People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Letters and Foreign Languages

Division of English

The Effectiveness of Self-Assessment Strategy in Improving EFL Learners' Writing.

The Case of Second Year LMD students of English at Mohamed Kheider University of Biskra

Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment of the Requirements for the Master Degree in Sciences of the Language

Submitted by: **Supervised by:**

Miss DJEGHBALA Hadda   Mrs. BENCHAREF Sakina

Board of Examiners

Dr. BECHAR Ahmed	MCA	University of Biskra
Mrs. BECHAREF Sakina	MAA	University of Biskra
Mrs. BEKHOUCHE Rime	MAA	University of Biskra

2019/2020

Dedication

First of all, great thanks and gratitude would be for Allah, the most Gracious and the most Merciful who give me much willingness, patient and power till I finished my work.

I want to dedicate this work to my family, especially to the soul of my mother.

To my father, my sister and brother who encourage me all the time.

Finally, I dedicate this work to those who helped me during this research.

Acknowledgements

Abstract

This research investigates the effectiveness of using self-assessment for the sake of improving EFL learners' writing skill. The aim of this study is to make both learners and teachers aware about the advantages and the usefulness of self-assessment strategy as one of the assessment means that help in enhancing learners' writing capacities. Therefore, it has been hypothesized that if self-assessment is used by EFL learners, their writing would be improved. In order to confirm the research hypothesis, a descriptive method was followed and one data gathering tool was used. A students' questionnaire was administered to a sample (15 students chosen randomly) of second year LMD students in the English Division at Mohamed Kheider University of Biskra. In addition, a second questionnaire was designed for written expression teachers (a sample of 2 teachers).The findings of the study showed that both students and teachers have positive attitudes towards self-assessment technique. For students, it is a beneficial tool to improve their level in general and their writing in particular. It proved also to be helpful in overcoming their writing difficulties, discovering their strengths and weaknesses in writing, and enhancing their autonomy. For teachers, as well, it is one of the assessment alternatives that could be used in EFL writing classes, in which students could be more involved as active participants in the learning process.

Keywords: EFL learners- self-assessment- writing skill- autonomy.

List of Tables

List of Figures

Table of Contents

General Introduction

Introduction

Writing has been often perceived as a hard and complex task for EFL learners. It is viewed as a thinking process rather than a matter of transcribing language into representative symbols (White & Arendt, 1991). Learners are asked to produce a clear and meaningful messages to express thoughts, feelings and beliefs for the purpose of informing, educating and convincing the readers . Writing is governed by several rules and structure that guarantee the fulfillment of the communication process. Furthermore, writing is usually assessed by teachers using traditional assessment.

The shift from teacher centered approach to learner centered approach has made self-assessment one of the common assessment strategies used in classrooms nowadays where the learner is an active participant and more productive in terms of learning and assessment. Self-assessment is defined as the process where the learner is responsible for making judgments on his/her own production, correcting his/her mistakes and evaluating tasks by following specific standards and procedures. Self-assessment has changed the traditional way of considering learners as only receptive participants of feedback given to them by enhancing their critical thinking.

EFL teachers have long been interested in improving students' writing. It one of the primary ways in which teachers help their students in improving writing through assessing and giving feedback on their written work. Self-Assessment for writing is one of the crucial practices in teaching and learning that has been developed to serve the variety of assessment methods in

order to get feedback from all the elements including learners themselves. Self-Assessment for writing is beneficial for both teachers and learners to ameliorate learners' writing and encourage learners to consider writing an enjoyable practice rather than a hard task to achieve perfectly where they know both their weaknesses and strengths.

Therefore, this research work tries to shed the light on the effectiveness of using self-assessment for the aim of improving learners' writing and helping them to be more independent in learning.

1. Statement of the Problem

The term assessment is commonly associated with the teacher's feedback about the learner's performance in order to see the progress of his/her learners as well as to ensure that learning is effectively taking place. Assessment in education must, first and foremost, serve the purpose of supporting learning (Lee, 2007). Assessment could take several forms: By measuring the student's achievement with scores in specific occasions or by giving remarks, comments, etc. Another form of assessment is self-assessment where the learner is more autonomous in making judgments about his/her own performance, correcting mistakes and seating goals to be an active part in learning-teaching process.

However, many English as forging language learners face difficulties in writing as a productive skill. Indeed, after the assessment of students' written productions, teachers noticed that their writing performance is far from satisfactory. That is to say, students are still unable to express themselves in a coherent manner and still show a weak performance in their writing. One reason is that they depend only on the teacher in receiving feedback about their production as well as correcting their mistakes. Consequently, they keep repeating the same

mistakes due to the wrong interpretation of teacher's feedback. Some students even ignore the feedback completely and focus on the scores given to them rather than production itself. Hence, the need is to raise learners' awareness to be more engaged in their learning process and to consider seriously the feedback presented to them.

So the need for learners is to rely on themselves and be more independent in correcting their mistakes and improving their level in writing. In brief, learners should be given the opportunity to be active elements in the assessment process by activating their critical thinking and using their learning strategies to evaluate their own written production and not always relying on the teacher. Therefore, this research investigates the effectiveness of self-assessment strategy in improving EFL learners' writing.

2. Aims of the study

This study aims at the following:

➢ Raise learners' awareness about the self-assessment strategy in writing.

➢ Develop learners' metacognitive skill in decision making about their performance.

➢ Make learners more independent, responsible and autonomous.

➢ Make learners know their strengths and weaknesses about their writing to improve it.

➢ Focus on learner centered approach.

➢ Develop students' critical thinking.

3. Research Questions

➢ What difficulties English as foreign language learners face in writing?

➢ How can learners overcome these difficulties?

- ➢ What is meant by self-assessment?

- ➢ Is self-assessment effective in improving English as foreign language learners' writing skill?

- ➢ How can self-assessment be effective strategy in writing?

4. Research Hypothesis

If self-assessment is used by EFL learners, their writing would be improved.

5. Significance of the Study

- ➢ Raise awareness of the learners about self-assessment.

- ➢ Solve students' difficulties in writing.

- ➢ Emphasis more on self-assessment in written expression class in the curriculum.

- ➢ Gain new insights about self-assessment.

- ➢ Promote students' learning autonomy.

6. Research Methodology

6.1 Research Method

This research is descriptive qualitative in nature in order to gather data about teachers and students. More specifically, this method is used to describe students' as well as teachers' opinions, attitudes, and responses towards the effectiveness of self-assessment to improve writing for EFL learners.

6.2 Population and Sampling

Regarding the population, we chose to work with second year LMD of English at Mohamed Kheider University of Biskra in the academic year 2019- 2020. The whole

population consists of 338 students divided into 08 groups. The choice of second year was because they had already received the basics about writing in first year, and they will begin their first step in writing. So, we assume that they are ready to be more autonomous and use self-assessment to improve their writing skill.

A sample of 15 students has been chosen randomly to represent the whole population.

In addition, a sample of 2 teachers of written expression module was selected to gather their opinions and attitudes about the research topic.

6.3 Data Gather Tools

In this research study, we mainly relied on one main instrument for data collection which is the questionnaire. It was designed for second year LMD students of English at Mohamed Kheider University of Biskra to investigate the effectiveness using of self-assessment to promote writing.

Another questionnaire was designed to written expression teachers to know their views about the self-assessment strategy and its role in improving EFL learners' writing skill considering their experience in the field.

7. Structure of the Study

This study is divided into two parts: a theoretical part which is made up of two chapters. The first chapter which is entitled self-assessment for EFL learners' presents an overview of assessment in general including its definitions and criteria. Then we shift to self-assessment strategy that is our main concern in this research by presenting definitions, importance and how it is implemented in the classroom.

The second chapter is dedicated to study the second variable writing for EFL learners. Definitions, writing as a process, writing as a product, EFL writing classroom, stages of writing, teaching writing and assessing writing have been discussed.

The practical or the empirical part is. It includes details about the questionnaires in addition to the analysis, discussion and interpretation of the obtained results. Then a conclusion about the findings concerning the use of self-assessment in the EFL classrooms in order to improve the writing skill is presented.

Chapter One: self-assessment for EFL learners

Introduction

Assessment is part of the learning and teaching process which is designed to ensure and to evaluate individuals' achievements. It is essential for the learners' academic career since it reflects their level and progress in the different learning stages.

This chapter sheds the light on the process of assessment as an important tool in the academic environment in both teaching and learning. In fact, it presents a general view about some definitions and description of the types and the main features that characterize the assessment process. Therefore, the following chapter is about assessment and, more particularly, about self-assessment as a strategy that learners could benefit from in their class through knowing their strengths and weaknesses.

1.1. Definition of assessment

Many authors and researchers in the educational domain defined assessment differently. Khan (2019), for example, views that the assessment process contains four steps: Firstly, designing what to teach; secondly, putting design into practice; thirdly, verifying results of the given plan; and finally, knowing how the learners will benefit from and make use of the knowledge presented to them. In other words, assessment is to know about leaners and learning in order to identify clearly the method and the material needed for positive learning outcomes.

Furthermore, assessment is defined by Brown (2018) as follows:

Educational assessment refers to the set of methods and processes, by which evidence about student learning is designed, collected, scored, analyzed, and interpreted. These processes are meant to support decisions about teaching. The processes depend on expert judgment and statistical analysis of the quality of the assessment methods, their relationship to intended objective or outcomes, and the validity of consequences (p.8)

Assessment works on collecting information about learners in order to make the suitable choices to them in term of teaching, courses, tests, activities to achieve their goals from the assessment process.

Moreover, Finley (n.d.) agrees that assessment is the determination of the learning objective design and the extent that educators have reached in these objectives. Assessment is a global term that includes all the tools of collecting evidence. So, learners work on these ways to arrive at their planned aims.

Assessment goes hand in hand with leaning aims. In addition, assessment tools variation is required to motivate, challenge, and raise learners' attention. Brown (2018) mentions assignment as one of the forms of assessment that should be carefully planned. In short, assessment is a central element in the learning process. It is generally used in academic settings to measure the learners' achievement in several tasks. In addition, assessment is associated with the feedback given by the teacher to students which might be an evaluation of the learner's performance in a given task or in form of scores for tests or examination at the right moment in order to encourage learners' motivation.

Boud & Flashikov (2006) state that assessment in higher education is commonly held to contribute to feedback to students on their learning and the certification of their achievement. It is a continuous process which develops the learners' capacity through their learning

career, yet they do not need to feel that the instructor judges them all the time since it may cause stressful situation for learners.

1.2. Purposes of assessment

Assessment is used to achieve different and various purposes. For example, Boud & Flashikov (2006) assume that assessment has mainly two purposes in general. The first aim is assessment for certification at the end of a learning process. In particular, it enables learners to move from one stage to another in order to make judgment for the learner acceptability in a certain learning level. The second assessment purpose is to facilitate learning as it is concerned more with the learning process itself. It includes assignments, learners' needs and gaps in learning that the instructor should consider in designing the syllabus.

These two assessment purposes lead to what we call "formative assessment" and "summative assessment" types.

1.3. Types of assessment

Assessment has several kinds that are designed to meet the learning objectives. In education, there is formative and summative assessment; each one of these types shares one global objective which is making successful learners.

1.3.1. Formative assessment

Formative assessment is the ongoing type of assessment in which learners interact with the teacher during the courses to build their knowledge. Lee (2007) assumes that formative assessment originates from the assessment Reform Group in the United Kingdom in the early 1990's. According to Cambridge Assessment International Education (2017), formative

assessment or assessment for learning are two terms that are used interchangeably to refer of one assessment type.

It was introduced first by Scriven in the 1960's. Formative assessment is a continuous process that occurs during learning. It is associated with the Socio-constructivist Theory which is based on the learners' understanding of both the knowledge presented to them and learners' abilities to build an interaction with learning and teachers (Cambridge Assessment International Education, 2017)

Center for Educational Research and Innovation (2008) defines formative assessment as follows:

> Formative assessment refers to frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately. Teachers using formative assessment approaches and techniques are better prepared to meet diverse students' needs through differentiation and adaptation of teaching to raise levels of student achievement and to achieve a greater equity of student outcome.
> (p.1)

Formative assessment focuses on the learners' comprehension and their level in order to identify their learning gaps. It uses many approaches to increase the learning results.

Harris & McCann (1994) use the term informal assessments instead of formative assessment. They say that informal assessments is the collection of information about students' performance in speaking, writing, listening or reading. Definitely, it occurs in ordinary way in the classroom works and activities.

Cheryl (2005) explains that formative assessments is about informing learners about their

level and giving them the essential procedures to follow in order to enhance their abilities. As far, the quality of the feedback provided is essential components in this kind of assessment to encourage learners reach an advanced level then make considerable production.

In general, learners are able to achieve their learning goals through the use o f formative assessment. In assessment for learning, learning is a goal in its own right, and assessment is the means to achieving the goal.

Thus, this kind of assessment is considered feedback, diagnosis, motivation, guidance, learning support as main concern whereas it does not focus on marks grading during the teaching process. For this reason, the teachers' role is to diagnose problems in learning and to provide advice on how to overcome them. In fact, assessment plays a role of guide for both learners and educators due to the value of t h e information it offers.

1.3.2. Summative assessment

It is one of the assessment types that have a strong relation with grading and scoring. Most of the learners give much importance to summative assessment since it demonstrates their level in form of certification or classification.

Boud & Flashikov (2006) emphasize, "summative assessment has the clear purpose of certifying a level of attainment of a student at the point of completion of a course or program" (p. 401). Assessment of learning or summative assessment aims to measure and to show grade, level or degree. Hence, it is about selection, grading, certification (especially at the end of a task), unit, program, term or final exams. As a result, the teacher makes judgments on students' achievement against goals.

Summative assessment gives accurate fair evaluation based on valid evidence. It is essential for learners because of the impact on their leaning career. Lee (2007) states, "Summative assessment is done for administrative and reporting purposes".

It needs justification for a particular assessment at a particular moment; justification for what you assess, and how the teacher decides about the grades. In addition, what makes an assessment summative is not the design of the test or assignment but the way it is used and the planned goals.

1.3.3. Teacher assessment

One of the assessment types that should be carefully designed is the teacher's ability to plan and to implement quality assessment tasks and to interpret learners' outcomes appropriately in order to give learners the suitable comment, observation, and grades to encourage them to be active participants. Therefore, teachers work on developing various assessment purposes that are designed according to the students' needs.

Teacher assessment is often related to past experience, beliefs in teaching, and qualifications. There is a strong relation between teacher assessment and students' learning because the way learners are assessed by their teachers has a large impact on their participation in classroom activities. If the student feels that he /she is encouraged by his/her teacher, he/she will have a positive attitude towards the course and learning in general. In short, teacher assessment should focus on the gap in learning and look for future progress in student academic career (Looney et al. 2017).

1.3.4. Peer assessment

In the educational domain, students may learn from each other inside or outside the classroom. They explain to each other different ideas and concepts. This is what is generally

referred to as peer learning. In fact, students could be a source of feedback on the quality of each other's work; this is peer assessment. (Wride, 2017)

To make an effective peer assessment, learners should be familiar with the peer learning concept. Peer learning is students learning from and with one another in both formal and informal ways. (Boud et al., 2001 cited in Wride, 2017).

Peer assessment is an arrangement when students make assessment decisions on other students' work. Students give their opinion on various classroom activities such as essays, reports, presentation, performances, projects, dissertations and exams. It enables them to understand more the assessment process and procedures. In addition, it develops students' organizational skills, time management, and team skills. Hence, peer assessment is one of the assessment types that academics should discuss and inform students about its objectives and expectations. (Hains, 2013)

1.3.5. Self-assessment

Self- assessment also called self-evaluation or self-reflection. It refers to the process of making judgments about the students' own performance to assess the necessary features of their work. It promotes the learning by offering students feedback and the essential strategies to adopt.

It also regulates the ones thinking process and task performance. (Andrade & Du, 2007)

Self-assessment is the chance for the learner to revise and cheek his/her performance in the various tasks in order to improve more the necessary skills and learning since it emphasises on partnership rather than something the learner is obliged to make.

1.4. Definition of self-assessment

Klenowski (1995) defines self-assessment as the evaluation or the judgment of the worth of one's performance and the identification of one's strengths and weaknesses

15

with view to improving one's learning outcomes (cited in Ross, 2006, p.1). This definition emphasises the value of individual evaluation of learner production. In fact, it focuses on the lucks of learners in order to enhance their learning outcomes.

In addition, self-assessment is a process that requires a deep thinking from learners. These need to understand their own work to make interpretation based on specific features and to respond to their peers' and teacher's judgment. Without a doubt, students may appraise their own work with the teacher guidance.

Self- assessment is considered by Looney (2017) the language learner's evaluation of his/ her own language skills, usually in connection with a language course or as part of other forms of language assessment.

