Peer Assessment through E-Mails in Enhancing EFL Learners'Writing Abilities

A Case Study of Second Year LMD Student at Mohamed Khieder University of Biskra

Dissertation submitted to the department of foreign languages as partial fulfillment for the Master degree in sciences of languages

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Dedication

I dedicate this small piece of work to every one who helped me one day.

Acknowledgments

I acknowledge this simple work to:

Abstract

Recently, education shifts from traditional to modern easy approaches of assessment that facilitate learning process and save much time and effort that traditionally cause obstacles for students. Now, students may have a better chance to master the writing skill. The main objective of this research is to explore students' awareness about using the technique of peer assessment through E-mails at the English Section in the Department of Foreign Languages at Mohamed Khider University of Biskra and to insight both teachers and learners with the effectiveness and good merits of peer assessment strategy via E-mails as new means of education and its important role in enhancing learners' writing abilities. It is hypothesized that: if students use peer assessment through E-mails with the teachers' guidance, their writing abilities will be improved. In the same respect, few questions are stated: could peer assessment via E-mails contribute to EFL learners writing improvement? Which way do teachers prefer when providing feedback? To achieve these objectives, we relied on two questionnaires administered to second year LMD students (60) and teachers (10) of written expression module at the Department of Foreign Languages at the University of Biskra. . The results of the questionnaires demonstrated that the students prefer peer assessment but they sometimes use it because they have many modules to cover. Teachers' responses indicated that they value the idea of peer assessment but unfortunately they prefer real setting for providing feedback. There are many reasons lying behind this: both teachers and students are not motivated to use this technique; they prefer to keep traditional way of providing feedback. Therefore, it is suggested that teachers should value the effectiveness of peer assessment via E-mails and integrate it in writing classes.

List of Abbreviations

AOL: America On-line

E: Electronic

EFL: English as Foreign Language

HTML: Hypertext Markup Language

ICT: Iformation and Communication Technologies

IM: Instant Messages

ISP: Internet Service Provider

L1: First Language

LMD: License.Master.Doctorate

LTSN: The Learning and Teaching Support Network

MSN: Massenger Space Network

MWA: Microsoft Application

N.A: No Answer

T: Teacher

TEP: Text Editing Packages

WWW: World Wide Web

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General Introduction

General Introduction

1. Aim of the Study

The aim of this research is to explore students' awareness about using the technique of peer assessment through E-mails at the English Section in the Department of Foreign Languages at Mohamed Khider University of Biskra. The goal is to insight teachers and learners with the effectiveness and good merits of peer assessment strategy via E-mails as new means of education and its important role in enhancing learners' writing abilities and to give recommendations for more focus on the application of peer assessment via E-mails.

2. Statement of the Problem

Many researchers argue that many common practices devoted for working with writing classes could be problematic for EFL students for the sake of assessing their learning achievements as well as getting judged to receive effective feedback that they seek for. The strategy used for feedback could be between students and teachers or students working in peers. Despite the fact that, many EFL writing teachers now understand peer assessment as technique to teaching writing, they are indisposed to use this teaching technique because of some educational factors.

Without doubt, peer assessment can provoke some motivational aspects. It occurs once students have had some practice under specific criteria. Teachers' task in this process is to provide their students with explanation and sample exemplars. Students should also be made aware well in advance that their work is going to be assessed by other students. Student anxiety can be reduced by asking students to focus on providing feedback and value cooperative pair work rather than trying to allocate a mark or grade to an assessment.

E-mail is a medium which has the way in which learners can communicate with each other. It is relatively new and very popular and in particular is an important material to consider since it has a touch to effective teacher-student relationships. In one hand, E-mail is powerful way of developing teaching and improving learning in communication and feedback; in which E-mail makes for equality group dynamics and greater collaboration and can ensure rapid dissemination and sharing of information to teachers and students. On the other hand, E-mails encourage students and better writers to help those who are not proficient

/capable writers of English. If students are sending work related documents comments to each other, this will encourage them to copy their products to teacher as a helpful check in order to engage students to share information via E-mails.

For all these reasons, it would be necessary to have an insight on E-mails as new technique to the way to which students can contact each other and their teachers comfortably and rapidly; this study will come with the effectiveness of peer assessment through E-mails in improving English Language Learners writing abilities.

3. The Research Questions

In order to reach an effective result through this research work, we stated the following questions:

➢ Could Peer Assessment via E-mails contribute to EFL learners writing improvement?
➢ Do teachers and students use such tools (E-mails) regularly?
➢ Which way do teachers prefer when providing feedback?
➢ Could Peer Assessment through E-mails lead to students' success?

4. Hypothesis

We hypothesize that: if students use peer assessment through E-mails with teachers' guidance, their writing abilities will be improved.

5. Research Methodology

5.1. Research Method

This research will be conducted through the descriptive method as it is the appropriate for this study that will be the only way to measure the students' awareness about the process of peer assessment through E-mails in developing English Language Learners writing abilities.

5.2. Research Sample

It is hard to work on the whole population of second year students. So, it seems sufficient to deal with the sample of sixty students and all written expression teachers in

English section at the Department of Foreign Languages, University of Biskra. Students seek for developing their English writing abilities for the present and for further studies (they prepare to work on their research for the License Degree and that obliges them to ameliorate their writing abilities). We choose all teachers of written expression module to have an idea about their reflection in the process.

5.3. Research Tool

Concerning data collection, two questionnaires will be devised to both teachers and students to collect data about students' knowledge and application of peer assessment through the use of E-mails as new material and that can be realized with teacher's guidance through the process. Here, teachers' questionnaire will be treated through semi-structured in order to gain information about the process of using such strategy also to discover their point of view. In addition to, structured questionnaire will be used for students to gain information about their perception of this process.

6. Structure of the Dissertation

This work will be divided into three main chapters. The first two chapters are concerned with theoretical part and the third chapter will be about data analysis of both teachers' and students' questionnaires.

Chapter one (Internet and E-mails in Writing) provides a brief background about E-mails as new tool, the nature and importance of E-mails in learning writing, reasons of using E-mails, E-mails basics and strategies and etiquettes of E-mails. Also, this chapter casts the light on communication software and electronic comments. Chapter Two (Peer Assessment in Writing) is considered as a small description of assessment in general, types of assessment, and tools of assessment. Then, we will specify on peer assessment, importance and advantages of peer assessment, the implementation of peer assessment process, and finally, peer assessment through E-mails. The last chapter will be devoted to data analysis of the teachers' and students' questionnaires. This chapter focuses on describing and analyzing the feedback of research investigation about the effect of peer assessment via E-mails in improving EFL learners writing abilities.

Chapter One

Internet and E-mails in Writing

Chapter One
Internet and E-mails in Writing

Introduction

Technology affects almost all fields of life and specifically education. Teachers and learners should recognize the importance of E-mails in enhancing writing ability.this chapter is considered as a brief description that requires an insight to motivate students of the significance of such a strategy and to emphasis on the opportunity of integrating E-mails in learners' language skills study in order to increase the feedback they receive from the instruction. This chapter discusses E-mails significance in promoting writing in English classes, its importance, etiquettes, and basics.

1.1. Overview of E-mails

Due to the present vast shift of technology, all aspects of the world change to one bottom touch in almost fields of human life in which individuals' behavior becomes networked via Internet designs and creations. All that leads to wide emergence of internet technologies that cross all geographical, political, educational and cultural boundaries. Moreover, no centralized authorizing single could control over its operations. In addition to the infinite number of data available on the Internet that makes it a natural educational resource.

Mills (2006:45) shows that, nowadays the Internet becomes an essential system that allows the exchanges of data using various telecommunication technologies, across different networks. Last decade, Internet technologies change data delivery that would have been difficult to access. With World Wide Web applications, learners have access to virtual libraries, electronic databases, and powerful search engines that leads to the data manipulating and generating in exploratory learning situations. Since Internet permits communication between peers outside classroom, its technologies allow communication and cooperation that

provide students' contribution of thoughts, exchanging questions, and speak about classroom projects.

Newer technologies compensate ancient ones in the time Internet has emerged. Yet E-mail, as an initial Internet technology which has evolved in use and popularity as the Internet has developed. The publication of the WWW 'World Wide Web' is the emphasis that demonstrates categorizing Internet technologies as traditional, recycled, or updated. Although these days, the prior created technologies of the WWW are not commonly implemented to be considered as an ancient technologies. Also the ancient ones have been updated to provide services via the World Wide Web are still commonly used or have been recycled.

According to Craig and Schaller (2006:11), E-mail refers to the application of computer programs to interact messages between users. Naughton on Schaller and Baehr (2006:11) describes E-mails: "The Net was built on electronic mail . . . It's the oil which lubricates the system". It means, E-mails facilitate the process of interacting information and experience among different parties. But according to Kolaly (2005:51), E-mail permits users to send a text message as well as to attach files via E-mail to another communicator almost instantly. It needs just both computers to be connected to the Internet.

Mills (2006:49), During the 1960s, E-mail was invented while computer scientists associated approaches of interacting short messages within a period of time sharing computer system. And by the early 1980s the term 'network mail' replaced by 'E-mail' also the '@' sign became an essential component of E-mail addresses. The early flourish in E-mail wide traffic was due to the rise and progression of the Internet. E-mail was one of the initial Internet technologies, yet it keeps credibly the most common technology used on the Internet. The process of the implementations of an E-mail needs both a client program and a server connected to the Internet. E-mail users ought to have an E-mail account on a mail server. Many educational institutions process mail servers on a local network that is connected to the Internet. Students could have accounts at home as well as at school. They may access E-mail accounts with an Internet service provider (ISP), such as Yahoo! or MSN Hotmail.

An E-mail account has two parts separated by @ sign that is determined by an E-mail address. In the left side of @ sign is user's name; the opposite 'right' side

determines the domain of the place where mail user server locates. The account 'user' name could be selected or assigned, with single used domain. The majority of MSN Hotmail account will have similar domain 'hotmail.com' as the second part of their E-mail addresses; but in case of Yahoo! mail uses, 'yahoo.com' will be the second part of their E-mail addresses; otherwise, America Online E-mail account will have 'aol.com' as second part of their E-mail addresses.

There are two common implementations of E-mail. First, Announcement lists "used to send messages to a small or large group or a collection of E-mail accounts. Such lists are usually created around particular announcement or news. Users may subscribe to an announcement list", this sort of lists implements a 'top-down approach'; E-mail announcements move from the manager of the list to the subscribers. Second, Discussion lists "used to generate data, comments, or judgement from others subscribing to the lists. They are normally associated about specific subject, and they often subscribe to the list voluntarily because of their topic interest", this kind of lists implements a 'bottom-up approach'; E-mail discussions move from subscribers to the list manager after that out to other subscribers. With a discussion list users send an E-mail to a particular E-mail address, and the message goes to probably hundreds or thousands of people who have subscribed to the list.

1.2. The Importance of E-mails in Writing

As digital learners, EFL learners need an approximate approach to support their development of skills being studied. So the extent to which they write English E-mails would be extremely effective for enhancing their writing ability. Also, working through E-mails will make them much more confident; they will be able to express themselves more clearly and their writing will be easily understood. Emerson (2003:4) writes: "… is surprising, because E-mails are probably the most common type of written communication". It means that E-mail is the most popular means of written interaction that everybody should integrate in the writing process.

D. Willis and J. Willis (2007:140) claim that, years ago most learners would probably have little chance to write in a foreign language outside the classroom unless they study English. Nowadays with the wide emergence of E-mail and chat

rooms use, there is a fine chance for learners to use English for E-mail correspondence either with native English language speakers or users or in chat room where English is demanded. In addition to that, the internet has rapidly raised the opportunities to use English. For instance, Google wave actually provides a set of language tools, including a translation program.

E-mails communication has limitless advantages. Ordinarily it is much faster in which learners can easily attach, record, store pictures and documents. First, e-mails differ from letters in the form. Second, learners can talk with reference to their first language. It is often fast moving, abbreviated and relatively informal. Certainly, Teachers should encourage learners to use E-mails in English; giving them subjects for discussion, setting questions to be answered at home and next coming back and comparing answers to the instruction.

According to Nicholls (2004:94), electronic communication permits a direct and clear feedback to student suspecting outside instruction. Also it has good impact on student's learning improvement, through which students may find personnel issues independently instead of waiting for the coming teaching session. Electronic communication provides the teachers with a very powerful material for ameliorating learning. Due to the asynchronous nature of most electronic tools in use in higher education, students can work at their own pace and level of knowledge. Thus, E-mail allows students to ask questions that are of particular relevance to their own learning. Web-based discussion forums and electronic mailing lists are also significant tools that enhance student participation and individualized learning. Such tools encourage interaction with peers and teachers. Discussions that occur between students have great richness and give a different perspective to the issues or problems being tackled by the formal learning situation. Online discussion gives shy or quiet students the opportunity to have their say and to participate in discussions they might otherwise have not contributed to.

According to Coatzee et al. (2008:89) peers play a significant role to identify the quality of the learning setting. With today's increased emphasis on learners' achievement, teachers are often hesitant to spend time on inventing positive peer relationships in the classroom. In addition, education programmes rarely give teachers particular skills for developing positive, supportive groups. There is much

research that reveals the effectiveness of positive peer groups for eliminating or preventing issues in the classroom.

Erben et al. (2009:120) claim that, E-mail permits the interaction of electronic messages and computer files between computers. Within classroom, the interaction can occur between teacher and student, student and teacher, student and student, or student and any outside classroom person. All parties (teachers and students) can create an E-mail account from their school or via various free E-mail service providers. There is numerous popular free E-mail accounts contain Yahoo E-mail available at http://mail.yahoo.com, Hotmail available at http://hotmail.com, and Gmail available at http:// mail.google.com. As soon as, the E-mail account has been set up, teachers and students may exchange electronic messages.

According to Dillon and Maguire (2007:320), on-line learning holds several uses of communications technologies such as E-mail and conferencing, together with resource delivery and assessment. Use is made of the Internet and other networks to provide flexibility and personalization so teaching and learning is not constrained by time or place. Learners can choose where, when and how they learn, and teachers can make use of virtual spaces to engage with individuals or groups of learners either in real time or through discussion boards. Communications technologies offer excellent opportunities for students having E-mail to make presentations or access appropriate web pages in their target languages.

According to Pitler et al. (2007:37) written E-mail communication between a teacher and students is a simple way to set objectives in or out of school time. One aspect of setting objectives through E-mail is the ease in which the messages can be stored and recorded for future use in assessment and conferencing with students. An E-mail newsletter is a second application of the technology and a clear alternative to traditional, hard-copy newsletters that students are supposed to take home and deliver.

Teachers can send feedback to students through E-mail any time, whether in or outside class. Even students without home computer access can set up a Web-based E-mail account through a number of free services such as Gmail, Yahoo! mail, Hotmail, and Lycos that they can access through a classroom or library computer (Ibid: 56).

1.3. E-mails Basics and Strategies

For Seely (2005:20) the emergence of E-mail has changed business and personal communication. E-mail makes it easy to exchange information rapidly with individuals all over the world. A learner may send any type or length of message. Moreover, he could interact with single or with a large group of individuals. E-mails could replace personal meetings, telephones, and letters. One of the great advantages of E-mails is that they are quick to send.

There are four main strategies that should be considered in the process of sending an E-mail in order to be away from issues that may stand as communication obstacles. First, Perspective aspect; generally any E-mail may appear from its context, whether the sender is known or unknown to us. We need to bear this in mind when reading and responding to the message. Second, Reflection**;** this is easy to respond to E-mails emotionally rather than rationally. So we need more time to respond in an appropriate manner that shows our attitude through the reply. Third, Response; in this strategy while responding we need to keep our message short, feasible, well structured to be easily understood for the recipient. The time we finish writing the message, we need to check its structure and meaning before send it, because our message would clearly represent our intended ideas. Last, Organization strategy**,** in this strategy it is important to have a system for E-mails classification. The majority of E-mail clients provide a folder system in order to store messages around parallel topics, or individuals' named files. Most give a filtering system in which messages will automatically be stored in the relevant folder in the time they arrive. Thus it is important to look at folders of messages from time to time to know those which need to be thrown or archived Seely (2005:20).

1.4. E-mails Etiquettes

Jordan et al. (2008:47) say that, because E-mail is a fairly new technology, different people have various thoughts about the conventions and etiquettes of this means. In order to make E-mails more effective, users should:

➢ Limit each E-mail to one subject; an E-mail should contain single-subject to be read easily and more likely to get feedback than an E-mail about a variety of subjects.

➢ Use informal salutations and closings; in E-mail users should start with the receiver's name and end with something like, "Regards," or, "Thanks."

➢ Start with what's most important; users should give the priority to the main points then provide details.

➢ Be brief; E-mails users should be precise and concise in delivering the text.

➢ Make it easy to read; in an E-mail users should use a conversational style, keep paragraphs short, put a line of space between paragraphs, use bullets to mark key points, use mixed case, not all caps or all lowercase, use bold, italic, and underlining sparingly, if at all, use a font large enough and clear enough to be read easily.

➢ Provide contact information; in E-mail they should leave a telephone number, fax number, and address; E-mail programs can automatically add a signature containing contact information to each outgoing message.

➢ Read it aloud; they have to communicate effectively enough to get the reaction they want.

➢ Proofread; they should revise their text because they must not read a sentence twice to understand it.

➢ Check the recipient E-mail regularly; deal with E-mail as soon as possible. If they cannot act immediately, at least acknowledge receipt. But don't assume that their receiver will be as responsible

➢ Keep the subject line when replying; they should not change it. And then users should stick to that subject. If users have something to say on another subject, they should put it in a separate E-mail.

➢ Inform and interest people with their subject; the subject line should convey the focus of the message and capture the attention of the receiver(s).

E-mail does encourage a more relaxed way of writing than other more traditional forms of communication. Nevertheless a number of conventions have been established which are often referred to as E-mail etiquette.

