. Example of Implicit Written Errors.

As it is presented in the figures above, students do not give importance to their writings especially in their exams, so, teachers grade them according to their exams work (sheets), what they have done. According to Ferris & Roberts (2001); Lee (2004); Brown (2007), for teachers, written error correction plays an integral role in improving the L2 writing accuracy of their students. Pylkkänen and McElree (2006) added that the students have to construct sentences bearing in mind grammatical coordination, appropriate lexis and correct spellings. This may considered as the best way of improving writing skills.

After analyzing the examination papers, it was observed that the same errors and mistakes was repeated in some of the students' piece of writing such as the lack

of capitalization and punctuation, grammatical mistakes, spelling mistakes and so on. In the module of written expression, students are asked to write short paragraphs as it is shown in the following figures **(3.4, 3.5)** but most of them are not able to produce good essays.
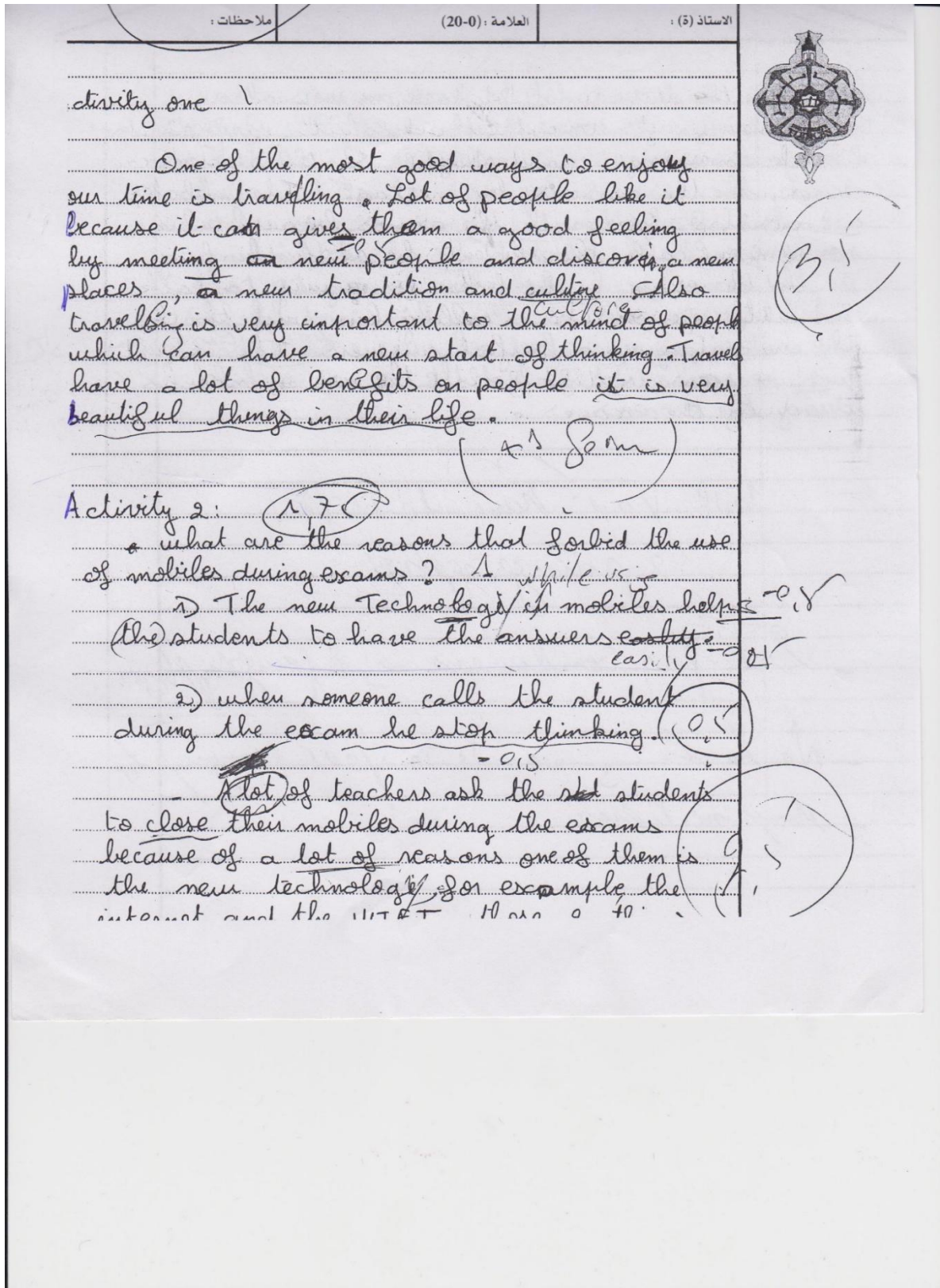
Figure3.4. Sample of Written Exam Paper

helps the students a lot to have answers. also the new ways to connect with his friends like messengerie and skype. so the students can send the answers by message. The mobiles are also forbid in the exams because when someone calls the student he stops thinking in the exam in he looks for a way to talk with person who is calling him and like this he can't give a perfect answers. this These are just two reasons that forbid the use of mobiles during the exams.

are the 2 reasons

but you have to write 2 paragraphs

2 Topic sentences → 2 paragraphs

No linking words in your paragraphs

Many mistakes

Figure3.5: Sample of Correcting Examination Paper

As shown in figure **3.4,** the teacher has mentioned all errors and mistakes made by the student in his exam paper.