Ross (2006) points out that it is important to distinguish between self- assessment and s e l f - evaluation. Self-evaluation is judgment used for grading unlike self-assessment which is judgment about one's goal attainment.

Moreover, Andrade & Valtcheva (2009) state, "self-assessment is a process during which students collect information about their own performance or progress" (p. 2). They add, "Self-assessment is a process of formative assessment during which students reflect on the quality of their work, judge the degree to which it reflects explicitly stated goals" (p. 13). In fact, self-assessment is more formative since it informs learners about their learning areas where corrections and improvement are demanded.

Andrade &Valtcheva (2009) consider self-assessment both formative and summative. Formative in a sense of contribution in the learning process and as a guide for better performance. Summative when learners have their opinion about knowledge that they have been thought and grading themselves.

16

Self-assessment encompasses on several components: The identification of features to apply individual work and the decision about the extent to which work meet this criteria. (Andrade & Valtcheva, 2009).

Self-assessment could mean t h a t students simply check off answers on a multiple-choice test and grade themselves, but it involves much more than that. Self-assessment is more accurately defined as a process by which students monitor and evaluate the quality of their thinking and behavior when learning and identify strategies that improve their understanding and skills (Millan & Hearn, 2008, p. 40)

Self-assessment consists of various elements: First, it is based on learners specifying their own weaknesses and needs. Second, it is the technique that guides this process in learning then presents a feedback to themselves about their own performance. As a final step, it is to know their next point in learning the assessment process in detail.

Self-assessment is the combination of self-monitoring, self-judgment and the implementation of instructional correctives. First, students identify their learning strategies and performance then they present feedback on their performance based on criteria. After that, they plan their next step to enhance their performance.

1.5. Characteristics of self-assessment

Self -assessment is a beneficial strategy for the learners when it is characterized by these four components as it suggested by Wiesnerová (2012):

1.5.1. Motivation

Motivation is an essential part in any learning activity. The teacher's mission is to make learners ask themselves about the objectives behind that self -assessment task to determine its

importance and to be active part of it.

1.5.2. Self-confidence

Learners sometimes have too high or too low self-confidence about their level. Hence, the teacher's mission is to appropriately clarify matters without making learners feel attacked or jugged in a way or another.

1.5.3. Mistake orientation

The role of assessment is to detect mistakes. However, self-assessment job is not only related to mistakes but also to identify the causes of it, then to opt for a technique to avoid those mistakes in the future.

1.6. Self-assessment purposes

Assessment is beneficial for both learners and teachers in several ways; for this, assessment is present in most of the educational programs and institutions. (Boud, 1995 cited in Spiller, 2012)

Self-assessment has several purposes. Firstly, it builds a natural tendency to the learner to evaluate his/her own learning. Secondly, it develops the learning when the leaner starts to know his/her needs. It also motivates more the learners since it identifies the leaning progress. Above all, it makes the learner more responsible and independent. Indeed, it shifts the focus from the learning to the learners as it is based on learner-centered approach. Last but not least, it modifies the thinking of learners from satisfying the instructor to satisfying themselves first about their progress.

According to Ross (2006), when we give a role to learners in assessment, they would be more attached, engaged to learning; consequently, it raises more opportunities to the

positive participation on learning tasks and contribution. Likewise, attention increases towards learning. Besides, self-assessment provides information about how well learners are prepared to certain tasks more than others. When the learner knows that he/she has a major role in assessment, his/her learning chances would increase more.

Ross (2006) explains that self-assessment has a positive contribution on students' achievement in their classroom; they become more attached to learning, and they build a partnership relation with their production so that they get high grades in the different evaluation occasions. In addition, assessment improves students' behavior in the learning process; it encourages the reflection and responsibility in one's own learning.

Moreover, Ross (2006) states that self- assessment enables students to understand more the instructions required from them since they are a part of assessment as a whole. In addition, it helps them identify their knowledge and performance to achieve aims and makes them focused on their objectives' attainment rather than compare their level with their peers'. Hence, self-assessment has become a way for realizing goals of learner- centered education.

For Boud & Flashikov (1989), good students have always been effective assessors. For getting such results, teachers are more required to put learners in the practice of this technique to raise these latter opportunity to become not only self-assessors but also successful ones .

Self-assessment provides learners with the suitable plan in their learning process. Learners will know where they are standing in learning then make evaluation about their achievements in order to interpret and to know their next step in learning.

1.7. Implementations of self-assessment

Teaching English as a forging language shifts from teacher-centered to student-centered. Nowadays, learners are more involved in the learning process since they act and react towards the content and the learning method. Consequently, teachers may give students more chances to be more self-controlled of their learning and self- aware of their needs and goals. This concept of making independent and responsible learners spotted the light on the need to use self-assessment in education.

For implementing self-assessment, first, it needs a deep understanding of self-assessment assumptions and principals then the teacher introduces the concept in form of examples and models. It gives learners the chance to practice more so that they fully understand. Therefore, objectives are clearly identified from the beginning as far as learners are aware of the tasks required from them. For the learning atmosphere, learners need to feel safe and free from any judgment so that they would be more honest and engaged in the process. Self-assessment works in collaboration with peer and teacher assessment as a daily exercise. To conclude, self-assessment is beneficial for learners when it is not considered grading. (Boud, 2006, and Spiller, 2012)

The first step is to make learners understand the self-assessment process and to make them know its importance in learning. In the next step, educators try to give them an outline or guide about the main points that they should follow in their assessment. (Deakin University, 2013)

It should be noted that the teacher should avoid interruption and be far away from any involvement in the assessment practice, so he/she will work as an observer of the

ongoing process.

1.8. Self-assessment tools

It is important to deal with the common tools used to assess the learners' progress. The teacher discussion is required after each one of them. Self-assessment tools are varied according to the learners' age, level and skills. (Wiesnerová, 2012)

1.8.1. Portfolios

It is the collection of works made by learners in a period of time. It might contain essays, tests, homework in a semester, term or year of study. It provides a huge amount of information about learners' progress. The decision about what to include in these portfolios is related mainly to both the learner and the teacher. It contains also self - reflection statement such as 'what is my favorite part in this piece of work', 'if I could reformulate this statement with…', 'I put this work in portfolio because it shows…', 'in this essay, I have enhanced my skills'. For instance, The European Language Portfolio is a famous example of students' portfolio.

1.8.2. Questionnaires

This is generally done after many activities or lessons to identify the gaps in one's own learning and what learners should focus on. It is one of the effective ways that enables learners to introduce well and to understand self-assessment concept in a practical method.

1.8.3. Self-assessment sheets

Self-assessment sheets vary according to the activity, the learners' level, and the purposes of self-assessment process. It could be shifted to peer and teacher assessment instead of using ' I think', we use ' my friend thought' or 'my teacher thought about my production is….' .

1.8.4. Teacher-learner conferencing

Generally, it is a discussion between the learner and the teacher when a problem occurred. These conferences take place more frequently and are prepared in advance. It is the chance to know more about the learners' thinking of their self-abilities, progress, and weaknesses. It also helps in creating a strong relationship between the teacher and learners.

1.8.5. Learning goals

In the starting of new period, for example year, semester or month, the learners need to jot down their objectives clearly to review them at the end of this specific period in order to diagnose their flaws and progress. So, they will know what their next step would be; of course, with the teacher gaudiness.

Conclusion

To sum up, the first chapter has dealt with one of the effective tools among assessment which is self-assessment. It helps students to enhance their level in writing and be more conscious about their achievements. For that, students could benefit from self-assessment in many ways for raising awareness about their lacks and progress and knowing their abilities as well as making decisions to be more independent and do not depend completely on their teacher. So, the teacher works as a guide of the whole process rather than give detailed feedback. Consequently, we could say that self-assessment helps students think differently about the learning process. We can also conclude that self -assessment can be used to help students think about the learning process as it is taking place and when they reflect upon it, they can make conscious decisions on how to improve their writing abilities.

Chapter two: The writing skill

Introduction

Writing is a productive task that it is regarded as somehow complex. It comprises several features and strategies to accomplish it appropriately like time, critical thinking and motivation from the learner part. Hence, effective writing is not about knowing only rules but also how to apply them in compositions. For that, learners should be aware of these rules that govern the writing skill. Moreover, writing has specific approaches and rules that fit each type of writing and help to overcome writing difficulties. For that, EFL teachers focus on different strategies to improve writing through multiple activities in order to assess their progress.

In this chapter, we shall discuss the main concepts related to writing and the features that characterize effective writing in general and the several approaches of writing and how writing could be enhanced through self-assessment.

2.1. Nature of Writing

Writing is tool of communication which demonstrates the language system through sounds and symbols. It involves the mastery of the language rules in morphology, syntax, semantics, pragmatics and discourse.

Collins (2003) defines, "Writing is generally a group of letters or symbols written or marked on a surface as a means of communication" (cited in Salehi & Karbalaei, 2015). Collins focused in this definition of writing at the surface level of writing; he states simply that writing is consisted of words jotted down or written to serve communication purposes, but writing is not only a sort of transcription of words together it is system which is governed by rules that are related to each other for certain functions in order to make a successful communication.

2.2. Definition of writing

Writing is one of the important aspects in the language. The accomplishment of the academic career of learners is mainly related in a large part to the writing skill mastery. Authors define writing in various ways:

Rao & Durga (2018) say that writing is complex task in which the learners as writers are asked to demonstrate their language abilities. Learners' opportunity for success more increased when they have a good control over their writing.

Nunan (n.d, cited in Durga & Rao, 2018) says that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.

Writing consists of a system of symbols, sounds and words of language which work in several mechanisms capitalization, spelling and punctuation, word form and function. In fact, writing combines all the different aspects of the language skill in one production.

Generally, writing is a productive skill through which learners transmit their messages and thoughts so that they keep on enhancing writing. Teachers as well motivate their learners to raise their level in writing by acquiring most of the rules of writing.

2.3. Effective writing

Writing is one of the main foundation parts in the learning and teaching processes. It is a challenging skill that needs both time and effort to achieve a successful production.

Starkey (2004) states that writing in academic way require some features related to the several aspects of writing in general. This includes organization, vocabulary, language use, punctuation, accurate capitalization and paragraphing.

He adds that to produce an effective piece of writing, one should be organized, coherent, with accurate language and effective word choice.

2.3.1. Organization

One of the most features of writing is to organize your writing in terms of expressing your ideas and the way you move from an idea to another, sentence combination and arrangement in order to convey your information appropriately.

Starkey "(2004.p, 2) says that by following an organized method of writing, you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your piece of writing work together and how they support your thesis.

The information in the writing process to readers should be displayed in a well-structured format and logical predictable expression. The benefits of organization is to make the reader believe in your writing so he would keep attached to your essay. Organization enables the writer to know the development of ideas in his/her work. It guides you around the whole writing process from the beginning to the end of essay or paragraph. As a result, organization gives the reader an orientation of the essay in all the parts.

2.3.2. Clarity

"The learner's goal when writing in an academic context is to convey information, including the fact that he is able to write well" (Starkey, 2004. p, 11). Therefore, the main purpose of writing is to transfer information to readers successfully. That goal would not be reached if readers do not comprehend the writer's words at the first place which could prevent them to continue reading.

Being accurate and clear in students' writing grantee the understanding of their writing productions and they became more able to express their thoughts in the appropriate manner.

Another element that students should avoid is ambiguity; i.e., the words or expressions which could have more than one interpretation (Starkey, 2004). In writing, we should be careful in using such words that could be understood differently from the reader's part. The learner in his/her writing should be far away from any word or structure that may mislead the reader.

According to (Starkey, 2004), "Clarity in essay writing also involves the thoughtful use of modifiers, which make your point clear and add meaning and originality to your piece. One way to accomplish this is to use powerful and specific adjectives and adverbs" (p. 13). The appropriate adjective or adverb helps more in transmitting the information in an easier and faster way.

2.3.3. Be concise

Being concise in writing is to communicate your ideas in a limited number of words and sentences. It is to go directly to the point without stating unnecessary details which waste time and space. Moreover, unnecessary repetition is a sign of sloppy writing. It is easy to say the same thing a number of times, varying it slightly writing about your next idea or example. (Starkey, 2004, p. 17) .

In addition, being concise means getting direct to the point without moving around to express an idea. Starkey (2004, p. 15) states, "wordiness is boring, and it takes up valuable time and space".

There are two equally important approaches to more concise writing: Eliminating unnecessary words and phrases, and using active as opposed to passive voice whenever possible.

2.3.4. Word choice

Denotation is the basic or literal meaning of a word. Learners should make sure of the correctness of their words because sometimes some confusion may stem from words that sound or look similar (Starkey, 2004)

Choosing the right words is the best way for the learner to accurately convey his /her ideas in writing. By following this strategy, he/she ensures that the reader fully understands what the writing is about.

2.3.5. Mechanics

In written production, Starkey (2004) shows that 'mechanics' refers to how words appear and to how they are spelled and organized on paper. He states,

> No matter how original an idea you come up with, the inability to express yourself clearly and accurately through the written word will hinder the success of your essay. The rules of mechanics are complex; in fact, they sometimes confuse even rofessional writers. However, you do not need to become a strict grammarian in order to write well. (p. 39)

2.3.6 .Coherence

Murray & Hughes (2008) state, "A good writer 'sticks' their ideas together so that they act as links in a chain, each link connecting the one before it with the one after" (p. 46). Coherence is an important element in effective writing. Cohesive writing refers to the arrangement and the

well-structured relationship between ideas and points in a way that most of them are clear and easy to understand by the reader; it does not matter the ideas originality if the writer fails to communicate them in logical way.

2.4. Writing approaches

There is no specific answer to the question of how writing could be taught. Different methods and approaches are suggested. In teaching academic writing, educators mainly focused on three main approaches to apply in the EFL classroom.

2.4.1. The Product approach

It is one of the most largely and commonly adopted approaches in academic setting for teaching writing. Hedge (1988 cited in Hamadouche, 2010) defines the product approach as the writing approach in which it examines the features of written texts.

Hyland (2003) mentions that writing, in this approach, is regarded as the writer's arrangement and organization of words, clauses, and sentences according to language rules. In his point of view, writing is product of writers. He explains that writing occurs through the manipulation and imitation of a given text using different activities.

It is manly about the imitation of text by students in their written productions. The product approach is "a traditional approach, in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage" (Atos, 2002, p. 5 cited in Hasan & Mohd, 2010).

The Product Approach Model comprises four stages. Firstly, learners examine a model text then the main character of this model including the paragraph, the language used then the learner focuses on the technique used and how the writer applies these techniques to produce a text. Secondly, it is more practical than the first one after the learner highlights the main points used.

30

He should put what he/she knows in practice to consolidate his/her knowledge. It is done usually in isolation.

Furthermore, the cores of the product approach where all ideas are organized and the arrangement of ideas is more important than the idea themselves. The way ideas are presented has a great role in attracting the reader's attention to the writing and keep reading. He emphasizes also on the ability of the writer to control the language used in his /her writing to show to what extent he/ she is fluent and competent in writing. (Steele, 2004 cited in Hasan & Mohd, 2010).

2.4.2. The Process approach

The learners in their writing assignment are required to go through several procedures to produce a good writing production in order to arrive at the final product. Kroll (2001 cited in Starkey, 2004. p, 79) defines the process approach as follows, "Students are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts".

Hence the application of this approach tends to be more observable in classroom activities in order to promote the languages use. It consists of several stages: 1) Brainstorming which is an easy way to generate ideas about certain topics, 2) Planning or structuring where learners evaluate the gathered ideas by discussing and exchanging to cheek the ideas usefulness, 3) Mind mapping where learners arrange ideas into spider map or linear form. The aim from this stage is to demonstrate the relationship between ideas that would help the learner in constructing his/ her work.

31

2.4.3 .The genre approach

It considers writing as social and cultural practice. The aim of this writing involves the context where writing occurs; the emphasis is about the type of text and the main features that characterize the text. It has developed in three main areas English for Specific Purposes (ESP), North American New Rhetoric studies, and Australian systematic functional linguistics.

2.5. Writing importance

It is generally agreed that writing is one of the main foundation parts in the learning and teaching process. Writing is a challenging skill that needs both time and effort to achieve a successful production.

First, it reinforces the grammatical structure idioms and vocabulary. Second, when learners have the capacity to write, they would have the chance to adventure and discover new things using the language. Third, they become more involved in language to express themselves in the different situations. Finally, the need of learners to find the right word sentence expression in the appropriate place makes the writing a challenging and enjoyable journey and the close relationship between writing and thinking makes writing an interesting area. (Raimes, 1983)

Harmer (2004 cited in Hamadouch, 2010, p. 9) stresses on the essentiality of the writing skill; he says, "The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right" (p. 3)

Emig (1977 cited in Poe, n.d) described writing as "a unique mode of learning" involving the active participation of both the left and right hemispheres of the brain. Researchers agree

that writing enhances thinking skills; the higher cognitive functions of analysis and synthesis seem to develop most fully with the support of written language.

