

Acknowledgements

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ABSTRACT

Assessment covers all sorts of activities that teachers engage in to evaluate their pupils' progress and learning needs. Though it is an integral component of teaching, it is regrettable that many programmes in EFL teaching do not require assessment courses. Thus, several teachers enter the classroom without a thorough grounding in assessment issues. Yet, courses on teaching writing often devote a limited amount of time to the discussion of assessment. Therefore, it is too complex to choose rating scales and delineate criteria for valid and reliable essay evaluation. Furthermore, teachers need to determine an effective and formal method of assessing writing ability and specify an appropriate rating scale to serve in the teaching-learning assessment process in the writing classroom. The present study is an attempt to investigate the pedagogical tools for improving our pupils' writing ability through an effective assessing system. Specifically, the study's problematic statement endeavours the evaluation of 3rd year Literature and Philosophy pupils' writing skill as qualified to be vague and weak. In terms of the general layout, the work comprises four chapters. Chapter one introduces the purpose of this study and offers a contextual background and pedagogical instructions related to the textbook New Prospects. It also describes variables, tools and procedures the researcher has relied on to shed light on the problematic. Chapter two reviews relevant studies related to the research topic. It explains test approaches, formats and specifications in assessing writing ability. It also introduces attributes of grading methods, describes the holistic and analytic scoring scales. The second method has been given clear emphasis. Chapter three addresses the methodology, describes the study participants, data collection procedures and the data analysis. It offers conclusions and implications based upon study results with an emphasis on the different essay tests. Chapter four makes recommendations regarding the findings mentioned in chapter three. It calls for an attempt to realize an effective writing teaching and assessment through testing and scoring guidelines.

TABLE OF CONTENTS

Acknowledgements	I
Abstract	II
Table of Contents	III
List of tables, Diagrams and Graphs	VIII
Abbreviations and Acronyms	X
GENERAL INTRODUCTION	
GENERAL INTRODUCTION	1
CHAPTER ONE: BACKGROUND AND METHODOLOGY	
1.1 Introduction	
1.1 Introduction	5
1.2 Organisation of Third Year Textbook <u>New Prospects</u>	
1.2 Organisation of Third Year Textbook <u>New Prospects</u>	6
1.3 Methods / Approaches in the Textbook	
1.3 Methods / Approaches in the Textbook	7
1.3.1 Communicative Language Teaching	7
1.3.2 Competency-Based Approach	7
1.4 Skills and Strategies in the Textbook	
1.4 Skills and Strategies in the Textbook	10
1.4.1 Presentation of the Project Outcomes	11
1.4.2 Part One / Language Outcomes	11
1.4.2.1 Listen and Consider	12
1.4.2.2 Read and Consider	12
1.4.3 Part Two / Skills and Strategies Outcomes	13
1.4.3.1 Research and Report	14
1.4.3.2 Listening and Speaking	14
1.4.3.3 Reading and Writing	14
1.4.3.4 Project Outcome	15
1.4.3.5 Assessment	15
1.5 The Writing Activities in the Textbook	
1.5 The Writing Activities in the Textbook	15
1.5.1 Think, Pair, Share	15
1.5.2 Say it in Writing	17
1.5.3 Writing Development	18
1.5.4 The Project	19
1.6 The New Guidelines for Building Tests	
1.6 The New Guidelines for Building Tests	22
1.6.1 Recommendations	22
1.6.2 Objectives of the Examination Paper	22
1.6.3 Organisation of the Examination Paper	23

1.7 3rd Year Literature and Philosophy Pupils' Written Expression Results	24
1.8 Research Methodologies	24
1.8.1 Statement of the Problem	24
1.8.2 Research Questions	26
1.8.3 Research Hypotheses	27
1.8.4 Research Objectives	28
1.8.5 Research Design / Methods / Procedures	28
1.8.5.1 Sampling	28
1.8.5.2 Data Collection	29
1.8.5.3 Data Analysis Procedures	29
1.8.5.3.1 The Pupils' Questionnaire	30
1.8.5.3.2 Observations	30
1.8.5.3.3 Assignments	31
1.8.5.3.4 The Teacher's Questionnaire	32
1.9 Conclusion	33
Notes to Chapter One	34
CHAPTER TWO: LITERATURE REVIEW	