Emmerson (2003:5) and other researchers came to agree on sample conventions for writing effective E-mails. Below are some general tips that learners should follow when writing an E-mail:

➢ Learners should use a 'subject line' indicate concisely and clearly the message content to be read the time it arrives; to find it again easily in their files.

➢ Learners should avoid lengthy sentences since they make it hard to be read and understood. For instance, English translation directly from L1language. The result, often, is ambiguous, complicated sentence.

➢ Learners need to know that it is better to discuss single topic per E-mail. The recipient may respond to an E-mail about one thing, delete it, and save another E-mail in their 'Inbox' which requires more time

➢ Learners need to be aware when select appropriate words to avoid misunderstanding. Because jokes, irony, personal comments, may have different cultural translations.

➢ Learners should take into account capital letters, punctuation, spelling, paragraphs, and basic grammar. The way they write to a friend differs extremely from writing to specific persons [director, teacher, and mate] it's an important part of the image that we introduce. Because, the E-mail we invent mirrors the mind for outside world.

➢ Learners may use the replies they receive to change their writing to the same individual. Whether the recipient writes back in a more informal or formal format. So they link it in the future E-mails to them.

➢ Learners should look positive while sending E-mail. Because such words as: actively, agreed, evolving, fast, good, question, hopeful, join us, mutual, productive, solve, team, together, tool, useful. Or these: busy, crisis, failure, forgets it, hard, I can't, I won't, impossible, never, stupid, unavailable, waste. May indicate their beliefs toward life.

To convey a well formed E-mail, we should take into consideration a few if not all the previous etiquettes for better understanding and appropriate delivery of an E-mail.

1.5. Reasons for Using E-mails

Seely (2005:21) state that, E-mails are used for a large amount of objectives. Traditionally people did not use to be able to send a number of E-mails. Instead, they exchange information whether through making a phone call, or sending a fax, otherwise writing a letter. If they are to use phone call they would get a direct, very fast reply with no permanent record of the conversation. In one hand, they rely on Fax for speedy reply, if possible, but the message 'and possibly the reply' needs to be in visual shape consequently there is a permanent record, and for the reason that there is some sort of facsimile such as; a picture or a letter copy in which the opposite individual requires to see. In other hand, letters look like the fax; in contrast, they are not rapid as fax or the other reasons, for instance, formality that pushes them sending a fax. The triple variables: time, permanence, and visual elements are factors which lead to an E-mail use.

For Pickett et al. (2001:121), E-mail, that transmits written messages over the internet, mixes of written pages features (E-mail uses text to convey thoughts) with characteristics of the telephone (E-mail gives the illusion of immediacy). Whereas, because an E-mail is written on a keyboard and read on a monitor screen, lengthy text are hard to read, specifically when they require the recipient to scroll down the page. E-mail provides some important advantages. E-mail users may send messages at any time and recipients may reply. Besides, E-mail user may quickly and easily attach files of text or graphics and transmitting documents. It will be easy for the recipient to print, edit and comment on files. So, E-mail complements collaboration.

1.6. What Difference Does E-mail Make?

Seely (2005:23) stresses the fact that E-mail is a new invention and the easiest way of interaction. Otherwise it keeps an approach that single interacts with another one. Thus, if individuals want to interact usefully they should be conscious of: audience, situation, purpose. These considerations evolve the structure, attachments and formatting areas of E-mails:

1.6.1. Structure

E-mails may differ in the structure from single utterance to texts. In short E-mails users are often write relaxed, informal, and unstructured mailing. However in lengthy messages generally a clear structure is required. Comparing with letters, E-mails forms often contain three major components: introduction, body, and conclusion. Seely (2005:23)

1.6.2. Attachments

In the case of delivering lengthy message learners may draft it as a separate document and join it to a covering E-mail. The process of joining separate documents has many credits as; they could deliver initial documents which are in digital style, or they may create a document particularly with an objective. When the document itself is apart from the E-mail it may be send partly from it. The time they are to create the document specifically to be able of formatting it which is available in their word processing software in various fonts and sizes, font styles, spacing, and visuals. It is better to avoid such process because it may lead to number of obstacles. In case of group working on a document, every member may propose an alteration, suggestions, and comments to an initial document with implementing a word processing program.

Of course, although attachment has a number of credits, it has few disadvantages; Lengthy files mean long time for uploading and downloading. That may lead to difficulty in messages arrival and the capacity of receiver's computer system. Users may avoid such problems through compressing files before delivering. Many obstacles can take place while transferring files from single platform to another. For instance, from a Windows machine to an Apple Mac despite the fact that is the simpler than it could be applied. Users should know that if they know how to handle attachments effectively, some of the recipients may find it hard to download them. Attachments could include computer viruses; they need to be aware while opening them (Ibid).

1.6.3. Formatting E-mails

Users need to be conscious of our E-mail count modes, features and characteristics. For the fact that E-mails often base on plain text mode, which means that users may face problems in formatting procedures as bold and italic text, or various fonts and font sizes. They may rely on HTML 'Hypertext Markup Language' to produce messages that seem appropriate set out and clearer to read. However the most important disadvantages should be highlighted in this kind of texts. Because HTML messages require large files and consequently waste much time for downloading. While receiving the message recipients' fonts programs may not display it appropriately. Otherwise, some recipients lack the HTML messages reader. To avoid such issues it is better to stick to 'penny plain' text E-mails Seely (2005: 23).

1.6.4. Getting the Most Out of E-mails

As we state previously, E-mail handles the most effective features of new procedures that could translate one's reflection in a single message and requires the sender to take the role of controller of his mails' content before delivering. E-mail is quick, effective, and convenient. It is so direct and immediate and the time he sends will never get it again (Ibid).

1.7. Writing to Each Other

Harmer (2004:81) believes that, for many students, assessment and success in assessment is the ultimate goal. The involvement of students, as far as, possible in the analysis of their own work is a key concept for effective feedback. If the teacher is the only person giving feedback, the balance is wrong and the students become powerless, with no stake in their learning, however; when the teacher gives his students the opportunity to work in peers and assess/ judge each other's work by doing so, students will feel confident and powerful. Teachers require encouraging students to write to each other in and outside classroom. At its most basic level, such writing involves students writing notes to each other. The note is addressed to

students and the teacher delivers it. This way may engage lower – level students to draft in which writing to each other can go a lot further.

1.8. Communication Software

According to Pitler et al. (2007:53)**,** communication software, such as blogs, wikis, E-mail, instant messaging (IM), and video conferencing, can provide instantly, communicative, and criterion-based feedback to students. Each of these types of software has diverse classroom uses. Wikis are parallel to blogs but more versatile: an approach for teams to cooperate by sharing and flexibly accessing information on a required item. Since they permit all users to add and post products, it's particularly suited for cooperative writing and project-based learning. The constant feedback mechanism of a wiki is that what it an effective learning material. What makes this Web-based tool unique is that, users from different geographical areas could join and work synchronously. E-mail as a type of software provides a written record of two way communication that is easy to archive.

1.9. Pen pals, E-mail, and Live Chat

Harmer (2004:81) claims that, teachers may take the role of motivators to push students to join people as pen pals from various regions and the conversation could be simple and direct through E-mail interactions among 'key pals' or 'mouse pals'. Some teachers need to communicate classes from foreign school and exchange genuine communication for the sake of interaction with foreign colleagues; alternatively, to introduce E-mails around their personal life to begin with. Teachers may control the process and support their students with suggestions, comments, and reinforcement. A wide spread of logical application of E-mail interactions is the live chat space in which students could correspond to each other immediately and that writing process will be much more as a dialogue. In this situation, students can completely be motivated to be a part of their appreciations.

1.10. Electronic Comments

Harmer (2004:114) sees that, traditionally, teachers used to waste weeks and hours assessing students' sheets and much time giving feedback to each student apart. Otherwise, they may forget to correct every mistake in students' sheet. Eventually, they may easily access and provide feedback on students' works electronically whether via E-mail or text editing program. E-mailing comments to learners becomes an effective process in which teachers may assess their students' works through various drafts in other side learners can contribute teachers' comments or respond to questions given by the teachers. E-mail provides the teacher with an opportunity to state guidelines to direct students' works.

There is an equipment of packages used to facilitate the flow of the process. Microsoft Word Applications (MWA) brings Text Editing Packages(TEP), for instance, 'Track Changes' material that permits teachers to make corrections, questions and leave notes on Word-Processed document by which students can react to at the same time as they edit this document on the screen.

For the sake of well instruction, teachers and students should integrate trust among each other to get fruitful feedback. Teachers should be aware to state their objectives in advance to be understood through introducing guidelines to get students' attention. What makes electronic comments and assessments varied from handwritten ones is that this type can be served as rapidly without pressing students to rub mistakes out and clean copies, or look for fresh sheet of paper. Just a single click of mouse accepts or rejects modifications. Writing is directly corrected, and appropriate piece of work would be instantly invented (Ibid).

Conclusion

English Language Learners have to be more responsible of their learning in or outside class; they should practice writing activities, assess and interact feedback to improve their ability to write. Moreover, learners should look for effective tools (E-mail) as well as strategies (peer assessment) to become skilled writers of English. Here, it will be an amazing idea to integrate E-mails as new rapid and popular tools since they could facilitate writing process if they are used effectively and regularly.

Chapter Two

Peer Assessment in Writing

Chapter Two

Peer Assessment in Writing

Introduction

Students seek for a well formed piece of writing and the way it is going to be. Here, assessment comes to take the advantage of identifying students' writing ability. Peer assessment as one sort of assessment bases on interaction among two classmates. Thus, written expression teachers may use peer assessment to encourage and motivate communication between individuals in and even outside the classroom so writing process will be increasingly enhanced. In this chapter, we will point to peer assessment, definitions, purposes, stages, basics, and finally peer assessment process via E-mails.

2.1. Assessment Tools

Gurung et al. (2009:43) suggest that once the teacher wants to assess his students' work, he may rely on particular tools and follow certain methods to provide feedback. One most element in assessing a task is when teachers discuss techniques that may be used with their students. Here, the teacher would indicate the purpose behind using such assessment tools, the way of students' involvement, the way they are going to be evaluated and the results could be beneficial for both students and teachers too. Teachers allow students to determine what tool could be understood, and various assessment tools will identify what teaching technique is most effective. Then, teachers may identify particular teaching method usefulness of certain items; and justify the outcomes. Finally, teachers communicate their students' feedback. Thus, teachers too would be interested in new changes they have provided to the classroom environment for enhancing their teaching effectiveness and their competence to shed the light on student' learning aims.

2.2. Assessment Basics

Assessment depends on four basics such as; assessment information, module guides, scheduling of assignments and returning work to students that should be taken into account by both teachers and learners to work in comfort atmodsphere and get better results.

2.1.1. Assessment Information

For Blocxham and Boyd (2007: 49), learners' knowledge of the need for test tasks may differ and precisely reflected through their schemas and resources. In the process of producing and presenting their needs in written form clearly, learners may face various problems. The reason behind this fact is that learners do not master the target knowledge yet which makes it hard to be tested. Normally, teachers could rely on certain procedures to predict test' feedback to be known for learners. Certainly, basic written knowledge of every matter is an essential feature of effective exercise and invited by learners. Thus it brings guideline bases and is significantly appropriate for less proficient learners, since it supports them to arrange their time and organize it in advance effectively.

2.1.2. Module Guides Should Provide Students With

Teachers should give test practice plan and assessments for the matter contains the learning feedback located through various elements of test connected value of the test elements and students requirement for reaching a pass mark in every element or overall module mark; the way the matter mark shares to whole division degree or development needs; the test criteria and grading scale; The needed style; each classifications for peer or self-assessment; baselines and process for the assignments delivery; set The circumstance of test dates; needs for resources and penalties for failure to reference accurately; Penalties for excessive length in assignments, lack of grammar, spelling and expression; Processes to follow whether the student is getting problems or believes that they could not carry the test properly; The time and the way the assessed work handed back; A reminder to poor learners or

particular learning objectives of the manner and the time of assessment organizations allowed Blocxham and Boyd (2007: 49).

2.1.3. Scheduling of Assignments

There are various conditions to be considered in the process of posting lesson design; the emergence of test baselines is a matter of syllabus design; therefore, it is good to look for submission dates' timetable and the allocation of module in limited submission dates. Test submission dates should be allocated next to the specific items in the matter. If it is necessary, the student workload should be emerged across the module to decrease deadlines bunching. Many if not students will give up work before being posted, and if test located at the end of a semester or term, they may not provide sufficient work in the intervening weeks. At least, it will be good idea to give four weeks' announcement of summative activities. Teacher should review whether his department has guidelines for the notice needed for test. Test deadlines require giving enough time for grading to examination boards in advance. Early posting assignment requires responsibility of giving formative results to students in modules. If a module has double works, it is not effective for student learning if they have to deliver the second one before they have received results on the first Blocxham and Boyd (2007: 49).

2.1.4. Returning Work to Students

Teachers should hand back graded assignments with the results to students, but sometimes, this process is not possible since the assignment is concerned with moderation. In such situation, different approaches should be implemented. For instance, whole results judgments could be posted to determine the major strengths and weaknesses in the work and process desired to ameliorate further works. So, students could be provided a chance to check their graded work in class or through another tool by which they could read results and notes. The evaluation sheet and the non-valid grade should be provided to the student when necessary. As soon as, assignment cannot be handed back to students independently, it should be relevant

for collection from an office, posted or E-mailed. It should not be left in public setting because students in this case may take the work for their own interest. Teacher may provide an assignments exemplar to be as a reference in the department. These are effective for later application in audit activities, inducting new members of staff into local standards and as samples for coming students' team application Blocxham and Boyd (2007: 49).

2.3. Types of Assessment

Researchers agree on classifing assessment into several types in accordance to the domain in which they are used for. Bellow ten sorts are addressed.

2.3.1. Norm-Referenced Assessments

Cohen et al. (2007: 328) claim that, a norm-referenced test is used to measure a student's developments in comparison to their classmates. Norm-referenced assessment helps the teacher to sequence students' development in a rank order either greatest strength or greatest weakness. Such kind of assessment ensures particular high grades dimension as well as low marks and failures, without actual performance consideration.

2.3.2. Criterion-Referenced Assessment

A criterion referenced assessment is used to measure students' needs that are required to be achieved to a certain set of absolute parameter or feedback criteria. Unlike a norm-referenced test, criterion-referenced test does not consider the numbers of students whom given a particular grade. Thus, the rules of criteria assessments base on the expectation of students' competence to fulfill a high mark, and the way which makes them varied from low graded students. Otherwise, criterion-referenced assessments applications give teachers the opportunity to put students' performance in comparison (Ibid).

Petrina (2007: 290) evaluates assessment criteria as features or tips the teachers follow while evaluating students' performance. Normally, Assessment criteria are designed and given to students initially before the event, situation, issue or work being assessed. This type of assessment deals with criteria designed by the teachers for various dimensions of performance such as; excellent, good, satisfactory, minimal, and poor. Then, students' performance will be compared to the criteria of accordingly to give feedback and determine their abilities to grade them.

2.3.3. Domain-Referenced Assessment

For Cohen et al. (2007: 329) the domain-referenced assessments consider a particular field or aspect of the item that would be tested. On this assessment the student's progress will be calculated to achieve possible proportion of a high mark, therefore, it is used as an inference of the proportion of the whole field that would be grasped. Thus, the indexes used from a specific number of aspects to the student's progress in the overall item that require careful and representative sampling operations for assessing domains.

2.3.4. Diagnostic Assessment

Teachers use Diagnostic test to design and plan what students need to increase their learning progress. Generally but not always, it is undertaken for educational psychologists, teachers are often prescribe students' requirements and issues. Diagnostic assessment is designed to determine particular strengths, weaknesses and obstacles in students' learning. It is the foundation of formative test. (Ibid)

2.3.5. Formative Assessment

Such form of test is used to provide results to teachers and students on their actual production, progress, strengths and weaknesses; to clarify the coming step both stakeholders need to ameliorate, promote or improve learning and feedback.

Formative assessment bases on the information plan for next designs of teaching and learning (Ibid).

But according to Blocxham and Boyd (2007:52) in formative test teachers provide feedback that indicates learners' progress through data collection. But how teachers actually apply, is that they test students' progress at the end of the semester or term for the sake of marking no more. Consequently, students may face difficulties to evaluate the extent of their work. In this respect, it is important for teachers to apply such form of assessment to enhance higher education teaching and learning as well.

According to Petrina (2007:291) formative assessment is the type of assessment which requires treating students' learning progress. It is drilled and applied at different periods in time throughout the course, unit, or term.

2.3.6. Summative Assessment

For Cohen et al. (2007:329) summative assessment is terminal; it is used at the end of a program. A summative assessment may provide a data about students' development at the end of a session; it often deals with awarding the progress of marks and grades for certification. There is a connection between Formative and summative assessment, although it might be overlapped a bit; in summative assessment, certification and accountability give assessment for the presentation of grades that could have formative purpose, they are rarely applied for teaching and learning design, but formative assessment serves every day teaching and learning matters design, detailed sort of assessment, with a different functions and focus.

Petrina (2007: 286) agree on the idea that assessment is final task done by the teacher when he/she goes to assess his students' performance. It takes place at the end of a unit or course.

2.3.7. Ipsative Assessment

Cohen et al. (2007: 330) see that, in Ipsative test students introduce their own starting steps and that is used by the student's own interpretations. Therefore,

students point further learning and developments goals in limited period of time on the criteria of evaluating successful learning. Self-assessment should not be used by the student apart; instead it can be applied by the teacher as facilitator and negotiator.

2.3.8. Authentic Assessment

"Authentic assessment connects assessment to the real world of what people really do rather than using some easy-to-score responses to questions" Cohen et al. (2007: 330). It means that evaluation of students' work will be immediate, in the actual situation. In other words, judgments will lie on students' exhibit performance rather than just in term of pencil and paper response.

Mills (2006:31) sees that traditional test involves paper and pencil assessing, but Web-enhanced learning should apply new materials, as rating items on scales, observing students' production, evaluating student exhibits, or conducting student interviews. Test may include student portfolios consisting of work products or artifacts that show skills proficiency. Learning activities which reflect strong approaches for instance, cases, projects, and issues require a different ways to test. And authentic test allows judgement of student work products that represent the application of various learning tasks.