From the analyses of exams sheets of the second year EFL students, teacher has identify a different types of mistakes made by the students as it is shown in the following figure:
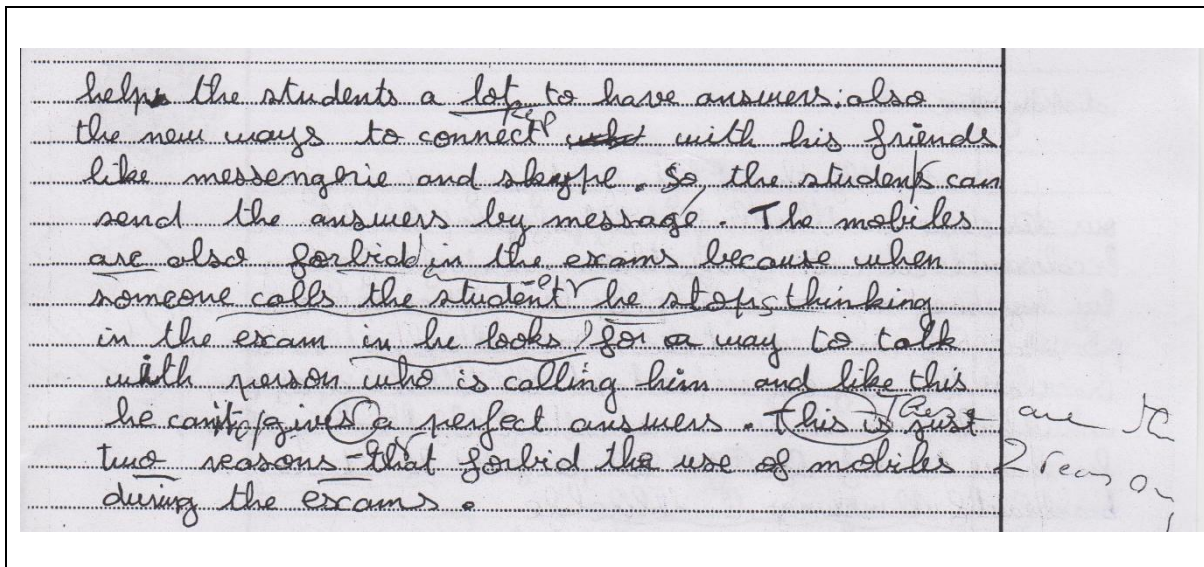
Figure 3.4: Sample Mistakes Made by Students

- Student has not formed complete paragraph
- Did not write a correct sentences
- Grammatical mistakes

After the analysis of the examination papers, teacher has put some remarks at the end of the paper as it mentioned in the following figure.
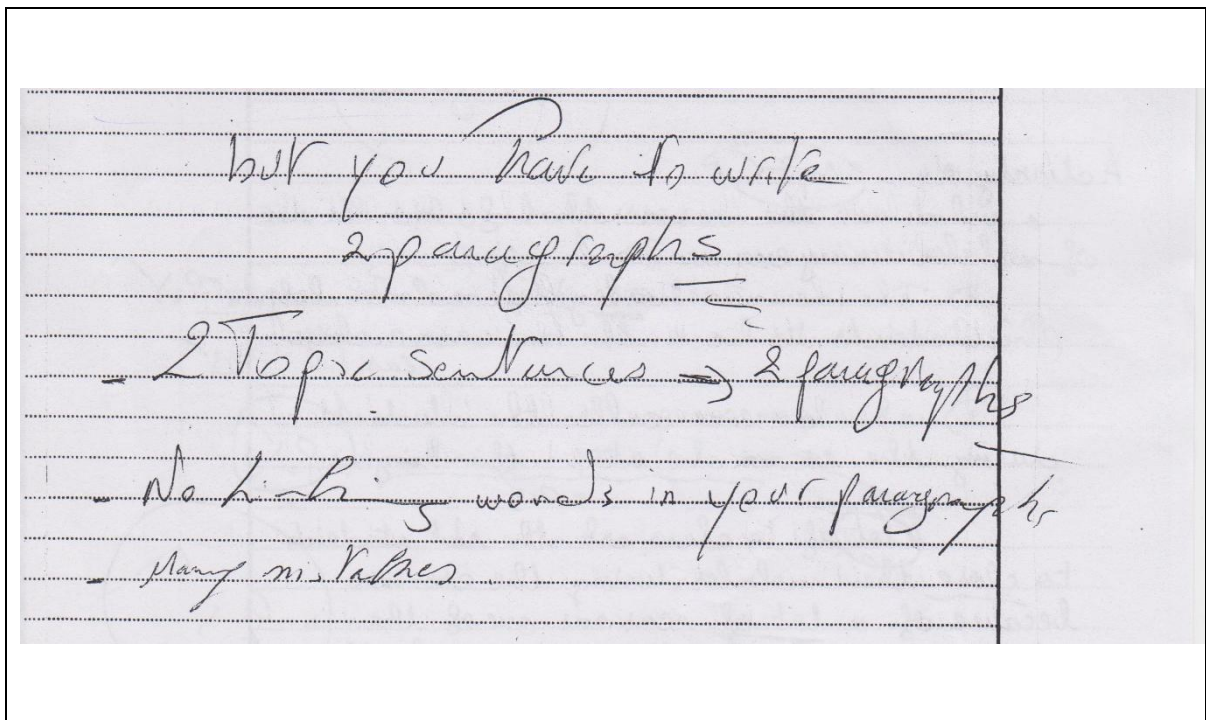
Figure 3.5: Sample Teacher's Remarks after Correction

According to the teacher's remarks, the student has not respected the question (activity), he mentioned "but you have to write 2 paragraphs", i.e. the question asked in the exam is totally different from the student's answer as it is written on the sheet "2 Topic sentences ⟶ 2 paragraphs. In the same sample, there are other comments such as:

- No licking words in your paragraph
- Many mistakes

3.8. Conclusion

This chapter is devoted to the analysis of data qualitatively and quantitatively from the questionnaires given to both teachers and second-year EFL students and examination papers. From the analysis, the students have revealed from their answers that writing is not an easy task and that they have to work hard for developing their writing abilities because they do not concentrate on the needed skills in their English writings, i.e. listening, speaking, reading or writing are needed in knowledge of English. Concerning the teachers, their main aim is to help learners to improve their writing performance. According to results obtained from this work, most of teachers unveiled some reasons why written pieces are sometimes difficult to understand.

