The People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Branch of English

Evaluating Foreign Learners' Written Production

in The Process Approach

Case Study: First Year Students at the department of Biskra University

Dissertation Submitted in Partial Fulfillment of the Requirements for

The Master Degree in Language Sciences

Candidate   **supervisor**

Zebila Meriem   Mr. Segueni Lamri

Board of Examiners:

- Mr. Segueni Lamri

- Mr. Bechar Maamar

- Mr. Elhamel Lamjad

June 2015

Dedication

In the Name of Allah, Most Gracious, Most Merciful

All the Praise is due to Allah Alone, the Sustainers of all the worlds

This work is dedicated to:

The most important person in my life: my mother

For her love and support and to the memory of my father deceased

My brothers: Brahim, Rachid, Hamza and Abd alwahab

My sisters: Yamina, Fatima, Zenib.

All my family and friends.

Acknowledgements

My greatest gratitude goes to my supervisor, Mr, Segueni Lamri for

his constant help, precious suggestions and valuable advice.

I am indefinitely indebted to my mother who devoted all her work for me during the preparation of his work. God bless her now and forever.

I also wish to thank Mr. Bechar Maamar and Mr. Elhamel Lamjed for being so kind to read and examine my study.

I am also grateful to thank all teachers' who have helping me and collaboration in the answering of the questionnaire.

I will not forget, to express my gratitude to all the students who have kindly accepted to cooperate, without whom, this work would not have been possible.

ABSTRACT

Evaluating students' piece of writing is a notably regular activity for EFL teachers do in their classes. Nonetheless, applying fairness while evaluating students writing is seemingly a difficult task since writing, in essence, requires skillful teachers and learners to be involved. In view of this, most EFL teachers prove to misjudge and prejudge their students writing. This study aims at highlighting how process approach work. By putting much emphasis on the different stages that learners go through as a process in order to overcome the weaknesses they face and ensure valid and reliable results of students' progress and students' quality of writing. Furthermore, teachers need to practice different techniques in assessing writing because it helps them in improving students writing especially when using the process approach. The method of this research work is descriptive. That is, it aims to describe two variables: evaluation and writing process. The data is gathered through questionnaire in order to check the hypothesis of this study which is: if learners' written production is efficiently evaluated throughout the steps of the process approach students their writing skill will develop. For that purpose, we will administrated a questionnaire to first year students and to just few teachers of written expression module at Department of Foreign language, at Mohamed Kheider University. It also includes discussion for each questionnaire for students and for teachers. Thus, the results have shown that evaluation is necessary to make clear judgment of student's piece of writing especially in the process approach. In addition to that, this investigation confirmed that the process approach is a significant tool to improve students writing ability. So, on the light of this conclusion the established hypothesis has been corroborated.

.

List of Tables

List of Figures

Table of Contents

General Introduction

Writing is one of the basic language skills for student's to improve and develop especially in English as Foreign Language, because it gives them the opportunity to express and explore their ideas, thoughts, and to assess the claims of other people. The idea is that, students' write better if they feel personal rights towards, and have interest for, what they write, since there are others who face difficulties in starting an idea. Writing is mostly used to examine learner's performance by enabling the student to translate his ideas and crystallize his views within the context of language. It also involves the mental activity which is the most important part in the writing process. Therefore, the writing process is a good phase for students' by helping them to get a successful product, by follow some steps in order to make students feel satisfied for their marks. Moreover, the teachers' role in evaluating students' written production has a crucial importance in educational process, because evaluation based on gathering information to draw conclusions and make new prediction, sometimes these decisions are about students, but more often are about instruction. Evaluation has often become an exercise for correcting and justifying a piece of writing rather than practice a useful feedback of students writing. Consequently, evaluating student's writing process needs a great attention to develop because writing it is considered as the most difficult and complex one to be acquired or taught.

Background of the Study

The ability to write is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional setting (Myles, 2002). Writing plays a vital role not only in conveying information, but also in transforming knowledge to create new knowledge. It is the central importance for students' in academic, second and foreign language programmers throughout the world. For this reason, most teachers need to teach and learn the writing approaches. The most familiar one is the process approach which is a series of steps to help students' to write a piece of information. In addition to that, the writing process provides learners opportunity to reflect, discuss, analyze and evaluate their experiences individually, in pairs or with the teacher. Consequently, Ur (2002) claims that the writing process is the starting point for developing students' writing abilities, teachers must recognize that students' need a range of writing experiences to develop as writers: "you learn to write through writing…one of our main tasks then, as teachers, is to get our students' to write a lot, thinking, as they do so and learning from their own experience." (as cited in Mohammad, 2011, p.169) Indeed, Feenstra (2012)

believed that writing as a productive ability can be assessed only through students' performance on task, giving rise to concern in reliability and validity of writing.

Thus, teachers nowadays are looking for establishing ways of making decisions that are hopefully useful for the learners and can be a great help in collecting information for their evaluation. For that, any evaluation should be based on the instruction from teacher and performance of the student on objectives. Moreover, teachers found that if evaluation is not planned along with instruction, the time for assessment activities will most likely not be available (Genesee, Upshur, 1996). Furthermore, without an effective evaluation program it is impossible to know whether students' have learned, whether teaching has been effective, or how best to address student learning needs (Soard, 2011). As matter of fact, Aruna (Oct29, 2013) indicated that choosing an evaluation design based on a framework of model like: questionnaire, observation, checklist, attitude scale and so on. Those instruments must use as comprehensive, time efficient, valid and reliable…. for learning process. Hence, evaluation is equally fundamental writing process, and writing assignments frequently ask us to make and defend value judgments.

Aims of Study

The aim of this study is to shed light on evaluating foreign learners' written production in the process approach. Firstly, since many learners have difficulties to manage writing coherently and accurately, it is our belief that the mastery of writing requires an understanding of how writing process works, by emphasizing not only on the product, but also the different stages that the learners go through as a process. Secondly, we will try to check whether the techniques used by teachers in assessing writing really help in improving student's writing ability when using the process approach. Thirdly, teachers need to help students to overcome the weaknesses they can face in writing and ensure valid and reliable indicators of student's progress and the student's quality in writing. Thus, evaluation should seem reasoned and unbiased in order to establishing clear judgments of the product later on.

Statement of the Problem

Most English students in the Department of Foreign Languages at Mohammed Kheider University believe that writing is the most difficult skill to acquire i.e. students, still have problems with this skill. Thus, evaluating student's piece of writing is a big challenge for teachers to obtain especially in the process approach because evaluating student writing is to read what students have written and judge how well they have respond to the assignment. Therefore, teachers should use different aspects of writing ability require

different assessment methods. So, developing students writing proficiency requires overcoming these obstacles and provide appropriate method of increasing those opportunities of student's to master this skill easily.

Research Question

This research work seeks to show the relationships between evaluation and students' writing production, precisely in the process approach. For this purpose, many questions have been formulated:

- To what extent is the role of the teacher's evaluation effective in the students' progress in writing process?

Hypothesis

Throughout our research we will adopt the following hypothesis:

- If learners written production is efficiently evaluated throughout the steps of the process approach their writing skill will develop.

Research Methodology

Throughout the present study we will attempt to verify our hypothesis that is the effect of evaluating students writing process. We believed that the most suitable method is descriptive by using two main tools.

First, a questionnaire will administrated to teachers, particularly teachers of written expression module; the second questionnaire will be directed to first year students' of Department of Foreign Languages at Mohamed Kheider University of Biskra in order to show their attitudes and appreciation towards evaluating in writing, more precisely in the process approach.

Our sample consists of (50) participants for first-year students' of the Branch of English. For teachers, we limited or sample of teacher's of written expression module.

Structure of the Study

Our research consists of three chapters. The two first chapters are concerned with the theoretical background of our topic. The last chapter is devoted for the questionnaire.

The first chapter will be devoted to evaluation and its most important elements. It includes the introduction, definition of the evaluation, types of evaluation, evaluation models. It also deals with the steps in students' evaluation, characteristics of good evaluation. Then, the importance of evaluation and finally conclusion.

In the second chapter we will have introduction, definition of writing, the writing process, and the writing stages. Then, it also includes how to evaluate student writing and finally assessing writing to ensure simplicity and coherence.

The last chapter is devoted for the questionnaire. It provides a detailed analysis of both teachers and learners questionnaires. It will help us to see whether the results go in the same direction of our hypothesis.