The main purpose of the writing skill is to transmit ideas, thoughts and beliefs in a simple way. In both academic and workplace levels, learners are required to master the art of writing. For that writing is essential for several reasons:

- ➢ To report research documents, articles, information.
- ➢ To apply for and search for a job.
- ➢ To make a representation and participate in seminars.
- ➢ To communicate with people in a distance.
- ➢ To improve creativity and self –understanding.
- ➢ To transfer knowledge.
- ➢ To save time.
- ➢ To remember details.
- ➢ To express bright ideas and solve problems. (Hamadouch, 2010)

2.6. The writing process

Writing is like any other activity which needs preparation and practice to achieve positive results. For Brown & Hood (1993), the writing process mainly relies on various elements that the writer should consider before starting his/her work. They are the reader, the purpose of your writing, the content of your information, the time for writing, the place you are writing, and your state or situation when you are writing.

Writing is not just putting ideas into paper but it is an organized process which consists of several steps. Graves (1983 cited in Johnson, 2008) states that in order to produce an organized piece of writing, you should follow these steps:

2.6.1. The pre-writing

The aim of this stage is to gather as much ideas you could about your topic using different strategies like brainstorming, listing, thinking, or discussion.

2.6.2. Drafting

After the learner generates ideas about the topic, he /she puts these ideas into well-structured sentences to construct a paragraph. It is about the realization of ideas into sentences and expressions related together. In this phase, quantity is more emphasized than quality since the aim is to make learners write as much they can about the topic.

2.6.3. Editing and revising

After finishing the previous stages, "A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3." (Graves 1983 cited in Johnson, 2008). It is one of the main steps in the writing process which is related to error correction where the learners modify, change, add, or order sentences, ideas, in a suitable form and appropriate structure to serve the meaning.

2.6.4. Publishing and sharing

When the learner presents his/her production for the audience, the writing experience becomes more real in order to get feedback.

2.7. Misconceptions about good writing

Some students may have different interpretations of what is meant by "good writing". Rogers (2005) clarifies this concept as follow:

2.7. 1. Good writing is complicated

Writing, in contrast, has to be simple and understandable but with giving each idea the full support arguments and details needed not the words that the reader or the audience has to look in the dictionary to find its meaning.

2.7.2. Good writing is long

The main emphasis in writing is to give information about the topic with relevant ideas, argument, and supporting sentences. The length of the writing depends on the topic itself and the learner's writing capacity. For example, some topics require more explanation and details to tell to the reader. Also, to be too brief in your writing as a student is not required.

2.7.3. Good writing is more formal

In speaking, we use different slangs, gestures and facial expressions to express ourselves for the audience, but it is not the case with readers.

2.8. The importance of feedback in writing

After exams, students receive feedback. Some teachers prefer to give immediate feedback just after they finish the assignment while others delay the feedback until they analyze the work completely. Whenever the feedback is delayed or immediate, it is essential for the progress of the learner. Writing will need a greater accuracy as no immediate feedback is given to the writer. Writing is more precise and it should be more accurate than speech.

2.10. Writing and self –assessment

Writing seems the most difficult skill to acquire for EFL learners in their academic career which must be rated and assessed. However, assessment is generally the teacher's role. Learners are often receivers of this assessment the thing that makes them depend only on teachers to progress.

A part from this, self- assessment in writing could take several forms. One of the main forms which is highly demanded in writing is formative assessment. It begins when the written production is evaluated and followed by judgment and reflection that focus on specific criteria to achieve certain aims like making a clear image about strengths and weaknesses. After that, students could revise their written performance. Another way for self-assessment in writing is planning. When students set up their outline before they start writing, they would have more opportunities to check, organize, and judge the content as well as to realize their gaps to overcome. (Thongpai & Deerajviset, 2017)

Fahimia & Rahimi state, "Self-assessment in writing indicates any method or incorporation of any activity that cause writer to think about evaluate and revise their writing" (p. 731). By following this process, the learner enhances both writing production and profits from the skill that includes strategies such as reflection, analysis, critical thinking and control over abilities. Thus, the whole process is under the teacher guidance.

To sum up, self-assessment can achieve the learners' improvement in writing by making them more knowledgeable about the ways of planning and revising.

Conclusion

To sum up, writing is basic skill for EFL learners that should be practiced appropriately since it is helpful in various educational domains. Writing is characterized by several techniques to follow and different approaches to adopt in writing paragraphs and essays. However, although many EFL teachers facilitate writing using these strategies, students still encounter writing issues such as the vocabulary, the construction, the correctness and the sentence patterns. In order to overcome these problems, self-assessment is one of the strategies that could be beneficial for learners to evaluate their level clearly and make progress. Generally speaking, the main objectives are conveying messages and expressing ideas. Therefore, effective self-assessment would increase the learners' capacities to assess and evaluate their writing sufficiently and help them progress more in learning because it builds a natural tendency to the learners to evaluate their own learning. When learners start to know their needs, they become instantly more motivated, so more positive outcomes could be generated.

Chapter three: Field work

Introduction

In the first two chapters, we discussed the literature review about writing and self –assessment technique. This chapter, however, which represents the practical side of the current research, contributes to gather the required data on the role of self-assessment in developing EFL learners' writing skill. In this account, we have tried to explore the teachers' and students' points of view about this subject. In order to accomplish our research inquiry, answer the pre-stated research questions, and confirm or disconfirm our hypothesis, we have relied on a descriptive (qualitative in nature) method of research because of the nature of the study which requires explanation, description, and interpretation. Moreover, we have designed a questionnaire for second year LMD students in the English Division at Mohamed Kheider Biskra University as well as a questionnaire for written expression teachers.

Therefore, this chapter is designed for data analysis of the data obtained from the used tools. Indeed, it is dedicated to describe and interpret the results of both teachers' and students' questionnaires.

3.1. Review of research methodology

Research is to find answers to questions in a specific subject of study in particular displine through gathering data using different tools according to specific research approach.

3.1.1. Research method

A descriptive method is selected for the current study to fulfill our objectives and this, since we are mainly concerned with students' and teachers' attitudes. The research tool adopted is a questionnaire; both the teachers and the students are given a questionnaire.

3.1.2. Population and sampling

Regarding population we worked with second year LMD English at Mohamed kheider university of Biskra in the academic year 2019, 2020.the whole population consisted of 338 divided into 10 groups of students. We chose to work with group.

In addition, a sample of 2 teachers of written expression module selected to gather their opinions and attitudes about the research topic.

3.1.3. Data Gathering Tools

One main instrument was used for data gathering. Questionnaire: is one of the most common used tools to gather data that is addressed to second year LMD English at Mohamed kheider university of Biskra.

Another questionnaire which is distributed to written expression teachers to know their views about the self-assessment strategy and its role in improving writing skill. Considering their experience in the field.

3.2. Data analysis

3.2.1. Teacher's questionnaire

3.2.1.1. Aims of teacher's questionnaire

The teacher's questionnaire was designed to know the written expression teachers' awareness about the self –assessment strategy and if they use it or not in the classroom.

3.2.1.2. Administration of teacher's questionnaire

The questionnaire was designed for written expression teachers, in particular, during the academic year 2019-2020. At first, the objective was to conduct it with a sample of 6 participants from the English division at Mohamed Kheider University- Biskra. However, because of the current circumstances (the Corona virus pandemic) and, therefore, the difficulty to access

teachers, the number was restricted to two teachers (as a representative sample) who have been contacted online and sent the questionnaire via email.

3.2.1.3. Description of teacher's questionnaire

The questionnaire consists of 9 closed and open-ended questions divided into three sections.

The first section is about personal information. It consists of two items. These items aim to gather information about teachers' qualification and years of teaching English.

The second section is about the writing skill. It consists of three items that focus on the process and approaches in teaching writing.

The third section is about self-assessment in writing. It consists of four items that target the teachers' views and perceptions about self-assessment strategy.

3.2.1.4. Analysis of Teachers' Questionnaire

Section one: Personal Information

Item1: Teachers' Degree of Qualification

Degree of qualification	Number	Percentage
License	0	0
Magister	2	100%
Doctorate	0	0
Total	2	100%

Table 1: Teachers' Degree of Qualification
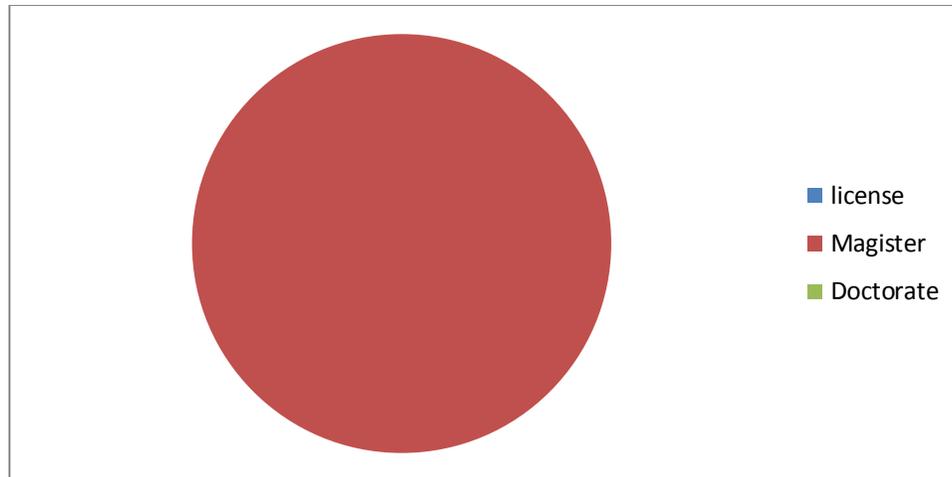
Figure 1: Teacher's Degree of Qualification

This question seeks to gather information about the educational level of teachers at Mohamed Kheider University. It can be observed that (100%) of the teachers have magister degrees. So, our teachers are highly qualified.

Item 2: Teachers' Years of Teaching English

Years of Teaching	Number	Percentage
6	1	50%
7	1	50%
Total	2	100%

Table 2: Teachers' Years of Teaching English
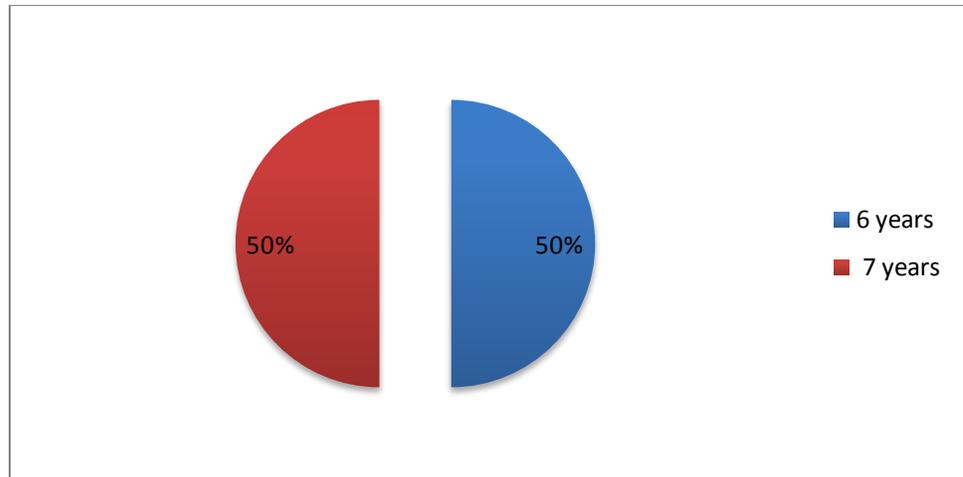
Figure 2: Teachers' Years of Teaching English

This second question is about teachers' experience in teaching English. The results reveal that one teacher has been teaching English for six to seven years while the other for seven years.

Section Two: Writing Skill

Item1: Teachers Evaluation of their Learners' Level in Writing

Level	Number	Percentage
Good	0	0%
Average	1	50%
Weak	1	50%
Total	2	100%

Table 3: Teachers' Evaluation of their Learners' Level in Writing
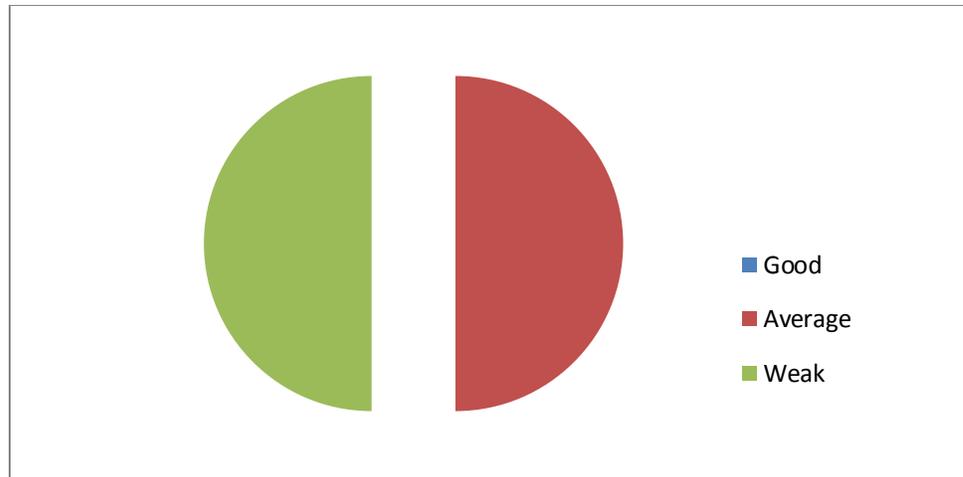
Figure 3: Teachers Evaluation of their Learners 'Level in Writing

We can understand from the given data that the teachers evaluate their students level in writing as "average" or "week". No one considers them good enough in this skill. This reflects that teachers are somehow satified with their students' writing performance.

Item 2: Teachers' Satisfaction about the Classroom Practice in Writing Development

Teachers	Number	Percentage
Yes	0	0%
No	2	100%
Total	2	100%

Table 4: Teachers' Satisfaction about the Classroom Practice in Writing Development
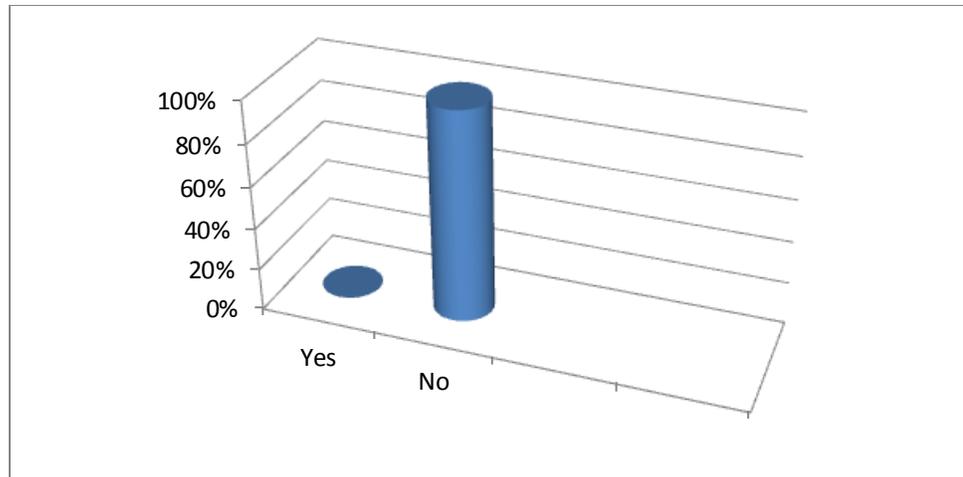
Figure 4 : Teachers' Satisfaction about the Classroom Practice in Writing Development

Teachers agreed that students do not practice writing much in the classroom. They justified their answers saying that students cannot practice everything in writing in class because it demands much more time. Furthermore, one teacher emphasized this argument referring also to the lack of students' practice due to the lack of time.

Indeed, 2 sessions per weeks are not enough to present the course and do the practice. So much is to be taught about the principles and skills of writing and more time is needed for students to practice them.