4.1   Introduction

4.2   Assessing the Writing Skill

4.3   Improving Students' Writing Skill

4.4   Strategies for assessing students' writings

4.4.1 Summative Assessment

4.4.2. Formative Assessment

4.5   Portfolio assessment

4.6   Advantages of Written Assessment

4.7   Importance Of The Writing Assessment in EFL

4.8   The practice of Written Assessment

4.9   Conclusion

4.1. Introduction

The present chapter provides some suggestions and recommendations that would help teachers to improve the teaching and assessment of the writing skills. Also, in this part of research some recommendations will be suggested for giving to both teachers and students the different ways and strategies for developing this important skill.

Thus, the present part emphases on the effective ways to improve student writing, and it deals with some recommendations concerning the different methods of assessment and the teachers' role in using effective writing strategies for developing EFL students level.

4.2. Assessing the Writing Skill

Writing is the one of the basic skills of the English language. For many foreign learners, writing is considered as more difficult than the other skills. Even native speakers feel difficulty in showing a good command of writing. (John stone, Ash Baugh, & Warfield, 2002).

Several studies have examined the effects of error feedback on student ability to edit their papers from one draft to the next. In an experimental classroom study, Fathman and Whalley (1990) discovered that students in belonging to two feedback groups who received error feedback had considerably fewer grammatical errors on a revised draft than groups who received only content feedback or did not receive any feedback.

According to Harmer, correction goes most of the time through two distinct stages. In the first, teachers show students that a mistake has been made, and in the second, if necessary, they help the students to do something about it.

In the same context, Harmer has pointed a set of techniques; he claims that teacher need to be aware of, then, is devoted to showing incorrectness. For him, these techniques are only really beneficial for what we are assuming to be language

slips rather than embedded errors. The students are being expected to be able to correct themselves once the problem has been pointed out.

Assessment is an integral component in the teaching and learning process. There is a wide range of methods used to gather information about students 'progress, and performance. As Greenstein (2010: 29) explains, "Assessment is a systematic way for teachers and students to gather evidence of learning, engage students in assessment, and use data to improve teaching and learning." Moreover, according to Barone and Taylor (2005), writing assessment has at times redirected our efforts from writing as a process to writing for a product. Maintaining a balance between the two is a challenge for writing teachers everywhere. They also revealed that excellent teachers are finding ways to blend the two so that students continue to be engaged in writing as an activity for learning as well as an activity for learning as well as for demonstrating proficiency. Thus, the EFL teachers have to give importance on assessing their students' writing performance by using different tools. In other words, classroom assessment has been minimized for making decisions about students' learning that usually ends with reward for measuring, testing, and counting. Therefore, students` learning was all about gaining marks on papers. This traditional view to language assessment provides no means for improvement, in that, students cannot know how well they are doing until the end of the course.

4.3. Improving Students' Writing Skill

Writing is an important skill and valuable tool for communication, and learning a discipline. Mayher and colleagues (1983) described the acquisition of writing skills as a development process. Furthermore, helping students to improve their writing skills is a responsibility for all EFL teachers, especially for students who do not have satisfactory level; this is why students have to develop an early foundation in writing in order to communicate their ideas effectively and efficiently. Yet many students are not strong writers. In fact, EFL students need to perform

their level in writing and putting their best efforts in expressing themselves on paper, since, "Writing is a unique mode of learning". (Emig, 1977:122).

 As far as, Gere (1985) pointed out that students who use writing as a way of learning often produce better-written products, but that is not the primary purpose of writing to learn programs. In the same context (William Zinsser, 1988:11) stated, "Writing is thinking on paper. Anyone who thinks clearly should be able to write clearly about any subject at all" He emphasized that the teaching of writing should be part of every academic discipline, not just the English department.

4.4. Strategies for assessing students' writings

Generally speaking, assessment has an important role in TEFL it is consider as a mean of controlling the improvement of student's achievement, and production at the level of positive feedback towards students' mastery of the writing skill it is also of great importance during which learners' feedback can be constantly observed and measured.

For students, the writing task represents the main difficulty in learning, according to them writing needs further practice and techniques to follow in order to master it. Therefore, In EFL classrooms, teachers have to call students` attention to their formative comments and feedback on their writing progress in order, to improve their writing and to be aware of their own writing deficiencies.
However, teachers have an important role in developing students' writing skill through adopting different writing approaches and strategies by which students may respond and react effectively. Therefore, assessment can be of a great positive power and an integral part of the teaching and learning processes. According to some researchers such as Irons (2008) and Clark (2008) assessment is defined as the ongoing process that continuously gathers information about learning abilities and teaching effectiveness.(Greenstein ,2010:29) "assessment is a systematic way for teachers and students to gather evidence of learning, engage students in assessment, and use data to improve teaching and learning".