15

Chapter one

Evaluation and Its most important elements

Chapter One: Evaluation and Its most Important Elements

1.1. Introduction

In this chapter, we will deal with general issues about evaluation; definition of evaluation, the types and evaluation models. Then, we will discuss the steps of student evaluation and the characteristics of good evaluation and answering the questions why evaluation is important? (Outcomes and Purposes).

1.2. Definition of evaluation

In very general terms, evaluation means the same as testing, and that while students are being tested evaluation is taking place. However, testing is only one component in the evaluation process. Rea-dickens and Germaine (1992) considered evaluation as an intrinsic part of teaching and learning. It is important for the teacher because it can provide a wealth of information to use for future direction of classroom practice, for the planning of courses, and for the management of learning tasks and students. Indeed, in the past evaluation has been associated with less than positive or clearly negative experiences. They also argued that evaluation is not restricted to the context of education in which we make judgments about whether something is good or bad, acceptable or unacceptable; it is a part of everyday life.

According to Bachmann (1990) and Turner (1991) stated that evaluation is defined as the systematic attempt to gather information in order to make judgments or decisions. As such, evaluative information can be both qualitative and quantitative in form, and can be gathered through different methods such as observation or the administration of pencil-paper tests (as cited in lynch K, 1996).

Evaluation then, is a natural activity; something that is very much part of our daily existence. It is something that can be very formal or informal. It is also something that may not always be made explicit but may actually be undertaken unconsciously. Further, as Row tree (1977) points out, speakers are constantly responding to what they take to be the emerging attitudes and understanding of other people, and deciding what to say in consequence. Making evaluative judgments is therefore of social life, but evaluation is not always something that we do in a principled and systematic way. The criteria we use in making judgments may sometimes be vague and ill-defined.

According to worthern and sanders (1998) it is a fact that there is no widely argued upon definition of evaluation, while some educators relate with measurement, the others define it as the assessment of the extent to which specific objectives has been attained.

Some view evaluation as primarily scientific inquiry, whereas others argue that it is essentially the act of collecting and providing information to enable decision-makers to function effectively (as cited in Tunç, 2010). Similarly, Trochim (2006) stated that evaluation is the systematic acquisition and assessment of information to provide useful feedback about some object. In addition, Soad (2011) asserted that evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgments and/or decisions based on the information collected. There are several judgment methods that are used for evaluation during this determining process, these are mainly determining standards for judging quality and deciding those standards should be relative or absolute. Though it can be said that evaluation refer to small-scale activities which involves basically a teacher and his or her students, it can be also refer to large-scale studies which involves many schools and teachers. For that, it becomes crucial that careful though is given to make explicit what it is we are evaluating, and the criteria by which we judge whether something is 'very good', 'adequate', or 'inadequate' must be clearly identified.

Accordingly, Genesee and Upshur (1996) evaluation is a purposive activity that includes the collection of relevant information, interpretation of that information, and making decisions about teaching and learning which includes a range of activities such as : observation, worksheets, essays, presentation, group work, performances and more traditional forms of test. In other words, evaluation is a series of activities that are designed to measure the effectiveness of the teaching-learning system as whole. We are already familiar with the fact that the teaching-learning process involves interaction of three major elements that mean: objectives, learning experiences and learner appraisal.

The evaluation of students is the responsibility of the teacher providing instruction. The role of the provincial government should be to facilitate teachers in carrying out their professional responsibility.

1.3. Types of evaluation

When we speak of the types of evaluation, we are referring to the different processes, products and persons subject to evaluation. These include student, curricula, schools, schools systems, large populations, special programs or projects and personnel. What differs is what is being evaluated, how the evaluation process is applied and the types of decision made (Osman, 2010). So, there are several types of evaluations depending on the object being evaluated and the purpose of evaluation. Perhaps the most basic distinction in evaluation types is that between diagnostic, formative and summative.

1.3.1. Diagnostic evaluation: it is a test (assessment) used after a period of time in which the students were taking a rest to check their weakness at the beginning of the term, the year (lesson) in order to put the starting point and the ending line in order to determine the percentage of education acquirement of information, capacities and competencies as well as monitoring the potential to achieve the objectives type of evaluation is a lesson so as to evolve the level of the class. So this type of evaluation is a discovery of the short comings and obstacles which lead to the appropriate choice of the efficient solution. In brief, diagnostic evaluation provides information essential to teachers in designing appropriate programs for all students.

1.3.2. Formative evaluation: it refers to evaluation taking place during the program or learning activity. It is conducted while the event to be evaluated is occurring and focuses on identifying the progress towards purposes, objectives, or outcomes to improve the activities, course, curriculum, program or teaching and student (Aruna, 2013). The purpose of formative evaluation is to validate or ensure that the goals of the instruction are being achieved and to improve the instruction if necessary by means of identification and subsequent remediation of problematic aspects (Weston, Mc Alpine and Bordonaro, 1995).

It is apparent that formative evaluation provides data to enable on-the-spot changes to be made where necessary. In brief, formative evaluation is conducted during the operation of a program to provide program directors evaluate information useful in improving the program. For example, during the development of a curriculum package, formative evaluation would involve content inspection by experts, pilot tests with small numbers of children and so forth. Each step would result in immediate feedback to the developers who would then use the information to make necessary revisions (Tunç, 2010).

In general, formative evaluation uses it to monitor students learning to provide ongoing feedback that can be used by instructors to provide their teaching and by students to provide their learning. More specifically, formative evaluation:

- Helps students identify their strengths and weaknesses and target areas that need work.
- Helps faculty recognize where students are struggling and address problems immediately (Pasha, 2014).

1.3.3. Summative evaluation: examine the effects or outcomes of some object. The summative evaluator's function is not to work with the staff and suggest improvements while the program is running but rather to collect data and write a summary report showing what program looks like and what has been achieved. Moreover, summative evaluation

occurs most often at the end of a unit. The teacher uses summative evaluation to determine what has been learned over a period of time, to summarize students' progress, and to report to students, parents and educators on progress relative to curriculum objectives (Soad, 2011). The purposes of this type of evaluation are to determine whether or not overall goals have been achieved and to provide information on performance for an individual student or statistics about a course or program internal or external accountability purposes. Grades are the most common form of this type. Furthermore, summative evaluations are often high stakes, which means that they have a high point value. Examples of summative evaluations include:

- A midterm exam

- A final project

- A paper

(Pasha, 2014).

Generally, educators claimed that the most important in evaluation fall into one or two categories: formative or summative. It is fact that both are essential because decisions are needed both during the development stages of a program to improve and strengthen it and again when it has stabilized to judge its final worth or determine its future. The aforementioned differences between the two are summarized in table 1.

Table1. Differences between Formative and Summative Evaluation

Basis for Comparison	Formative Evaluation	Summative Evaluation
Purpose	To improve the program	To certify program utility
Audience	Program administrator and staff	Potential consumer
Who should do it?	Internal evaluator	External evaluator
Major characteristics	Timely	Convincing
Measures	Often informal	Valid / reliable
Frequency of data collection	Frequent	Limited
Sample size	Often small	Usually large
Questions	What's working? What needs to be Improved? How can it be improved?	With whom? At what cost? With what training?

Educational Evaluation: Alternative Approaches and Practical Guidelines by Blaine R. Worthern and James R. Sanders (1987).

According to Trochim (2006) within the categories of formative and summative, there are different types of evaluation:

Formative evaluation includes several evaluation types:

- **Needs assessment** determines who needs the program, how great the need is, and what might work to meet the need.

- **Evaluability assessment** determines whether an evaluation is practical and how stakeholders can help shape its worth.

- **Structured conceptualization** helps stakeholders define the program or technology, the target population, and the possible outcomes.

- **Implementation evaluation** monitors the reliability of the program or technology delivery.

- **Process evaluation** investigates the process of delivering the program or technology, including alternative delivery procedures.

Summative evaluation can also be subdivided:

- **Outcome evaluations investigate** whether the program or technology caused demonstrable effects on specifically defined target outcomes.

- **Impact evaluation** is broader and assesses the overall or net effects -- intended or unintended -- of the program or technology as a whole.

- **Cost-effectiveness and cost-benefit analysis** address questions of efficiency by standardizing outcomes in terms of their dollar costs and values.

- **Secondary analysis reexamines** existing data to address new questions or use methods not previously employed.