2.1 Introduction	36
2.2 Assessing Writing Ability	37
2.2.1 Definition of Test	37
2.2.2 Test Approaches and Formats	38
2.2.3 Test Specifications	39
2.2.4 Authenticity	39
2.2.5 Practicality	40
2.3 Attributes of Grading Methods	40
2.3.1 Reliability	40
2.3.1.1 Test Reliability	41
2.3.1.2 Student-Related Reliability	41
2.3.1.3 Rater Reliability	41
2.3.1.3.1 Inter-rater Reliability	42
2.3.1.3.2 Intra-rater Reliability	42

2.3.2 Validity	43
2.3.2.1 Content Validity	44

2.3.2.2 Construct Validity	45
2.3.2.3 Face Validity	45
2.3.2.4 Scoring Validity	46
2.3.3 Relationship between Reliability and Validity	46
2.4 Testing Written Language	47
2.4.1 Historical Background of Testing Writing	47
2.4.2 Subjective and Objective Tests	49
2.4.3 Characteristics of Subjective Tests	51
2.4.3.1 Unreliability in Scoring	51
2.4.3.2 Lack of Validity	52
2.4.3.3 Difficulty of Interpretation	55
2.4.3.4 Difficulty of Scoring	55
2.5 Rating Scales	56
2.5.1 Holistic Scoring Scale	57
2.5.1.1 Theoretical Background and Rationale	57
2.5.1.2 Strengths and Weaknesses of the Holistic Scoring Scale	60
2.5.2 Analytic Scoring Scale	60
2.5.2.1 The Nature of the Analytical Assessing Method	61
2.5.2.2 Strengths and Weaknesses of the Analytic Scoring Scale	62
2.6 Conclusion	64
Notes to Chapter Two	65

CHAPTER THREE:

DATA ANALYSIS

3.1 Introduction	67
3.2 Instruments	68
3.2.1 Questionnaires	68
3.2.1.1 The Questionnaire Addressed to Pupils	68
3.2.1.1.1 The pupils' Responses to the Questionnaire	69
3.2.1.1.2 The Interpretation of the Pupils' Responses	72
3.2.1.2 The Questionnaire Addressed to Teachers	74
3.2.1.2.1 The Teachers' Responses to the Questionnaire	75
3.2.1.2.2 The Interpretation of the Teachers' Responses	78
3.2.2 Test papers	79
3.2.2.1 The Assessing Procedure	81
3.2.2.2 The Analysis of Compositions	82

3.2.2.2.1 The Diagnostic Assessment	83
3.2.2.2.2 Formative Test – 1 –	88
3.2.2.2.2.1 Assessing Relevance and Content	88
3.2.2.2.2.2 Assessing Compositional Organisation	90
3.2.2.2.3 Formative Test – 2 –	91
3.2.2.2.3.1 Assessing Grammar	92
3.2.2.2.3.2 Assessing Vocabulary	92
3.2.2.2.3.3 Assessing Mechanics	93
3.2.2.2.4 Formative Test – 3 – (Assessing Style)	93
3.2.2.2.5 The Summative Assessment	94
3.3 Summaries of the Findings	98
3.4 Conclusion	100
Notes to Chapter Three	101