Item3: Teachers' Views of the Difficult Part in Writing for Learners

Option	Number	Percentage
Grammar	1	50%
Vocabulary	0	0
Background knowledge about the topic	0	0
Mechanics	0	0
Style	1	50%
Total	2	100%

Table 5: Teachers 'views of the Difficult Part in Writing for Learners
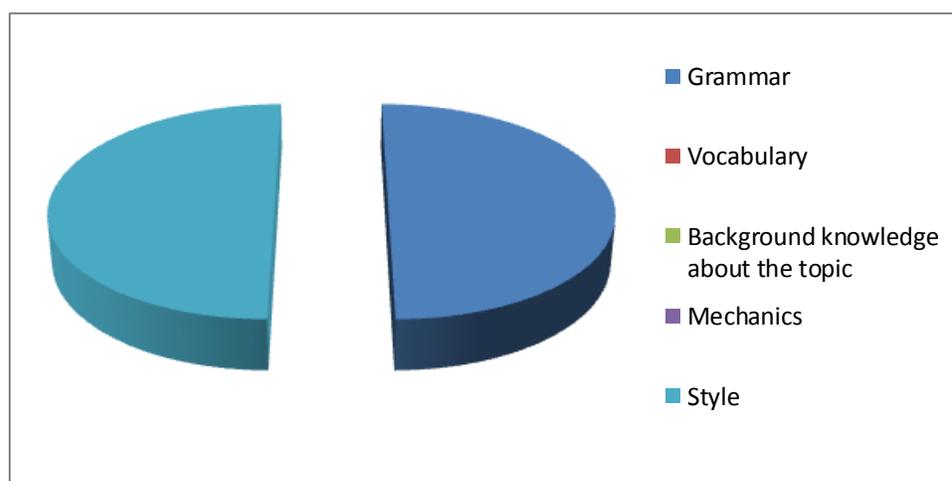
Figure 5: Teachers 'Views of the Difficult Part in Writing for Learners

This question examines the difficult parts for students in writing. (50%) of the teachers stated that students have difficulties in grammar while (50%) affirmed that style is an obstacle for students in writing.

Item 4: Teachers' Views of the Difficult Stage in Writing for Learners

Stage	Number	Percentage
Brainstorming	1	50%

Drafting	**0**	**0%**
Editing	**0**	**0%**
Revising	**1**	**50%**
Publishing	**0**	**0%**
Total	**2**	**100%**

Table 6 : Teachers' Views of the Difficult Stage in Writing for Learners
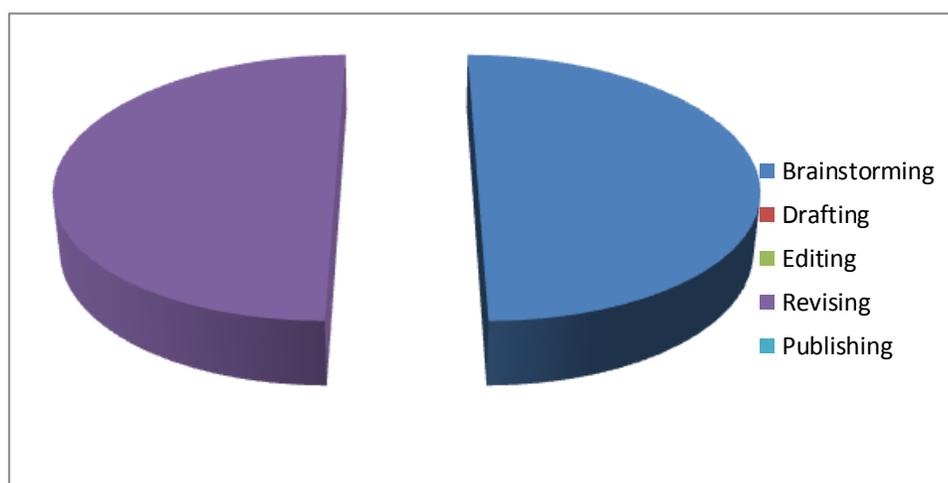
Figure 6: Teachers' Views of the Difficult Stage in writing for Learners

This question aims to know the difficult stage for learners when writing a composition. One teacher revealed that brainstorming is the most difficult stage for his/her students. According to him/her, the beginning is always difficult. The other respondent, on the other hand, confessed that his/her students struggle with the revising stage. For him/her, students can generate ideas and organize a draft, but they do not revise and edit their writing. The majority do not take enough time to re-read their work and check the important aspects like grammar or mechanics whether because they do not have time to do it or because they just want to get rid of the task rapidly. This teacher considers that this kinds of students are not very serious and not interested in polishing their work and presenting something good.

47

Item 5: Teachers' Approach in Teaching Writing

Option	Number	Percentage
Process approach	2	100%
Product approach	0	0%
Genre approach	0	0%
Total	2	100%

Table 7: Teachers' Approach in Teaching Writing
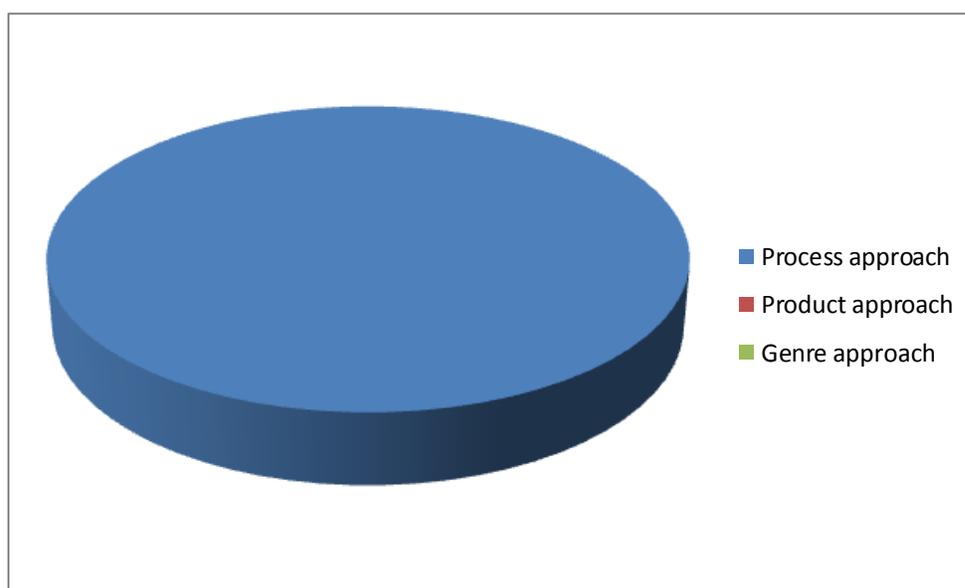
Figure 7: Teachers' Approach in Teaching Writing

This question aims to check which approach the sample uses in teaching writing. Three approaches of teaching writing were suggested for the participants to select from. Results show that all of the respondants adopt the process approach.This shows that teachers are aware of the its effectivness among EFLlearners since it encludes the several procedures of writing pieces. One of the respondents justified his/her choice saying that the process approach is more

methodical and gradual whereas the second participant argued that this approach suits more the first levels (pre- intermediate in particular) because it shows how to proceed in writing going step by step starting from generating ideas till submitting the work.

Section Three: Self-assessment in Writing

Item1: The Teachers' Assessment of Students' Writing

Option	Number	Percentage
Yes	2	100%
No	0	0%
Total	2	100%

<div align="center">Table 8 : The Teachers' Assessment of Students' Writing</div>
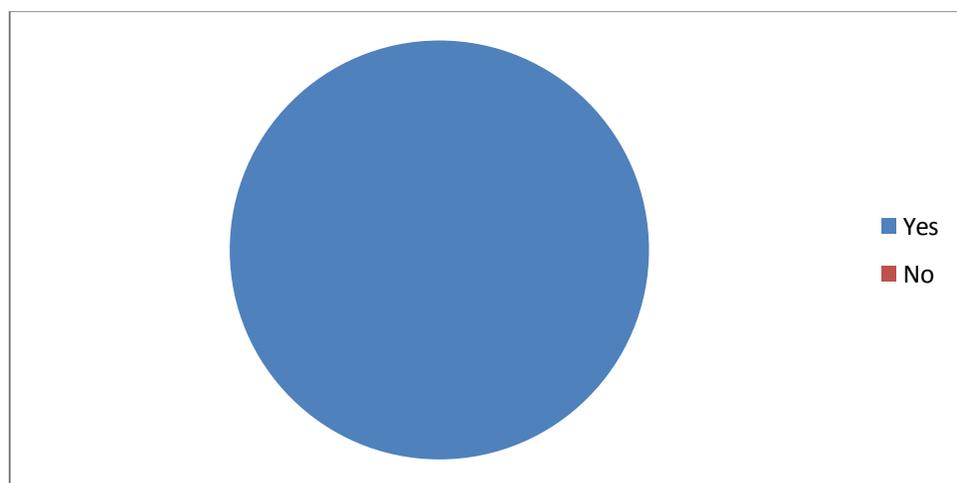
<div align="center">Figure 8: The Teachers' Assessment of Students' Writing</div>

Through the sample's positive answer, it is clear that there is an agreement between teachers about the importance of the assessment role in learners' progress as they confirmed to assess their students' writing and each one gave his/her own point of view. One teacher stated that he/she uses assessment to know the learners' progress. The second teacher justified its use

explaining that assessment is an important part of teaching in general and teaching writing in particular. In fact, the teacher needs to evaluate students' level and identify their weaknesses and strengths. Moreover, assessing writing helps know whether learners have grasped the rules of writing and whether they make any progress.

Item 2: Types of Assessment in Writing

Option	Number	Percentage
Self-assessment	0	0%
Peer assessment	0	0%
Teacher assessment	2	100%
Total	2	100%

Table 9: Types of Assessment in Writing
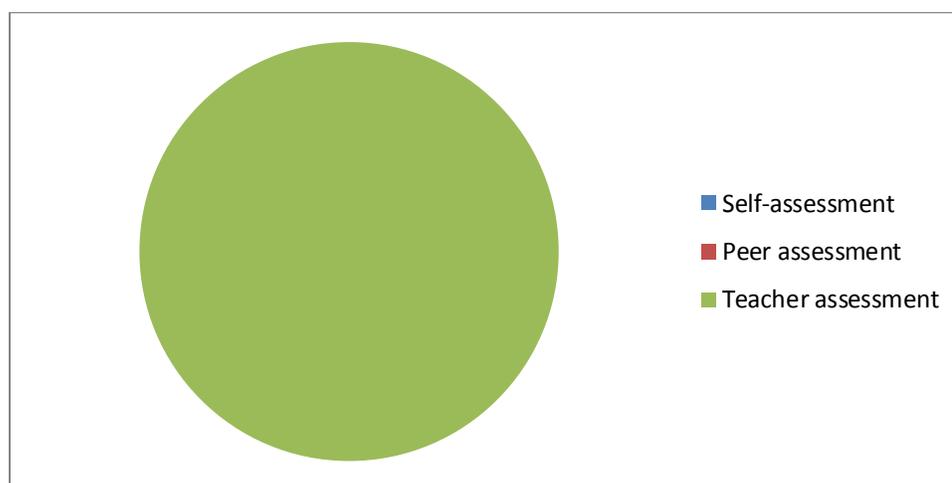
Figure 9 : Type of Assessment in Writing

The aim of this question is to reveal the teachers' ways of assessing students' writing by revealing the type of assessment used. All of the teachers (100 % of the sample) rely on themselves when it comes to assessment; i.e., they use teacher assessment.

Item 3: The use of Self-assessment in class

Teachers	Number	Percentage
Yes	2	100%
No	0	0%
Total	2	0%

Table 10: The Use of Self-assessment in Class
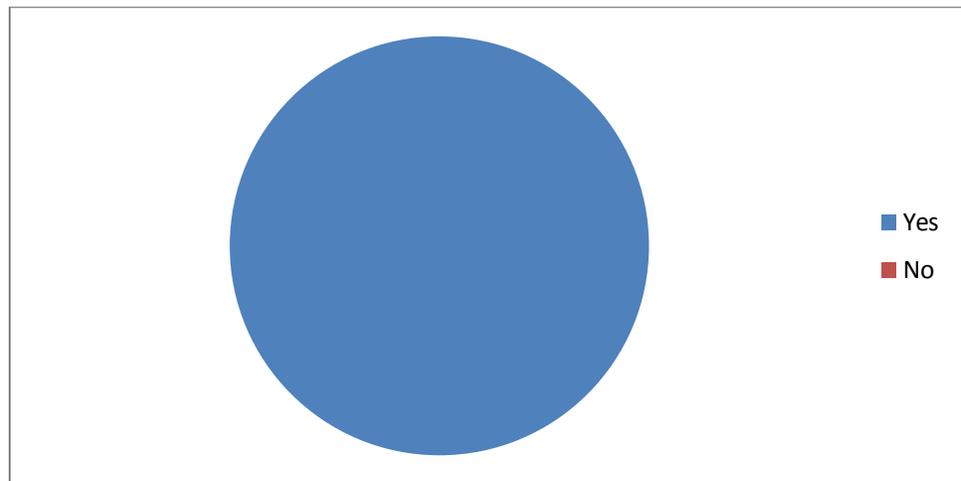
Figure 10: The Use of Self-assessment in Class

This question was asked to know whether teachers rely on self-assessment to develop their students' writing skill. All respondents affirmed to use this method of assessment as they believe that besides teachers' assessment that it is essential for learners' progress, self-assessment technique is also effective and important.

Item 4: The Usefulness of Self-assessment

Option	Number	Percentage
Very beneficial	1	50%
Somehow beneficial	1	50%
Not very beneficial	0	0%

Completely useless	0	0%
Total	**2**	**100%**

Table 11: The Usefulness of Self-assessment
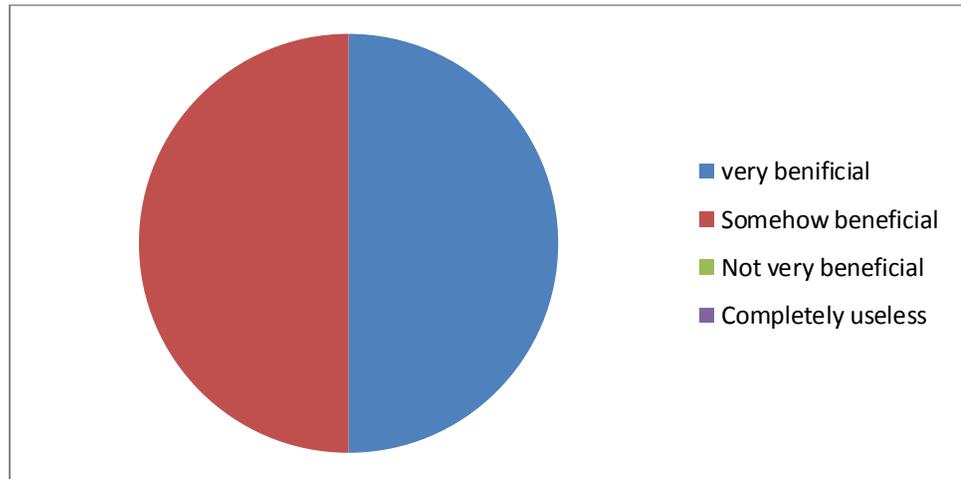
Figure 11 : The Usefulness of Self-assessment

This question sought to see how useful the respondents consider self-assessment. One participant sees it very beneficial whereas the other considers it somehow beneficial. All in all, they all confirmed that self- assessment is one effective strategy in teaching writing because of many reasons. According to them, self-assessment is instructive, and it encourages autonomy. A further reason is that even students do not know very well how to assess themselves and prefer the guidance of their teacher because they are not accustomed to use this method, they benefit anyway from it because this requires them to be involved in the process of teaching-learning.

Item 5: The Self-assessment Tools

Option	Number	Percentage
Use of revising checklists	1	50%
Use of rubrics for revising framework	0	0
Use of rating scales	0	0
Written justification of grade	1	50%
Oral justification of grade	0	0
Total	2	100%

Table 12: The Self-Assessment Tools
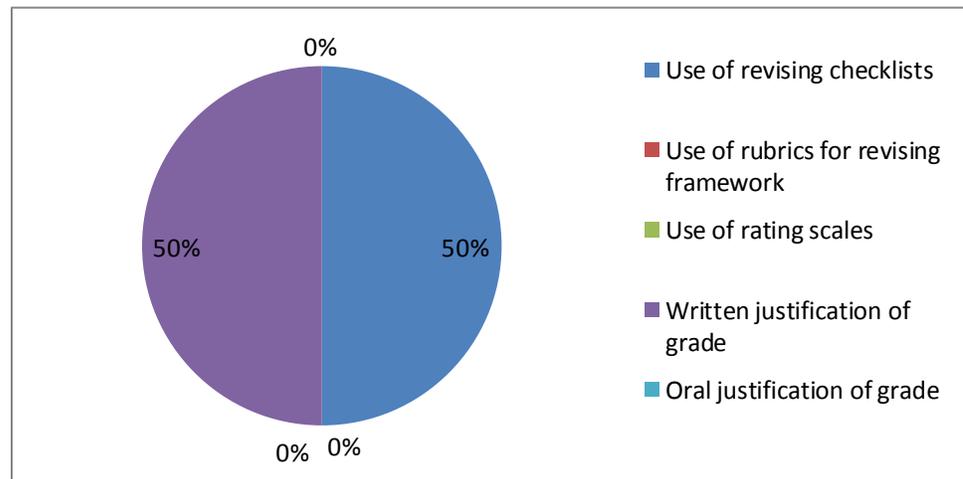
Figure 12: The Self-assessment Tools

This question investigates the self-assessment tools that teachers encourage their use more in their classes. (50%) of teachers use revising checklist whereas the rest of the sample relies on written justification grades.