- **Meta-analysis integrates** the outcome estimates from multiple studies to arrive at an overall or summary judgment on an evaluation question.

Below is a figure depicting the different ways of formative and summative evaluation that can be utilized.
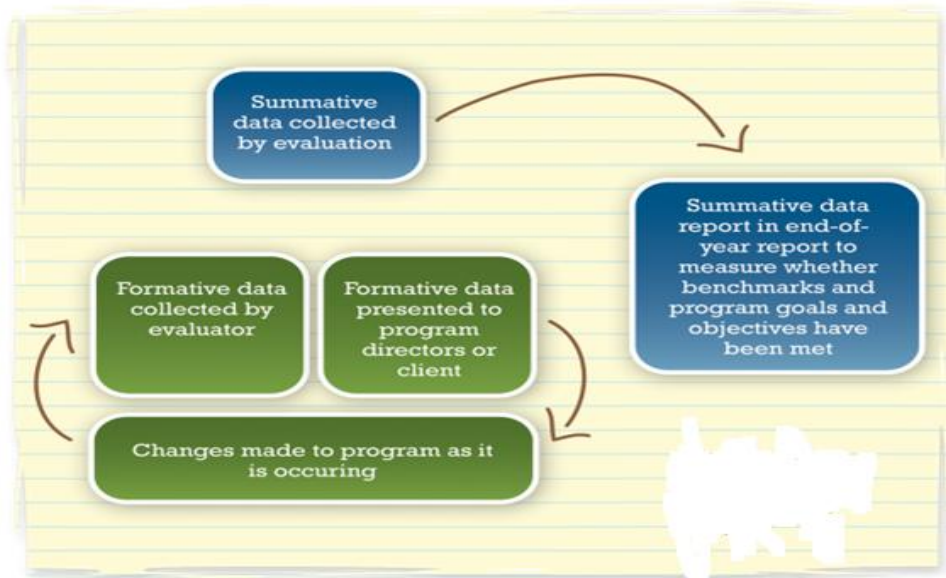
Figure 1: The different ways of formative and summative evaluation that can be utilized (Spaulding, 2008).

1.4. Evaluation models

Evaluation has a long history, which eventually lead to the use of various evaluation models by curriculum specialists. Evaluation models differ greatly with regard to curriculum evaluation approaches. The underlying reasons behind this variety of classifications are generally related to evaluators' diverse philosophical ideologies, cognitive styles, methodological preferences, values and practical perspectives. Due to this diversity in curriculum evaluation, it is not possible to come up with only one single mode. As Erden(1995) states, researchers can choose the most appropriate model in terms of their purposes and conditions during their curriculum evaluation models or they can develop a new one making use of the existing ones (as cited in Tunç, 2010).

Senders and Worthen (1998) classify the evaluation approaches under the categories of objectives oriented evaluation approach, management oriented evaluation approach, consumer oriented evaluation, expertise oriented evaluation approach and adversary or participant oriented evaluation approach.

Objectives- oriented evaluation approaches:

The distinguishing feature of an objectives-oriented evaluation approach is that the purposes of some activity are specified and then evaluation focuses on the extent to which those purposes are achieved.

Management- oriented evaluation approaches:

It's based on reason which is that evaluative information is an essential part of good decision making and that the evaluator can be most effective by serving administrators, policy makers, boards, practitioners and others who need good evaluative information.

Consumer- oriented evaluation approaches:

Independent agencies or individuals who take responsibility to gather information on educational or other human services products, or assist others in doing so, support the consumer-oriented evaluation approach. These products generally include: curriculum packages, workshops, and instructional media, in –services training opportunities, staff evaluation forms or procedures, new technology, software and equipment, educational materials and supplies, and even services to agencies.

Expertise- oriented evaluation approaches:

Expertise- oriented evaluation approach depends primarily upon professional expertise to judge an institution, program, product or activity.

Adversary- oriented evaluation approaches:

Refers to all evaluations in which there is a planned opposition in the points of view of different evaluators or evaluation teams.

Participant- oriented evaluation approaches:

Participant-oriented evaluation approach aims at observing and identifying all of the concerns, issues and consequences integral to human services enterprise.

1.4.1. Stufflebeam's context, input, process and product model

Stufflebeam is an "important proponent of a decision-oriented evaluation approach" designed to help administrators make good decisions (Wortherns, Senders 1998, p. 98). His approach to evaluation is recognized as the CIPP model. The first letters of each type of evaluation-context, input, process and product-have been used to form the acronym CIPP (context, input, process, and product), by which stufflebeam's evaluation model is best known.

This inclusive model considers evaluation to be a continuing process (Ornstein and Hunkins, 2004). Gredler suggests that the approach is based on two major assumptions about evaluation. These assumptions are 1) that evaluations have a vital role in stimulating and planning change and 2) that evaluation is an integral

component of an institution's regular program. (Gredler, 1996) Thus, evaluation is not a specialized activity associated with original projects, and the CIPP perspective is not intended to guide the conduct of an individual study. The four evaluation dimensions and the relationship among each other are illustrated in the figure below:

Figure 2: The Four Evaluation Dimensions and the Relationship among each other
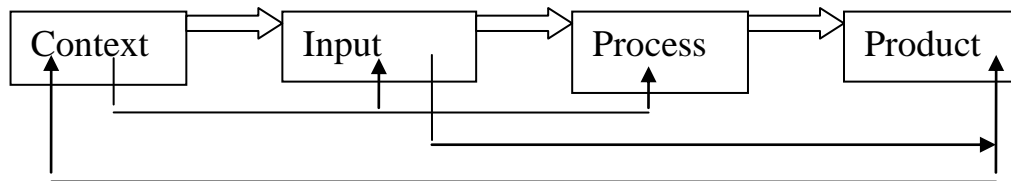
Evaluation as the process of delineating, obtaining and providing useful information for judging decision alternatives. These processes are executed for four types of administrative divisions each of which represents a type of evaluation. These evaluations may be conducted independently or in an integrated sequence (Gredler, 1996). They can be listed as follows:

 Planning decisions   - Context Evaluation

 Structuring decisions   - Input Evaluation

 Implementing decisions - Process Evaluation

 Recycling decisions to judge

 And react to program attainments - Product Evaluation

1.4.1.1. Context Evaluation

Context Evaluation involves studying the environment of the program. Its purpose is to define the relevant environment, describe the needs and the actual conditions' pertaining to that environment, focus on unmet needs (Tunç, 2010). And missed opportunities and diagnose the reason for unmet needs. Determining what needs is to be addressed by a program helps in defining objectives for the program (Tunç, 2010). "The results of a context evaluation are intended to provide a sound basis for either adjusting or establishing goals and priorities and identifying needed changes" (Stufflebeam and Shinkfeld, 1985, p. 172). One suggested use of context evaluation is a means for a school district to communicate with the public to achieve a shared understanding of the district's strengths, weakness, needs, opportunities and pressing problems. Other uses are to convince a funding agency of the worth of a project, to develop objectives for staff developments, to select schools for priority assistance and to help parents or advisers focus on developmental areas requiring attention (Gredler, 1996). Context evaluation is a really a

situational analysis – a reading of the reality in which the individuals find themselves and an assessment of that reality in light of what they want to do. This diagnosis stage of evaluation is not a one-time activity. It continues to furnish baseline information regarding the operations and accomplishments of the total system (Tunç, 2010).

1.4.1.2. Input Evaluation

The second stage of the model, input evaluation is designed to provide information and determine how to utilize resources to meet program goals. Input evaluators assess the school's capabilities to carry out the task of evaluation; they consider the strategies suggested for achieving program goals and they identify the means by which a selected strategy will be implemented. Input evaluates specific aspects of the curriculum plan or specific components of the curriculum plan. It deals with the following questions: Are the objectives stated appropriately? Are the objectives congruent with the goals of the school? Is the content matching with the goals and objectives of the program? Are the instructional strategies appropriate? Do other strategies exist that can also help meet the objectives? What is the basis for believing that using these content and these instructional strategies will enable educators to successfully attain their objectives? (Tunç, 2010).

An important component of this analysis is to identify any barriers or constrains in the client's environment that may influence or delay the operation of the program. In other words, the purposes of Input Evaluation is to help customers consider alternative in terms of their particular needs and conditions and to help develop a practical plan for them (Stufflebeam and Shinkfeld, 1985).