Assessment is central in education and the teaching-learning process. It can be used to achieve a variety of purposes; "The aim of the assessment is usually constructive and it should aim to help students rather than to sentence them (Gipps & Murphy, 1994, p. 261 cited in Buhagiar, 2007: 42), therefore, there are various forms of assessment in English classroom teaching. The most common ones are summative and formative assessments.

4.4.1. Summative Assessment

Firstly, summative assessment refers to any activity that takes place at the end of a course or program which often results by attributing scores grades on students one`s own performance for the purpose of measurements rather than improvement. According to Irons, (2008), Torrance and Pyor (2002) summative assessment is used to determine placement and classification.

Crooks (2002 cited in Ali 2011, p.11) assumes that summative assessment provides a well-founded, clear and up-to-date picture of students' current abilities and progress through time and enhancing their development. Some researchers, point out that summative assessment is considered as: "assessment of learning". Thus, its primary concern is the final decision students have reached as a result of instruction. Noticeably, those decisions provide no opportunity for students to improve or promote their learning growth (Overmeyer, 2009). Furthermore, according to Spolsky and M. Hult (2008) assessment of learningis less detailed, and aims at finding out the outcomes of instructional programs or individual learners.

4.4.2. Formative Assessment

Formative assessment is used to identify what students have learned, what they have not learned and where they are having difficulty, and this can support the teaching-learning process (Gipps & Murphy, 1994 cited in Buhagiar 2007).

Many researchers such as Irons (2008) and Clark (2008) claim that the formative assessment as the ongoing process that continuously gathers information about learning abilities and teaching effectiveness. However, formative assessment deals with how the quality of student responses can be used to improve students' competence (Sadler, 1989). Greenstein (2010: 29) argues that "formative assessment is a systematic way for teachers and students to gather evidence of learning, engage students in assessment, and use data to improve teaching and learning." Thus, it is all about collecting data about students' learning to identify their development of skills, needs, and abilities as their strengths and weaknesses before, during and after the instructional course for the purpose of improving student's achievement and learning. Moreover, according to Irons (2008) formative assessment is described as "any task that creates feedback or (feed forward) to students about their learning" (p. 7).

Furthermore, the term has been described by Bloxham and Boyd (2007) as "any activity during a module which provides information to students and tutors on their progress" (p. 52). In other words, formative assessment is used to provide feedback to students on how well they are progressing and learning. Consequently, formative assessment is used to inform both teachers and students about the successfulness of teaching and learning processes.

4.5. Portfolio assessment

According to Caner (2010: 224) "Portfolio is a regular and well-conducted collection of a student's works that can be considered as the direct evidence of a student's efforts, accomplishments and advancement throughout a period of time". Snavely and Wright (2003: 3) give a broad definition of portfolio when they said that it is "a purposeful collection of student work that exhibits student's efforts, progress, and achievements." Portfolio is also a valid teaching tool that helps the students to develop language skills. As a benefit of keeping portfolio, students represent how well they have learned subjects as well as what they have not learned yet and what they still need to improve.

The researchers has also found that portfolio as an assessment tool is a at the same time a promising testing and teaching tool for teachers which can be used in conjunction with teacher made tests to provide continuous, ongoing measurement of students' growth needed for formative evaluation and for planning instructional programs. Similarly, Belanoff (1994) reveals that portfolio assessment encourages participation and autonomy. For example, students are allowed to select the work on which they will be evaluated to reflect on their work. They will be able to take control of revision and have opportunities to produce significant revision. It also permits students to take risks with their writing, and to seek advice from their peers. The result is that evaluation becomes a positive force to encourage growth, maturity, and independence, rather than a means of pointing out deficiencies.

4.6 Advantages of Written Assessment

Writing assessment is beneficial because it improves teaching and learning processes. The advantage is that it may be used both inside the classroom and outside. Here are some advantages of assessment:

- Affording assistance and help to students;

- Awarding a grade;

- Placing learners in appropriate courses;

- Allowing learners to leave a course or sequence of courses;

- Certifying proficiency, and evaluating programs.

However, **assessment practice engages teachers to** intervene and help at different steps of writing. They pay attention to their students' writing, by giving importance to following points:

➢ Are ideas in text clearly presented and fully developed?

➢ Is the text easy to follow and logically organized?

➢ Are words used effectively and precisely?

> ➢ Are sentences varied to promote fluency, rhythm, and natural speech patterns?

> ➢ Does the text capture appropriate tone or mood to make maximum impact on the reader?

> ➢ Are there spelling, usage, and grammar errors?

> ➢ Is the written product legible, attractive, and accessible?

Written assessment is very useful tool to judge students' knowledge and capabilities. It also assesses their level of performance. Moreover, a written assessment may cake different forms, depending on what the teachers want. These are some advantages of a written assessment:

Advantage 1	Students are forced to demonstrate the extent of their knowledge. There is no such thing as 'guessing' on a written test. Students either know the material or do not, and the format of the test requires that they express what they have understood rather than just using someone else's words.
Advantage 2	Pronunciation is part of the assessment. While a multiple-choice test can help assess student thinking it offers little chance for student articulation. A written assessment instead requires that students perform two essential tasks – thinking and the articulation of that thinking.
Advantage 3	Students can explain their thinking. They also often try to explain certain multiple-choice answer that seemed to them entirely acceptable at the time. Whether their choice is justified or not, if the teacher reflects on it, it is exactly that skill, i.e. the identifying and arguing in defense of one's answer – that the teacher actually want students to do. A written assessment offers a format for students to defend their answer by proving that their reasoning is justified.
	Written assessments take less time to create. While proper time should be assigned to decide what exact questions to ask and how to build them, written assessments in general require less design time than multiple-

Advantage 4	choice tests. Whereas, multiple-choice assessments need many questions and many possible answers choices, written tests only entail the questions.
Advantage 5	Teachers can provide better feedback on answers. A multiple -choice question is either right or wrong. On a written assessment, it is possible that an answer may be partly correct, and different segments of the answer may receive different attention. A written, developed answer allows for more opportunity for a teacher to assess thinking and articulation, and an instructor can target feedback to address specific portions of a student's response.