Petrina (2007: 286) thinks that good system of assessment requires a series of forms of documentation and evidence, such as experiments, tests, innovations, interviews, quizzes, observations, performances, issues, projects, portfolios, and rubrics. It requires much authenticity.

2.3.9. Performance Assessment

"Performance assessment is already widespread in some matters. It wants the learner to demonstrate knowledge, learning and understanding via a real activity and use" Cohen et al. (2007: 331).

From its name, performance assessment means that it evaluates students' productive rather than receptive learning. Also, it is incorporated in almost learning matters for the fact that it introduces students' proficiency and since it depends on

natural tasks' application instead of artificial ones. Such type of test could indicate learners' knowledge and understanding.

Petrina (2007: 298) demonstrates that Performance assessment considered as reply to the limitations of standardized, norm-referenced testing. Performance assessment measures students' extension and dimension of doing tasks. It deals with the actual performance of issues and activities.

2.3.10. Portfolio Assessment

For Cohen et al. (2007: 288) a portfolio assessment is one sort based on attaching documents that indicate to productions and competencies. A portfolio attests to representation of work-entries in the portfolio that could have a small review of selections refer to. The entries may target to certain norms, information, competencies or principles. A portfolio provides prove of dispositions, data, and abilities; it is a series of evidences that normally determine student's entries of ideas and product, from various stages and lessons in a period, controlling students' production and competency. Otherwise, Portfolio test emphasize the usefulness of student responsibility in their instruction by integrating them in the assessment procedure and via evolving them in objective stating and criteria.

Sundem (2006:69) indicates that portfolio assessment is the process of gathering student products throughout a period of time to use them as conclusions for final performance. This type of assessment serves effectively if it is related to the outlined model for the writing workshop or writing process, as students should already save works organized in their writing folders.

Petrina (2007:287) adds that a portfolio is a gathered document that put to assess work and competencies. A portfolio is an examination of work entries in the portfolio that should have a small description of what the selections tend to examine. A portfolio gives evidence of dispositions, information, and skills in consideration of students' performance and proficiency. In addition, technology portfolios are indeed ongoing projects, giving evidence of the students' progress in technology studies. Portfolios hold individual and group activities; it may contain collections of artifacts, attestations, and productions such as; notes, drafts, journal entries, sketches, lesson

plans, letters, drawings, programs, photographs, videos, audios, models. Portfolio assessment focuses on students' responsibility of their education through integrating them with the assessment process.

2.4. Typology of Peer Assessment

Many researchers like Aoun and McGrath get conflicted in what the term 'Peer assessment' is. Each gives his explanation according to his view point. Here, we try to state the most familiar ones:

Aoun defines peer assessment as a convention used by partners of parallel level taking into account the works' appropriateness, achievement of learning feedback. Learners exchange and judge each others' written product and at the same time provide effective comments. Recently, peer assessment witnesses wide spread and get enhanced through the application of technology tools. He adds peer assessment strategy works well due to regular practice Aoun (2008: 2).

Peer Assessment is considered as one of the most useful co-operative learning strategy in which partners criticize each others' products from the content. Therefore, learners should point to a specific parts of their peers' works in order to come with proper feedback. Students individually assess each other's contribution using a predetermined list of criteria. Grading is based on a predetermined process, but most commonly it is an average of the marks awarded by members of the group.

For McGrath (2006:76), peer assessment could enhance students' judgment and feedback strategies since it helps more autonomous learning by ameliorating learning skills. Their emphasis is to develop their skills instead of marking or grading. For well co- operative learning instruction students should be critically engaged in this process. In other words, they should respect each others' comments or judgment.

Spiller (2009:10) claims that, there are many interpretations for the process of peer assessment. What is more important in is that its fundamental focus is to affect students through giving quality feedback for their peer' products. Some teachers may ask students to mark each others' work and the provided feedback would rely on product successful criteria.

2.5. Who May Be Described as a 'Peer'?

Falchikov (2001:1) states that the concepts 'peer' or 'peer group' are commonly known and recognized by the large number of individuals. Widely, the term 'peer' used to refer to the interaction among two people of the same social status; however, a peer group includes members who share the same social standing interact with others. In 1951 at the Free University of Berlin, educating in peers was firstly emerged in higher education. Namely, peers were defined to be learners of the same age and educational standing. Recently, it is used to introduce several connections in instructional situations, and the extent teachers' implementation of this strategy identifies students' virtual peers. And that leads to determine the peer group impact as one strong and effective mechanic in undergraduate instruction.

For most users, a cue objective of peer assessment is to ameliorate instruction. In this strategy, classmates mark each others' product or presentation with account to available criteria. Peer assessment could encourage students to provide feedback to their partners. In peer assessment, grades would be given by students themselves or discussed with teachers. Grading is not necessarily used for formal Marking objectives. Student reflection in this strategy may be peripheral or extensive. As soon as peers are reflected in all stages of assessment, firstly teachers and students should create a convention on relevant criteria to be a reference by which students can measure the effectiveness and appropriateness of their assignments and products. Not very often, the relevant criteria are prepared by the teacher. Otherwise, students themselves can arrange their criteria by their own in the absence of the teacher. The time these criteria have been determined, the process of peer assessing may then occur Falchikov (2001:1).

According to Blocxham and Boyd (2007: 62), peer assessment is approaches of grading and inventing feedback. In order to outline the one's progress of understanding of the vital contribution that teachers could make to assessment for learning; however, they often have considerations about applying these methods for fear of inaccurate marking, collusion among students and negative student responses. Moreover, students think that they are not completely capable to evaluate themselves to each other and worry about having to criticize each other including fear of

reprisals if they grade a fellow student down. Here, many methods could help teachers utilize peer assessment successfully.

Corder (2002:78) thinks that for a learner learning the way to assess his own development is a definitely effective skill. The teacher may find that a lot of students who drop out of a course do so because they don't feel they're making development. They may actually be making terrific improvement; however, they have nothing against which to measure it. Students when assess how much improvement they have made, they often under-estimate themselves. If they just undergone some style of assessment and had results from it, they will be better placed to make these evaluations.

As soon as, learner may already do something at a high level, it is usually too hard in fact to work out what improvement he is making. It becomes very difficult to quantify. As a beginner, checking improvement is usually straight-forward. Helping students to evaluate themselves through providing them assessment activities they can carry out themselves is an excellent way of doing this. They can quite easily convert the language of their learning outcomes into more straight-forward English and invent a tick sheet relevant to their item.

2.6. Peer Assessment Process

Peer assessment as method is applied to evaluate learning and teaching processes for the purpose of determining and assuring successfulness of the material used by teachers in and outside class. Online delivery of written assignments between peers of class will be through sending and receiving one's feedback product. Therefore, it seems necessary for teachers to support students' writing improvement for establishing good performance in one hand, and for teachers as a support in addition to the explanation of an actual plan of the lecture. On the other hand, the feedback provided trough such process may be influenced through seven-stage process (see figure 1).
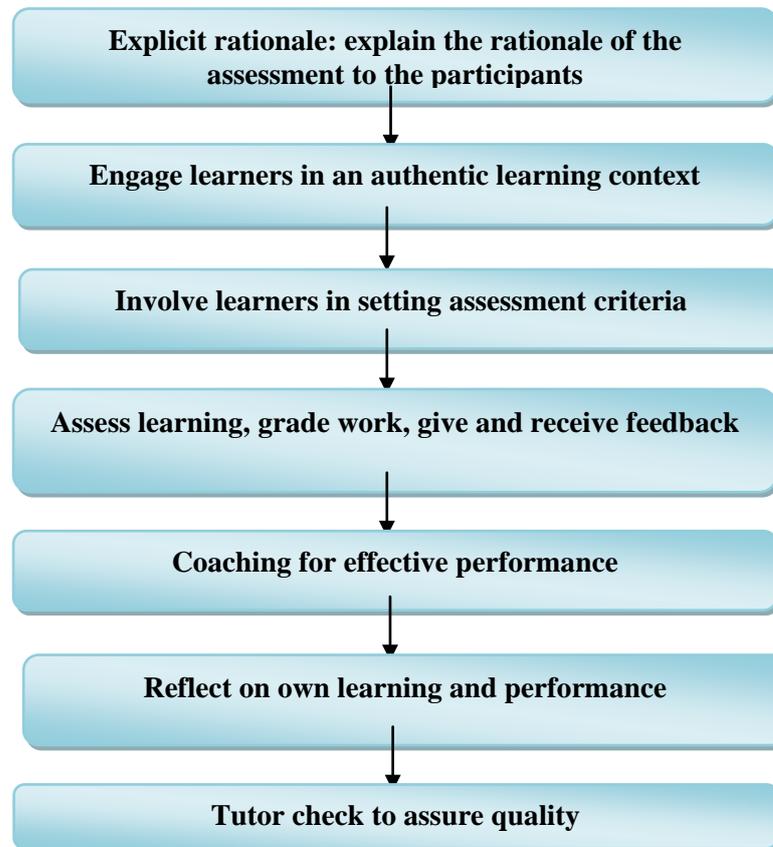
Figure .2.1. Peer Assessment: The seven-stage process (Juwah, 2004:4)

The flowchart contains the following stages:

- Explicit rationale: explain the rationale of the assessment to the participants
- Engage learners in an authentic learning context
- Involve learners in setting assessment criteria
- Assess learning, grade work, give and receive feedback
- Coaching for effective performance
- Reflect on own learning and performance
- Tutor check to assure quality

2.6.1. Explicit Rationale

According to Juwah (2004:4), teachers should give partners immediate explanation of the process about the rationale of the assessment approach. Then, peers will be given an illustration including guidelines on peer assessment to be followed and the way of arranging assessment criteria, improve an assessing rubric and a precise way to send and receive feedback after judgment. (See figure 1).

2.6.2. Engage Learners in an Authentic Learning Context

Teachers should turn the focus of their students to improve the required skills and abilities to facilitate, moderate, review, summarize, evaluate and provide

feedback on single and team production; also, evolve individual's own personal and professional use and progress. And that assures that learning will be authentic and more understood, so the chance for learning through practice of such strategy will increase. Juwah (2004:4)

2.6.3. Involve Learners in Setting Assessment Criteria

In this stage, teacher may evolve partners in setting assessment criteria and enhancing assessment rubric relying on gradual learning procedure which means providing learners with exemplars as an illustration including a rank steps to guide them by which they could devise criteria to be marked or assessed(See figure 1) (Ibid).

2.6.4. Assess Learning and Give Feedback

Here teachers normally prepare students on formative and summative assessment of learning to provide outcomes and comments about their peers' improved production through the required tasks (See figure 1) (Ibid).

2.6.5. Coach for Effective Performance

To ensure best practice, teachers should insist on students' readability to be judged for the objective of increasing the sequence of needed skills and competencies being learned. Thus, the process of 'coaching' contains demonstrating and modeling through baseline, prompting, surveying, aiding and assuring confidence and engagement (See figure 1) (Ibid).

2.6.6. Reflect on Learning

If a teacher engages his students' involvement on their own learning, performance and practice, their ability to reflect their peers' production will increase immediately and effectively. And this will be realized only through the integration of

peer online interaction and commentary between students with teacher's guidance Juwah (2004:4) (See figure 1).

2.6.7. Tutor Check to Assure Quality

Here, teacher come to take the role of controller of the content and context of his students products as well as verifying students' application of assessment process and criteria to ensure that the instruction guidelines proposed were effectively used and to check the learning quality and standard (See figure 1) (Ibid).

Falchikov in Spiller (2009:12) finds that specialists in educational field propose that learning process becomes better through the practice of peer assessment. Thus, Students require drills for the sake of gaining self-esteem in peer assessment and to become proficient at it. Other classroom drills could also enhance the preparation of peer assessment, such as interaction and negotiation of course notes. Teachers should insist on using specific criteria in any part of peer assessment are immediate and effectively negotiated with students in appropriate circumstances.

Teachers should also specify time to create an atmosphere of trust in the classroom. Then they should incorporate peer learning and collaboration in almost areas of matters for an effective learning atmosphere. They have to be aware that providing grades could establish a kind of complexity on students' emotions and attitudes towards their teachers and the subject matter as well, however, if teachers ask theirs students to get divided into peers and mark each others' drafts it will be effective and at the same time students may feel confident and appreciated in the process. All in all, peer assessment as it would be used in almost matters of learning could enhance aspects of collaborative learning.

2.7. Advantages of Peer Assessment in Developing EFL Writing

Aoun (2008:2) ensures that pair work could be more useful as soon as students are engaged in ameliorating the assessment process. This may happen by consultation with teaching staff. Peer assessment aims to strive for a more advanced and deeper understanding of the subject matter, skills and processes .it shifts the role

of the student from passive to active leaner and assessor. It involves students in critical thinking and develops its understanding of their own reflection. In addition, it has benefits; single grading criteria clarify assignment feedback and expectations; engages student reflection and responsibility; it motivates students to involve on their role and appreciation to the process of the group work; and it concerns the progress of student's evaluative skills. When students are reflected in the process of assessment they are encouraged to take part ownership of this process, so they can provide more relevant feedback to their peers.

As with any instructional approach peer assessment brings limitless benefits for learners' learning improvement. First, it would promote students' responsibility and autonomy of their comments. Second, assessing can synthesis peers' ability progress. Third, it may take assessment operations and predictions to excellent quality product. Fourth, students strengthen their information that would be tested by their peers. So, students' desire to give effective feedback will decrease requirements on teachers. Also   it reinforces deeper approach to learning.

Peng (2010:90) sees that, previously, EFL writing teachers tried to integrate peer assessment tasks in their writing courses, and proved the impact of peer assessment on students' motivation, attitude, and even on writing quality. Student feedback differs from teachers one for the fact that it is specific since they concern content of the written product rather than the surface structure. Otherwise, peer assessment invents an authentic social situation for communication and instruction. Students receive feedback from actual context and exchange their ideas with their peers. Indeed, the application of peer assessing in EFL writing classes gives learners a wide range of responses and suggestions on their products in comparison to what they would receive from their teacher alone. Beside, students gain the skills necessary to critically analyze and revise their own writing. By learning to identify issues and suggest ameliorations in other students' drafts, students will learn to solve issues and develop their own works.

Also, peer assessment tasks have many social benefits. For example, they may integrate creative approaches for friendship via students' collaboration in which students experience excellent opportunities to establish connection with other students of the same interests and experiences. In addition, the active reflection in

peer assessment tasks may give flexible and safe learning contexts for others whom feel loneliness and misinterpretation. These tasks aid learners gain self-esteem and decrease apprehension by permitting learners to see peers' strengths and weaknesses in writing.

Lastly, peer assessing tasks are comfortable, as they can take place at different stages of the writing skill. Also, they may decrease the teacher's workload of reading and assessing the whole writing sheets. Consequently, written feedback becomes easy and immediate and that facilitate teacher's tasks for the limited time. In sum, peer assessment tasks offer learners golden rules to establish and create thoughts, to get correct forms and contents of their writing, and to meet their peers' requirements. All in all, they give chances for discussing understanding, increasing critical thinking and synthesizing writing abilities, and integrating social communication mechanics collaborative learning.

According to Falchikov in Spiller (2009:10), there are many reasons for using peer assessment:

➢ Peer learning based on a process that is part of one's youth growth. In formal instruction it is the role of the teacher to drill his learners to bear the responsibility of their own learning.

➢ It is considered as an effective collaborative strategy that provides peer feedback that engage exchange assignments.

➢ It is known that the purpose of any instruction is to provide a range of objectives and that the process of peer assessment can do through various tasks prepared by the teacher and practiced by peers of the same group. So here; peer assessment may provide a rich collaborative learning. Researchers notice that as soon as students work hard in a course with the integration of peer learning tasks, it seems essential element of them to have the ability to do it with the focus on moving the way of assess.

➢ Peer learning bases on intellectual apprenticeship model.

➢ Students work with each other to provide appropriate interpretation of their learning context therefore they may achieve more complex interest of the learning process.

- The discussion on assessment process is increased. Researchers shows that peer feedback could be applied very useful of students writing abilities growth.
- Students may enjoy more working in peers in term of comments that would promote their capability for judgment and grading cognitive options.
- The reception of feedback between peers could provide a large amount of thoughts of their draft to increase progress and growth.
- Peer assessment can support the connections between teachers and students and enhance the students' level of learning process.
- Peer feedback sheds the light on the process of engaging students to illustrate, revise and edit their thoughts.
- Peer assessment mechanics could support students learn the process of exchanging and interacting feedback as an effective component of the product situations.
- It is proposed that learning as an active participation reflection in a society of drill where citizens of the society identify and form their own tasks, and build identities in connection to these societies. In the assessment activities peers' comments support integration in the society. Falchikov in Spiller (2009: 10)

According to Nicholls (2004:121), assessment has many faces and could be used for a number of purposes. Whereas, there are, for the teacher and learner, three fundamental reasons for assessment: feedback, progress and motivation. Assessment gives the teacher feedback about pupils' progress that permits the teacher to evaluate how effective the teaching is, through assessing how well learning objectives have been achieved. This then permits the teacher to feed-forward by correcting misunderstandings, giving further aid if required, or extending the learning of pupils who found little challenge in the activity.

Assessment also enables clear feedback to be given to pupils. It shows them where their attainment is in relation to previous personal performance, to other pupils, to expected standards and to national standards. Constructive written and oral feedback can direct pupils in their own improvement and enable target setting. Assessments which are recorded could, over the short or long term, enable the teacher to track pupil progress. Analysis of records of pupil progress should be the key to teachers' long-term planning, aiding to inform teachers of any decisions they

need to make about the future learning requirements of pupils. Records have been described as the essential interface between assessment and reporting and as such provide information for communication with parents and other professionals about each pupil's progress.