1.4.1.3. Process Evaluation

The focus of process evaluation is the performance of a program or strategy. The main purpose is to provide feedback about needed modification if the implementation is insufficient. That is, are program activities on schedules? Are they being implemented as planned? Are available resources being used efficiently and do program participants accept and carry out their roles? (Stufflebeam and Shinkfeld, 1985). In addition, "process evaluation should provide a comparison of the actual implementation with the intended program, the costs of the implementation, and participant's judgments of the quality of the effort" (Stufflebeam and Shinkfeld, 1985, p. 175). Process evaluation includes three strategies. "The first is to detect or predict defects in the procedural design or its implementation strategy, the second is to provide information for decisions and the third is to maintain a record of procedures as they occur". This stage, which includes the three strategies, occurs during the implementation strategy of the curriculum development. It is a

piloting process conducted to debug the program before district-wide implementation. From such evaluation, project decision makers obtain information they need to anticipant and overcome procedural difficulties and to make decisions (Tunç, 2010).

Although the main purpose is to provide feedback on the extent of implementation, process evaluation can fulfill two other functions. They are 1) to provide information to external audiences who wish to learn about the program and 2) to assist program staff, evaluators, and administrators in interpreting program outcomes (Gredler, 1996).

1.4.1.4. Product Evaluation

The primary function of product evaluation is "to measure, interpret, and judge the attainments of a program" (Stufflebeam and Shinkfeld, 1985, p. 176). Product evaluation, therefore, should determine the extent to which identified needs were met, as well as identify the broad effects of the program. The evaluation should document both intended and unintended effects and negative as well as positive outcomes (Gredler, 1996). The primary use of product evaluation is to determine whether a program should be continued, repeated and/or extended to other settings (Stufflebeam and Shinkfeld, 1985). However, it should also provide direction for modifying the program to better serve the needs of participants and to become more cost effective. Finally, product evaluation is an essential component of an "accountability report" (Stufflebeam and Shinkfeld, 1985, p. 178). At this stage, product evaluation helps evaluators to connect activities of the model to other stages of the whole change process (Tunç, 2010).

As a logical structure for designing each type of evaluation, Stufflebeam proposed that evaluation follow these steps:

A. Focusing the Evaluation

   1. Identify the major level(s) of decision making to be served, for example, local, state or national.

   2. For each level of decision making, project the decision situation to be served and describe each one in terms of its locus, focus, critically, timing, and composition of alternatives.

   3. Define criteria for each decision situation by specifying variables for measurement and standards for use in the judgment of alternatives.

   4. Define policies within which the evaluator must operate.

B. Collection of Information

   1. Specify the source of the information to be collected.

2. Specify the instruments and methods for collecting the needed information.

3. Specify the sampling procedure to be employed

4. Specify the conditions and schedule for information collection.

C. Organization of Information

1. Provide a format for the information that is to be collected.

2. Designate a means for performing the analysis.

D. Analysis of Information

1. Select the analytical procedurals to be employed.

2. Designate a means for performing the analysis.

E. Reporting of Information

1. Define the audiences for the evaluation reports.

2. Specify means for providing information to the audiences.

3. Specify the format for evaluation reports and/or reporting of sessions.

4. Schedule the reporting of information.

F. Administration of Evaluation

1. Summarize the evaluation schedule.

2. Define staff and resource requirements and plans for meeting these requirements.

3. Specify means for meeting policy requirements for conduct of the evaluation.

4. Evaluate the potential of the evaluation design for providing information is valid, reliable, credible, timely, and pervasive (i.e. will reach all relevant stakeholders).

5. Specify and schedule means for periodic updating of the evaluation design.

6. Provide a plan for the total evaluation program.

(as cited in Tunç, 2010, p. 100)

1.5. Steps in student's evaluation

What is student evaluation?

The main reason teachers **evaluate** is to find out what students have learned- the outcome the instruction. This information is used in two ways: first to inform the teacher

about their teaching and what needs to be taught next and second, to make a judgment about how well students have learned the knowledge or skill being taught. Consequently teachers gather information about student achievement informally and formally. Informal evaluation is used by the teacher to provide feedback to students and to check for understanding in the teaching and learning process. Informal evaluation activities include observation of students as they work in groups, pretests, short classroom assignments, practice tasks, oral questioning and discussion. Formal evaluation is used to judge student achievement; that is, how well the student has learned the knowledge and/or skills. Students are marked on formal evaluation tasks and this mark is usually part of their report card grade. These evaluation tasks can include projects, writing assignments, performances, tests, reports and research.

Additionally, teachers are careful to use many opportunities to evaluate students before they make judgment about a students' achievement. Making single test or project does not give the teacher enough information to offer a complete picture of the students' abilities. As well, everything students are expected to learn can be marked on a pencil and paper test. That's why a teacher's judgment about student achievement is a more complete evaluation than a single test such as the achievement or diploma exams (*The Alberta teacher's,* 1996*).*

En brief, evaluation is important in relation with the real steps to exam it. Soad (2011) suggest better steps in student's evaluation and a pyramid in which explain more the operation of student evaluation (bloom's taxonomy).

| The criteria of the educational objectives |
| Development and use of measuring instruments |
| Interpretation of measurement data |
| Formulating of judgment and taking of appropriate |
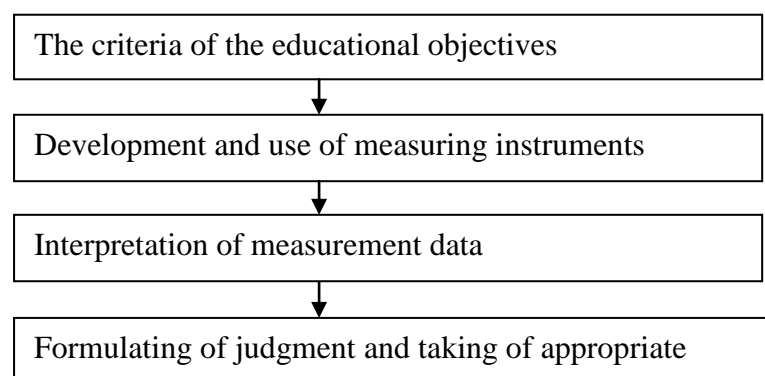
Figure 3: steps in student's evaluation (Soad, 2011).
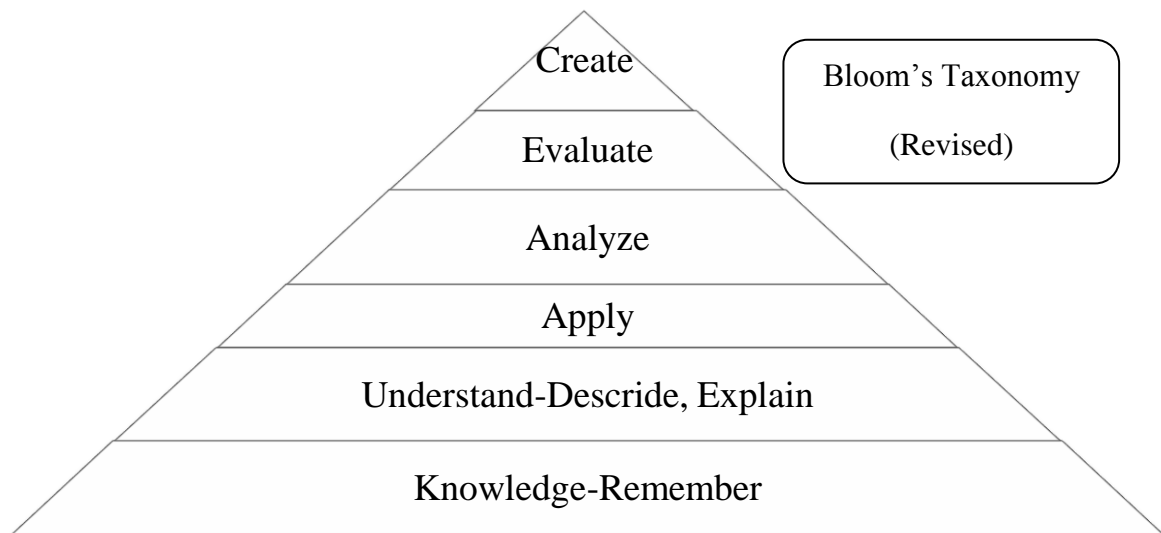
Figure 4: Bloom's Taxonomy based on an APA adaptation of Alderson, l. w. & krathwohl, D. R. (Ed.s) (2001)

According to Lorch (n.d.) bloom's taxonomy is a classification of the different objectives that educators set for   students (learning objectives). Bloom's taxonomy divides into six steps started from down making sense of what you have learnt), applying(use the knowledge gained in new way), analyzing(breaking the concept into parts and understand how each part is related to one another), **evaluating** (making judgments based on a set of guidelines), creating(putting information together in a innovative way). In bloom's taxonomy, the evaluation level is where students make judgments about the value of ideas, items, materials, and more. It is at this level where students are expected bring in all they have learned to make informed and sound evaluations of material.