4.7. Importance Of The Writing Assessment in EFL

What is quite certain is that writing is a difficult skill for EFL students. This is the reason why, many researchers are always looking for effective and new strategies to teach this complex skill. Moreover, students face different written problems, the responses to the questionnaire indicate that most of EFL students fail in improving this skill. Furthermore, the questionnaire reveals that students have difficulties in their writings such as:

➢ The ideas are not in an order the easily makes sense.

➢ The ideas are not grouped together into distinct paragraphs

➢ The student does not begin the paragraph with an introduction that starts the reader in the right direction.

➢ The student does not end the paragraph with conclusion that sums up the point he/she wants to make.

➢ The relation between the ideas is not clear because the writer has not used words like although, for example, on the other hand, and so on.

➢ The student's attitude is not clear; is he or she, describing, suggesting or criticizing something

➢ The piece contains ideas that are not relevant to what the writer wants to express.

➢ The sentences do not have clear punctuation, there are comma (,) and full stops (.) without any good reason.

Flower and Hayes (1981:299) state : Writing is complex process, which involves a number of cognitive and meta-cognitive activities; for instance, brainstorming, planning, outlying, organizing, drafting and revising. Cognitive aspects of writing has received a particular attention, as investigator have attempted to understand the processes underlying the composition of students.

For the great majority of teachers, and from their responses to the questionnaire, EFL students' achievement in writing is very weak, that is why teachers have an important role in improving the quality of their students' writing. Accordingly, Kroll (1990: 140) considers that,

> **For English as a second language (ESL) students, it seems fair to say that writing academic papers is particularly difficult. ESL students must learn to create written products that demonstrate mastery over contextually appropriate formats for the rhetorical presentation of ideas as well as mastery in all areas of language, a Herculean task given the possibilities for error. It is partially the multiplicity of skills involved which contributes to the overall difficulty of writing.**

The first thing that students need to develop their writing ability, is to follow their teachers' during the lectures and try to be present in all sessions (courses and TD) for the achievement of knowledge. Thus, EFL teachers have to use some techniques in teaching writing, such as note taking and note making, summarizing, dictation and other .These are among the most acknowledged techniques to improve

proficiency in writing. These techniques, whether done individually or in groups. Improvement of students' writing is the responsibility of the teacher since teaching writing is not an easy task. As it is noticed, writing is an essential tool for learning that is why there is nearly always an opportunity for new ideas, attitudes and techniques. Thus, it is always important to try new techniques and methods to improve the teaching/learning of the writing skill, but also to introduce cross-cultural learning, and so contribute to a global education. Moreover, EFL students know that good writing will be rewarded and poor writing will be penalized receive better essays than instructors who don't make such demands. In the syllabus, in the beginning, and during the term, students must be told to make their best effort when writing to better express their ideas on their papers. Most important of all, is that teachers are invited to set up a beneficial strategies and techniques in their classes. Indeed, EFL teachers they can vary the pace of a lecture course, and ask their students to write a few minutes during class. Some mixture of in-class writing, outside writing assignments, and exams with open-ended questions will give them the practice they need to improve their skills. They can also provide guidance throughout the process of writing, so students are directed to:

- Discuss the value of outlines and notes
- Explain how to select and narrow a topic
- Critique the first draft, define plagiarism as well

Teachers can ask their students to analyze each other's work during class, and ask them to evaluate their work in small groups. Using these methods, students will learn that they are writing in order to produce and think more clearly, not obtain a grade. Students' papers can be collected and evaluating, so teachers can easily grade his learning section.

By learning to evaluate others writing and responding in turn to evaluation of their own , students will gradually build up that capacity for self/assessment which is such a vital element in the writing process (White and Arndt;1991:117).

As well as, EFL teachers of department of English can work in collaboration in other to use different methods each one propose ideas about ways in which writing can help students learn more about the subject matter. Teaching writing for EFL is a way of learning, not an end in itself. The majority of students from the responses of the questionnaire reveal that writing is a complicated process. Therefore, the role of EFL teachers is to help them to identify writing key activities:

- ➢ Generating ideas;
- ➢ Looking for a focus and a thesis;
- ➢ Writing a draft;
- ➢ Seeking feedback and comments from others;
- ➢ Revising the draft by increasing ideas, giving more details, reorganizing;
- ➢ Editing;
- ➢ Presenting the finished work to readers

Most of the time teachers explain to their learners that writing is hard work, and it needs more concentration. Before drafting, students may think about the best way to make their paragraph clearer and ensure a logical relationship between the different parts in their writing production. Students need to talk about papers in progress so that they can formulate their thoughts, generate ideas, and focus their topics. They can also take five or ten minutes of class time for reading their writing to each other in small groups or pairs. It is important for students to revise their work by providing formal steps; teachers can ask them to submit first drafts. Students always face problems in their writings so some other techniques can be used successfully in teaching writing such as note taking and note making, summarizing, dictation and others. In the first place, note taking is considered as an important tool of learning because of it allows learners to organize, manage and monitor their own learning more easily. It also involves learners to take the appropriate decisions about not only what to note but also to make use of these notes. However, there is no best way

for taking and making notes. The most important thing to mention is that the notes should be organized in a way that shows links between ideas. Then, summarizing has a great importance in learning and writing, This why it requires special attention from teachers .Summarizing is an activity which aims at evaluating pupils' ability at analyzing and synthesizing .It is very difficult task because it involves not only reducing the length of a text ,but also differentiating main idea and supporting details.