Item 6   : Teachers' Opinion about the Role of Self-assessment in Teaching Writing

Option	Number	Percentage
Develop their critical thinking and judgment skill	0	0%
Raise their sense of autonomy and independent learning	2	100%
Improve their writing	0	0%
Be aware of their strengths and weaknesses	0	0%
Total	2	100%

Table 13 : Teachers' Opinion about the Role of Self-assessment in Teaching Writing
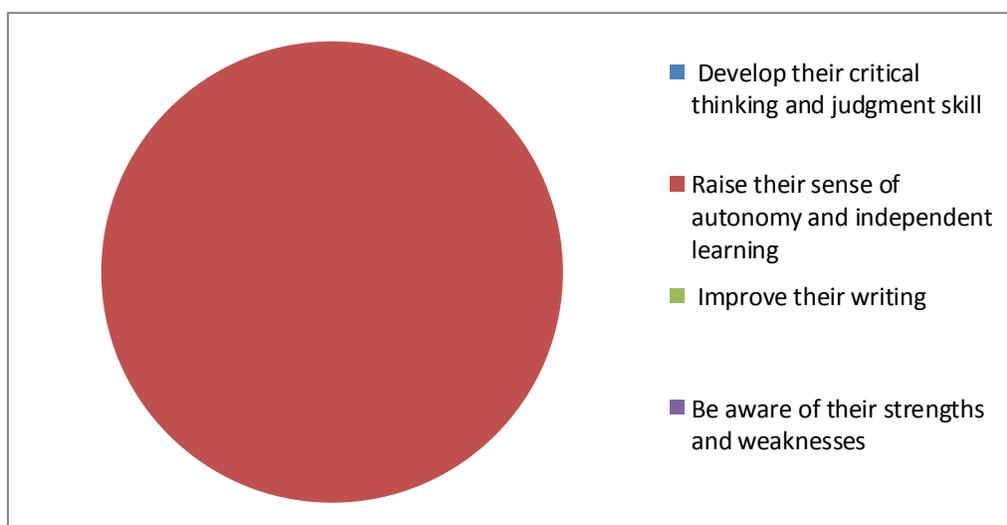
Figure 13 : Teachers' Opinion about the Role of Self-assessment in Teaching Writing

The aim of this question was to know more about teachers' opinion concerning the beneficial role of self-assessment in facilitating teaching writing.

Even if they already confirmed the effectiveness and benefit of self-assessment in a previous question, here again, all teachers ensured that when students use self-assessment in writing, this latter is developed as it helps learners raise their sense of autonomy and independent learning.

Item 7:   The Role of self-assessment in Improving Students' Writing Skill

For this open-ended question, participants were asked to detail more the role of self-assessment and its impact on improving EFL learners' writing skill.

The first teacher explained that this technique help students realize their points of weakness to avoid them in the future. The second teacher gave further explanation starting various roles of self-assessment. First, students become involved in their learning process .They are more independent and autonomous as they do not need the teacher and discover by themselves their weaknesses and strengths. Second, they develop their critical thinking and have control on planning their work over the different stages of the writing process of revising .This procedure pushes the learner to constantly evaluate their production and therefore he/she improve his writing .Third, assessment is associated with feedback which is crucial step in verifying how good the work is and what mistakes have been done not to do them again in the future.

3.2.2 Surdents' Questionnaire

3.2.2.1. Aims of students' questionnaire

The Students' questionnaire aims to obtain more detailed views and information about the students' attitudes, perceptions and responses about self-assessment strategy during their writing tasks.

3.2.2.2. Administration of students' questionnaire

From the whole population of second year LMD students of English at Mohamed Kheider during the academic year 2019- 2020 which consists of 338 divided into 08 groups, we have randomly selected 15 students to be a representative sample.

In fact, the sample was first supposed to be larger (50 students); however, some circumstances (The Corona virus pandemic and the expansion of the spring holidays) made it impossible to have access to students to be handed the questionnaire. Consequently, students have been asked

to do the questionnaire online via facebook. Nevertheless, only 15 students replied and sent us their answers. We believe, anyway, that their answers could be quite representative and over generalized.

3.2.2.3. Description of students' questionnaire

The questionnaire consists of 19 questions varying from close to open-ended questions. It is divided into three sections; each tackles an important aspect of the study.

The first section is about students' background information. It consists of 2 items that target at gathering information about students' experience of studying English and their choice of studying such a branch at university.

The second section is about writing skill. It includes 10 items for the aim of exploring students' writing level, their attitudes about writing skill in general, and the difficulties they face in writing.

The last section is about self-assessment. It consists of 7 items that target the students' background knowledge about self-assessment importance in class. Also, it gathers their attitudes toward self-assessment and its impact on improving their writing.

3.2.2.4. Analysis of Students' Questionnaire

Section one: Background Information

Item 1: Students' Experience of Studying English

Years of Studying English	Number	Percentage
2 years	5	33.33%
3 years	3	20%
6 years	1	6.66%
9 years	3	20%

12 years	1	6.66%
N.A	2	13.33%
Total	15	100%

Table 14 : Students' Experience of Studying English
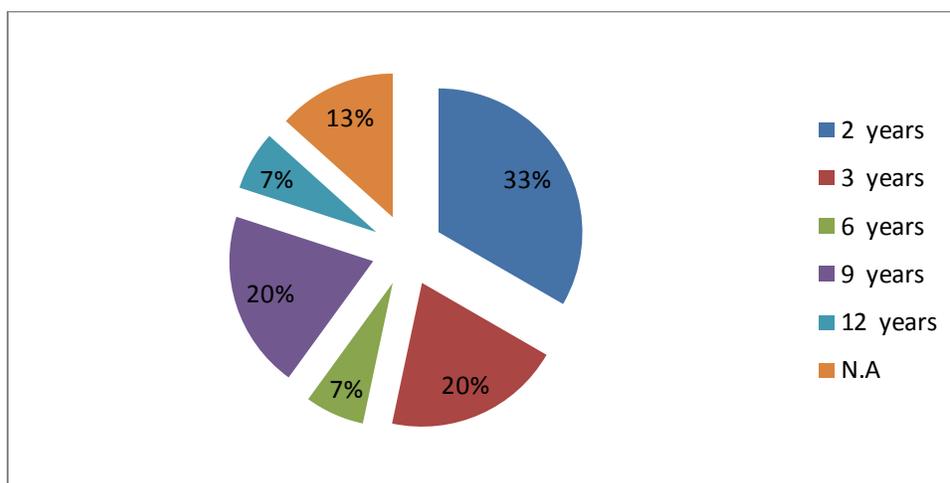
Figure 14 : Students' Experience of Studying English

The results shows that (33%) of the students has been studying English for 2 years while (20%) of them for 3 years.

Item 2: Students' Choice of Studying English at University

Option	Number	Percentage
Personal	13	86.66%
Advised	1	6.66%
Imposed	0	0%
N.A	1	6.66%
Total	15	100%

Table 15 : Students' Choice of Studying English at University
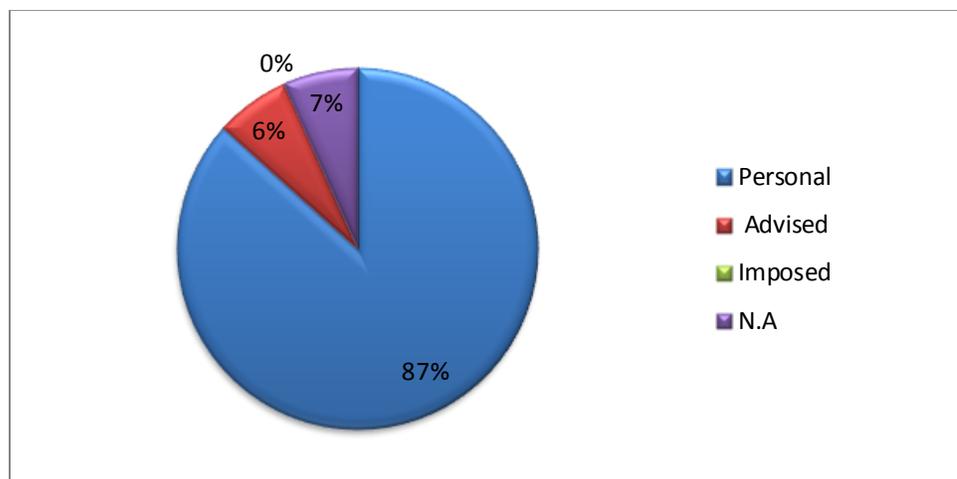
Figure 15 : Students' Choice of Studying English at University

As the table and figure represent, it is noticed that more than half (86%) of the students representing our sample have personally chosen English as a branch to study at university whereas (6%) of them were advised. We deduce that most of second year students are highly motivated to study English.

Section Two: Writing Skill

Item 1: Students' Evaluation of their Writing Level

Option	Number	Percentage
Excellent	**1**	**6.66%**
Good	**6**	**40%**
Average	**7**	**46.66%**
Poor	**0**	**0%**
N.A	**1**	**6.66%**

	Total	15	100%

Table 16 : Students' Evaluation of their Writing Level
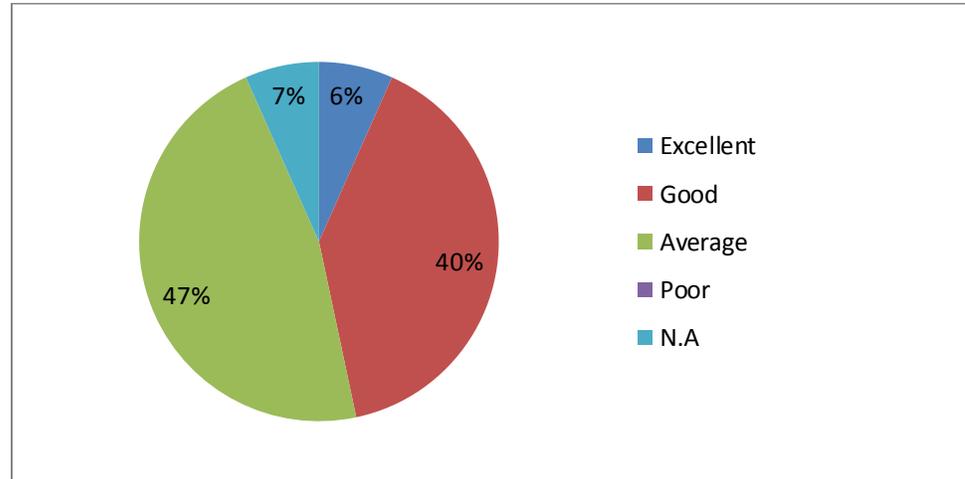
Figure 16 : Students' Evaluation of their Writing Level

This question aims to reveal how students judge their level in writing skill. The results show that (46 %) of the students evaluate themselves as "average" learners and (40%) consider their level as "good". This is an indicator of students' motivation and willingness to engage in their learning process. Indeed, as students consider themselves average or good learners, this will affect their self-confidence and motivation to make efforts and use effectively the needed strategies like self-assessment.

Item 2: Students' Attitudes toward Writing Practice

Option	Number	Percentage
Boring	2	13.33%
Stressful	3	20%
Difficult	2	13.33%

Enjoyable	**8**	**53.33%**
N.A	**1**	**6.66%**
Total	**15**	**100%**

Table 17 : Students' Attitudes towards Writing Practice
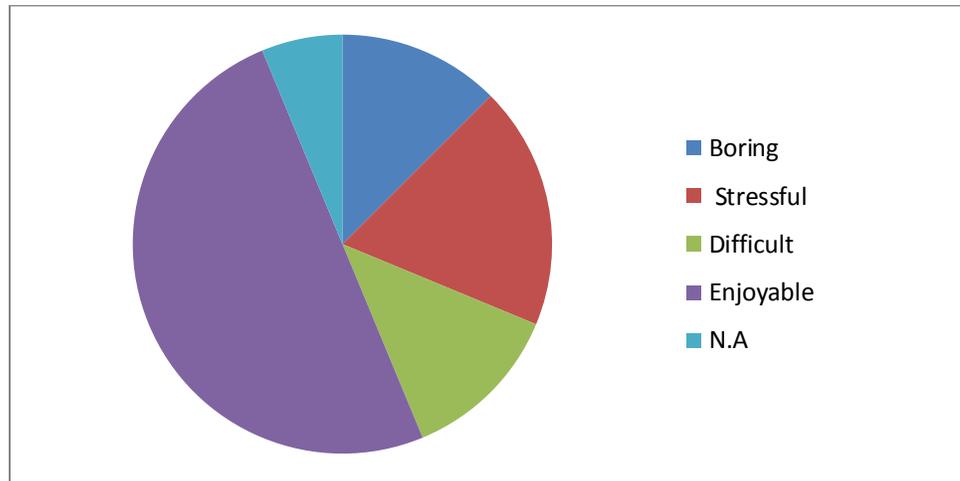
Figure 17 : Students' Attitudes toward Writing Practice

This question shows the students attitudes' towards writing practice. It is observed that more than half of the respondents (53%) assume that writing is an enjoyable practice while (20%) of them consider it stressful.

It can be concluded that students who enjoy writing are self-confident, motivated, and ready to make efforts. For these, trying different assessment strategies as self-assessment will be welcomed and used. However, for the minority who finds writing a stressful practice may have more difficulties to develop this skill and to rely on themselves for practices such as assessment.

Item 3: Students' Satisfaction about Classroom Practice

Option	Number	Percentage
Yes	**5**	**33.33%**

No	9	60%
N.A	1	6.66%
Total	15	100%

Table 18 : Students' Satisfaction about Classroom Practice
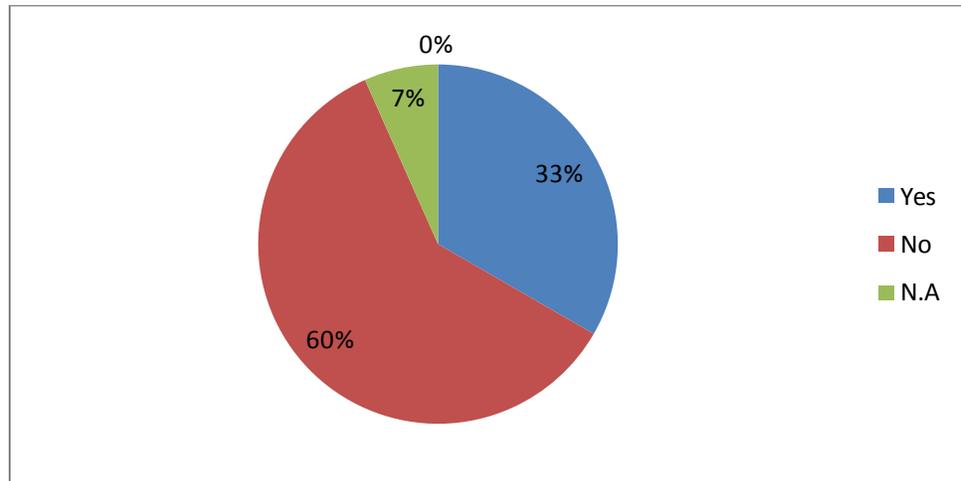
Figure 18 : Students' Satisfaction about Classroom Practice

The objective behind this question is to see whether students are satisfied with the amount and quality of practicing writing they get in class. The data collected show that (60%) of respondents are not satisfied about the classroom practice while only (33%) confessed that they are having..

For the majority of the sample, then, more attention has to be given from the part of the teacher to give them more assignments and help them improve their writing skill. Self-assessment could be a good way to show learners the path towards identifying their weaknesses in order to overcome them and develop their writing competency.