1.6. Characteristics of good evaluation

A well-planned and carefully executed evaluation will reap more benefits for all stakeholders than an evaluation that is thrown together hastily and retrospectively. Though you may feel that you lack the time, resources, and expertise to carry out an evaluation, learning about evaluation early-on and planning carefully will help you navigate the process.

Aruna (2013) suggested two main characteristics of good evaluation which are:

- Validity – a valid evaluation is one which actually tests what is sets out to test.
- Reliability – the reliability is to measure of the consistency with which the question, test or examination produces the same result under different but comparable condition. This means for instance that such experiments are more difficult to repeat and are inherently less reliable. Reliability is a necessary part for

determining the overall validity of a scientific experiment and enhancing the strength of the results.

Moreover, Evans (n.d.) claimed that the characteristics of good evaluation based on such important elements:

1. It is objectives

   Self-assessment and subjective judgments of those responsible for a program have low credibility.

2. It is replicable

   Someone else should be able to re-do your evaluation and get the same results.

3. It is as methodologically strong as circumstances will permit.

   We want to have confidence in the evaluation's findings; and we want the evaluation to be able to resist criticism and attack. Most educational and social action programs –and the evaluations of them- have their political supporting and detractors.

4. It result are generalizable

   The results should apply to the broad range of students, classroom, schools, and situations which the program is aimed, not just an atypical population or situation.

   In addition to that, Zint (2011) suggests other characteristics of good evaluation which it can be useful to undertake.

- **Good evaluation is tailored to your program and builds on existing evaluation knowledge and resources.** Your evaluation should be crafted to address the specific goals and objectives of your evaluation program. However, it is likely that other environmental educators have created and field-tested similar evaluation designs and instruments. Rather than starting from scratch, looking at what others have done can help you conduct a better evaluation.

- **Good evaluation is inclusive**. It ensures that diverse viewpoints are taken into account and that results are as complete and unbiased as possible. Input should be sought from all of those involved and affected by the evaluation such as students, parents, teachers, program staff, or community members. One way to ensure your evaluation is inclusive is by following the practice of participatory evaluation.

- **Good evaluation is honest.** Evaluation results are likely to suggest that your program has strengths as well as limitations. Your evaluation should not be a simple declaration of program success or failure. Evidence that your environment evaluation program is

not achieving all of its ambitious objectives can be hard to swallow, but it can also help you learn where to best put your limited resources.

- **Good evaluation is replicable and its methods are as rigorous as circumstances allow**. A good evaluation is one that is likely to be replicable, meaning that someone else should be able to conduct the same evaluation and get the same results. The higher the quality of your evaluation design, its data collection methods and its data analysis, the more accurate its conclusions and the more confident others will be in its findings.

Furthermore, besides of validity and reliability. Pasha (2014) discussed another features or characteristics of good evaluation process:

- **Practicability:** evaluation procedures should be realistic, practical and efficient in terms of their cost, time taken and case of application. It may be an ideal procedure of evaluation but may not be put into practice.

- **Fairness:** evaluation must be fair to all students. This can be possible by accurate reflecting of range of expected behaviors as desired by the course objective. To keep fairness in evaluation, it is also desired that students should know exactly how they are to be evaluated.

- **Usefulness:** evaluation should be useful for all students. Feedback from evaluation must be available to the one students and weakness. By knowing their strength and weakness, students can think for further improvement. Evaluation should suggest for all needful requirements for their improvements.

- **Interpretation of results:** another factor which must be considered in the choice of a test is one ease of interpretation of test results. A test score is not meaningful unless the teacher or counselor is able to decide what significance or importance should be attached to it and make some judgment concerning its relationship to other kind of information about the student. Nearly all test publishers procedure manuals designed to aid the teacher in interpreting the results.

But these manuals vary greatly on quality and in the thoroughness with which they do this importance job. From the point of view of the teacher, principal, or counselor, the quality of the test manual should be just as important a factory in the choice of a test as the quality of the test itself.

1.7. The importance of evaluation

1.7.1. Outcomes

What is outcome evaluation?

Outcomes, at the most general level, are changes in individuals, organizations, communities, or governments, depending on the goal and reach of the activities being examined.

Evaluation is the process of systematic inquiry directed at collecting, analyzing and interpreting information. So, that one can draw conclusions about the merit, worth, value or significance about the program, project, policy or whatever it is being examined.

Outcome evaluation, is a systematic examination of the outcomes (changes, usually benefits), resulting from a set of activities implemented to achieve a stated goal, and a systematic examination of the extent to which those activities actually caused those outcomes to occur. The intent of the outcome evaluation is to assess the effectiveness of these activities with respect to the benefits achieved, suggest improvements and possibly provide direction for future activities. Therefore, outcome evaluation helps determine **what** outcomes a program helps achieve, **how** much change occurs in the client as a result of participating in the program, and the **extent** to which the change can be attributed to program activities (sonpal-valias, 2009).

In addition to that, measuring the intentional outcomes desired by the program, outcome evaluation may also reveal the unintentional or expected outcomes (positive or negative) resulting from the program. Outcome evaluation measures the change that has occurred as a result of a program. An outcome evaluation would tell you how many of those demonstrated increased confidence, changed behaviors, found jobs because of the new skills, etc.

Outcome evaluations measure programme results or outcomes. These can be both short and long-term outcomes.

- For example, in a programme to strengthen health sector response to cases of violence against women, a short-term outcome may be the use of standardized protocols and procedures by practitioners in a health facility.
- A long-term outcome may be the sector and system-wide integration of those policies.
- It is important to be very clear from the beginning of a project or intervention, what the expected objectives and outcomes will be, and to identify what specific changes are

expected for what specific population (*Evaluation: Monitoring, Outcome and Impact, 2012*).

1.7.2. Purposes

The main purpose of a program evaluation can be to "determine the quality of a program by formulating a judgment" Marthe, Houle, and Mongiat (2009).

An alternative view is that "projects, evaluators, and other stakeholders (including funders) will all have potentially different ideas about how best to evaluate a project since each may have a different definition of 'merit'. The core of the problem is thus about defining what is of value"(Reeve, Paperboy, 2007). From this perspective, evaluation "is a contested term", as "evaluators" use the term evaluation to describe an assessment, or investigation of a program while others simply understand evaluation as being synonymous with applied research.

There are two function considering to the evaluation purpose Formative Evaluations provide the information on the improving a product or a process Summative Evaluations provide information of short-term effectiveness or long-term impact to deciding the adoption of a product or process(Staff, 2011).

Not all evaluations serve the same purpose some evaluations serve a monitoring function rather than focusing solely on measurable program outcomes or evaluation findings and a full list of types of evaluations would be difficult to compile. This is because evaluation is not part of a unified theoretical framework (Alkin,1990), drawing on a number of disciplines, which include management and organizational theory, policy analysis, education, sociology, social anthropology, and social change(Potter, 2006).

The generic results of most evaluations is to provide "useful feedback" to a variety of audiences including sponsors, donors, client-groups, administrators, staff, and other relevant constituencies. Most often, feedback is perceived as "useful" if it aids in decision-making. But the relationship between an evaluation and its impact is not a simple one -- studies that seem critical sometimes fail to influence short-term decisions, and studies that initially seem to have no influence can have a delayed impact when more congenial conditions arise. Despite this, there is broad consensus that the major goal of evaluation should be to influence decision-making or policy formulation through the provision of empirically-driven feedback (Trochim, 2006).

Well-run organizations and effective programs are those that can demonstrate the achievement of results. Results are derived from good management. Good management is based on good decision making. Good decision making depends on good information.

Good information requires good data and careful analysis of the data. These are all critical elements of evaluation (Cathy, Martinez, 2005).