Motivation is a key factor in encouraging pupils to achieve and take interest in and responsibility for their own learning. Motivation can be intrinsic and extrinsic, and in many cases both. Positive feedback and success in assessment tasks are very effective mechanisms for future improvement and motivation. In summary, assessment enables teachers to: support pupils in their own learning; motivate pupils; provide feedback and feed-forward; measure what pupils know, understand and can do; undertake future planning; track pupil progress; diagnose learning difficulties; set targets; evaluate their own effectiveness; provide information to parents and other professionals; provide grades and levels of attainment.

Westwood (2008:72) finds that the main Purposes of assessment are:

➢ Enabling the teacher to evaluate the usefulness of the teaching program then making any necessary changes to approach of delivering, learning tasks or resources;

➢ Identifying any students who are having problems to master the instruction content, and therefore require extra support;

➢ Providing data whether a student will be transferred to another school or referred for particular education;

➢ Being accountable to parents through giving them an prove of their child's learning;

➢ Being accountable to government education authorities through giving serious prove of achievement levels in education.

The most obvious approach of assessment in mainstream schools is via regular classroom observation and testing. At any formal level, examinations could be used to collect information at semester or yearly intervals. Even at more formal level there could be local testing. There are many other approaches than testing for obtaining data on students' growth. Teachers could even utilize some approaches as an instruction takes place. This kind of assessment is meant as formative, also could be contrasted with summative assessment which associates at the post of an

instruction of study. Formative assessment is mainly valuable since it permits a teacher to make clear adjustments to the program of course when necessary. Summative assessment comes too late to involve the current teaching cycle.

2.8. Peer-Assessment through E-mails

According to Caroline et al. (2004:170), in online contexts, part of anxiety is decreased by the alternative nature of the students in Web-based classes, improving the application of such assessment technique. Until now, because of this energetic, another potential issue with peer assessment is the preference of praising and applauding marks; nobody desires to be called as the one who gives unkind marks to his online mates, although, so a higher-than deserved grade can be issued. Even though individuals are unkind in virtual settings is possible, peer assessment has the ability to motivate students to try to complete works and become more involved in tasks if they recognize their peers are assessing them. Therefore, by nature, peer assessment may ameliorate the rank of student involvement. Peer assessment online could take form in different ways.

Specialists in the field of LTSN (The Learning and Teaching Support Network) advocate and motivate employing next points in peer assessment:

➤ It will be good if students judge their own strengths and weaknesses beforehand.
➤ Students should determine strengths of the assignments in advance, before looking at aspects required to improve.
➤ Students should be objective in the process of assessment so their comments should be descriptive rather than evaluative.
➤ Feedback provided by students should be based on clear and certain evidence rather than introducing a general impression.
➤ Students' feedback should be clear, direct and comprehensible.

Teachers required being actively involved with peer assessment as well. They should not ignore the learning experience and allow their students to do the marking tasks. The teachers' role as a mediator pretend in peer assessment, in which they arrange guidance to the students as to assessment criteria and then deal with both the assessor and the assessed to be sure the assessment was fair and organized. Peer

assessment takes time to work completely good in online classes and teachers with lack of experience should organize such process with some caution. Students need training courses on peer assessment.

In online assessment students will not join synchronously and physically due to their locales distance, but they will interact electronically whether via E-mails or discussion forums. Teachers should hear student issues about the frustrations of trying to interact with their peers via E-mails. Then, if students beef that someone invariably fails to communicate equally or fairly. Teachers should prevent this by using group work online, to facilitate peer assessment process. Peer assessment requires guidance from teachers, evaluation criteria should be provided to students.

For Falchikov (2001:264) it may be excellent approach to exchange judgments and comments between mates of the same or even other classes of the same stream outside class using E-mails. for the sake of creating active learning with critical application for learners to improve their personal writing abilities thus it seems beneficial to interact grades among peers it means students must construct an evaluation and write a clear meaningful or critical comment, so without forgetting the system learners redraft grading by teachers whom set appropriate incorporated criteria of grades in which peers feel appreciated in this organized process. The process of interacting peer drafting and commenting through E-mails will help students to a great extent, through time, to interpret their comments and judgments of each others' products consequently to enhance a critical faculty of their own learning and precisely their personal writing. As with any new method integration in teaching and learning teachers and learners may face some barriers in the matter being studied and this fact maybe derived from the nature of the required skill [writing]. So it is important for teachers to explain the process through providing guidelines for their students and drill them many times till they master it. It is known that writing skill include peer editing or assessing appear to have a high value whether for teaching or learning.

Conclusion

The second chapter reviewed the importance of peer assessment mainly through E-mails in improving EFL learners' writing and provides a sample of the implementation of such strategy for EFL academic development. In addition to typology of researchers' view of the significance of E-mails for raising learners' responsibility and acceptability of peer feedback. It gives some basics and strategies through which teachers and students could rely on for getting integrated into well successful learning environment.

Chapter Three

Data Analysis

Chapter Three
Data Analysis

Introduction

      In the two previous chapters, we read several books and journals as well websites to provide a presentative literature review about the effectiveness of peer assessment mainly through E-mails in enhancing EFL writing abilities. To confirm this work, it is high time to look for something more real and practical which is undertaken on particular population (Second Year LMD Students as well as Teachers of Written Expression); sixty students and all written expression teachers (ten). This chapter is devoted for data analysis; thus, we have opted for questionnaires as acknowledged the most useful source of information for our research. Indeed, in our study we rely on structured questionnaire for students and semi-structured for teachers. The results of these questionnaires are compared to see whether there is a connection between students' preferences and attitudes and what is applied by teachers in real situation.

3.1. Teachers' Questionnaire

3.1.1. Aim of the Teachers' Questionnaire

      The teachers' questionnaire aims at exploring written expression teachers' awareness of using E-mails as new educational tool of written communication in their writing classes and to see to what extent they value and use peer assessment process for successful writing in EFL context.

3.1.2. Description of the Teachers' Questionnaire

      The questionnaire was given for ten written expression teachers at Mohamed Kheider University of Biskra. The questionnaire handed during the session. We spend three weeks to collect all sheets.

The questionnaire consists of twenty nine (29) questions; open- ended multiple- choice and yes/ no questions and that are divided into three main sections as follows:

Section One: General information (Item- Item6) it is used to get an idea about teachers' age, qualification, situation and their years of experience of teaching English then particularly teaching writing at university.

Section Two: peer assessment in writing (Item7- Item15) it is devoted to investigate techniques used with writing classes, teachers' preference of the way and the frequency of providing feedback, and to see students' motivation through the process.

Section Three: Peer Assessment through E-mails (Item16- Item29) it discusses teachers' attitudes towards peer assessment through E-mails in enhancing their students' writing abilities, also to check their guidance through the process and the effectiveness of their feedback via E-mails.

3.1.3. Administration of the Teachers' Questionnaire

The questionnaire was given to ten teachers of 'Written Expression' in the Department of Foreign Languages, Section of English at the University of Biskra whom have the adequate experience that makes them their suggestion valuable for the aim of this research. All teachers handed back copied questionnaires in more than one month.

3.1.4. Analysis of the Teachers'Questionnaire

Section One: General Information

Item 1: Age

Age	27 years	30 years	32 years	33 years	N.A
Number	2	1	1	1	5
Percentage	20%	10%	10%	10%	50%

Table.3.1. Teachers' Age
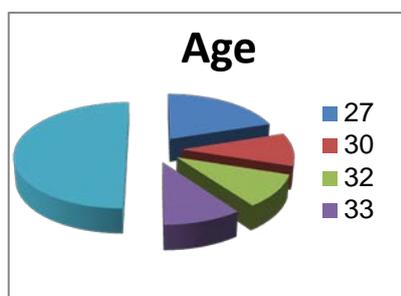
Figure.3.2. Teachers' Age

As it is shown in the Figure 3.2, (20%) of questioned teachers are aged twenty seven years old. However, three of the whole informants have different ages; 30, 32 and 33. Half of the whole sample (5 teachers) does not respond to the question.

Item 2: Degree of Qualification

a- License

b- Magister

c- Doctorate/ PhD

Options	License	Magister	N.A
Number	1	6	3
Percentage	10%	60%	30%

Table.3.2. Teachers' Qualification
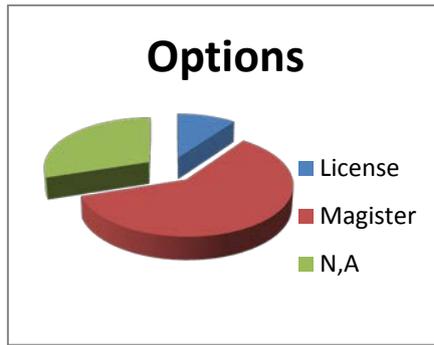
Figure.3.3. Teachers' Qualification

Figure.3.3. translates the results of the second question "degree of qualification". (60%) of teachers hold the same qualification which is "Magister". While, only one informant has 'License' qualification. Whereas, (30%) of the respondents do not provide any. What is most observable through the questionnaire is that the majority of teachers of 'Written Expression' are competent and that fact allows them to perform their tasks in a well manner.

Item 3: You work at the English Department as:

- a- Part- time teacher
- b- Full- time teacher

Options	Part- time	Full- time	N.A
Number	4	3	3
Percentage	40%	30%	30%

Table.3.3. Working in the English Department
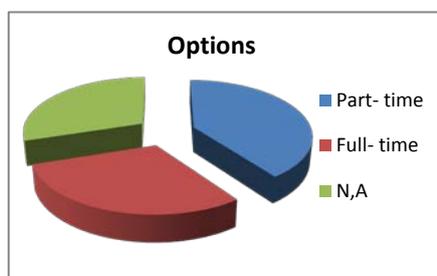
Figure.3.4. Working in the English Department

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Results in Table 3.3 reveal that, the highest percentages of the informants are 'Part-time teachers'. In comparison to those whom are considered as 'Full- time teachers'. However, three teachers do not respond.

Item 4: How long have you been teaching English?

Options	4 months	1 year	4 years	7 years	8 years	10 years	N.A
Number	1	1	1	1	2	1	3
Percentage	10%	10%	10%	10%	20%	10%	30%

Table.3.4. Years of Teaching English
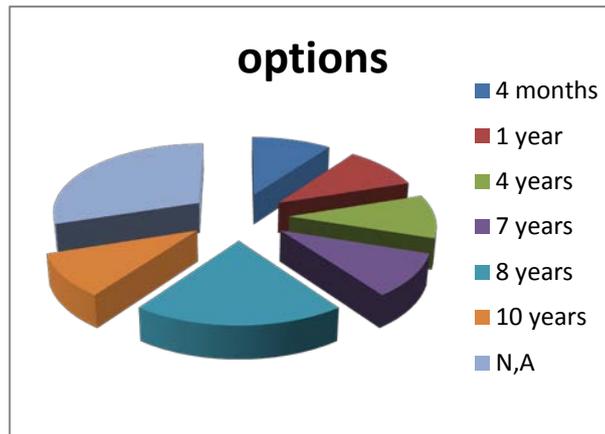
Figure.3.5. years of Teaching English

Table 3.4 demonstrates that, two participants have been teaching English for eight years. Four respondents take the same percentage which is (10%) and diverse years of teaching; ten years, seven years, four years, one year and only one teacher has been teaching English for four months. three informants do not any.

Item 5: How long have you been teaching English at University?

Options	4 months	1 year	4 years	7 years	8 years	10 years	N.A
Number	1	1	1	1	2	1	3
Percentage	10%	10%	10%	10%	20%	10%	30%

Table.3.5. Years of Teaching English at the University
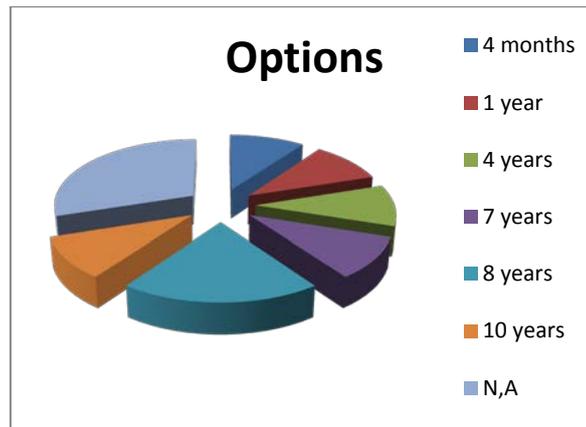
Figure.3.6. Years of Teaching English at the University

As it is discussed in the previous question, it is immediate that teachers' first experience was at university as a beginning of teaching English. Three teachers do not provide any response.

Item 6: How long have you been teaching Written Expression at the university?

Options	4 months	1 year	4 years	5 years	8 years	N.A
Number	1	2	1	2	1	3
Percentage	10%	20%	10%	20%	10%	30%

Table.3.6. Years of Teaching Written Expression at the University
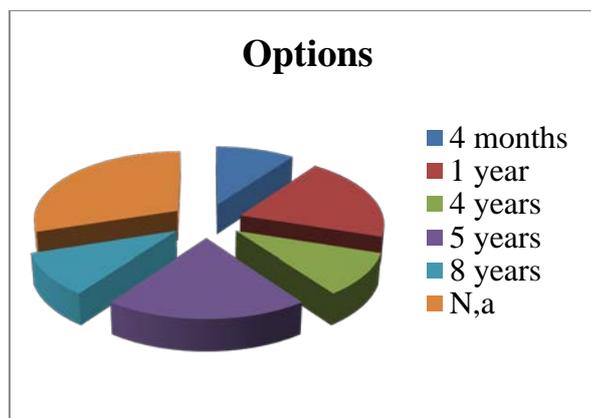
Figure.3.7.Years of Teaching Written Expression at the University

We note that from table 3.6 that, (20%) of the informants take the same percentage and have different years of teaching 'Written Expression' at university;

one year and five years. Also the same percentage (10%) is given to those whom have been teaching 'Written Expression' at university for; eight years, one year and four months. (30%) of all do not respond.

Section Two: Peer Assessment in Writing

Item 7: Which of the following techniques do you use most in writing classes?

    a- Group work
    b- Pair work
    c- Individual work

Options	A	B	AB	AC	ABC	N.A
Number	1	2	1	1	2	3
Percentage	10%	20%	10%	10%	20%	30%

Table.3.7. Techniques Applied by the Teachers
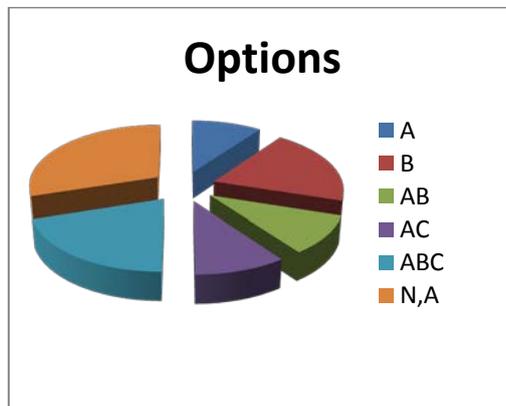
Figure.3.8. Techniques Applied by the Teachers

The results illustrated in the table 3.7 indicate that teachers apply these techniques (see Item7) depending on the lectures' objectives and purposes. Thus, they respond as follows: (20%) apply 'Pair work' as it is the appropriate strategy used for more interest to the required topic. Also, (20%) of the informants choose (ABC) which means they prefer to apply group, pair and individual work but accordingly. (10%) respond with (AB) it means they apply group and pair work for the sake of covering the task easily and mainly with crowded classes. (10%) select

(AC) in other words group and individual work may be because of the task demands. Only one teacher prefers or applies group work. No one selects the option (C) 'individual work' may be for their students' poor level in writing. Three teachers do not answer.

Item 8: Do you believe that your feedback affects and improves your students' writing?

a- Yes
b- No

Options	Yes	No	N.A
Number	5	2	3
Percentage	50%	20%	30%

Table.3.8.Teachers' Beliefs
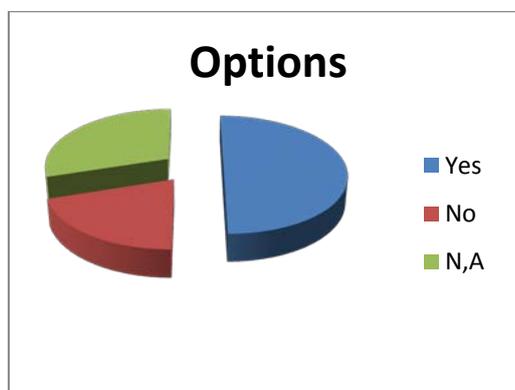
Figure.3.9. Teachers' Beliefs

Almost all teachers believe that their feedback affects on their students' writing improvement (50%). However, (20%) do not think so may be because of students' negative attitudes towards the module. Three teachers do not respond.

Item 9: Please, justify

Options	Justifications
T1	Spot light on their main weaknesses. So, they will receive the feedback and used the next time
T2	Because of time and number
T3	It can be successful only if it is accompanied with peer feedback
T4	Students will be aware of their writing mistakes
T5	I explain the lesson well
T6	They try to fix problems in their writing as a result of the remarks that I usually made through the lecture or in the practices

Table.3.9. Teachers Justifications

To justify their response, the six teachers' explanations can be summed up as follows:

- Teacher 1 said: "Spot light on their main weaknesses. So, they will receive the feedback and"
- Teacher 2 said: "Because of time and number".(T2)
- Teacher 3: "It can be successful only if it is accompanied with peer feedback".(T3)
- Teacher 4 : "Students will be aware of their writing mistakes".(T4)
- Teacher 5: "I explain the lesson well".(T5)
- Teacher 6 said: "They try to fix problems in their writing as a result of the remarks that I usually made through the lecture or in the practices". (T 6)
- Teacher 7said: "The four other teachers do not give any justification".