Item 4: Students Writing Practice outside the Classroom

Option	Number	Percentage
Yes	12	80%
No	2	13.33%
N.A	1	6.66%
Total	15	100%

Table 19 : Students Writing Practice outside the Classroom
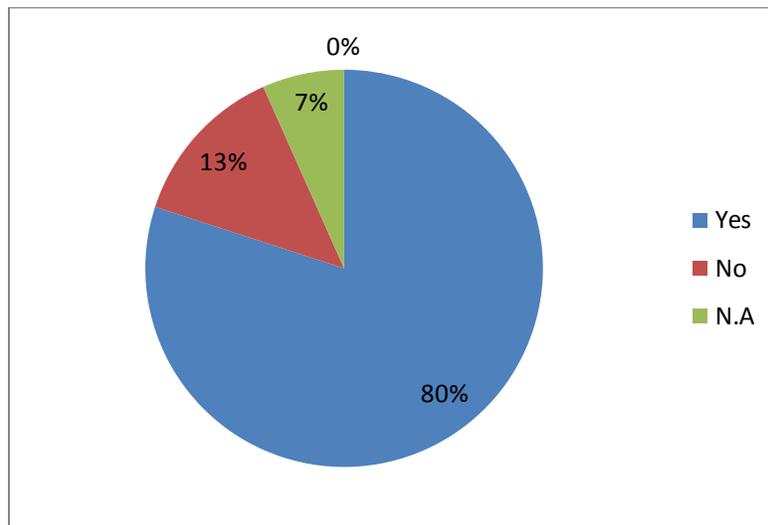
Figure 19 : Students Writing Practice outside the Classroom

This question asks if students actually practice writing outside the classroom or not. (80%) of participants affirmed that they do practice out of class while the rest, corresponding to (13%) of the sample, confessed not to do any writing practice out of the class.

The highest obtained percentage of positive answers refers, in fact, to autonomous learners who manage to be independent and to make extra efforts without being assigned. These are predestinated to be proficient writers comparing to those students who rely on the short amount of practice in class.

Item 5: Students' Intention to Develop their Writing Skill

Option	Number	Percentage
Yes	13	86.66%
No	0	0%
N.A	2	13.33%
Total	15	100%

Table 20 : Students' Intention to Develop their Writing Skill
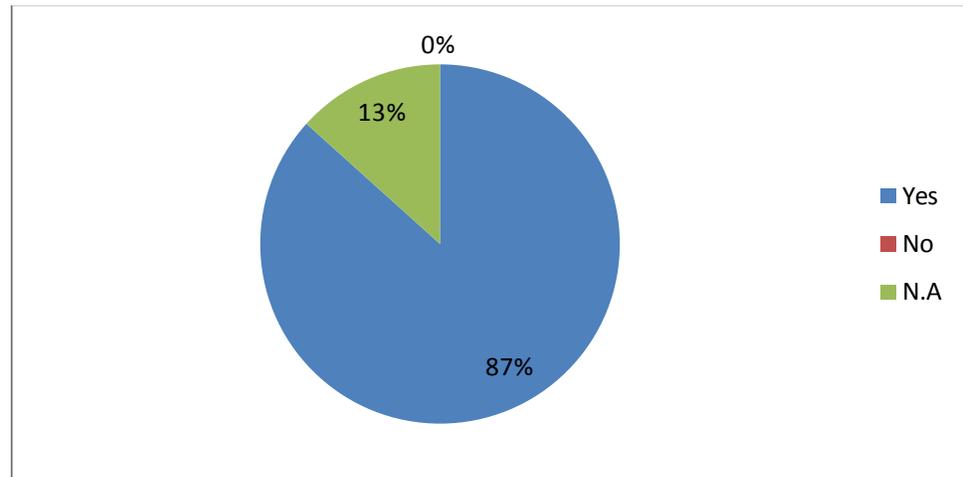
Figure 20 : Students' Intention to Develop their Writing Skill

This question, in fact, comes to investigate whether students are ready to make efforts, have more practice in order to develop their writing skill. From the results obtained in the table and figure above, we notice that the great majority of the participants (86%) are interested in developing their writing skill. (13%) of the sample, however, gave no answer.

Students' readiness for progress and development is a good sign of their motivation to make efforts. This does not only concern the portion of those autonomous students who previously asserted to practice even outside the class but it also concern the minority of students who

confessed not to practice only if they are assigned in class by their teacher. This show that they

are motivated to improve their level in writing and intend to do what is necessary to progress.

Item 6: Students' Perceptions about a Good Piece of Writing

Option	Number	Percentage
Structuring and paraphrasing	**0**	**0**
Appropriacy of vocabulary	**1**	**6.66%**
Correct grammar	**0**	**0%**
Relevance and accuracy of content	**0**	**0%**
Use of linkers and cohesive devises	**1**	**6.66%**
Creativity and originality	**3**	**20%**
All of them	**9**	**60%**
N.A	**1**	**6.66%**
Total	**15**	**100%**

Table 21 : Students' Perceptions about a Good Piece of Writing
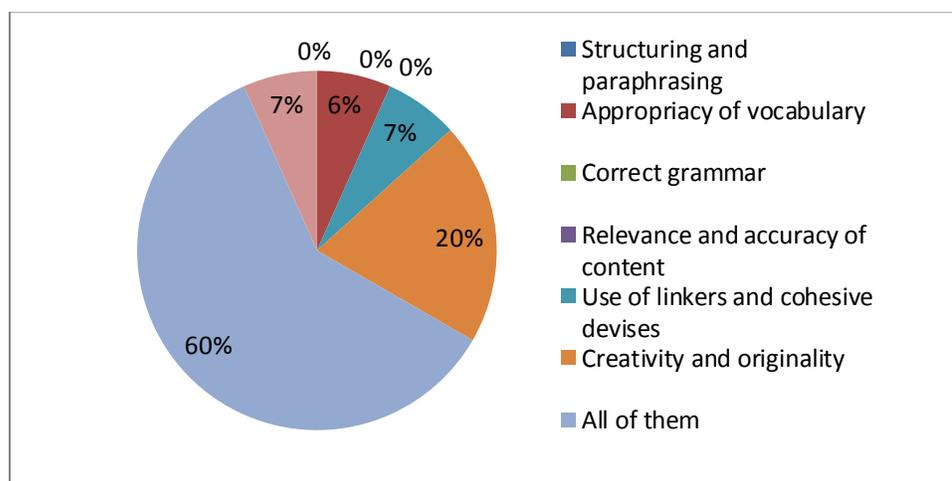
Figure 21 : Students' Perceptions about a Good Piece of Writing

The question targets to know the students' perceptions about the characteristics of good piece of writing. The data gathered indicate that most of respondents (60%) consider that all of the characteristics (namely, structuring and paraphrasing, appropriacy of vocabulary, correct grammar, relevance and accuracy of content, use of linkers and cohesive devises, and creativity and originality) are important to produce a good piece of writing. On the other hand, (20%) of the sample's response was "creativity and originality".

Item 7: Students' Writing Difficulties

Option	Number	Percentage
Yes	9	60%
No	5	33.33%
Total	15	100

Table 22 : Students' Writing Difficulties
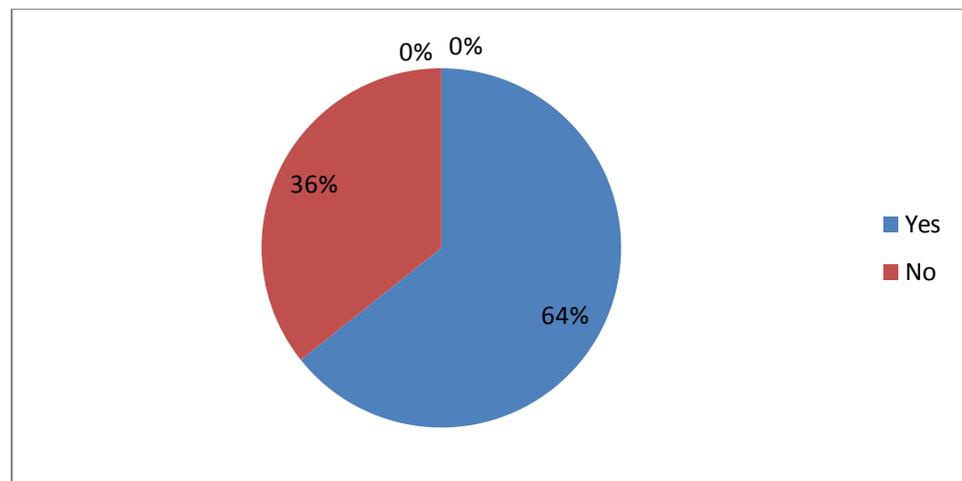
Figure 22 : Students' Writing Difficulties

Item 8: Types of Students' Writing Difficulties

65

Option	Number	Percentage
Shortage of ideas	4	26.66%
Lack of vocabulary	6	40%
Poor grammar mastery	1	6.66%
Problems with organization and cohesion	1	6.66%
N.A	3	20%
Total	15	100%

Table 23 : Types of Students' Writing Difficulties
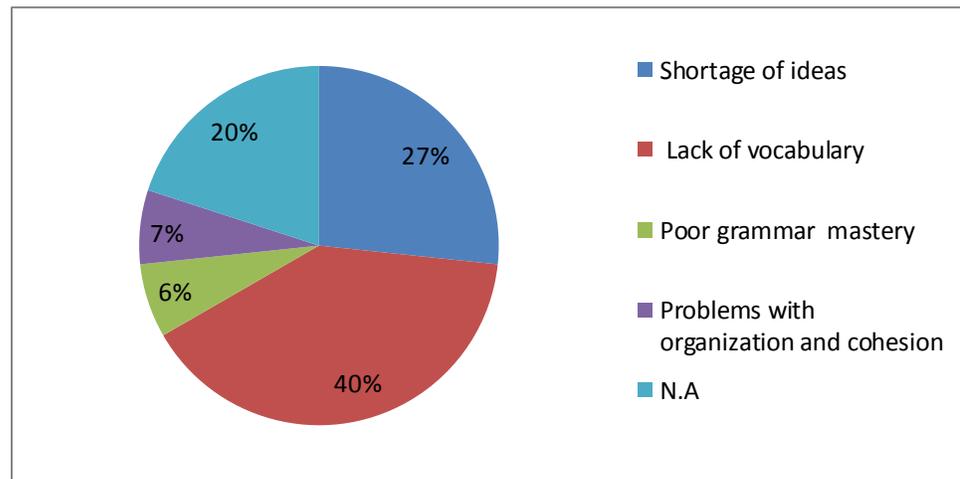
Figure 23 : Types of Students' Writing Difficulties

The data gathered illustrate students' different problems and difficulties in writing. As the previous question sought to determine whether students face difficulties in writing or not, this questions intend to determine and identify the type of difficulties students face.

The majority (40%) of respondents face difficulties with vocabulary. Besides, about (26%) of the sample has problems with a shortage of ideas. Lastly, few of students (6%) find that "Poor grammar mastery" and "Problems with organization and cohesion" are obstacles for them in preparing a written production.

Item 9: Students' Difficulties in Writing Stages

Option	Number	Percentage
Brainstorming	5	33.33%
Drafting	4	26.66%
Revising	0	0%
Editing	4	26.66%
Publishing	1	6.66%
N.A	1	6.66%
Total	15	100%

Table 24 : Students' Difficulties in Writing Stages
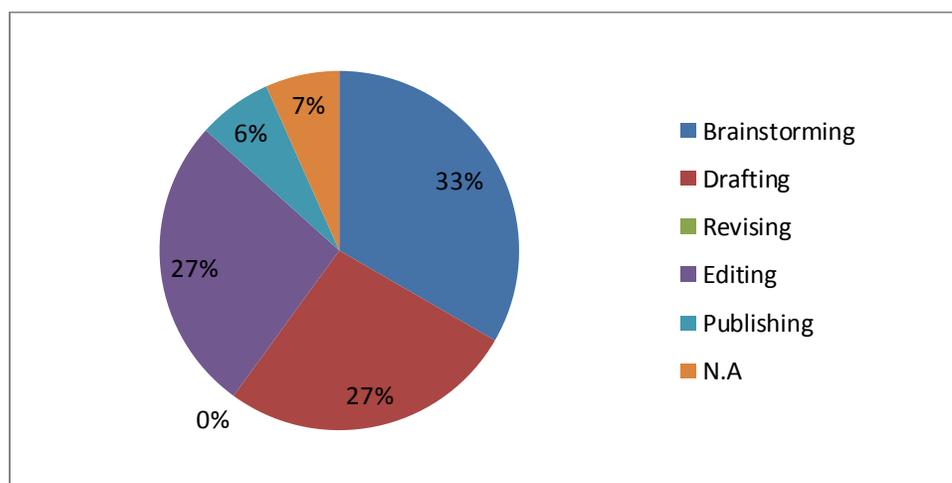
Figure 24: Students' Difficulties in Writing Stages

In addition to the need to identify the type of writing difficulties students face, this question targets to detect what stage(s) in the writing process students find the most difficult. Results indicate that (33%) of respondents confessed to have difficulty in "brainstorming". On the other side, (26 %) find problems with drafting and an equal portion of the sample students

opted for "editing" to refer to the difficulty they struggle with the most while writing. One student, however, have difficulties when coming to publish his/her paper.

These results show that nearly all the stages in the writing process seem to be difficult for students. Therefore, assigning more practice as well as using effective methods of assessment and feedback would be the solution.

Item 10: Students' Reaction when Facing Difficulties in Writing

Option	Number	Percentage
Ask your teacher for help	3	20%
Ask your peer for help	0	0%
Use online sources	3	20%
Use a dictionary/ a grammar book	0	0%
Rely on yourself (refer to your own background knowledge and critical thinking)	8	53.66%
N.A	1	6.66%
Total	15	100%

Table 25 : Students' Reaction when Facing Difficulties in Writing
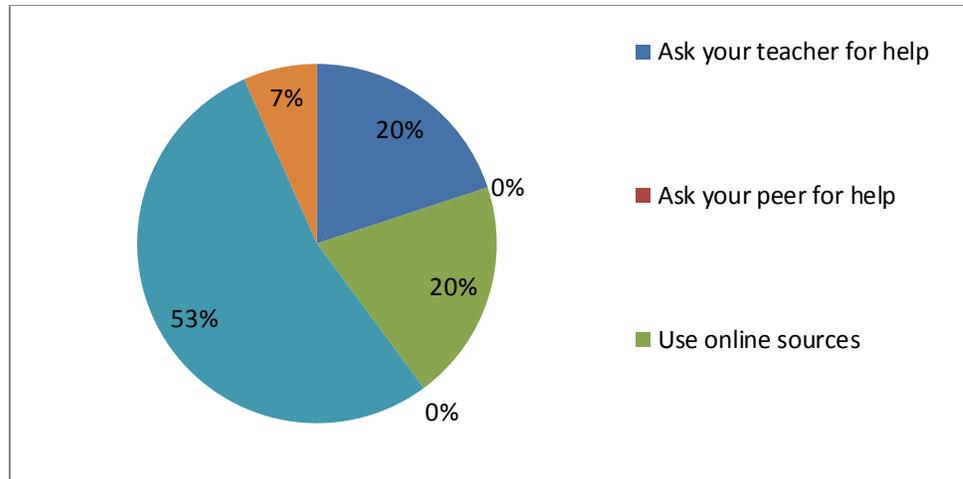
Figure 25 : Students' Reaction when Facing Difficulties in Writing

This question aims to reveal what sources of aid students refer to when they encounter difficulties in writing. The majority of them (53%) rely on themselves when they face difficulties. Indeed, they refer to their own background knowledge and critical thinking and do not ask for their teachers of classmates' help. On the other hand, (20%) of the sample refers to their teacher and ask them for advice and clarification. Other students (20%), however, prefer to use online sources when they face difficulties to achieve their written production. No one, meanwhile, has opted for using a grammar book or a dictionary to check vocabulary, spelling or grammar, for example.