Dictation, on the other hand, is a controlled writing activity, which can form an integral part of testing, and it helps students write and interpret the target language.

"Dictation ensures attentive listening, it trains pupils to distinguish sounds, it helps fix concepts of punctuation, it enables pupils to learn to transfer oral sounds to written symbols, it helps to develop aural comprehension, and it assists in self-evaluation" (Finocchiaro 1969:176 quoted in Benmostefa 2014)

According to Ourghi (2001) teachers should also form an approach to error in student writing that strikes the balance between accuracy and content, without overburdening or inhibiting the student. The feedback should be clear, adequately describe the problem and suggest methods of correction...To be effective, teachers responses should be, therefore, comprehensible to the student, easily implemented and lead to text improvement.

➢ Stress clarity and specificity: The more the abstract and difficult the topic, the more concrete the student's language should be inflated language and academic jargon camouflage rather than clarify their point.

➢ Importance of grammar and sentence structure, as well as content. Students should not think that English teachers are the only judges of grammar and style. Students are asked to focus on both quality of their writing and the content.

➢ Distribute bibliographies and tip sheets on good writing practices

> ➢ Check with English department materials that can be easily distributed to students by giving them large bibliography of writing guide.

The Use of computers help students write better. Some software are now being used by faculty to help students plan, write, and revise their written work. Some of them allow teachers to monitor students' work being done and let students to work together with their classmates.

Ask students to write what they know about a topic before you discuss it. Ask your students to write a brief summary of what they already know or what opinions they hold regarding the subject you are about to discuss. The purpose of this is to focus the students' attention, there is no need to collect the summaries.

Ask students to respond in writing to questions you pose during class. Prior to class starting, list two or three short-answer questions on the board and ask your students to write down their responses. For example, the questions may be about what was done as a review of material recalling information from some readings they did.

Ask students to write from a pro or con position. When presenting an argument, students should not be asked to justify all what they did. In other words, to give all the reasons and evidence they can think of that supports one side or the other. These statements can be used as the basis for discussion.

During class, pause for a three-minute write. Periodically ask students to write freely for three minutes on a specific topic. They should write whatever comes to their mind without thinking about grammar, spelling, phrasing, or organization. For many experts, this activity of free writing may help students combine diverse ideas and identify what is not clear. There is no need to collect these exercises.

Have students write a brief summary at the end of class. At the end of the class period, give your students index cards to note the key themes, main points, or main

ideas being discussed. The index cards of the students may reveal whether they have followed and understood the lesson.

Have one student keep minutes to be read at the next class meeting. By taking minutes, students get a chance to develop their listening, synthesizing, and writing skills. Boris (1983) suggests the following course of action:

- Prepare your students by having everyone take careful notes for the class period, go home and rework them into minutes, and hand them in for comments. It can be the students' discretion whether the minutes are in outline or narrative form;

- Decide on one to two good models to read or distribute to the class;

- At the beginning of each of the following classes, assign one student to take minutes for the period;

- Give a piece of carbon paper to the student who is taking minutes so that you can have a rough copy. The student then takes the original home and revises it in time to read it aloud at the next class meeting;

- After the student has read their minutes, ask other students to comment on their accuracy and quality. If necessary, the student will revise the minutes and turn in two copies, one for grading and one for your files.

Structure small group discussion around a writing task. For example, have your students pick three words that are of major importance to the day's session. Ask your class to write freely for two to three minutes on just one of those words. Next, give the students five to ten minutes to meet in groups to share what they have written and generate questions to ask in class.

Use peer response groups. Divide the class into groups of three or four. Students or some of them should to bring to class copies of a rough draft of a paper. Show the students how to criticize the drafts. In any response task, the main step is for the reader to note the part of the paper that is the strongest. For example, the following guidelines can also be given to the reader:

- o State the main point of the paper in a single sentence;
- o List the major subtopics;
- o Identify confusing sections of the paper;
- o Decide whether each section of the paper has enough detail and information;
- o Indicate whether the paper's points are ordered;
- o Review the accuracy of the opening and concluding paragraphs;
- o Identify the strengths of the paper.

Use read-around groups. Read-around groups are methods used with short homework (two to four pages) that permit every the students to read everyone else's paper. Divide the class into groups of four students and divide the papers according to the groups. The papers should be coded for preserving the anonymity. Give each group a set and ask the students to read each paper silently and decide on the best paper in the set. Each group should discuss their choices and agree on the best paper. After reading all papers, someone from each group writes on the board the code number from the best paper in each set. The numbers that are repeated the best ones.

Ask students to identify the characteristics of effective writing. After completing the read-around activity, ask your students to reconsider the best papers by the whole class and to note the characteristics of each paper. Write their comments on the board In pairs, the students discuss the comments on the board and try to put them into categories such as organization, awareness of audience, thoroughness of detail, etc. the teacher might need to help your students arrange the characteristics into meaningful categories.