Item10: How often do you encourage peer assessment?

  a- Usually

  b- Sometimes

  c- Never

Options	Usually	Sometimes	Never	N.A
Number	4	3	/	3
Percentage	40%	30%	/	30%

Table.3.10. Teachers' Frequency of Encouragement
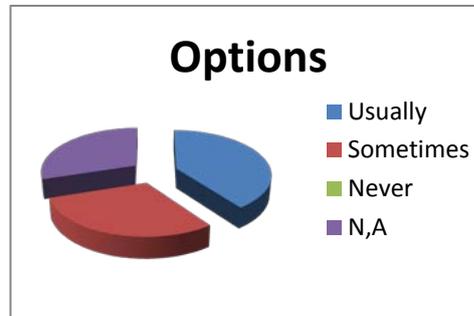
Figure.3.10.Teachers' Frequency of Encouragement

It seems from the results of the table 3.10 that, (40%) of the informants usually encourage peer assessment. (30%) of the respondents respond with "sometimes"; whereas, (30%) of the informants do not answer.

Item11: When using peer assessment, do you think your students are?

- a- Highly motivated
- b- Motivated
- c- Less motivated
- d- Not motivated

Options	A	B	C	D	N.A
Number	1	5	/	1	3
Percentage	10%	50%	/	10%	30%

Table.3.11. Students' Motivation
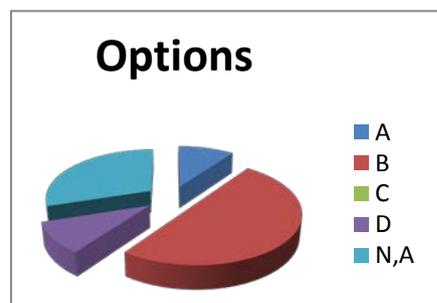
Figure.3.11. Students' Motivation

In this question teachers are asked to identify their students' extension of motivation while using the process of peer assessment. Therefore, we conduct that (50%) of the participants see that their students are motivated through the process. (10%) feel that their students are highly motivated. In contrast one teacher thinks that his students are not motivated. (30%) do not give any respond.

Item 12: If it is possible to assess students' writing performance, do you want to:

a- Do it by yourself?

b- Leave it to students?

c- Working in collaboration with students?

Options	A	B	C	N.A
Number	/	1	6	3
Percentage	/	10%	60%	30%

Table.3.12. Teachers' Assessment preference
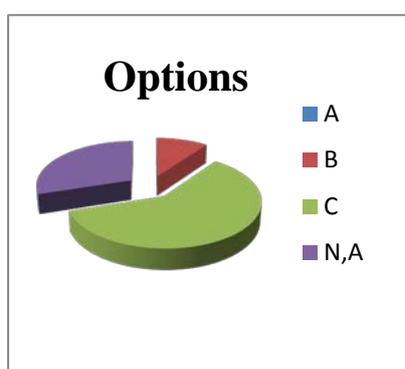
Figure.3.12. Teachers' Assessment Preference

It is highly motivating to notice that almost all questioned teachers (60%) prefer to work in collaboration with their students. In the opposite of those (10%) whose answer is "leave it to the students". Three teachers do not provide any response.

Item 13: When your Students Write, How Often Do You Assess and Give Feedback?

a- Always
b- Sometimes
c- Never

Options	A	B	C	N.A
Number	5	2	/	3
Percentage	50%	20%	/	30%

Table.3.13. Frequency of Teachers' Feedback
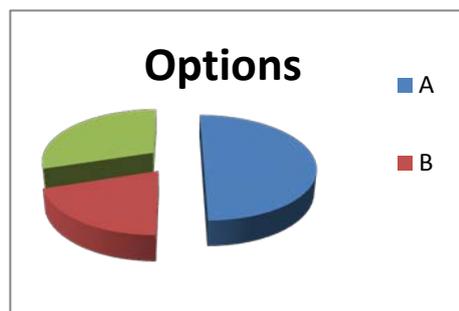
Figure.3.13. Frequency of Teachers' Feedback

As far as the results obtained, (50%) of the informants respond by 'Always' they always assess and give feedback to their students while writing. (20%) of the respondents select 'Sometimes'. (30%) of the informants do not answer.

Item14: When responding to students' works do you:

a- Just underline the mistakes?

b- Correct the mistakes?

c- Write comments?

d- Use symbols?

e- Others

Options	AC	B	BC	BCE	C	N.A
Number	2	1	1	2	1	3
Percentage	20%	10%	10%	20%	10%	30%

Table .3.14.Teachers' Way of Correction
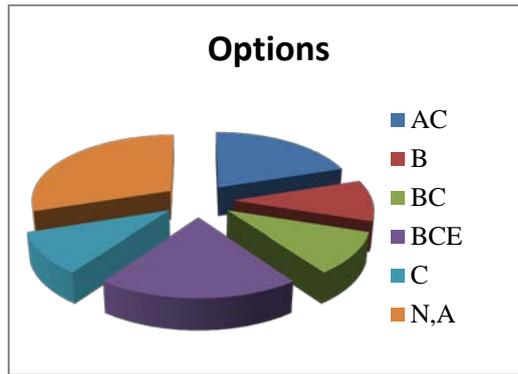
Figure .3.14.Teachers' Way of Correction

The answers provided by teachers are extremely different. According to them, students' works should be corrected differently depending on the teachers' correction method. Thus they respond as follows: (20%) select (AC) which means they underline the mistakes and write comments. (10%) respond by (B) they correct the mistakes. The same percentage (10%) given to those whom select (BC) they correct the mistakes and use symbols. However (20%) given to those whom select (BCE) they correct mistakes and write comments; they add "use certain analytical rubrics to help them understand why they get good or bad mark" (T1) and "I underline mistakes and correct them" (T2). Other teacher responds with (C); she writes comments. Three teachers do not respond.

Item 15: While providing feedback do you allow time for students to?

- a- Correct their mistakes?
- b- Their classmates to correct them?
- c- Use both ways?

Options	A	B	C	N.A
Number	2	/	5	3
Percentage	20%	/	50%	30%

Table.3.15.The Way Allowed for Feedback

55
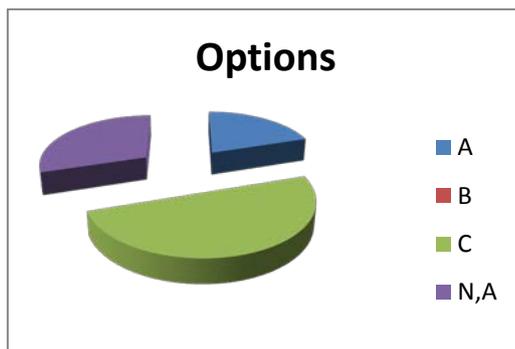
Figure .3.15.The Way Allowed for Feedback

(50%) of teachers use both ways of correction which means they allow time for students to correct their own mistakes and their classmates to correct them. (20%) of the informants allow time for students to correct their mistakes. (30%) do not respond.

Section Three: Peer Assessment through E-mails

Item16: Are you an advocate of peer assessment technique to teach writing via E-mails?

a- Yes

b- No

Options	Yes	No	N.A
Number	3	4	3
Percentage	30%	40%	30%

Table.3.16. Peer Assessment in Writing via E-mails
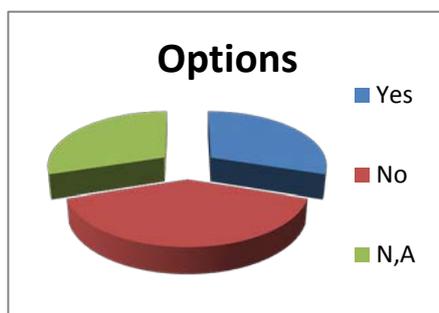
Figure.3.16. Peer Assessment in Writing via E-mails

Here, we notice that (40%) of the respondents answer with 'No' they are not an advocators of peer assessment technique to teach writing via E-mails. In the

opposite (30%) of the questioned teachers respond with 'Yes' but (30%) of the informants choose to not answer.

Item17: Please, justify?

Options	Justifications
T1	Our students are not familiar with that.
T2	A new motivational technique.
T3	I have to give the correction directly in order to facilitate their understanding.
T4	It will be an opportunity to integrate ICT tools in the writing processing that foster writing and makes it not restricted to classroom setting.
T5	E-mails, though are good ways to exchange ideas, but surely are not enough to replace real setting of writing.

Table.3.17.Teachers' Justification

Justifications provided by teachers about peer assessment technique in teaching writing via E-mails are overlapped a bit, as the following justifications from different teachers might suggest:

Our students are not familiar with that.

➢ Teacher 1said: "our students are not familiar with that".

➢ Teacher 2said:"A new motivational technique".

➢ Teacher 3said: "I have to give the correction directly in order to facilitate their understanding".

➢ Teacher 4said: "It will an opportunity to integrate ICT tools in the writing processing that foster writing and makes it not restricted to classroom setting".

Teacher 5said: "E-mails, though are good ways to exchange ideas, but surely are not enough to replace real setting of writing".

Item 18: Do you think that raising students' awareness of using peer assessment through E-mails could enhance their writing abilities?

a- Yes
b- No

Options	Yes	No	N.A
Number	5	2	3
Percentage	50%	20%	30%

Table.3.18. Teachers' View of Peer Assessment Application via E-mails
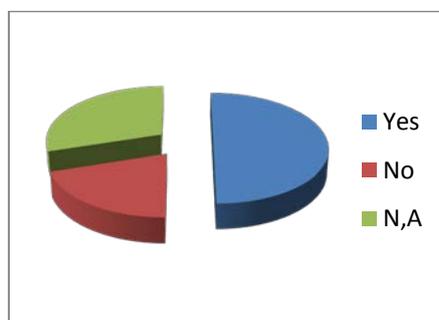
Figure.3.17.Teachers' View of Peer Assessment Application via E-mails

The main issue of this piece of work is to check if teachers raise their students' awareness of using peer assessment through E-mails and its role in enhancing their writing abilities. Here, teachers are asked to provide us with convinced response. So their responses come as follows: (50%) of the respondents agree on option 'Yes'. In contrast to (20%) respond with 'No'. ((30%) choose to keep silent.

Item 19: Please, justify your answer

Options	Justifications
T1	A way to exchange experiences and receive corrections via a different way of assessment.
T2	Being far from each other will reduce anxiety and give them chance to think.
T3	It will be an opportunity to integrate ICT tools and the writing processing that foster writing and makes it not restricted to classroom setting.
T4	Because teachers have to be direct and classroom management is very important to teach written expression module and even other modules.
T5	They will try to correct for each other and each one will do that from his / her own perspective so by the end they will be able to tackle the issue from different angle.

Table.3.19.Teachers' Justifications

For the table 3.19 justifications provided by teachers are as follows:

- ➤ Teacher 1 said: "A way to exchange experiences and receive corrections via a different way of assessment".
- ➤ Teacher 2 said: "Being far from each other will reduce anxiety and give them chance to think".
- ➤ Teacher 3 said: "It will be an opportunity to integrate ICT tools and the writing processing that foster writing and makes it not restricted to classroom setting."
- ➤ Teacher4said: "Because teachers have to be direct and classroom management is very important to teach written expression module and even other modules".
- ➤ Teacher 5 said: "They will try to correct for each other and each one will do that from his /her own perspective so by the end they will be able to tackle the issue from different angle".

Item 20: do you consider peer assessment via E-mails as a crucial component of good writing?

   a- Yes
   b- No

Options	Yes	No	N.A
Number	3	4	3
Percentage	30%	40%	30%

Table.3.20. Peer Assessment Effectiveness
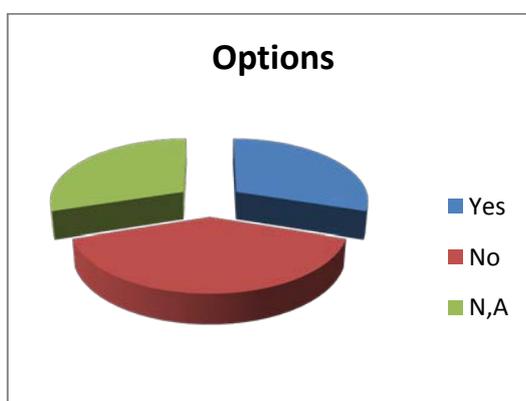
Table.3.18.Peer Assessment Effectiveness

The majority of questioned teachers (40%) do not consider peer assessment via E-mails as a crucial component of good writing but may serve just as an extra support for the task doing. But (30%) think the opposite they consider this techniques as it is described in the question (Item20). And as it is shown above (30%) of the whole do not respond.

Item 21: Please, justify your answer

Options	Justifications
T1	Nice to share the task of assessment with your learners especially where it comes with new way.
T2	To train them to use technology, working in collaboration and get used to correct each other's mistakes.
T3	The classroom can be the most crucial but this technological tool can help perhaps student creative writing.
T4	We need to the classroom management.
T5	It is not because simply student are illegible enough to act as teachers and do the corrections for their faults.

Table.3.21.Teachers' Justifications

It should be noted here that only five teachers provide justifications for their choice. These teachers claimed the following:

➢ Teacher 1said: "Nice to share the task of assessment with your learners especially where it comes with new way".

➢ Teacher 2said:"To train them to use technology, working in collaboration and get used to correct each other's mistakes".

➢ Teacher 3said:"The classroom can be the most crucial but this technological tool can help perhaps student creative writing".

➢ Teacher 4said:"We need to the classroom management".

➢ Teacher 5said:"It is not because simply student are illegible enough to act as teachers and do the corrections for their faults".

Item 22: In your opinion to what extent do your students value the effectiveness of E-mails in learning writing?

    a- Very much
    b- Much
    c- Little
    d- Not important

Options	A	B	C	D	N.A
Number	/	1	3	3	3
Percentage	/	10%	30%	30%	30%

Table.3.22. Extension of E-mail Use in Learning Writing
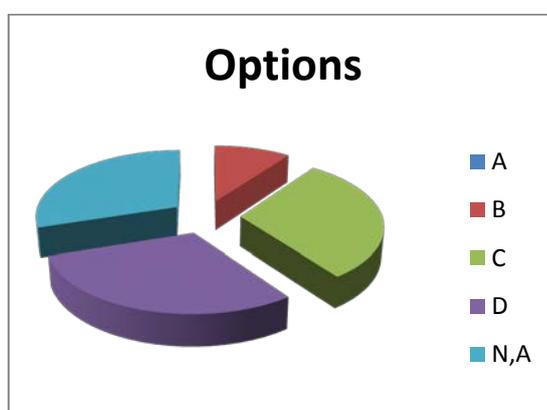
Figure.3.19. Extension of E-mail Use in Learning Writing

As it is shown in the table above, results demonstrate that (30%) of the informants select (C) which means their students have little value about the effectiveness of E-mails in learning writing. Whereas, (30%) of the respondents think that learning writing via E-mails is not important matter. Just (10%) select (B) which means 'Much'. Three teachers do not provide any response.

Item 23: To what extent do you think that your students need more integration of E-mails in increasing their writing abilities?

    a- So much
    b- Much
    c- Little
    d- Not at all

Options	A	B	C	D	N.A
Number	2	3	1	1	3
Percentage	20%	30%	10%	10%	30%

Table.3.23.the Extension of E-mails Integration to Increase Students' Writing Abilities
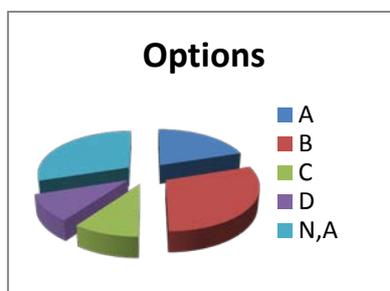
Figure.3.20. the Extension of E-mails Integration to Increase Students' Writing Abilities

This Item tends to find out the extension of E-mails integration in increasing students' writing abilities. (30%) of the informants select 'Much' they think that their students need much more integration of E-mails to raise their writing competency. However, (20%) select 'So much'. The same percentage (10%) given to those whom select 'Little' and 'Not all' to be their answers. (30%) do not respond.

Item 24: if you guide your students to reduce their problems with writing in pairs via E-mails, will this improve their grades (marks)?
   a- Yes
   b- No

Options	Yes	No	N.A
Number	4	3	3
Percentage	40%	30%	30%

Table.3.24. Pair Works Reflection on Students' Achievement
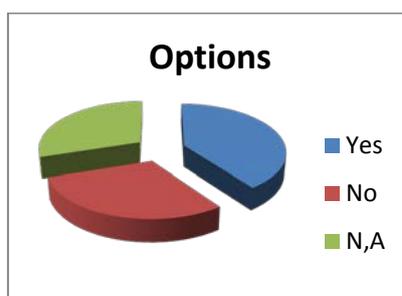
Figure.3.21. Pair Works Reflection on Students' Achievement

This question aims at discovering teachers' point view about their guidance to decrease their students' writing problems while working in pairs through E-mails to ameliorate their marks. Four teachers which translate (40%) think that their guidance would be a cause for their students' achievement. In the opposite (30%) do not think so. (30%) do not respond at all.

Item 25: Do you control your students' written production via E-mails?

    a- Yes
    b- No

Options	Yes	No	N.A
Number	3	4	3
Percentage	30%	40%	30%

Table.3.25. Teachers' Control through E-mails
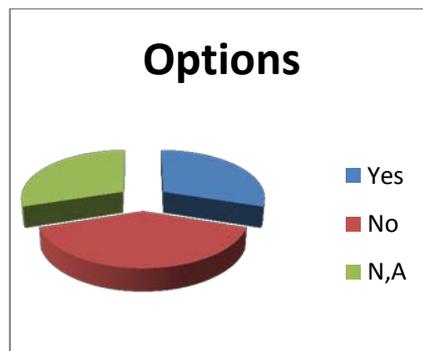
Figure.22. Teachers' Control through E-mails

The table above reveals that (40%) do not control their students' written production via E-mails. But (30%) of the informants do not provide any. Lastly, (30%) of respondents do not provide any response.