Section three: Self-assessment in Writing

Item 1: Students' Preferred Method of Assessment

Option	Number	Percentage
a- Your teacher (teacher assessment)	9	60%
b- Your peer (peer assessment)	1	6.66%

69

c- Yourself (self-assessment)	2	13.33%
a + c	1	6.66%
b + c	1	6.66%
Total	15	100%

Table 26 : Students' Preferred Method of Assessment
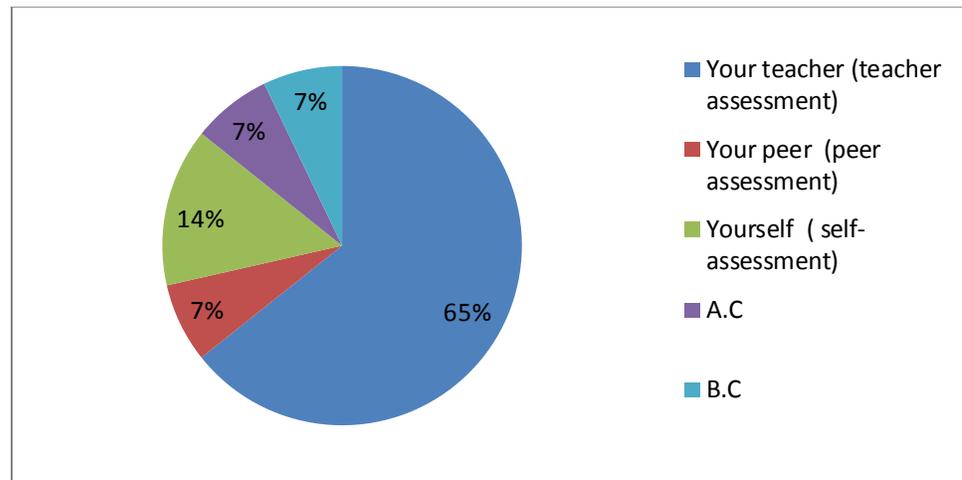
Figure 26 : Students' Preferred Method of Assessment

This question deals with the ways of assessments that students prefer in their writing courses. The majority of the students (60%) prefer to be assessed by their teacher and consider it a reliable source of evaluation. Other students (13%) prefer to rely on themselves in assessing their work and judging their level and progress. The rest of results were a mixture of options: (6%) of the sample reported that they refer both to their teacher and themselves when evaluating their writing. Another (6%) of the sample opted for peer assessment as to get different views as well as they rely on self-assessment in their writing.

Item 2: Students' Revising their Written Productions

Option	Number	Percentage
Yes	13	86.66%
No	1	6.66%
N.A	1	6.66%
Total	15	100%

Table 27 : Students' Revising their Written Productions
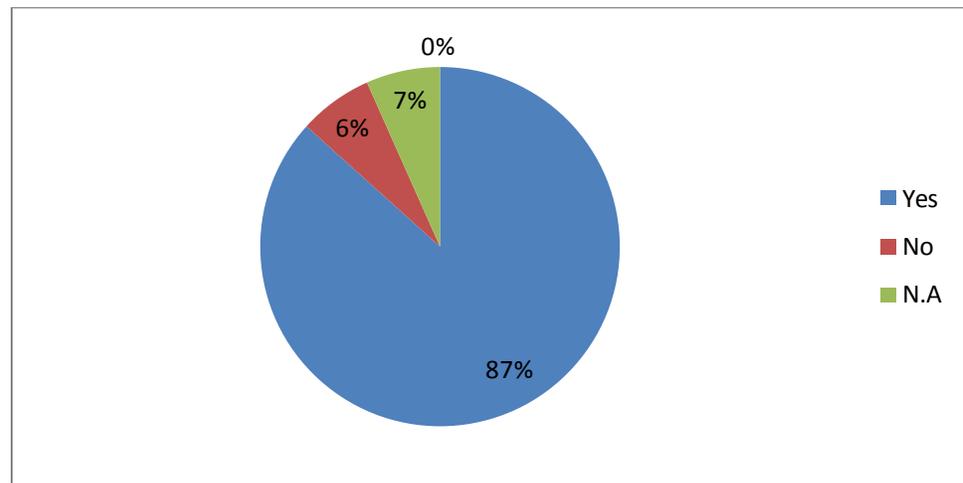
Figure 27 : Students' Revising Written Productions

A common concept related to assessment is revision. Indeed, one important step/stage in the process of writing and assessing writing is revision/revising. Hence, participants have been asked whether they revise their pieces of writing or not.

The results affirm that most of the students (86%) revise their production before submitting it whereas (6%) of the sample confessed that they do not revise their writing.

Item 3: Students' Familiarity with the Term Self-assessment

Option	Number	Percentage
Yes	10	66.66%

No	4	26.66%
N.A	1	6.66%
Total	15	100%

Table 28 : Students' Familiarity with the Term Self-assessment
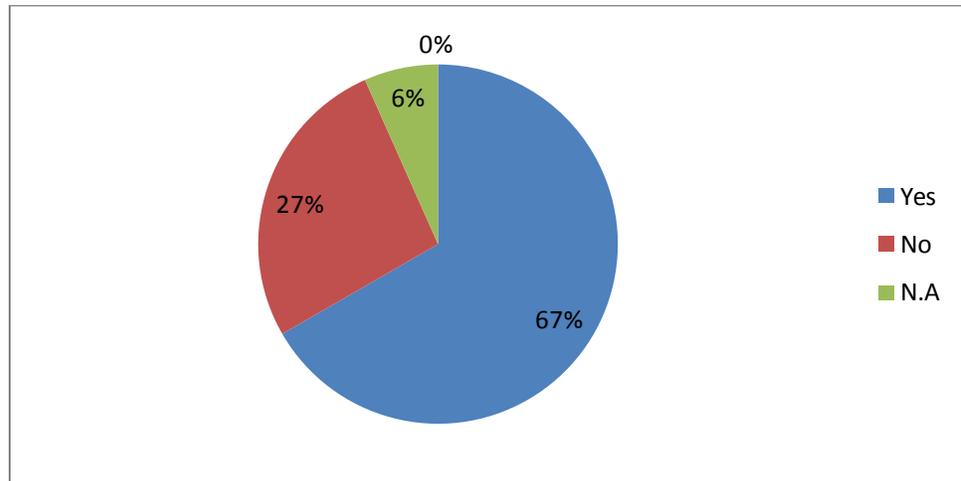
Figure 28 : Students' Familiarity with the Term Self-assessment

This question aims to know if students are already familiar with the term self-assessment. A high percentage of the sample (66%) revealed to be aware of this strategy while (26%) seem not to be accosted to this term.

Item 4: Students' Satisfaction about Self-assessment Technique

Option	Number	Percentage
Yes	9	60%
No	5	33.33%
N.A	1	6.66%
Total	15	100%

Table 29 : Self-assessment Satisfaction
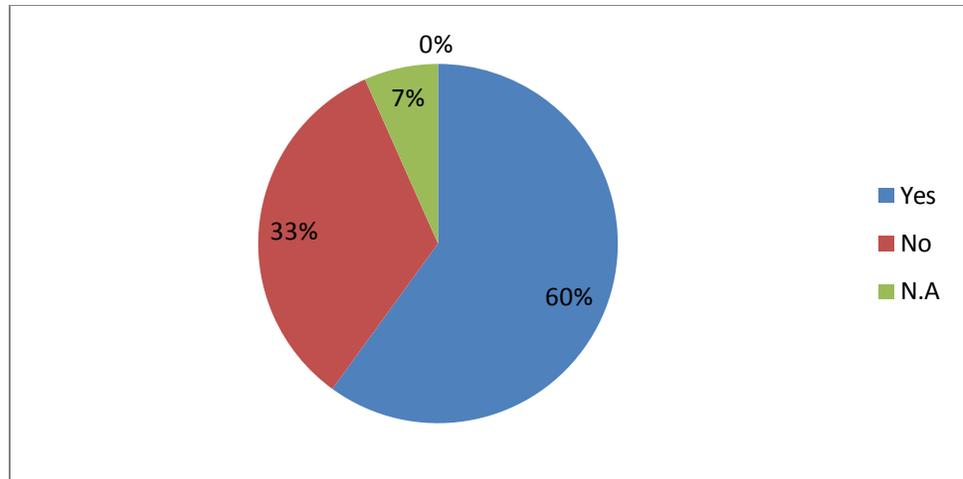
Figure 29 : Self-assessment Satisfaction

In this question, students were asked if they are satisfied with the self-assessment technique in terms of its use and effectiveness. Results demonstrate that (60%) of respondents showed satisfaction towards this technique while (33%) seem not be satisfied with its results.

Item 5: Self-assessment Effectiveness

Option	Number	Percentage
Very beneficial	2	13.33%
Somehow beneficial	8	53.33%
Not very beneficial	2	13.33%
Completely useless	0	0%
Total	15	100%

Table 30 : Self-assessment Effectiveness
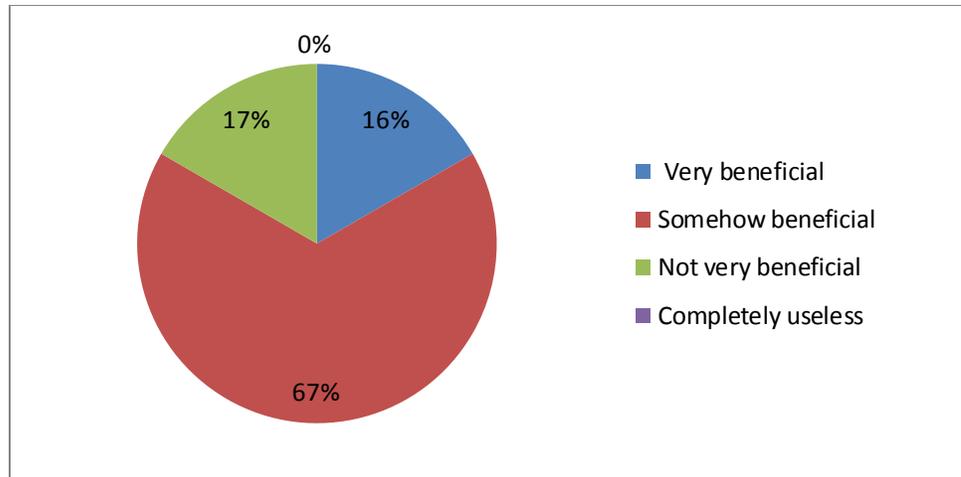
Figure 30 : Self-assessment Effectiveness

In addition to investigate students' attitudes towards self-assessment in terms of satisfaction and preference, the present question intends to investigate the amount of benefit and usefulness students may find in this technique (after using it).

Results point out that (53%) of respondents consider self-assessment as somehow beneficial in writing. (13%) of the students, however, see that it is very beneficial whereas (13%) find it not very beneficial.

Students' attitude towards the use and benefit of the self-assessment technique would determine their motivation and preference to use it. Indeed, if students appreciate it and find it beneficial to improve their writing, they will adopt it as a learning strategy and will work more autonomously. Nevertheless, if students show a negative attitude towards this technique and do not find it beneficial, they will lose a good way to promote their autonomy and improve their writing abilities. Therefore, it is the teacher's job to train learners about its use and to point to its positive effects.

Item 6: Students' Self-assessment Tool(s)

Option	Number	Percentage
Use of revising checklists	**6**	**40%**
Use of rubrics for revising framework	**2**	**13.33%**
Use of rating scales	**1**	**6.66%**
Written justification of grade	**5**	**33.33%**
N.A	**1**	**6.66%**
Total	**15**	**100%**

Table 31 : Students' Self-assessment Tool(s)
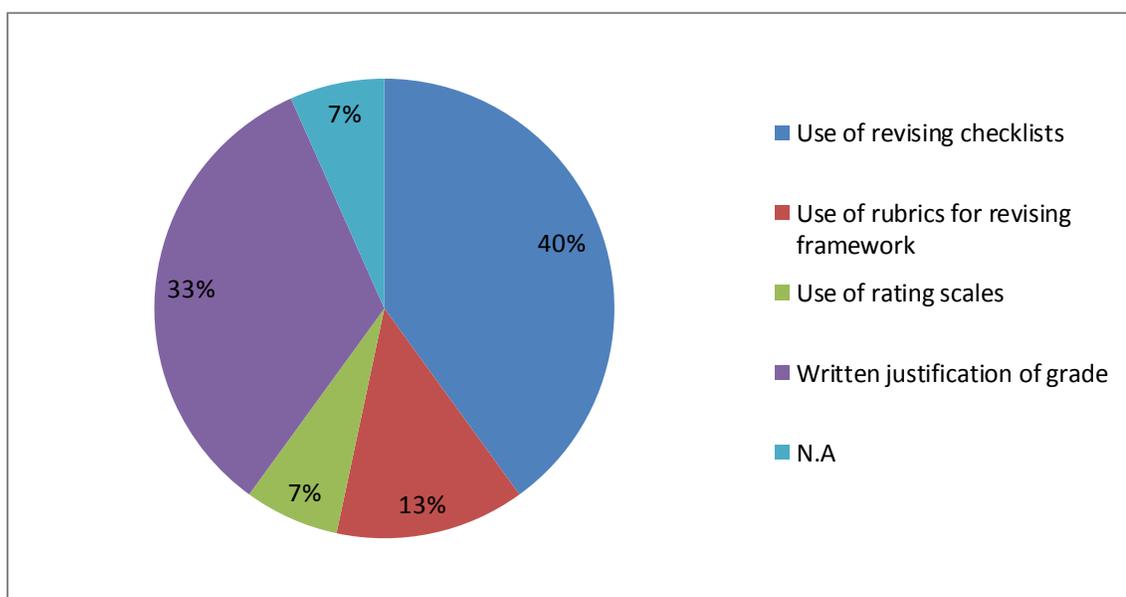
Figure 31 : Students' Self-assessment Tool(s)

This question emphasizes on discovering the different tools of self-assessment that the learners adopt in writing activities. The majority of them (40%) choose the "use of revising

checklists" to evaluate their written production while (33%) prefer to use "written justification of grade" provided by their teacher. (13%) of the sample, on the other hand, focus more on the use of "rubrics for revising framework". One student (6 %), however, prefers to use rating scales and relies on to revise his/her work.

All in all, students seem to have different ways/tools to assess their written production.

Item 7: Students' Attitudes towards the advantages of Self-assessment

Option	Number	Percentage
Develop your critical thinking and judgment skill	**5**	**33.33%**
Raise your sense of autonomy and independent learning	**2**	**13.33%**
Improve your writing	**2**	**13.33%**
Be aware of your strengths and weaknesses	**4**	**26.66%**
N.A	**2**	**13.33%**
Total	**15**	**100%**

<div align="center">Table 32 : Students' Attitudes towards the Advantages of Self-assessment</div>
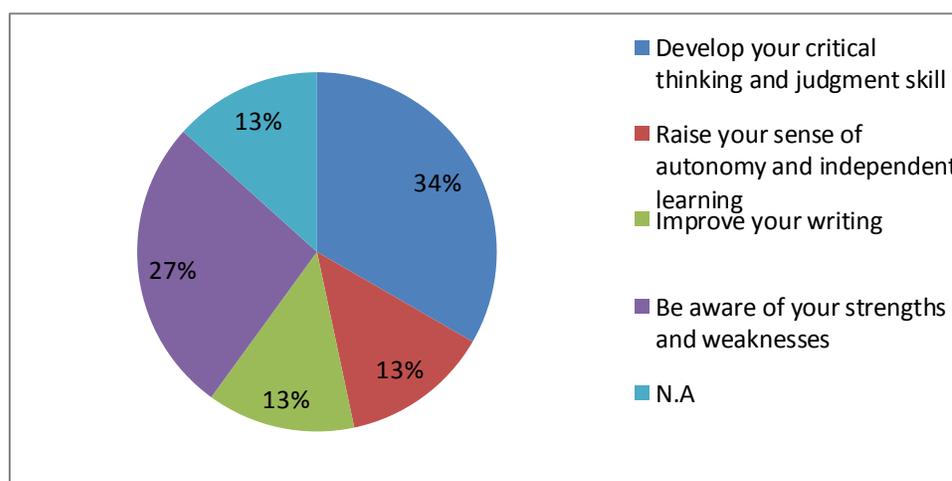
<div align="center">Figure 32 : Students' Attitudes towards the advantages of Self-assessment</div>

The question sheds the light of the various the advantages of self-assessment in writing and investigates students' attitudes towards them.

The data obtained reveal that (33%) of the sample claimed that self-assessment develops their critical thinking and judgment skill whereas (26%) affirmed that it makes them aware of their strengths and weaknesses .The rest of participants' (13%) responses were between that it raises their sense of autonomy and independent learning and that it improves their writing.

Even if some respondents seemed to be a bit pessimistic (in question 4 and 5) about the beneficial impact of self-assessment, they seem, here, to be conscious of its advantages in developing the writing skill. Their answers were different, but they all agreed the this technique helps promote their autonomy and critical thinking as well as it makes them discover their strengths and weaknesses in order to develop their writing abilities as an ultimate objective.

Item 8: Students' opinions on how self-assessment can improve their Writing Skill.

For this open-ended question, students' answers were different according to their different perspectives, assumptions and point of views. Some students see that self-assessment brings motivation to accept the negative judgments they may receive from other assessment sources after each production. Some students declared that self-assessment is similar to guide so as to know what they should do and what they should not. In addition, it makes them more competent. Other respondents claimed that it is a way to improve their thinking. They explained that it identifies their points of improvement in their performance through stating their strengths and weaknesses.

In fact, this question helped to confirm that students are quite aware of the advantages of self-assessment. They had different viewpoints but all seemed to appreciate its effectiveness and beneficial side in terms of developing their writing proficiency.