4.8 The practice of Written Assessment

Assessing students' writing should not be limited to teachers. It is also helpful to have students assess their own writing progress through a self- or teacher-

identified writing goal (**#27**: Graham & Perin, 2007a; Rogers & Graham, 2008). For example, a student is more apt to meet a self-selected goal to use 10 or more describing words in each daily journal entry if they track their progress in doing so. Likewise, they are more likely to apply a newly learned writing strategy if they identify where it can be used, set a goal to use it there, and assess if their use of the strategy was effective (Harris, Graham, & Mason, 2006).

"Language assessment experts admit that there are many factors that could affect performance on language tasks and test quality, including the characteristics of both the testee and the task. Scoring procedures on the assessment also can affect the reliability and validity of the scores awarded" (Stoynoff, 2012: 525).

Two experimental studies conducted by Fontana and Fernandes (1994), and Frederikson and White (1997) have shown that students who have opportunities to reflect on their work and self-assess themselves show greater improvement than those who do not.

4.9 Conclusion

The final   chapter seeks to provide some recommendation and suggestions regarding the role of both teachers and students in the writing process. Attention has been paid to the effective strategies methods, which promote students" writing proficiency and allow them to develop their ideas. This chapter also presented some strategies that may help to improve EFL students writing.

General Conclusion

The objectives of the present research are to highlight on the need of assessment of EFL classrooms and development of students' writing skill. It also attempts to investigate the pedagogical tools for improving EFL students' writing ability and performance. The second year LMD students at the English Department of the University of Tlemcen are taken as a case study. Consequently, this dissertation illustrates the educational tools that help EFL students improving their writing ability through an effective assessing system. Finding a reliable and valid method of measuring the writing ability is still a matter under investigation.

This dissertation is composed of four chapters. The first chapter dealt with the purpose of the study and provides a literature review of the different ways of assessing students writing abilities. The Chapter two was a description of teaching and learning English as a foreign languages at the Algerian universities, it also tried to describe some methods of assessing the EFL students writing skill an how to enhance it.

The third chapter consisted of two parts; the first one explored the methodology. It describes the study participants and data collection procedures. The second part described the analysis and interpretation of data driven from teachers and students questionnaire. It also offered conclusions and implications based upon study results with an emphasis on the different essay tests.

The last one was devoted to some recommendations and suggestions based on the findings revealed in previous chapter, that attempt to realize an effective writing teaching and assessment through testing and scoring strategies.

In the case study of language learners of the 2nd year LMD students at the English Department of Abou Bakr Belkaid University, we realize that most of students are not skilled in writing. They also face a many difficulties in their writings such as the lack of organization, grammar mistakes, poor vocabulary and lack of performance. Therefore, teachers have to find out how to come up new methods and techniques in order to improve students' writing skill, they are also

called to contribute to the development of the higher education level not only EFL classes.

This research work deals with an important theme that concerns the entire teachers of education from primary to university in all the scientific fields. In fact, the results obtained from the teachers' questionnaire reveal that teachers still need a new methods to develop their EFL students' writing skill. Despite the disposal of all the possibilities whether pedagogical, scientific or   material, EFL teachers are still unsatisfied by their learners' level. It seems that permanent practice of assessment and testing will probably facilitate the success of the written teaching skill. However, it should be stressed that teacher is the first responsible for helping students to develop their writing skill, not only by teaching them rules and methods. It all comes down to saying that, the present study shows that the traditional method of evaluating written language proficiency is insufficient in EFL teaching, and teachers are still using the same techniques to evaluate their learners productions.

Results confirm that writing is a complex task that needs more diligence, so both teachers and learners have to work cooperatively for developing the writing abilities. However, the first research question of the present study shows that EFL teachers have to pursue effective strategies in helping students to constitute a good writing. In the second hand, they have to select the best techniques to control certain difficulties especially when learners are repeating the same written mistakes. They also need to develop their traditional method of evaluating written language proficiency, which is insufficient to find out how EFL students are learning. Some results from this study indicate that writing skill for the majority of students is only means of learning. Moreover, it has been found out that teachers need new. Even though the present research is not exhaustive, it is an attempt to investigate operational and pedagogical tools for improving second year students' writing ability through assessing system. It has highlighted some of the benefits of the assessment of the writing skill in improving students' level. Finally, we hope that this work can be a help for other researches to go further on exploring how the analytic and holistic types of measurement can be modified to suit EFL writing needs.

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STUDENTS' QUESTIONNAIRE

Dear Students,

The aim of this questionnaire is to gather data about 2nd Year LMD students'
abilities and learning strategies in writing at the University of ABOU BAKR
BELKAID. Please rate your abilities/strategies for each item below a scale between
'1' to '5'. Circle your choice. 1=never 2=usually 3= rarely   4= always 5=
sometimes