1.8. Conclusion

Evaluation has a great importance because is a central component of the educational process. Thus, it is certainly a critical and challenging mission. Evaluation is a useful tool for the practitioners, whether teacher, materials writer. As a concept, it is not something that is new to us; in our everyday lives we are continuously making judgments. Also, is a regular part of a teacher's professional work use it in order to know the strengths and weaknesses of students performance and we should also evaluate the process of teaching in order to develop insights into ways in which aspects of teaching can be improved. We have seen that evaluation based on three types (diagnose, formative and summative) and each one of them has necessary influence in teaching and learning. In fact, any evaluation designed through steps for learners and teacher to undertake and evaluation models which encompasses via main points. In addition to that, a successful evaluation based on criteria of good characteristics of it and the purposes or outcome that evaluation look for.

Chapter Two

Different Aspects of Writing

Chapter Two: Different Aspects of Writing

2.1. Introduction

This chapter is devoted to writing in general, starting by the nature of writing and the definition of writing. This chapter also includes the process of writing and the main stages of writing, starting by planning, drafting, revising and then editing. Last not at least, we will also discuss how to evaluate student writing and the assessment of writing to ensure clarity and coherence.

2.2. The nature of writing

In the process of language learning, there are four language skills that must be leant by the learners namely listening, speaking, reading and writing. From the four language skills, writing is categorized as one of the productive skills along with speaking since they involve producing language rather than receiving it (Spratt, 2005). Compared to speaking, writing is even more difficult because the typical characteristics of written language are more complex than those of spoken language.

The complexities lie on the use of standard language and the degree of formality. Moreover, in writing, we have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation and word choice (Richard, 2002). In writing, the writer should also think about the essential elements such as the audience, the tone, and the goal of writing itself (Oshima, 1981).

The nature of writing can defined as a both physical and mental activity that aimed to express and impress (Nunan, 2003)**.** It is categorized as the physical activity because writer is required to be able to do the act of community words or ideas. As a mental work, the activities of writing focus more on the act of inventing ideas, thinking about how to express and organize them into clear statements and paragraphs that enable a reader in understanding the ideas of the written swork.

Writing skill emphasizes well-formedness. To produce a good writing, ones must have good meta-linguistic knowledge, especially about grammar of a particular language. The writer must be aware of using this knowledge in his or her writing. The complete reliance on meta-linguistic competence indicates that the rules of written discourse are largely learned through instruction and practice. They are not enough by merely acquiring language naturally like in speaking. Writing skill requires more formal instruction and practice, especially about the grammar and discourse (Syahruzzaky, 2014).

Writing is a productive skill that urges the writer to carry out the meanings or messages in the written form. In the writing process, the writer tries to interact with the readers by exploring the ideas in the written form. The ideas usually contain the context, prior knowledge, and discourse. As writing is transactional and message-oriented, its goal must be to convey information accurately, effectively and appropriately. The writer must be able to express the ideas explicitly using the effective language and avoiding the ambiguous words. The writer must be aware that the readers cannot confirm the ideas being delivered to writer immediately as what they can do in speaking process. Therefore, it is the writer's duty to make his writing clear enough before the readers (Syahruzzaky, 2014).

Writing is an integrative skill and an important, constructive, and a complex process. It is essential skill in foreign language learning in order to give the learners the opportunity to develop the proficiency they need to write personal letters, essays, research papers and journals. In addition, writing skills enhance cognitive and linguistic awareness (Abu-Jalil, 2001). Moreover, writing is a complex cognitive process requires the writer to perform control of variables simultaneously both in the sentence level and beyond the sentence level. Content, format, sentence structure, vocabulary, punctuation, spelling, letter formation are variables that must be controlled by the writer in the sentence level. While beyond the sentence level, the writers must be able to organize and integrate the ideas into cohesive and coherent paragraphs. Being able to maximize the cognitive aspects in writing will lead the writer to deliver the clear message to the readers. In other words, their writing is successful. Meanwhile, Nunan (1991) successful writing then involves:

-mastering the mechanics of letter formation;

-mastering and obeying conventions of spelling and punctuation;

 -using the grammatical system to convey one's intended meaning; to reflect given; new formation and topic; comment structures;

-polishing and revising one's initial efforts;

-selecting an appropriate style for one's audience.

Finally from its objective, writing is viewed as a means of communication which is commonly used to express and impress. It means that when writers compose writing works, they commonly have two main purposes. Firstly, the intention or desires to express the ideas or feeling they have in minds, or in other words, the written text is used to communicate a particular message. Secondly, the text is written to communicate to ideas to the readers or audience. That is why, writers need to have ability to communicate and express the ideas in certain ways depending on the level of complexity (Nunan, 2003).

In addition to that, psychological, linguistic and cognitive circumstances are the main factors for the writing difficulty; this is applied to both writing in the mother tongue and third (Nemouchi, 2008). For instance, if a student does not have or know the vocabulary and rules of a given language he cannot write or give his point of view. That is to say, to covey coherent and understandable piece of writing, one should make sure that he is following the right grammatical structure, using the appropriate vocabulary, and of course using punctuation correctly. So, the purposes of writing for each person are different. The answer may be to get information to someone. A second answer might be to solve the problem of volume, of having to store more than the human brain can remember. The third reason for writing might be to filter and shape our experience (Brookers, Gundy, 1991).

Writing contains more elaborated linguistic systems, complex clauses, different syntax and vocabularies. Many experts, therefore, consider writing the barometer of one's proficiency on a particular language. They also think that writing is the most difficult basic language skills due to its complexity and complete reliance on these language levels. As a consequently, writer does not write for himself, he writers for his readers. For that, the writer must clearly state his ideas, to make them easy for the reader to understand without any need to the writer to explain (Nemouchi, 2009).

2.3. Definition of writing

To write is to put down the graphic symbols that represent a language one understands. So that others can read these graphic symbolic if they know the language and the graphic representation (*Language teaching, 1974).* Understanding the definition of writing, many linguists have presented the definition of writing variously. Davies (2000) says that writing is probably the linguistic skill that is least used by most in their native language. Furthermore, Gould (1989) states that:

"In short, writing is most private; it is always a form of social dialogue, a way of talking to someone. Writing is a discovery process, a way of finding out what you are thinking and what you want to say in particular situation" p. x-xi.

Andrew (1986) also gives more definition about writing; he says that writing is a process of building larger units from smaller ones. That is, the writer uses words to make sentences, sentences to make paragraphs, and paragraphs to make compositions- letters, reports, and college themes.

From those definitions of writing above, it can be inferred that writing is a language skill which is used to communicate indirectly with other people. Therefore, since the people are not physically present, we must write as clear and precise as possible. It means

through writing we are able to shares ideas, arouse feelings, persuade and convince other people. The ability to write well is also an asset in most careers. The search for a job usually requires a letter of application and a resume. A poorly written letter of resume invites rejection (Andrew, 1986).

Learning to master this skill, i.e., to write means knowing the components of the writing system, for example letters, and how to make the difference between them, and use them appropriately (Nemouchi, 2009). Moreover, Writing is considered as the teaching activity which spends most time in the classroom. Because of the limitation of the time in the classroom, the teacher often gives writing as the homework for the students. Frequently, writing is regarded as the status of homework. In relation to the writing learning activities, Harmer (1991) prints out:

"It is often easier to provide opportunities for spoken communication in the classroom that it is for the written medium. Frequently writing is relegated to the status of homework. This is a pity writing, especially communication writing, can play a valuable part in the classroom." p. 139. In like manner, Ouskourt (2008) said that since this skill is not inborn, one should practice it a lot to learn and become a good writer.

2.4. The writing process

Learning to write is like learning to read. Both follow to a sequential process. Writing requires and combines more basic skills than any other subject areas. Taking into account the developmental stages of children, educators teach writing through a series of steps that built on a child's learning experiences. Children are natural-born writers. Young children are usually eager and willing to scribble their ideas on paper. Parents and other caregivers encourage the excitement of writing in their child by being interested and involved with the writing process their child uses in school. The writing process begins in the early grades by exposing students to a variety of quality books read aloud.

Educators often teach writing to the whole class at one time. As children watch and listen, the teacher models the writing lesson and encourages the students to add their ideas as well. Sometime writing instruction may occur in small groups with a teacher or teaching assistant. Small group instruction helps students who may need extra attention develop strategies needed to become independent writers. Most teachers in grades as early as kindergarten use a writing process. This process involves several steps to guide students from the beginning of writing to creating a finished piece. Teachers use these steps to provide structure and continuity in all forms of writing (Becky and Spivey, 2006).