Item 26: If your answer is 'yes', do you prefer?

    a- Self- assessment
    b- Peer- assessment
    c- Teacher- assessment
    d- All of them

Options	A	D	C
Number	1	1	1
Percentage	33.33	33.33	33.33

Table.3.26.Teachers' Preference
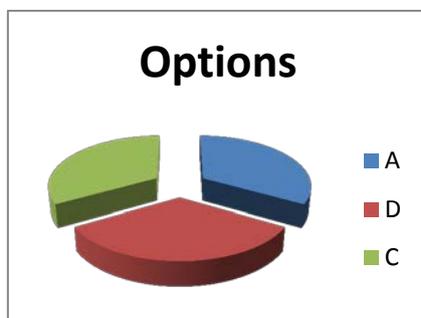
Figure.3.23. Teachers' Preference

As can be observed from table 3.26, teachers who have selected the option 'Yes' are asked to justify their preference of their technique. Their answers are divided into three options: (A) means self –assessment, (D) refer to all of them (self, peer and teacher assessment), (C) teacher assessment.

Item 27: When you hand in the students corrected works, do you:

- a- Ask them to correct their mistakes in class?
- b- Ask them to do that at home?
- c- Interact through E-mails?
- d- Others

Options	A	B	AC	BC	N.A
Number	1	3	2	1	3
Percentage	10%	30%	20%	10%	30%

Table.3.27. Teachers Correction Format
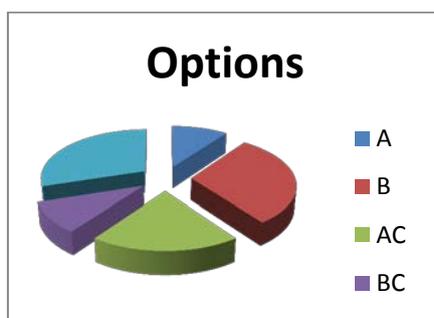
Figure.3.24. Teachers Correction Format

The results in the table above demonstrate that (30%) of the informants ask their students to correct their works at home. While, (20%) prefer to ask students to correct their mistakes in class otherwise to interact them through E-mails.(10%) relevant for two options; first (A) ask them to correct their mistakes in class, the other (BC) ask their students to do that at home if not interact them via E-mails. (30%) do not provide any response.

Item 28: How often do you check if your students are exchange activities via E-mails?

- a- Always
- b- Very often
- c- Rarely
- d- Never

Options	A	B	C	D	N.A
Number	/	2	3	2	3
Percentage	/	20%	30%	20%	30%

Table.3.28. Frequency of Teachers' Check
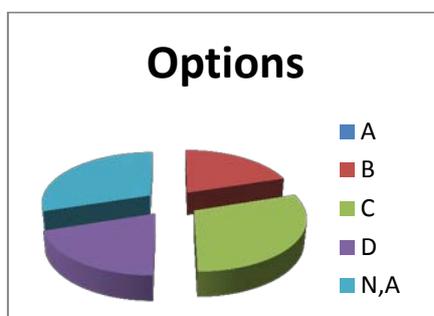
Figure.3.25. Frequency of Teachers' Check

From responses of the item 3.28, we notice that (30%) of the respondents select (C) that means they rarely check their students' exchange of their activities via E-mails. (20%) are given to those whom choose (B) which means 'Often' and the same percentage for those whom select (D) 'Never'. (30%) of the questioned teachers do not provide any response.

Item 29: How often do your students respond to your comments via E-mails?

a- Always
b- Very often
c- Sometimes
d- Rarely
e- Never

Options	A	B	C	D	E	N.A
Number	/	/	4	1	2	3
Percentage	/	/	40%	10%	20%	30%

Table.3.29. Frequency of Students' Response to their Teachers
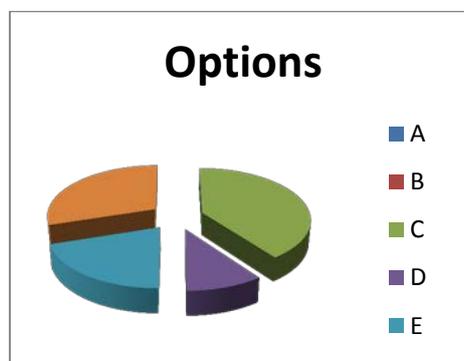
Figure.3.26.Frequency of Students' Response to their Teachers

From the table 27, it seems that the highest percentage (40%) of respondents sometimes receive comments from their students through E-mails. (20%) of the informants select 'Never'. However, (10%) respond with 'Rarely'. (30%) do not provide any response.

3.2. Students' Questionnaire

3.2.1. Aim of the Students' Questionnaire

Students' Questionnaire attempts to gain information about students' attitudes toward the process of peer assessment in contributing their writing ability progress. Also, this questionnaire aims at identifying second year students' knowledge of E-mails effectiveness as modern tools.

3.2.2. Description of the Students' Questionnaire

This Questionnaire is composed of 29 closed questions (Yes/ No) and multiple choices classified according to their objectives into three sections:

Section One: General Information (Item1-Item10) this section is set for the reason of collecting data about learners' attitudes of using internet in general and E-mails in particular.

Section Two: E-mails in Writing (Item11-Item18) this section is devoted to investigate students' application of E-mails in learning skills.

Section Three: writing and peer assessment (Item19- Item29) this section is about the process of peer assessment in writing.

3.2.3. Administration of the Students' Questionnaire

The questionnaire was given 60 second year students from the Department of Foreign Languages at Biskra University. Students answered the Questionnaire in three days.

3.2.4. Analysis of the Students' Questionnaire

Section One: General Information

Item1: Students' Sex

Sex	Male	Female	N.A
Number	21	35	4
percentage	35	58.3	6.7

Table.3.30. Students' Sex
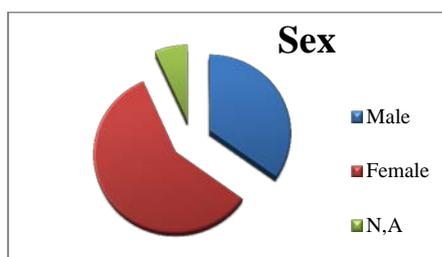
Figure.3.27.Students' Sex

The higher percentages of the informants (58.3%) are females and (35%) are males and four of them do not provide any response. We notice that in second year classes consist of females more than males.

Item 2: How many years have you been studying English?

Years	2	3	5	N.A
Number	51	4	1	4
Percentage	85	6.66	1.6	6.66

Table.3.31. Number of years of studying English
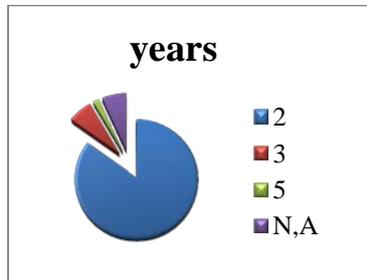
Figure.3.28. Number of years of studying English

The majority of participants (51) which equals (85%) respond by two years of studying English. However four of them tell 'three years' and just one of the whole has been studying English for five years. But four students do not answer this question. We notice that students whom studying more than two years are ones who fail to pass their study.

Item 3: Do you use the internet?
   a- Yes
   b- No

Options	Yes	No	N.A
Number	51	5	4
Percentage	85	8.33	6.66

Table.3.32.The Internet Use
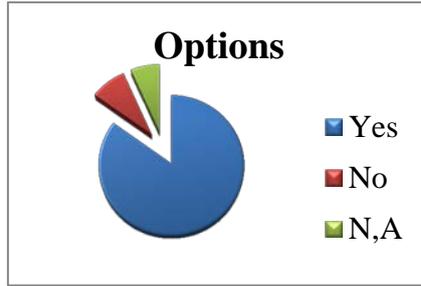
Figure.3.29.The Internet Use

The largest number of participants (85%) answer with 'yes' they use the internet. (8.33%) respond with 'no', may be they do not connect it to their personal computers or may be for social background especially with females. The other four students prefer avoiding responding to this question.

Item 4: Do You Have the Internet at Home?
   a- Yes
   b- No

Options	Yes	No	N.A
Number	29	26	5
Percentage	48.33	43.33	8.33

Table.3.33.Having the Internet at Home
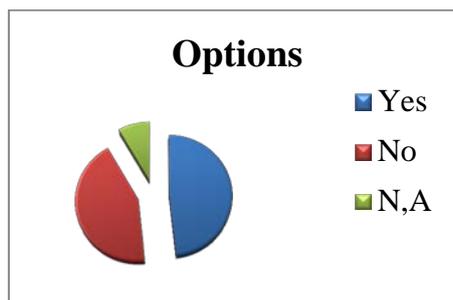
Figure.3.30.Having the Internet at Home

The figure above indicates that about half of informants (48.33%) have the internet at home. Approximate percentage to the latter (43.33%) answer by 'No' for the fact that they go to cyber café to treat their matters. (8.33%) do not give any response.

Item 5: Do you use E-mails

a- Yes
b- No

Options	Yes	No	N.A
Number	41	14	5
Percentage	68.33	23.33	8.33

Table.3.34.E-mails Use
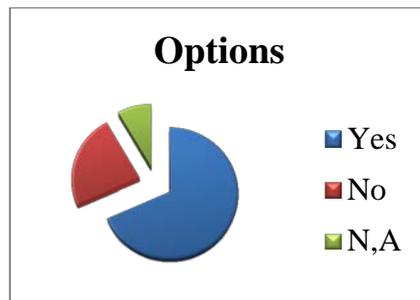
Figure.3.31.E-mails Use

The results of Table 3.34 summarize students' responses about using E-mails. Therefore, (68.33%) of informants respond by 'Yes' which means they use E-mails. And a group of fourteen students which translates (23.33%) agree on 'No' option and the last five participants do not provide an answer.

The following questions are only addressed to the respondents who have answered 'Yes' in the fifth question.

Item 6: How much do you use E-mails?

a- Always
b- Often
c- Very often
d- Rarely
e- Never

Options	A	B	C	D	E
Number	13	15	4	7	2
Percentage	31.7	36.58	9.75	17.07	4.87

Table.3.35. frequency of E-mails use
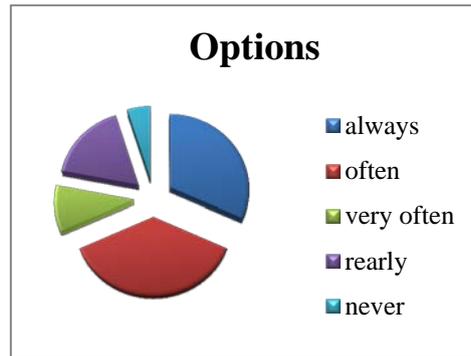
Figure .3.32. frequency of E-mails use

This item aims at checking the frequency of using E-mails. Students are asked to respond with 'Always', 'Often', 'Very often', 'Rarely' or 'Never'. The table above summarizes in terms of percentages the times that are spent in using E-mails. Thus, it is noticed that 31.7% of the respondents use E-mail always, 36.58% use it often, and only 9.75% use it very often. In contrast, 17.07 % of the respondents use this media written communication rarely, and 4.87% never use it.

Item 7: Why do you use E-mails?

    a- For pleasure

    b- To join a group of people

    c- Create personnel language

    d- Create an atmosphere of freely communication

    e- For learning

Options	A	B	C	D	E	AE	BD	BC	BE	CE
Number	8	13	3	3	3	2	3	2	1	3
Percentage	19.51	31.70	7.31	7.31	7.31	4.87	7.31	4.87	2.43	7.31

Table.3.36.Reasons behind Using E-mails
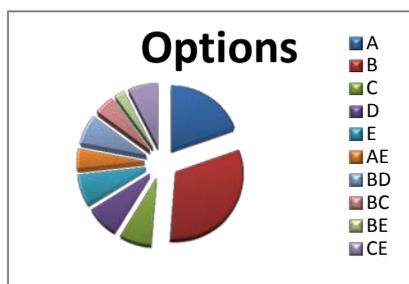
Figure.3.33.Reasons behind using E-mails

As it is shown in Table 3.36, it is clear that the highest percentages of respondents (31.70%) use E-mails to join a group of people. (19.51%) use them only for pleasure. The same percentage (7.31%) belong those whom they use E-mails for creating a personnel language, creating an atmosphere of freely communication, and for learning. However, (4.87%) use this material for pleasure as well as for learning and the same percentage use them for joining a group of people also for creating a personnel language. Also we notice that (7.31%) of the whole informants use E-mails to create personnel language and for the sake of learning issues. The rest (2.43%) use E-mails for joining a group of people in addition to learning matter.

Item 8: With whom do you communicate?

- a- Your mates
- b- Your friends
- c- Your teachers
- d- Foreigners
- e- Others

Options	A	B	C	BD	BC	AB	BCE
Number	2	17	8	5	6	2	1
Percentage	4.87	41.46	19.51	12.19	14.63	4.87	2.43

Table.3.37.E-mails Communications
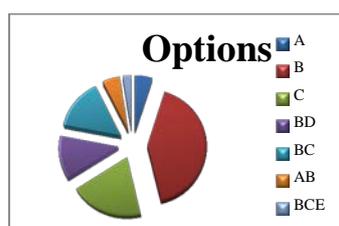
Figure.3.34. E-mails Communications

Figure 3.34 indicates that there many uses this written communication tool. The majority of informants (41.46%) as it is shown in the table above exchange E-mails with their friends. Approximately half of the latter percentage of participations (19.51%) use E-mails to contact their teachers. Others (14.63%) use E-mails for both interests to communicate with their friends and teachers as well. But those who use this material for joining friends and foreigners take the percentage of (12.19%). The same percentage (4.87%) of respondents the first (4.87%) use them for contacting their mates and the last (4.87%) use them for discussion with their mates and friends as well. Just one respondent choose the three options 'BCE'; friends, teachers and others.

Item 9: Which language do you use for E-mail?

a- English
b- French
c- Arabic
d- Others

Options	A	B	C	D	BC	AC
Number	15	5	17	2	1	1
percentage	36.58	12.19	41.46	4.87	2.43	2.43

Table.3.38.Language Used in E-mails
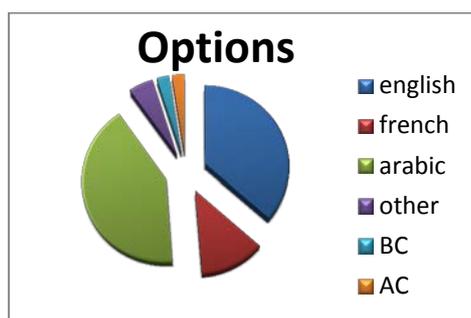
Figure.3.35. Language Used in E-mails

The ninth item seeks for checking language used by students. A great number that consist of seventeen students choose 'Arabic' which translates (41.46%) since it is their mother tongue. (36.58%) of the informants select 'English' for the fact that they are English learners. Also (12.19%) of the respondents prefer using 'French'

since it their second language. (4.87%) use other languages as a personnel effort. Some of the participants use two languages 'BC' (French and Arabic), 'AC' (English and Arabic) with the same percentage (2.43%).

Item 10: Do you feel the need for writing E-mails and posting in English?

a- Yes
b- No

Options	Yes	No	N.A
Number	30	7	4
Percentage	73.17	17.07	9.75

Table.3.39. Preference of Posting
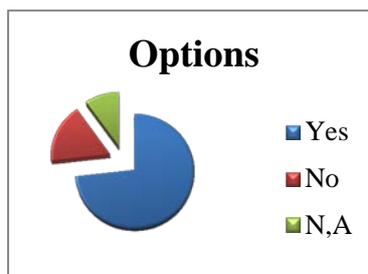
Figure.3.36. Preference of Posting

The results shown in the table above indicate that most respondents feel the need for writing and posting E-mails in English (73.17%). (17.07%) select 'No' may be for their lack proficiency. Otherwise, (9.75%) do not provide any response.

Section Two: E-mails in Writing

Item 11: Do you read your peer's judgment through E-mail?

a- Yes
b- No

Options	Yes	No	N.A
Number	23	15	3
Percentage	56.09	36.58	7.31

Table.3.40. Reading Peer's Judgment via E-mails
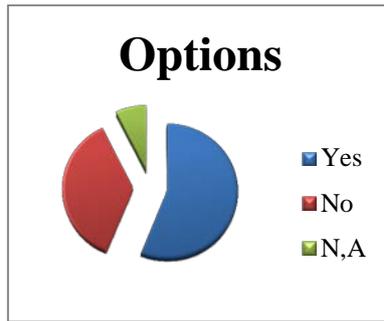
Figure.3.37.Reading Peer's Judgment via E-mails

The results of this figure 3.37 demonstrate that more than half of the respondents whom they normally use E-mails (56.09%) read their peer's judgment through E-mails. In contrast to (36.58%) who respond by 'No' may be they have the internet at home thus they go to cyber café to check their peer's judgment but not regularly. Only three students do not answer.

Item 12: How often does your Written Expression teacher ask you to work via E-mails in pairs?

a- Always
b- Often
c- Rarely
d- Never

Options	A	B	C	D
Number	1	5	4	31
Percentage	2.43	12.19	9.75	75.06

Table.3.41. Frequency of Working in Pairs via E-mails
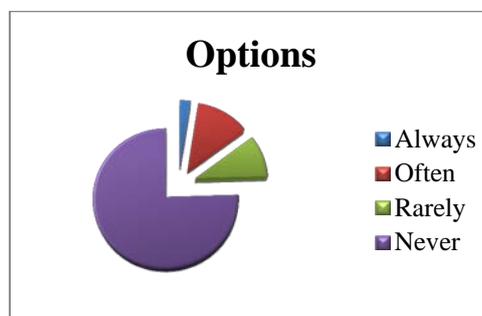
Figure.3.38. Frequency of Working in Pairs via E-mails

This item investigates whether teachers invite their students to work in pairs via E-mails. What is surprising is that the majority of informants (75.06%) answer by 'Never'. In comparison to those who respond by 'Always' (2.43%). (12.19%) select 'Often'. Whereas, (9.75%) of the respondents choose 'Rarely'.

Item 13: Do you feel that pair work helps you to?

- a- Ask and respond to more questions?
- b- Learn to write different genres?
- c- Evaluate their peers' performance?
- d- Develop social skills for getting along with others?