CHAPTER FOUR: GENERAL RECOMMENDATIONS AND SUGGESTIONS

4.1 Introduction	103
4.2 Guidelines for Teachers	104
4.2.1 Teacher’s Role	104
4.2.2 Teachers’ Training	107
4.3 Proposals to Teach Writing in the Textbook <u>New Prospects</u>	107
4.3.1 Pre – Writing Strategies	109
4.3.1.1 Brainstorming	110
4.3.1.2 Free – Writing	112
4.3.1.3 Clustering	113
4.3.1.4 Journalistic Technique	114
4.3.1.5 Reading	114
4.3.2 While – Writing Strategies	115
4.3.2.1 Planning an Outline	115
4.3.2.2 Peer Writing Groups	116
4.3.2.3 Drafting	116
4.3.2.4 Feedback	117
4.3.2.5 Revising	117
4.3.2.6 Editing	118
4.4 Suggestions to Assess Writing in the Textbook <u>New Prospects</u>	119
4.4.1 The Analytic Scoring Scale	119
4.4.2 The Analytic Assessing Criteria	122

4.4.3 The Analytic Assessing Procedure	127
4.4.3.1 The Scoring Procedure	127
4.4.3.2 The Counting Procedure	128
4.5 The Management of a Correction Session	131
4.5.1 Individual Correction	131
4.5.2 Collective Correction	131
4.5.3 Remedial Work	132
4.6 Recommendations to Improve Pupils' Writing	132
4.7 Conclusion	135
Notes to Chapter Four	136

GENERAL CONCLUSION	137
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Bibliography	139
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Appendices		145
Appendix 1	Pupils' Questionnaire on Writing Difficulties	146
Appendix 2	Teachers' Questionnaire on Writing Weaknesses	148
Appendix 3	The Diagnostic Test	150
Appendix 4	Analytic Scoring Scale	151
Appendix 5	Analytic Correction Code	152
Appendix 6	Analytic Scoring Grid	153
Appendix 7	The Summative Assessment	154

LIST OF TABLES , DIAGRAMS AND GRAPHS

Chapter One		
Table	1 . 1	3 rd year secondary education programme.
Table	1 . 2	An example of project work in <u>New Prospects</u> .

Table 1 . 3	Assessing a situation of integration.
Table 1 . 4	Third year Philosophy pupils' written expression results / 5 points.
Diagram 1 . 1	An example of a written expression plan in <u>New Prospects</u> .

Chapter Three	
Bar – graph 3 . 1	3 rd year pupils' writing difficulties.
Bar – graph 3 . 2	3 rd year pupils' writing difficulties according to teachers.
Table 3 . 1	3 rd year tests' results
Table 3 . 2	The summary of the writing criteria for the diagnostic test
Table 3 . 3	The pupils' scores for the diagnostic test
Table 3 . 4	The pupils' total scores for the diagnostic test
Table 3 . 5	The pupils' scores for the diagnostic test (relevance and adequacy of content)
Table 3 . 6	The pupils' scores for the diagnostic test (organisation, style, diction, grammar and mechanics)
Table 3 . 7	The summary of the writing criteria for the post – test
Table 3 . 8	The pupils' scores for the post –test
Table 3 . 9	The pupils' total scores for the post – test
Table 3 . 10	The pupils' scores for the post –test (relevance and adequacy of content)
Table 3 . 11	The Pupils' scores for the post – test (organisation, style, diction, grammar and mechanics)

Chapter Four	
Table 4 . 1	Guidelines for editing and revising a composition
Table 4 . 2	The analytic scoring scale (taken from Weir, 1990)
Table 4 . 3	The scoring report of the writing criteria
Table 4 . 4	The teacher's answer model for the content
Table 4 . 5	A sample of a scoring grid

ABBREVIATIONS AND ACRONYMS

CBA	Competency – Based Approach
CBE	Competency – Based Education
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ELT	English Language Teaching
Ec.	Economics
E.S.	Experimental Sciences
ESP	English for Specific Purposes
F.L.	Foreign Languages
L. PH.	Literature and Philosophy
M.	Mathematics
SE 1	Secondary Education , Year One

SE 2	Secondary Education , Year Two
SE 3	Secondary Education , Year Three
T.M.	Technical Mathematics
TEEP	Test in English for Educational Purposes
TEFL	Teaching English as a Foreign Language