1. I can write a good paragraph? 1 2 3 4 5

2. I can write a clear topic sentence that identifies the topic and controlling idea
    of a paragraph? 1 2 3 4 5

3. I can use appropriate vocabulary and word forms to effectively communicate
    with the reader? 1 2 3 4 5

4. I can use appropriate spelling, capitalization, and punctuation? 1 2 3 4 5

5. I can write an accurate summary of information that I have read in English?
     1 2 3 4 5

6. I can write an accurate paraphrase of information that you have read in
    English? 1 2 3 4 5

7. I can write accurate quotations in English? 1 2 3 4 5

8. I can write a good academic research paper? 1 2 3 4 5

9. I can write a good introduction for an English essay? 1 2 3 4 5

10. I can write a clear thesis statement that identifies the topic and controlling idea
    of an essay? 1 2 3 4 5

11. I can write an outline to logically organize my ideas before writing? 1 2 3 4 5

12. I can revise my own writing to improve the development and organization?
     1 2 3 4 5

13. I can edit writing to improve the wording, grammar, punctuation, and
    spelling?

1 2 3 4 5

14. I can effectively write under time constraints? 1 2 3 4 5

15. I can write quickly in English? 1 2 3 4 5

16. I can identify problems in my writing? 1 2 3 4 5

17. I can use appropriate strategies to fix problems with my writing? 1 2 3 4 5

18. I can use my own independent thinking in my writing? 1 2 3 4 5

Thank you for Collaboration

TEACHERS QUESTIONNAIRE

Dear Teachers,

The aim of this questionnaire is to collect information about the various methods, techniques and strategies related to assessment of the students' writing skill. The target population has included teachers of the Written Expression course of the second year at the University of Tlemcen. You are kindly requested to answer the following Questions:

1- Do you maximize your grading?

   Yes   No

2- If yes, to which mark?

10/20	12/20	14/20	16/20	18/20	20/20

3- Do you minimize your grading?

   Yes   No

4- If yes, to which mark?

14/20	12/20	10/20	08/20	06/20	04/20

5- During the correction of examination papers, how do you assess your student's level

Good	Excellent	Average	Bad

6- How do you rate your students? According to the

      ➢ Content

- ➢ Grammatical mistakes
- ➢ Spelling mistakes
- ➢ Organization
- ➢ Spelling
- ➢ Capitalization
- ➢ punctuation

7- How do you choose the subjects of examination? According to

- ➢ The syllabus
- ➢ Free Topic
- ➢ Class work
- ➢ Coordination with other teachers of the same module

8- Do you evaluate your students' writing and give them feedback on how they can improve it?

9- What are difficulties you face when u evaluate the students' essays/ paragraphs?

10- What are the main errors produced by the learners in their paragraph?

Thank you for collaboration

STUDENTS EXAM SHEETS

helps the students a lot to have answers; also the new ways to connect with his friends like messengerie and skype. So the students can send the answers by message. The mobiles are also forbid in the exams because when someone calls the student he stops thinking in the exam in he looks for a way to talk with person who is calling him and like this he can't give a perfect answers. This is just two reasons that forbid the use of mobiles during the exams.

وزارة التعليم العالي والبحث العلمي
Ministère de l'Enseignement Supérieur et de la Recherche Scientifique

جامعة أبي بكر بلقايد ـ تلمسان
UNIVERSITE ABOU-BAKR BELKAÏD - TLEMCEN

Nom — الاسم
Prénom — اللقب
Né (e) le — 06/1992 — تاريخ الازدياد
N° Carte d'Etudiant — رقم بطاقة الطالب

كلية
قسم — ement
إختبار — n
بتاريخ

ملاحظات : — العلامة : (20-0) — الاستاذ (ة) :

Activity one

One of the most good ways to enjoy our time is travelling. Lot of people like it because it can gives them a good feeling by meeting a new people and discover a new places, a new tradition and culture. Also travelling is very important to the mind of people which can have a new start of thinking. Travel have a lot of benefits on people it is very beautiful things in their life.

Activity 2:

a what are the reasons that forbid the use of mobiles during exams ?

1) The new Technology in mobiles helps the students to have the answers easily.

2) when someone calls the student during the exam he stop thinking.

A lot of teachers ask the students to close their mobiles during the exams because of a lot of reasons one of them is the new technology for example the internet and the WIFI.

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ملخص:

يوفر هذا العمل معلومات عن مختلف الاستراتيجيات و اساليب تقييم الكتابة . يفسر ايضا بعض التقنيات التي من شأنها مساعدة مدرسين اللغات لأجنبية للإشراف على قدرات تعلم طلابهم.
و أظهرت النتائج أن الطلاب في السنة الثانية يحتجون الى تحسين لغتهم الإنجليزية،أنفسهم ليس فقط باستخدام استراتيجيات الاتصال او قواعد النحو بل ايضا بالتعاون مع معلميهم لإنتاج الكتابة الجيدة.ادن المعلمين والطلاب مدعوون لتقديم تقييم الكتابة سواء في التعليم او التدريس.

الكلمات المفتاحية: التقييم،مهارة الكتابة،و الاستراتجيات،والقدرة،وتحسين،مهمة.

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Résumé :

Le présent travail fournit des informations sur les différentes stratégies et méthodes d'évaluation de l'écriture. Il permet aussi d'expliquer certaines techniques qui pourront aider les enseignants des langues étrangères à contrôler les capacités d'apprentissage de leurs étudiants. Les résultats montrent que les étudiants de la deuxième année doivent améliorer, eux-mêmes leur anglais non seulement en utilisant les stratégies de communication et les règles de grammaire, mais aussi en collaborant avec leurs enseignants pour perfectionner leur écriture. Ainsi, les enseignants et les étudiants doivent introduire l'évaluation de l'écriture dans l'apprentissage ainsi que dans l'enseignement.

Mots clés : évaluation, écriture, stratégie, capacité, amélioration, tâche.

Summary:

The present dissertation provides information about the different strategies and methods of assessing students writing skill. It also targets to elucidate some techniques that can help EFL teachers to control their learners' ability to learn foreign languages. From the obtained results, second year EFL students have to improve their English not only by involving themselves in communication strategies and grammar rules, but also by developing their ways in producing good pieces of writing with the collaboration of their teachers. Thus, EFL teachers and students are asked to introduce the writing assessment in their learning/teaching.

Key words: Assessment; writing skill, strategies, ability, improvement, task