Options	A	B	C	D	AC	AB	BC	N.A
Number	5	4	6	20	3	1	1	1
percentage	12.19	9.75	14.63	48.78	7.31	2.43	2.43	2.43

Table.3.42. objectives of pair work
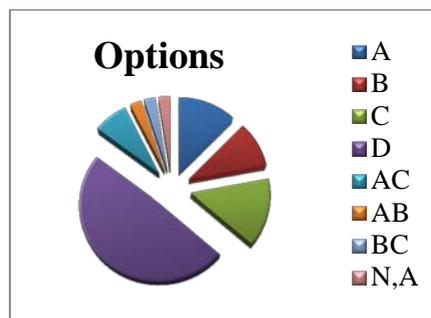
Figure.3.39. Objectives of Pair Work

The main hypothesis of the present research is to point at E-mails benefits according to the surveyed students' point of view. Learners are asked to identify their objectives behind using E-mails mainly with peers. (48.78%) choose 'D'; (Develop social skills for getting along with others). (14.63%) respond with 'C' ;(Evaluate their peers' performance). (12.19%) select 'A'; Ask and respond to more questions. (9.75%) select 'B'; (Learn to write different genres). (7.31%) of the informants choose 'AC' (Ask and respond to more question and Evaluate their peers' performance). One student selects 'AB' (Ask and respond to more question and Learn to write different genres) another one respond by 'BC' (Learn to write different genres and Evaluate their peers' performance). The last one does give any answe

Item 14: Do you think that peer assessment through E-mails helps you?

  a- To learn to respect others correction
  b- To learn to express yourself
  c- To learn how to write English correctly
  d- To learn how to write English fluently

Options	A	B	C	D	AC	BD	AD	AB	CD	BC
Number	8	11	6	4	6	1	2	1	1	1
Percentage	19.51	26.82	14.63	9.75	14.63	2.43	4.87	2.43	2.43	2.43

Table.3.43. Students' Attitudes of Peer Assessment via E-mails
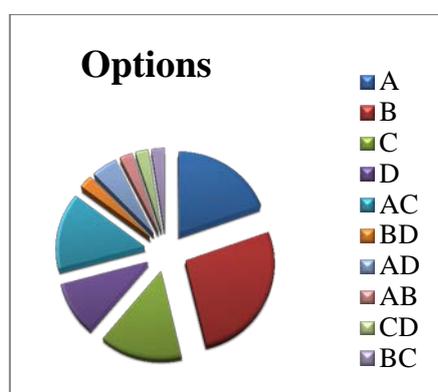
Figure.3.40. Students' Attitudes of Peer Assessment via E-mail

Students' answers of the item 14 show that about (26.82%) of the questioned students say that E-mails help them to express themselves. Also (19.51%) students think that peer assessment via E-mails help them to learn how to respect others correction. (14.63%) of informants view that they support them to learn how to write English correctly as with those agree on two options 'AC' (to learn to respect others correction and to learn how to write English correctly). (9.75%) think that peer assessment via E-mails help them to learn how to write English fluently. Also (4.87%) select 'AD' (to learn to respect others correction and to learn how to write English fluently). The same percentage (2.43%) allotted for those who selected two options as follows 'BD'; (to learn how to express themselves and to learn how to write English fluently), 'AB' (to learn how to respect others correction and to learn how to express themselves), 'CD'; (to learn how to write English correctly and fluently) and 'BC'; (to learn how to express themselves and to learn how to write English correctly).

Item 15: Do you get teachers feedback in the writing process through E-mail?

a- Yes
b- No

Options	Yes	No
Number	8	33
Percentage	19.51	80.48

Table.3.44. Getting Teachers' Feedback via E-mails
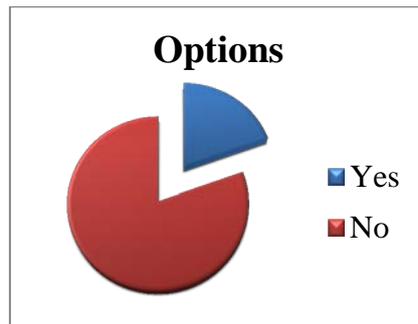
Figure.3.41. Getting Teachers' Feedback via E-mails

Most of the students (80.48%) respond with 'No'; they do not receive any feedback from their teachers. Only (19.51%) respond by 'Yes'.

Item 16: Is it easy for you to interpret your peer's comments through E-mails?

a- Yes
b- No

Options	Yes	No
Number	30	11
Percentage	73.17	26.82

Table.3.45. Peer's Comments Interpretation
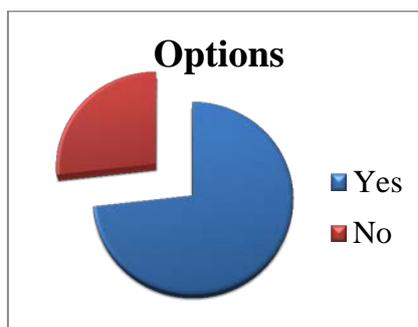
Figure.3.42. Peer's Comments Interpretation

The results in Table 3.45 reveal that the majority of the informants think that it is easy to interpret their peers' comments through E-mails since they usually they exchange products (73.17%). (26.82%) of the respondents select 'No' may be their peers are excellent ones. So it is hard for them to interpret their comments.

Item 17: Do you use assessment in writing through E-mails with your mates?

a- Yes
b- No

Options	Yes	No
Number	12	29
Percentage	29.26	70.73

Table.3.46. Assessing Writing via E-mails
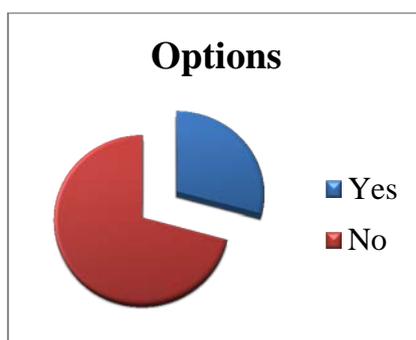
Figure.43.Assessing Writing via E-mails

Table 3.46 indicates that (70.73%) of the respondents do not use assessment in writing through E-mails with mates. (29.26%) of the informants use E-mails to assess their writing products with their mates.

Item 18: Does your teacher of written expression assess your work through E-mails?

a- Yes
b- No

Options	Yes	NO	N.A
Number	9	25	7
Percentage	21.95	60.97	17.07

Table.3.47. Teacher' Assessment via E-mails
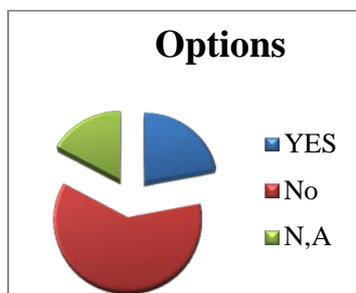
Figure.3.44. Teacher' Assessment via E-mails

Figure 3.44 indicates that (21.95%) of the respondents say that their teacher of written expression receive assess of their works via E-mails may be they insist on the teachers feedback for their personal success (they are interested with their personal learning). In contrast to those who respond by with 'No'; they say that they receive feedback of their products immediately but not via E-mails. Seven of the 41 informants prefer to do not answer this question because they are not interested with this process.

Item 19: Do you write in English outside university?

a- Yes
b- No

Options	Yes	No	N.A
Number	42	14	4
Percentage	70	23.33	6.66

Table.3.48. Writing outside University
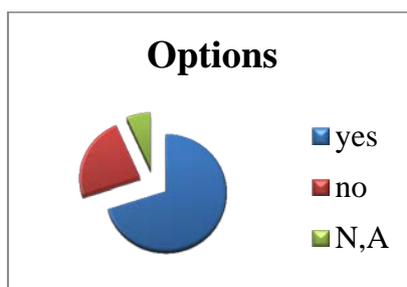
Figure.3.45. Writing outside University

From the results shown in the Table 3.48 we conduct that the majority of students (42) which interprets (70%) of sixty student write English outside university depending on their degree of interest and objectives. (23.33%) respond with 'No' they write only during the class. And four do not respond.

Item 20: If 'Yes', what type of writing?

a- Homework
b- Letter
c- E-mail

Options	A	B	C	AC	AB	BC	ABC	N.A
Number	11	11	7	3	3	4	2	1
Percentage	26.19	26.19	16.66	7.14	7.14	9.52	4.76	2.38

Table.3.49. Students' Justifications
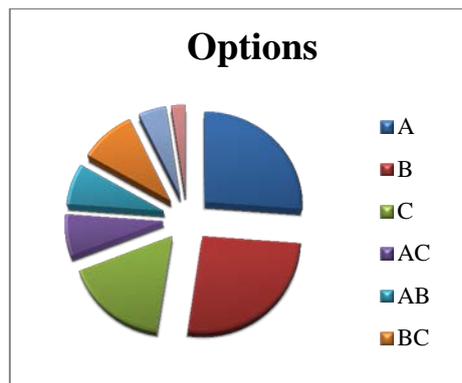
Figure.3.46. Students' Justification

In this item students who have chosen 'Yes' are asked to determine what type of writing normally they do. An equal percentage of participants (26.19%) their choices have been between 'Homework' and 'Letter'. And about (16.66%) choose 'E-mails'. (9.52%) select 'BC' (Letter and E-mails). Also the same percentage (7.14%) has given to those who select 'AC' (Homework and E-mails), 'AB' (Homework and E-mails). Only two students select the three types (Homework, Letter, E-mails). One student does not give any answer.

Item 21: Outside class, do you like writing?

    a- Individually
    b- In pairs
    c- In groups

Options	A	B	C	N.A
Number	36	17	2	5
Percentage	60	28.33	3.33	8.33

Table.3.50. Preference of Writing outside
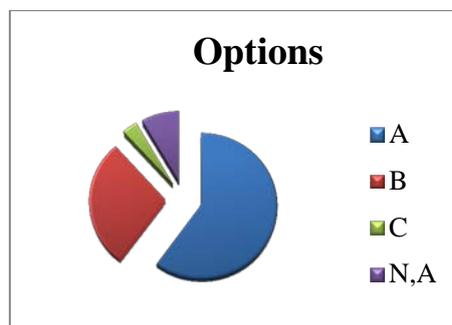
Figure.3.47. Preference of Writing outside

      This Item (21) investigates students' preference of writing strategies outside class. The table above shows that the majority of students prefer working individually (60%) in contrast to (28.33%) of the informants who respond with 'In Pairs'. From the whole participants just two students respond with 'In groups'. However five students do not provide any.

Item 22: When your teacher of Written Expression assesses your work, does he give feedback?

    a- Always
    b- Sometimes
    c- Never

Options	A	B	C	N.A
Number	5	41	8	6
Percentage	8.33	68.33	13.33	10

Table.3.51. Teachers' Feedback
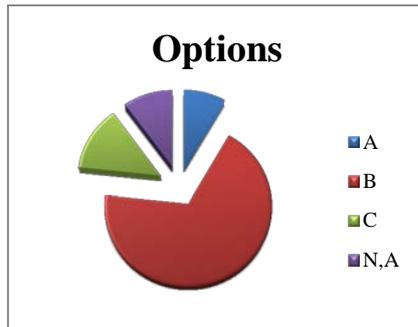
Figure.3.48. Teachers' Feedback

A look at the table shows that the majority of the students (68.33%) respond by 'Sometimes' that indicate that their teachers sometimes assess and give feedback. Other respondents (13.33%) answer with 'Never'; they do not get any feedback from their teachers. (8.33%) of the informants tell 'Always'. Six students do not give any answer.

Item 23: How does your teacher of Written Expression assess your work, does he?

a- Provide the correct form
b- Show the mistakes using symbols
c- Just cross the mistakes parts

Options	A	B	C	N.A
Number	20	15	17	8
Percentage	33.33	25	28.33	13.33

Table.3.52. the Way Teachers Correct
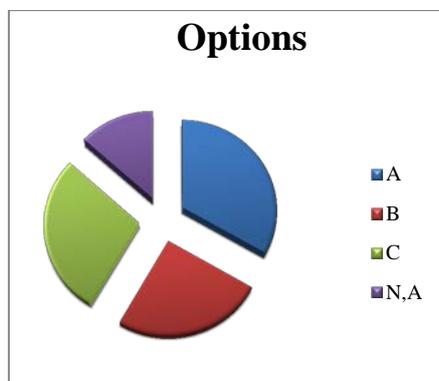
Figure.3.49. the Way Teachers Correct

Table 3.52 expresses students' responses of the way teachers provide feedback. (33.33%) of the informants select 'A' which means that their teachers allow time for them to correct their products by themselves. However, (28.33%) of the respondents choose 'C'; their teachers use both ways. And (25%) their classmates correct their mistakes. (13.33%) of the informants do not provide any response.

Item 24: Does your teacher of Written Expression allow time to?

a- Correct yourself
b- Your classmates to correct you
c- Use both ways

Options	A	B	C	N.A
Number	20	10	24	6
percentage	33.33	16.66	40	10

Table.3.53. the Way of Correction
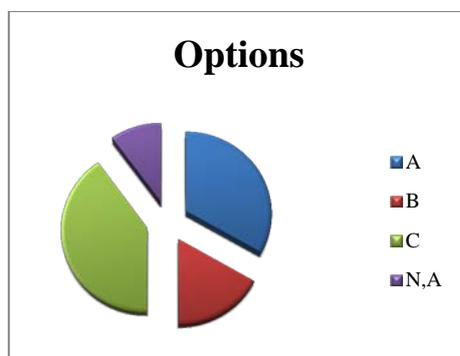
Figure.3.50. the Way of Correction

Results of table 3.53 summarize students' responses about the process of correction applied by the teacher in the class. Therefore, for the choice 'C' (use both ways) the percentage recorded is (40%) and (33.33%) of answers indicate that their Written Expression teachers allow time to correct their mistakes by their own. However, (16.66%) they get corrected by their classmates. Six students do not provide any answer.

Item 25: How often does your teacher of Written Expression encourage peer-assessment?

a- Usually
b- Sometimes
c- Never

Options	A	B	C	N.A
Number	13	33	8	6
Percentage	21.66	55	13.33	10

Table.3.54. Frequency of Teacher Encouragement
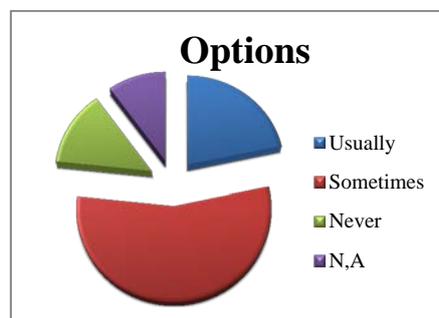
Figure.3.51. Frequency of Teacher Encouragement

The figure 3.51 shows the teachers' of written expression frequency of peer assessment encouragement. (13.33) of the informants tell that their teachers never encourage peer assessment. Whereas, (21.66%) respond with 'Usually' that means their teachers of written expression usually engage peer assessment, in contrast, (55%) of the participants respond by 'Sometimes'. Only six students do not provide any answer.

Item 26: Does your teacher raise your awareness towards the skills cooperative pair work?

a- Yes
b- No

Options	Yes	No	N.A
Number	37	18	5
Percentage	61.66	30	8.33

Table.3.55. Students' Awareness of Cooperative Work
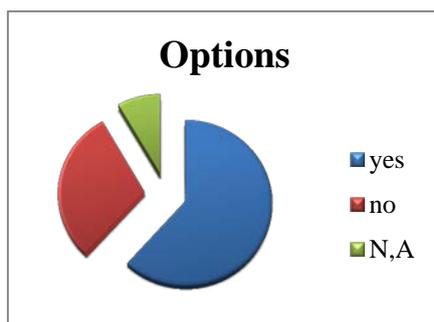
Figure.3.52. Students' Awareness of Cooperative Work

The aim of this question is to see whether teacher raise students' awareness of cooperative pair work. The majority of the respondents (61.66%) select 'Yes' and that means their teachers increase their' awareness of the impact of cooperative pair work on their skills. (30%) of the informants respond with 'No 'and five students do not answer.

Item 27: Do you think that cooperative pair work helps you improve your writing skills?

a- Yes
b- No

Options	Yes	No	NA
Number	44	11	5
Percentage	73.33	18.33	8.33

Table.3.56. Students' Opinion towards Cooperative Pair Work
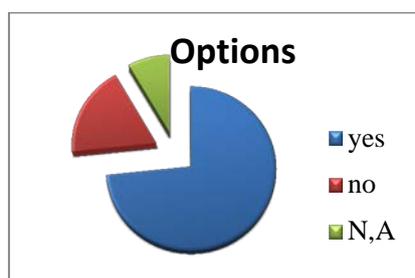
Figure.3.53. Students' Opinion towards Cooperative Pair Work

The greatest number 44 of students which translates (73.33%) thinks that cooperative pair work would improve their writing skills. Also the table shows that (18.33%) of informants do not think that pair work could enhance their writing skills. Only five participants do not provide any answer

Item 28: Do you face problems working in pairs?

a- Yes
b- No

Options	Yes	No	N.A
Number	26	29	5
Percentage	43.33	48.33	8.33

Table.3.57. Pairs' Problems
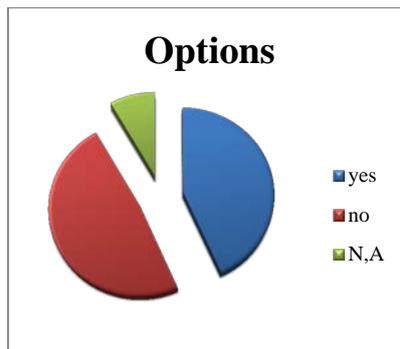
Figure.3.54. Pairs' Problems

In the results illustrated in the Figure 3.54, it is clear that near the half of whole respondents do not face any issues working in pairs (48.33%). It is surprising that (43.33%) tell that they face problems working in pairs. Five out of sixty respondents do not provide any.