Moreover, the writing process involves a series of steps to follow in producing a finished piece of writing. Educators have found that by focusing on the process of writing, almost everyone learns to write successfully. By breaking down writing step-by-step, the mystery is removed and writer's block is reduced. Most importantly, students discover the benefits of constructive feedback on their writing, and they progressively master, and even enjoy, writing. Usually, the writing process is described in the following stages. Most students view this process linearly, but you now know that this process can be recursive and circular. Tutors, then, need to be aware of the recursive nature of the writing process and be prepared to move around—not just through—the strategies available for each stage. Using the right language to explain the purpose of these strategies will help the client understand writing as a process and increase writing fluidity and flexibility, thus decreasing frustration and helping to develop patience with the process of writing itself (*Stages of the writing process module, 2011*).

2.5. The writing stages

The process approach is the one that emphasizes both cognitive and discoural aspects of writing to help students understand how to generate ideas and how to develop them in a written structure that adheres to both the writer's intentions and the readers' needs. Its concern is to make students aware of the way writers' decisions as they write going through the different stages of writing. The stages- divisions the writing process falls into and the terminology used to define them differ to some extent from one theorist to another (Lounis, 2010).

According to Nation (2009) who provides a seven part division for the process of writing, writing is not necessarily a linear act moving from one stage to the next following a certain strict order; the stages of writing are better thought of as recursive since writers can move freely from one stage to the other. Further, he claims that in any of these "sub-processes", author students may receive help from their teacher who is assumed to locate sources of difficulty which potentially inhibit student's writings especially that, "the main goal of a process approach is to help learners improve their skills at all stages of the process (Nation, 2009, p. 114). Writing can't be done without going through certain stages. All writers go through their own unique writing processes before they make their final drafts. Usually, writers start with choosing topics and brainstorming, and then they may outline their papers, and compose sentences and paragraphs to make a rough draft. After they make a rough draft, writers may begin **revising** their work by adding more

sentences, or removing sentences. Writers may then **edit** their rough draft by changing words and sentences that are grammatically incorrect or inappropriate for a topic.

We need to systematically teach students problem-solving skills connected with the writing process that will enable them to realize specific goals at each stage of the composing process. White and Arndt identify 6 non-linear procedures or processes when writing. Figure 1 on the following page shows these procedures and how they inter-relate (White & Arndt, 1991, p. 4).
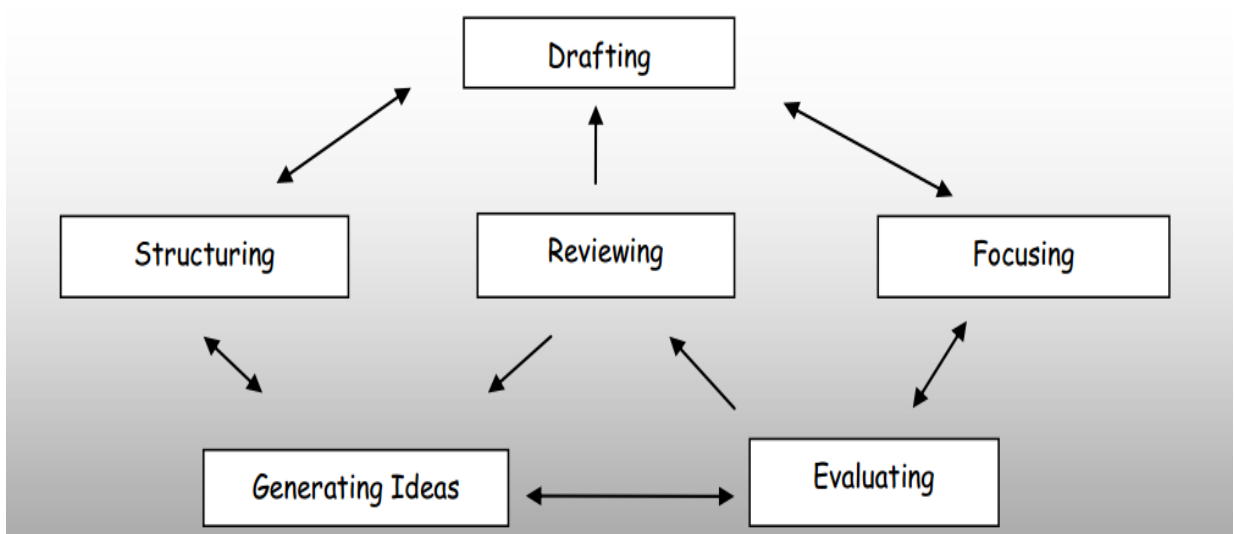
Figure 5: procedures involved in producing a written text

White and Arndt (1991, p. 7) have also identified a possible sequence of activities for the classroom shown in Figure 6 below.
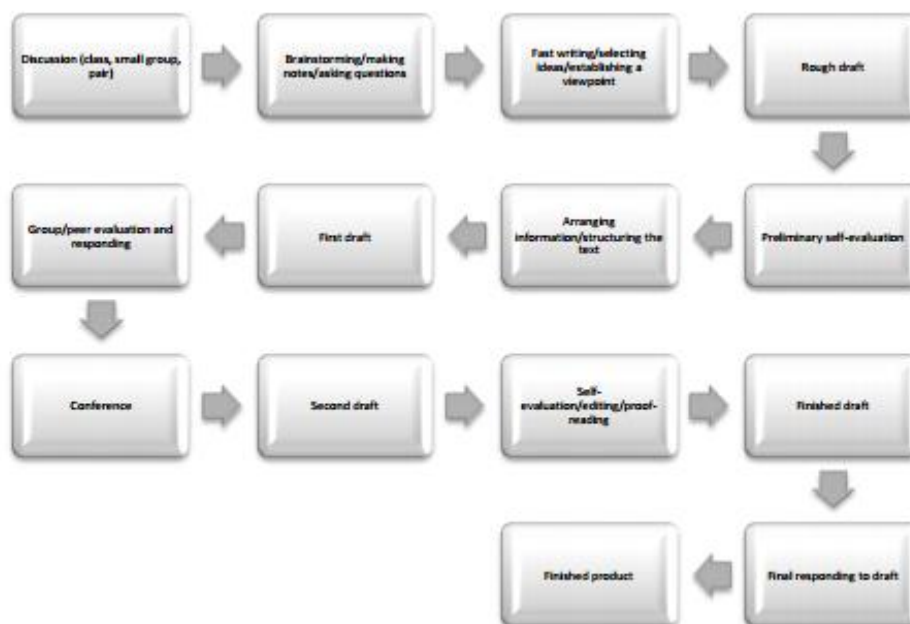
Figure 6: Sequence of activities in the process approach to writing (adopted from White and Ardlt 1991)

The role of both the teacher and the student differs from other approaches in that, the teacher, instead of being transmit merely in the role of linguistic judge, now becomes a reader, responding to what the students have written; the students, rather than merely providing evidence of mastery of linguistic forms, proffer experience, ideas, attitudes and feelings to be shared with the reader (White & Arndt, 1991, p. 2).

In other words, the teacher in the process approach becomes a facilitator. He guides and helps his students at each stage of their composing process. Whereas, the students in this orientation are asked to come up with multiple drafts of their work and to be aware that re-writing and revising are integral to writing (Azzioui, 2009).

Essentially, the process approach, as its name suggests, focuses on the process one goes through when writing including generating ideas, deciding which ideas are relevant to the message and then using the language available to communicate that message in a process that evolves as it develops. In the classroom this translates into group brainstorming exercises, general discussions, and group planning activities to decide on the content of the piece of writing. Peer correction and group evaluation are also encouraged.

2.5.1 Pre-writing

Is the crucial stage in the composing process, where the writer generates and explores ideas and information about the topic he decided on. It is the first stage which includes all

the things the writer does before he gets ready to write out the first version of his text. Richards and Renandya constructed the prewriting stage as:

Pre-writing is in activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page towards generating tentative ideas and gathering information for writing. (Richards and Renandya 2002).