3.3. Discussion and Summary of the Findings

The results gathered from the data collection tools in this study revealed many points. First of all, regarding teachers' and students' questionnaire, it has been demonstrated that students are highly motivated to study English especially the writing skill and find it an enjoyable practice. Despite the fact that they are facing some difficulties in this practice, they are ready to make effort and opt for strategies to progress such as self-assessment. They believe it to be a beneficial tool in improving their writing skill. Mainly, students need more assignments to be given to outside the classroom because the time is not enough to cover all the main points and make practice in two sessions per week and to overcome their difficulties in writing. Therefore, the importance of outside classroom practice is crucial as the majority of learners expressed the wish to be independent and autonomous learners.

Moreover, the majority of students and teachers are satisfied about self-assessment as an effective strategy to improve the writing skill. Although the teacher is a reliable and essential source of evaluation, all teachers ensured that when students use self-assessment in writing, it helps them increase their sense of autonomy and independent learning. Furthermore, from the data obtained, it is clear that teachers and students consider self-assessment as beneficial tool in improving writing by using "revising checklists", for example. They all agreed that this technique helps promote their autonomy and critical thinking as well as it makes them discover their strengths and weaknesses. Some students see that self-assessment brings motivation to accept the negative judgments they may receive from other assessment sources after each production. Moreover, some students declared that self-assessment is similar to a guide so as to know what they should do and what they should not. In addition, it makes them more competent. Other respondents claimed that it is a way to improve their thinking. They explained that it helps

them identify their points of improvement in their performance through stating their strengths and weaknesses.

On the other side, teachers consider that self-assessment is an effective strategy in teaching writing. It is instructive, and it encourages autonomy. However, the teacher has still an active role in the process of assessment because, according to them, students do not know very well how to assess themselves and prefer the guidance of their teacher as they are not accustomed to use this method. They benefit anyway from it because this requires them to be involved in the process of teaching-learning. (50%) of teachers reported to use revising checklist whereas the rest of the sample relies on written justification grades.

Conclusion

This chapter displayed the practical part of this research. It has first reviewed the research methodology then it analysed the teachers' and students' answers obtained from both questionnaires and shown in the tables and pie charts. The qualitative and quantitative analysis of results demonstrated that both teachers and students have positive attitudes towards self-assessment strategy that helps students ameliorate their level in writing. Students' responses illustrated that the techniques and the strategies used by the teachers in writing classes are much more modern methods (learner-centered approaches) since they allow the participation of students in the assessment process. Moreover, there is an agreement between teachers on the importance of self-assessment strategy. Besides, teachers support the use of self-assessment as an effective tool but they still believe of the importance of the teacher assessment as a valid source of assessment.

General Conclusion and Recommendations

In the current study, we tried to discover if teachers use self-assessment strategy in writing. Our objective was mainly to investigate if students in the English division especially second year students are aware of this technique and what was their attitude and experience about it.

The research work comprised two parts. The first included two theoretical chapters that dealt with the two variables: Self-assessment and writing skill. An overview of both concepts was presented through definitions, explanation of process, advantages, etc. The second part, however, represented the practical side of the work. It presented the data obtained from the data collection tools, followed by a thorough description and analysis.

To achieve our objectives and confirm or disconfirm our research hypothesis, we adopted a qualitative research approach. Moreover, we used a questionnaire for EFL teachers of written expression module and another for a sample of second year LMD students of English at Mohamed Kheider University of Biskra in the academic year 2019-2020. The questionnaire was a judicious choice since it includes closed and open-ended questions that enable participants to give their opinions, attitudes and perceptions about the subject. Indeed, students could reveal their difficulties in writing and express their familiarity with assessment in general and self-assessment in particular. Furthermore, teachers could show their attitude about this particular technique of assessment and demonstrate their experience in implementing it.

Findings revealed that students have positive attitudes towards the research topic because it deals with writing which is an essential skill related to all the subjects. Moreover, the concept of self-assessment in identifying learners' strengths and weaknesses in writing and assessing their work by themselves is somehow common with the English teachers and students in the English division.

80

Consequently, the obtained results offered some observable outcomes and led us to suggest the following recommendations:

For teachers:

➢ In written expression module, teachers take into consideration the students' weaknesses to determine their level and identify their next steps in the future.

➢ More practice in writing is needed inside and outside the classroom.

➢ Using different sources of assessment is beneficial for students to enhance their level and to take evaluation from several perspectives.

➢ Varied tools such as checklists, grades, etc can be used in the process of self-assessment.

➢ Using self-assessment develops students' critical thinking in judging their own level in academic features.

➢ Teachers should make learners more aware of this technique and how to use it appropriately through activities.

For Learners:

➢ More practice is needed for students especially outside the classroom since the official session is not enough to learn and practice.

➢ Learners should identify their real level in writing using self-assessment strategy and other sources of assessment.

➢ Using self-assessment increases learners' autonomy and independent learning.

List of References

Andrade, H., and Ying Du. (2007). Student Responses to Criteria Referenced Self- assessment. Educational Administration & Policy Studies Faculty Scholarship. Retrieved from http://scholarsarchive.library.albany.edu/eaps_fac_scholar/1.

Andrade, H. & Valtcheva, A. (2009) Promoting Learning and Achievement Through Self-Assessment: Theory Into Practice, 48:1, 12-19, DOI: 10.1080/00405840802577544. Rutledge.

Boud & Flachikov. (1989). Quantitative Studies of Student Self-assessment in Higher Education: A Critical Analysis of Findings. Kluwer academic publisher.

Boud & Flashikov (2006). Aligning Assessment with Long-term Learning. Routledge.

Brown. (2018). Assessment of Student Achievement. New York and London: Routledge.

Brown and Hood. (1993). Writing matters .Cambridge Press.

Cambridge Assessment International Education (2017). Assessment for learning . Copyright © UCLES.

Center for Educational Research and Innovation. (2008). Assessment for Learning Formative Assessment. Organization f or e economic co-operation and development.

Cheryl (2005). Assessment for Learning. The Learning and Skills Development Agency.

Deakin University. (2013). Peer and Self-assessment. Rachael Hains-Wesson, Deakin Learning Futures, Deakin University.

Fahimi and Rahimi.(2015)..On the Impact of Self-assessment Practice on Writing Skill. doi: 10.1016/j.sbspro.2015.06.082

Finley. (n.d). Types of Assessments .s jfinley@illinois.edu.

Hains.(2013).Development Of The Peer and Self-assessment Teaching Resources. Deakin

Hamadouche. (2010) Developing the Writing Skill through Increasing Learners' Awareness Of

The Writing Process. University Of Constantine.

Harris and McCann. (1994). Assessment. MACMILLAN HEINEMANN ENGLISH

LANGUAGE TEACHING.

Hyland. (2003). Second Language Writing .The Press syndicate of University of Cambridge.

Hasan and Mohd. (2010) Approaches to Writing in EFL/ESL Context: Balancing Product and

Process in Writing Class at Tertiary Level. journal of NELTA

McMillan and Hearn. (2008).Student Self-Assessment: The Key to Stronger Student Motivation

and Higher Achievement.

Murray and Hughes. (2008).Writing up your University Assignments and Research Projects.

Open University Press

Khan, A. (2019). Meaning and the Types of Assessment. Retrieved from

https://www.toppr.com/bytes/types-of-assessment/.

Lee. (2007). Assessment for Learning: Integrating Assessment, Teaching, and Learning

in the ESL/EFL Writing Classroom. The Canadian Modern Language Review.

Looney, Cumming J., Van Der Kleij, F., and Harris, K. (2017). Reconceptualising the Role of

Teachers as Assessors: Teacher Assessment Identity, Assessment in Education: Principles,

Policy & Practice, DOI: 10.1080/0969594X.2016.1268090

Poe. (n. d). On Writing Instruction and a Short Game of Chess: Connecting Multiple Ways of

Knowing and the Writing Process. University of Massachusetts. Amherst.

Raimes. (1983). Techniques in Teaching Writing. Oxford university press.

Rao and Durga**.** (2018). Developing Students' Writing Skills in English- process approach.

   Retrieved from http://www.jrspelt.com.

Rogers. (2005).Writing Systems: a Linguistic Approach. Blackwell.

Ross, 2006. The Practical Assessment, Research & Evaluation.

Salehi and Karbalaei. (2015). THE EFFECT OF PROCEDURAL, CONTENT AND

 TASKREPETITION ON ACCURACY AND FLUENCY IN IRANIAN EFL CONTEXT.

DOI: 10.7813/jll.2015/6-4/26.

Starkey. (2004). How Write Great Essays. Learning Express. New York: Stephen

Spiller. 2012. Assessment Matters: Self-assessment and Peer assessment. The University of

   Waikato.

Thongpai and Deerajviset. (2017). Effects of Self-assessment on Writing on THAI EFL Students

   on Different Group of Learning Styles.

Wiesnerová. (2012). Benefits of Self-assessment in English Classes at Elementary Schools.

Wride. (2017). Guide to Peer Assessment. University of Dublin.

Appendix A

Teacher Questionnaire

Dear teacher,

This questionnaire is addressed to EFL teachers in order to have concrete evidence about our research entitled: Investigation of the effectiveness of self-assessment strategy to improve EFL learners' writing skill.

Your answers will help us effectively reach our objectives, so we will be very thankful if you

Section One: Personal Information

1. What is your degree of qualification?
a. License   b. Magister   c. Doctorat
2. How many years have you been teaching written expression module?
   ………….   Years

Section Two: Writing Skill
1. How do you evaluate your students' level in writing?
a. Good   b. Average   c. Weak
2. Do you think that your students have enough practice in class to develop their writing skill?

a. yes   b. No

- Please, justify your answer………………………………………………………………

 3. What aspects of writing do your students have most difficulties with?

a. Grammar

b. Vocabulary

c. Background knowledge about the topic

d. Mechanics

e. Style

f. other (s) …………………………………………………………………………………

4. What stage in the writing process students have more difficulties with?

   a. Brainstorming

b. Drafting

   c. Revising

      d. Editing

   e. Publishing

-    Please explain why …………………………………………………………………………..

………………………………………………………………………………………………………...
5. Which approach you adopt more in teaching (L2) written expression module?
a. The process approach
b. The product approach
c. The genre approach
- Please justify your answer
……
……
Section Three: Self-assessment in Writing
1. Do you assess you students' writing?
      a. Yes   b. No
- Please explain why or why not …………………………………………………………………..
…….
        2. Which type of assessment do you use the most?
a. Self-assessment
b. Peer assessment
c. Teacher assessment
3. Do you use the self-assessment strategy in your class?
a. Yes   b. No

-    If "yes", how much beneficial do/did you find it?

   a-Very beneficial

   b- Somehow beneficial

  C-Not very beneficial

  d-Completely useless

      -    Please, explain…………………………………………………………………………..

         …………………………………………………………………………………………………

4. What are the self-assessment tool(s) or practice(s) in writing do you encourage your students

to use?

a. Use of revising checklists

b. Use of rubrics for revising framework

c. Use of rating scales

d. Written justification of grade

e. Oral justification of grade

f. other ………………………………………………………………………………….

5. Do you think that your students assessing their own work can help them to:

a. Develop their critical thinking and judgment skill

b. Raise their sense of autonomy and independent learning

c. Improve their writing

d. Be aware of their strengths and weaknesses

e. other…………………………………………………………………………………………

6. In your opinion, how can self-assessment improve students' writing skill?

……

……

Thank you for your time, effort and cooperation

Appendix B

Students' Questionnaire

Dear student,

This questionnaire is addressed to second year LMD students at the English division in order to gather data for our research about the investigation of the effectiveness of self-assessment strategy to improve EFL learners' writing skill. Your responses will contribute in a large part to reach our objectives, so your contribution will be very well appreciated.

Please tick the appropriate box and justify your answers whenever it is required.

Thank you for your collaboration

Section one: Background information

1- How many years have you been studying English?

……………….. years

2- Was your choice to study English at university:

a- Personal   b- advised   c- imposed

Section two: Writing skill

1-How would you evaluate your level in writing?

a-Excellent   b- Good   c-Average   d-Poor

2-What do you think about writing as a practice?

a- Boring   b-Stressful   c- difficult   d-Enjoyable

- Whatever your answer, please explain why ……………………………………………………..

…………………………………………………………………………………………………

3- Do you think that you have enough practice of writing in class?

a-Yes   b-No

4- Do you manage to write (by yourself) at home?

a-Yes   b-No

- Please explain why or why not…………………………………………………………………..

……………………………………………………………………………………………………

5- Are you interested in developing your writing skill in English?

    a-Yes   b-No

6- In your opinion, what makes a good piece of writing?

    a) Structuring and paraphrasing

    b) Appropriacy of vocabulary

    c) Correct grammar

    d) Relevance and accuracy of content

    e) Use of linkers and cohesive devises

    f) Creativity and originality

    g) All of them

    h) Other(s)………………………………………………………………………………

7- Do you face difficulties in when writing in English?

a-Yes   b-No

8- What difficulties you may face when writing in English?

    a- Shortage of ideas   b- Lack of vocabulary   c- Poor grammar mastery

                                   d- - Problems with organization and cohesion-

    Other(s): ………………………………………………………………………………

9- What stage in the writing process do you have more difficulties with?

    a)   a-Brainstorming   b-Drafting   c- Revising   d-Editing

        Publishing

- Please explain why ………………………………………………………………………..

    ………………………………………………………………………………………………...

10- When you face difficulties while writing, do you:

a-Ask your teacher for help

b- Ask your peer for help

c- Use online sources

d- Use a dictionary/ a grammar book

e- Rely on yourself (refer to your own background knowledge and critical thinking)

f- other: ………………………………………………………………………..

Section three: Self -Assessment in Writing

1- Who do you prefer to assess your written compositions?

    a- Your teacher (teacher assessment)

    b- Your peers (peer assessment)

    c- Yourself (self-assessment)

Please, justify your answer……………………………………………………………………

………………………………………………………………………………………………..

2- Do you correct/revise (assess) your written production before submitting it to your teacher?

  a-Yes   b-No

  - Why or why not? ……………………………………………………………………….

        ………………………………………………………………………………………

3-Are you familiar with the "Self -assessment Strategy"?

  a-Yes   b-No

       Self-assessment is own evaluation strategy that help the learner to reflect and judge their own work based on stated criteria and goals.

    4- Does your written expression teacher make you use the self-assessment strategy in class?

  a- Yes   b- No

- If "yes", how much beneficial do/did you find it?

    a-Very beneficial   b- Somehow beneficial

    c-Not very beneficial   d-Completely useless

      Please, explain………………………………………………………………………………

………………………………………………………………………………………………..

5-What are the self-assessment tool(s) or practice(s) in writing you are familiar with?

    a- Use of revising checklists

    b- Use of rubrics for revising framework

    c- Use of rating scales

d- Written justification of grade

e- Oral justification of grade

f- Other: …………………………………………………………………………..

6-Do you think that assessing your own work (by yourself) can help you to:

a-Develop your critical thinking and judgment skill

b-Raise your sense of autonomy and independent learning

c-Improve your writing

d-Be aware of your strengths and weaknesses

e-Others …………………………………….

7-In your opinion, how can self-assessment improve your writing skill?

……………………………………………………………………………………………

Thank you for your time, effort and cooperation

ملخص

تهدف هذه الدراسة الي التحقق من وعي الطلاب فيما يتعلق بتطبيق تقنية التقييم الذاتي في الكتابة في فرع اللغة الانجليزية في

قسم اللغات الاجنبية بجامعة محمد خيضر في بسكرة وذلك للفت انتباه كل من المدرسين والطلبة من حيث الجوانب المفيدة لتقنية

التقييم الذاتي وقدرته المحتملة على تحسين قدرات الكتابة لدى الطلبة وقد افترضنا انه في حالة دمج تقنية التقييم الذاتي في

الكتابة من طرف المدرسين فان قدرات الطلاب سوف تتحسن تدريجيا علاوة على ذلك طرحنا بعض الاسلة ما هي

الصعوبات التي تواجه الطلبة في الكتابة ؟ كيف يمكن لتقنية التقييم الذاتي تحسين الكتابة ؟ ما هو التقييم الذاتي ؟ من اجل تأكيد او

عدم وتأكيد فرضياتنا قمنا بأدراج استبيانين واحد للطلاب 15 طالبا في فرع اللغة الانجليزية في قسم اللغات الاجنبية بجامعة

محمد خيضر في بسكرة وذلك بشكل عشوائي .وكان الاستبيان الثاني لمعلمي التعبير الخطي معلمين الذين تم اختيارهم وفق

المقياس . و اشارت نتائج الدراسة الى ان الطلا ب و المعلمين يظهرون موقف ايجابي ورد ايجابي اتجاه هذه التقنية وبالتالي

يجب على المعلمين استخدامه وتعليم الطلبة كيفية العمل مع هذا النوع من التقنيات.