Item 28: How often does your teacher correct your mistakes?

a- Always
b- Often
c- Sometimes
d- Rarely
e- Never

Options	A	B	C	D	E	N.A
Number	16	13	22	2	2	5
Percentage	26.66	21.66	36.66	3.33	3.33	8.33

Table.3.58. Frequency of Teachers' Correction
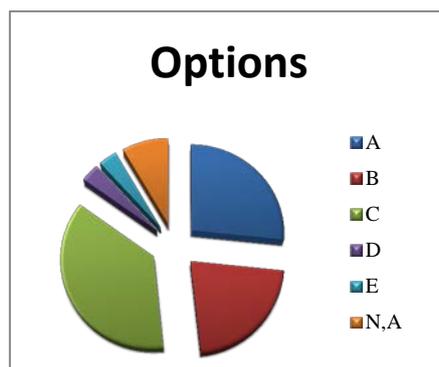
Figure.3.55. Frequency of Teachers' Correction

This item is intended to determine teachers' correction frequency. The figure 3.55 indicates that the highest percentage (36.66%) of informants' responses is 'Sometimes' (teachers correct their students' mistakes). And about (26.66%) respond with 'often' in comparison to those who respond with 'Rarely' (3.66%) and the same percentage with those who choose 'Never' (3.66%). Five out of sixty avoid responding to this question.

3.3. Discussion of the Results

Results collected from teachers' questionnaire reveal that although our written expression teachers are less than thirty five (35) years old they are experienced teaching the module (see table 3.1). Only one teacher has less than one year of teaching writing. Moreover, the majority have magister degree, but (40%) of them are teaching as a part- time teachers (see table 3.3). Teachers have diverse views about used techniques with writing classes (see table 3.7). They think that given feedback could help their writing classes' improvement and they justify (see table 3.8 and 3.9). Besides, written expression teachers encourage peer assessment process as well as (50%) think that of their students are motivated through the process (see table 3.11). They tell that they always interested with providing feedback but in different ways depending on the objectives and purposes (see table 3.13 and 3.14).

But what is surprising is that they do not advocate peer assessment technique to teach writing via E-mails (see table 3.14) so claim that: "E-mails, though are good ways to exchange ideas, but surely are not enough to replace real setting of writing"

(T5, see table 3.17). However, (50%) of the teachers agree on the idea that raising students' awareness of using peer assessment through E-mails could enhance their writing abilities (see table 3.18); they say "It will be an opportunity to integrate ICT tools and the writing processing that foster writing and makes it not restricted to classroom setting" (T3, see table 3.19).

They add, peer assessment via E-mails cannot be considered as crucial component of good writing (see table 3.20) and they stated "The classroom can be the most crucial but this technological tool can help perhaps student creative writing" (T3. See table 3.21). Even though they think as the latter idea demonstrated, they claimed that much integration of E-mails could enhance students' writing abilities and marks as well (see table 3.23 and 3.24). Concerning teachers' guidance, (40%) of them state that they control their students' written production via E-mails (see table 25) and they rarely check their students exchange products via E-mails (see table 3.28). As with students, they sometimes respond to their teacher's comments (see table 3.29).

If we have a look at the different answers provided by students through the submitted questionnaire we notice that various aspects concerning students' attitudes and beliefs about the usefulness of peer assessment interaction among EFL students via written communication tools mainly E-mails to ameliorate their writing abilities. Also, we can clearly observe that in our university the highest percentage of students are females. Also the majority of them have been studying English for two years and that means they are in situation that allows them to build their language reservoir. In addition the majority of learners use internet but just (48.33%) got it at home. Almost the majority of them use E-mails but they get conflicted on the frequency, reasons and even their connectors. Also we observe that they prefer Arabic as it is their mother tongue. Students feel the need of writing and posting in English via E-mails. Normally, they like reading their peers' judgments but their teachers never ask or give them the opportunity to practice such process. They have a positive view of peer assessment as an aid specifically through E-mails. But unfortunately they do not get teachers' feedback via E-mails since they sometimes encourage and provide feedback. Finally, Students claim that pair work via E-mails could help them to improve their writing.

Conclusion

Teachers' and students' questionnaires focused on several parts considering their personal information and awareness. We have concentrated more on teachers' competency and flexibility of their feedback and its effectiveness on students' writing achievement. And from students part we aimed at investigating whether they employ, interact and interest with this new issue. After collecting data, we conduct that all most the majority of students do not use such strategy, but that doesn't mean that they have a negative sight about; the reason lying behind this neglection would be lack of time, lack of motivation and self- confidence or lack of awareness in the instruction (teachers' part). We notice that teachers have a good attitude towards the process but they do not apply it for many reasons; such as, crowded classes, lack of time as it is mentioned before. For all these conditions it seems necessary for teachers to raise their students' responsibility of their own learning to develop their writing abilities easily.

General Conclusion and Recommendations

In any instruction, teachers and learners look for better performance of the four skills. Writing, as it is the most required skill in every matter of education, needs much focus and interest. Peer assessment is considered as one of the most successful sort of assessment to contribute to the learning process positively. Moreover, E-mails as new written communication means would be a bridge between peers for serious evaluation of well formed written productions. The process of controlling students' exchanges of products via E-mails and providing feedback comes with considerable merits. So, teachers need to be aware of their impact and motivation on their students' improvement through guiding them in such process.

The purpose of this work is to shed the light on the importance of peer assessment specifically through E-mails in developing learners' writing abilities also to investigate students' perception towards peer assessment via E-mails as new strategy in comparison to the traditional way of assessment. At the end, we give some recommendation about the effectiveness of peer assessment via E-mails to master writing for all students and mainly second-year students as a sample of this work.

The structure of this research is divided into three chapters. The first two chapters, summarize peer assessment as focused technique in writing and the significance of peer assessment via E-mails, indicate their importance, introduce some strategies for better use, and provide some types of assessment for more clarification. At the Basis of these considerations, we hypothesized that if peers interact with each other via- emails with the guidance of the teacher, they will increase their writing abilities.

After we have analyzed students and teachers questionnaires, we coined that the majority of teachers and learners are aware of peer assessment via E-mails could be good means to develop students' writing abilities. In addition, providing learners with tasks outside the classroom could be effective for learning writing. Learners like the idea of working in pairs because they feel more confident to make judgments since the process takes place outside the classroom without teachers' involvement. Unfortunately, many teachers still preserve the same ways of assessment and

feedback without taking into account students' preferences; thus, teachers should agree on the integration of E-mails as new ways of written communication.

This study leads us to recommend the following:

For the majority of EFL learners, cooperative learning techniques as peer assessment vary totally from the classical approaches they were involved with in their initial years of schooling. Peer assessment via E-mails as it is normally acknowledged is not a classroom technique. Therefore, students look at learning as a matter of memorization, and see the teacher as the only source of information, and simply take a receptive role by which they become passive receivers of teachers' feedback without any comment. Thus, peer assessment serves the role of organizing, facilitating and contributing to the learning task.

Peer assessment via E-mails as a new collaborative technique necessitates a strong cognitive requirements, skills in all aspects of learning, creative student reflection, the value of peer and even individual knowledge and experience, and a certain level of commitment. Thus, it is logical to integrate a range of tasks with the purpose of increasing interaction among peers via E-mails. Teachers should invite students to involve through series of writing practices such as writing essays, this could effectively motivate them for peer assessment integration.

It will be an amazing idea to make considerable and systematic efforts to practice peer assessment process through E-mails. Also it would be more appropriate to aid students to promote their learning in general and particularly writing abilities and competencies. To realize this objective, teachers would utilize a range of evaluative activities, such as home works, exposes or essays.

Students need to be taught how to work collaboratively and assess each other effectively. Each student will be responsible for his success and his peer success too. Therefore, each peer must not only learn to contribute but must also learn to accept the opposite peer's judgement. Particularly, teachers must make sure that the exchange of their students' works is well organized.

Peer assessment through E-mails must be taught in any instruction to complete teachers' teaching process and feedback. More drilling of peer assessment technique could be considered as a revision or preparation for effective planning of

lesson. Teachers should pay attention that their evaluated practices of peers' works need to be regular; consequently, students trust them and feel motivated to follow this process. By doing so, they will be able to perform comfortably, negotiate each others' products and consequently, they will get away from anxiety factors.

Summing up, written expression teachers should set award to students to motivate them integrate the process of peer assessment, they should organize competitions and arrange practices on certain issues to be evaluated.

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Appendices

Appendix 1: Teachers' Questionnaire

Appendix2: Students' Questionnaire

The Teachers' Questionnaire

Dear teachers,

  This questionnaire is a part of master degree dissertation entitled "peer assessment through e-mails in enhancing EFL writing abilities". It aims at finding out the teachers' awareness about such strategy as a technique used in developing writing ability.

I would appreciate your collaboration if you could fill in this questionnaire.
Please, tick (×) the appropriate answer or make a full statement when necessary

Thank you in advance for your collaboration.

Miss Zehani Ibtissem

Section One: General Information

1-Age: ………………………………………………………………………….

2- Degree or qualifications?

a- License ☐   b-Magister ☐   c-Doctorate / PhD ☐

3- Do you work at the English Department as?

a- Part-time teacher ☐   b-Full-time teacher ☐

4- How long have you been teaching English?

………………………………………………………………………………….

5- How long have you been teaching English at the university?

………………………………………………………………………………..

6- How long have you been teaching Written Expression at the university?

………………………………………………………………………………….

Section Two: peer assessment in writing

7. Which of the following techniques do you use most in writing classes?

a. Group work ☐   b. pair work ☐   c. individual work ☐

8. Do you believe that your feedback affects and improves your students' writing?

a- Yes ☐   b- No ☐

9-Please, justify………………………………………………………………………….
…………………………………………………………………………………………
…………………………………………………………………………………………

10. How often do you encourage peer -assessment?

a. Usually ☐   b. Sometimes ☐   c. Never ☐

11. When using peer assessment, do you think your students are?

a- Highly Motivated ☐   b- Motivated ☐

c-Less motivated ☐   d-Not motivated ☐

12. If it is possible to assess students' writing performance, do you want to:

a- Do it by yourself? ☐

b- Leave it to the students? ☐

c- Work in collaboration with the students? ☐

13. When your students write, how often do you assess and give feedback?

a- Always ☐   b- Sometime ☐   c- Never ☐

14- When responding to students' works do you:

a- Just underline the mistakes ☐

b- Correct the mistakes ☐

c- Write comments ☐

d- Use symbols ☐

e-Other: Please, specify: ………………………………………………………………

…………………………………………99……………………………………………..

15. While providing feedback do you allow time for students to?

a. Correct their mistakes?   ☐

b. Their classmates to correct them?   ☐

c. Use both ways?   ☐

Section Three: Peer Assessment through E-Mails

16. Are you an advocate of a peer assessment technique to teach writing via e-mails?

a- Yes   ☐   b -No   ☐

17. Please, justify…………………………………………………………

…………………………………………………………………………………..

18. Do you think that raising students' awareness of using peer assessment through e-mails could enhance their writing abilities?

a- Yes   ☐   b- No   ☐

19- Please, justify your answer ……………………………………..
………………………………………………………………………………….

20-Do you consider peer assessment via e-mails as a crucial component of good writing

a- Yes   ☐   b - No ☐

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

22. In your opinion to what extent do your students value the effectiveness of e-mails in learning writing?

a- Very much ☐   b- Much ☐   c-Little   ☐   d-Not important ☐

23. To what extent do you think t your students need more integration of e-mails in increasing their writing abilities?

a- So much ☐   b-Much ☐   c- Little ☐   d- Not at all   ☐

24. If you guide your students to reduce their problems with writing in pairs via e-mails, will this improve their grades (marks)?

a- Yes ☐   b -No ☐

25. Do you control your students' written production via e-mails?

a. Yes ☐   b. No ☐

26. If your answer is "yes", do you prefer?

a. Self-assessment ☐   b. Peer-assessment ☐

c. Teacher - assessment ☐   d. All of them ☐

27. When you hand in the students corrected works, do you

a. Ask them to correct their mistakes in class? ☐

b. Ask them to do that at home? ☐

c. Interact through e-mails? ☐

d. others ……………………………….

28. How often do you check if your students are exchanging activities via e-mails?

a. Always ☐   b. Often ☐   c. Rarely ☐   d. Never ☐

29. How often do your students respond to your comments via e-mails?

a- Always ☐

b- Very often ☐

c- Sometimes ☐

a- Rarely ☐

e- Never ☐

Thank you for your collaboration

Student' Questionnaire

Section One: **General Information**

1. Sex: ☐   a. Male ☐   b. Female ☐

2. How many years have you been studying English?

………………………………………………………………………………………

3. Do you use the internet?   Yes ☐   No ☐

4. Do you have the internet at home?   Yes ☐   No ☐

5. Do you use e-mail?   Yes ☐   No ☐

6. How much do you use e-mail?

A. Always ☐   B. Often ☐   C. Very often ☐

    D. Rarely ☐   E. Never ☐

7. Why do you use e-mail?

A. For pleasure ☐   B. To join a group of people ☐   C. Create a personal ☐
language

D. Create an atmosphere of freely communication ☐   E. For learning ☐

8. With whom do you communicate?

A. Your mates ☐   B. Your friends ☐   C. Your teachers ☐

D. Foreigners ☐   E. Others ☐

9. Which language do you use for e-mails?

A. English ☐   B. French   C. Arabic ☐   D. Other ☐

 10. Do you feel the need for writing e-mail and posting in English?

        Yes ☐   No ☐

Section Two: E-Mails in Writing

11. Do you read your peer's judgement through e-mail?

Yes ☐   No ☐

12. How often does your written expression teacher ask you to work via e-mail in
pairs?

Always ☐   Often ☐   Rarely ☐   Never ☐

13. Do you feel that pair work helps you to?

A. Ask and respond to more questions? ☐   B. Learn to write different genres? ☐

C. Evaluate their peers' performance? ☐   D. Develop social skills for getting along with others? ☐

14. Do you think that peer assessment through e-mails helps you?

A. To learn to respect others correction ☐   B. To learn to express ☐ yourself

C. To learn how to write English correctly ☐   D. To learn how to write English fluently ☐

15 – Do you get teacher feedback in the writing process through e-mails?

Yes ☐   No ☐

16- Is it easy for you to interpret your peer's comments through e-mails?
Yes ☐   No ☐

17- Do you use assessment in writing through e-mails with your mates?

Yes ☐   No ☐

18. Does your teacher of Written Expression assess your work through e-mails?

Yes ☐   No ☐

Section Three: Writing and Peer Assessment

19. Do you write in English outside university?

  a. Yes. ☐   b. No ☐

20. If 'Yes', what type of writing?

A. Homework ☐   B. Letter ☐   C. E-mail ☐

21. Outside class, do you like writing?

A. Individually ☐   B. In pairs ☐

22. When your teacher of written expression assesses your work, does he give feedback?

A. Always ☐   B. Sometimes ☐   C. Never ☐

23. How does your teacher of written expression assess your work, does he?

a. Provide the correct form ☐   b. Show the mistakes using symbols ☐
   c. Just cross the mistaken parts ☐

24. Does your teacher of written expression allow time to?

a. Correct yourself? ☐   b. Your classmates to correct you? ☐   c. Use ☐
both ways?

25. How often does your teacher of written expression encourage peer -assessment?

a. Usually ☐   b. Sometimes ☐   c. ☐
Never

26. Does your teacher raise your awareness towards the skills of cooperative pair work?

   A. Yes ☐   B. No ☐

27. Do you think that cooperative pair work helps you improve your writing skills?

   a. Yes ☐   b. No ☐

28. Do you face problems working in pairs?

   Yes ☐   No ☐

29. How often does your teacher correct your mistakes?

a- Always ☐   b- Often ☐ c- Sometimes ☐   d- Rarely ☐   e-Never   ☐

THANK YOU FOR YOUR COLLABORATION

ملخص

في الآونة الأخيرة، ومع تحولات طرق تقييم الكتابة من التقليدية إلى الأساليب الحديثة، كونها تسهل عملية التعلم وتوفير الكثير من الوقت والجهد، الذي يسبب عادة عقبات للطلبة، يمكن للطلاب الحصول على فرص أفضل لإتقان مهارة الكتابة، وذلك من خلال تبادل التقييم بين الطلبة. الهدف الرئيسي من هذا البحث هو استكشاف وعي الطلبة حول استخدام هذه التقنية (تقييم الأقران) باستخدام رسائل البريد الإلكتروني في فرع اللغة الإنجليزية في قسم اللغات الأجنبية بجامعة محمد خيضر، بسكرة. مع تبصرة الأسانذة و الطلبة حول فعالية و مزايا استراتيجية تقييم الأقران عن طريق رسائل البريد الإلككتروني من حيث أنها وسيلة جديدة من وسائل التقييم في التعليم، ولها الدور الهام في تعزيز قدرات الكتابة عندالطلبة . ولقد افترض بأنه: إذا طبق الطلاب تقييم الأقران من خلال رسائل البريد الإلكتروني مع إرشادات الأساتذة، سوف يتم تحسين قدراتهم الكتابية. وعلى هذا الأسس طرحت بعض الاسئلة وهي: هل يمكن لتقييم الكتابة عبر رسائل البريد الإلكترونية المساهمة في تحسين مهارة الطلاب الكتابية ؟ ما الطريفة التي يفضلها الأساتذة لتصويب الطلبة (التصحيح)؟. ولتحقيق هذه الأهداف، اعتمدنا على استبيانين موجهين لطلبة السنة الثانية LMD وأساتذة مقياس التعبير الكتابي في قسم اللغات الأجنبية بجامعة بسكرة. أظهرت نتائج الإسبيانات ان الطلبة يفضلون تقييم الأقران لكنهم يلجؤون إليها أحيانا٬ لحقيقة مفادها ان لديهم العديد من المقاييس التي يجب تغطيتها. كما اشارت استجابات الأساتذة أنهم معجبون بفكرة تقييم الأقران ولكنهم للاسف يفضلون التصحيح المباشر ولهن العديد من الأسباب الكامنة وراء ذلك، كون ان كل من الأساتذة و الطلبة ليسوا مستعدين لتطبيق هذه الطريقة، بل يفضلون التمسك بالطريقة التقليدية. لذلك نقترح أنه يجب على الأساتذة أن يأخذوا بعين الإعتبار طريقة تقييم الأقران عن طريق رسائل البريد الإلكتروني ودمجه في مقياس التعبير الكتابي.