He mostly used prewriting strategies in the academic setting are brainstorming and free writing. Brainstorming is a way to gather information and come up with ideas. Its main principle is to let the writer's ideas flow without judging them. First, the writer generates ideas and then he can come back to them and omit the ones that he thinks irrelevant. One way to brainstorm is to begin with a word or phrase and let ideas flow for a set of time.

According to Oshima and Hogue (1999) "Brainstorming for ideas can get you started writing more quickly and save you time in the later stages of the writing process." Like brainstorming, free writing defined according to William (2003) as:

This technique involves writing nonstop for 5, 10, or 15 minutes. During this period, students keep generating words, even if they cannot think of anything meaningful to say. The rationale is that, eventually, they will being producing ideas that they can develop later into an effective paper.

The prewriting stage may also include reading, mapping, listing, clustering, role play, and interviews, problem-solving, decision-making activities, listening to tapes and records and so on.

2.5.2. Drafting

The drafting stage, the writer begins to determine what to include and exclude as well as make initial decisions about how ideas will be organized. So, in this stage the emphasis is on content and meaning rather than mechanics and conventions. All in all, drafting is a series of strategies used to organize and sustained piece of writing.

However, there does need to be some point at which the writer begins to 'translate plans and ideas into provisional text" (Harris, 1993) and moves from thinking about writing to doing it (as cited in Azzioui, 2009). This is called variously ' composing' (Hedge, 1988), ' drafting' (White and Arndt, 1991), or 'creating and developing'. During the composing, writers move towards a text that most closely matches what they want to convey to their reader. Trible (1996). Beginning to draft is always a difficult task, where the writer feels frustrated as a result of his production of false starts and mistakes at different levels. In this context, Pickett et. al. (2001).

2.5.3. Revising

Revising is a procedure for improving a work in progress; it is a series of strategies designed to rethink, reexamine and reevaluate the choices that have created a piece of writing (add, omit, correct, order, change in syntax, sentence structure and organization). According to Mather and Jaffe (1899), students at the revising stage concentrate on the clarity of their message by reorganizing their ideas and providing their text with more effective vocabulary.

2.5.4. Editing

In the editing stage, the writer makes a final check to polish his draft. When editing, the writer has to make sure that he has used all the right words and proofreads his text to find mistakes in grammar, capitalization, punctuation and so on. Mather and Juffe (1899) put it in this way:

In editing, the students proofread for and correct errors in spelling, punctuation, capitalization and usage.

Whereas, Hedge (1988) expresses his opinion about editing as follows: Good writers tend to concentrate on getting the content right first and leave the details like correcting spelling, punctuation and grammar until later.

By 'getting the content right', Hedge means revision whereas the rest is editing. In the editing stage, the writer can use different strategies such as proofreading, editing checklists as COPS which stand for: C: capitalization, O: organization, P: punctuation/ paragraphs, S: sentences/spelling. Hedge (1998) proposed editing checklists in which writers ask themselves the following questions both during and after composition:

- Am I sharing my impressions clearly enough with my reader?

- Have I missed out any important points of information?

- Are there any points in the writing where my reader has to make a „jump" because I've omitted a line of argument or I've forgotten to explain something?

- Does the vocabulary need to be made stronger at any point?

- Are there any sentences which don't say much or which are too repetitive and could be missed out?

- Can I rearrange any sets of sentences to make the writing clearer or more interesting?

- Do I need to rearrange any paragraphs? - Are the links between sections clear?

- Do they guide my reader through the writing?

2.5.5. Publishing

Publishing is the final stage in the writing process in which the writer puts his writing out to the public to find out how others feel about what he had written. Publishing helps enhancing the writer's achievement and motivation, and it is a good way to validate the writers" piece of writing. Writers can publish their work using different strategies such as reading aloud, reading to a group and web publishing. Williams (2003) defines publishing as: Sharing your finished text with its intended audience, Publishing is not limited to getting the text printed in a journal. It includes turning a paper in to a teacher, a boss, or an agency.

2.6. How to evaluate student writing

Evaluating students' writing involves responding to what students have written for the purpose of helping students revise a piece of writing in the most effective ways so that a clear and valid result emerges of what students know and are able to write to demonstrate knowledge or ability in the subject area. Moreover, formal evaluation has several steps. First, the selection of criteria depends on the **purpose** of the evaluation and the **audience** for that evaluation (Joy, Reid, 2000).

Mary Beaven defines six assumptions on which our written responses to students writing should be based:

1. Growth in writing is a highly individualistic process which occurs slowly, sometimes over a much longer period of time than the six-, ten-, or even fifteen-week periods teachers and researches usually allow.

2. Through their evaluator comments and symbols teachers help to create an environment for writing. Establishing a climate of trust, in which students feel free to explore topics of interest to them without fear that their thoughts will be attacked, is essential.

3. Risk-taking, trying new behaviors as one writes, and stretching one's use of language and toying with it are important for growth in writing. As writers break out of old, "safe" composing behaviors, they often make more mistakes until they become comfortable with new ways of using language. Teachers must encourage and support this kind of risk taking and mistake-making.

4. Goal setting is also an important process in the development of students. Goals need to be concrete and within reach, and students need to see evidence of their progress. Teachers, then, should urge students to work toward a limited number of goals at a time.

5. Writing improvement does not occur in isolation because writing is related to speaking, listening, reading, and all other avenues of communication, including the experience of living. Prewriting activities, responding to literature, class discussion, revisions, developing a sensitivity to self and others, experiences both in and out of the classroom affect growth in writing.

6. Effective formative evaluation depends on our understanding clearly other procedures that encourage growth in writing:

· diagnosing what students are able to do;

· arranging for writing often in many modes;

· discussing usage, syntactical and rhetorical deficiencies by working with the students' own writing, not by pre-teaching rules;

· giving feedback and encouragement;

· assessing how much growth individuals have shown, without comparing them to each other and without expecting "mastery" of some uniform class standard(as cited in Lindemanns, 1987).

White and Arndt are also of the opinion that students should take part in the evaluation process and they should definitely evaluate their own work, in the sense that if they do not, they will have difficulties in correcting their work afterwards. These two writers mention that the students should prepare in their minds that several people are supposed to read what they have written. If they think like that, they will become more careful in their writing which is essential for the students (White, Arndt, 1991).

2.7. Assessing writing to ensure simplicity and coherence.

In writing, the most essential goal is to write a paper that is easy to understand and to grasp its intended meaning. The writer must always write a simple and well organized piece of writing to ensure credibility and support from his audience. As Dunleavy (2003) put it, the good style means relating the tiny elements which are sentences and paragraphs into a connected chain that will strike the big number of readers, in a logical, meaningful and accessible way. To write clear sentences, Galko (2001) stated three different strategies:

1. To be brief, say what you mean in a concise way.

2. To use active voice.

3. To avoid unnecessary "big" words; besides, if the writer knows how to write what to say will guarantee that his readers will understand exactly what he means to say.(as cited in Nemouchi,2009).

When you write, your speech makes a great point. This could be improved by focusing more in clarity and coherence of your writing in order to give a good impression to our reader and feel satisfied about what are writing.

2.8. Conclusion

To end this chapter, we can say that writing is not an easy task to develop. It needs to make an overview about the nature and definition of writing. Then, it needs a process of training that means the stages of process approach (pre-writing, drafting, editing, revising and publishing). Then, we have explained the big challenge of the teacher of evaluating students writing (the main stages). Finally, in order to obtain a better assessing in writing we need to write in clarity and coherence way.

Chapter Three

Field Work: Interpretation of the Questionnaire

Chapter Three: Field Work: Interpretation of the Questionnaire

3.1. Introduction

   The present chapter is devoted to the global results of data collection procedures: the questionnaire. It is divided into two sections. Section one deals with the results of student's questionnaire; the second section deals with the results of teacher's questionnaire in order to show their impression and attitudes on evaluating foreign learner's written production; more precisely in the process approach. Moreover, the aim of this study is to give an overview about the difficulties that students face when writing because it is our belief that the mastery of writing requires an understanding of how writing process works, by emphasizing not only on the product, but also the different stages that the learners go through as a process. Also, the hard work that teacher's do in order to evaluate students writing in the process approach.

3.2. Student's questionnaire

3.2.1. Aim of the questionnaire

   This questionnaire is mainly designed to seek information's and views of student's about our research study especially evaluation in writing process, in order to obtain valid and reliable results.

3.2.2. Administration of the questionnaire

   Our questionnaire was handled to our sample (N: 50) first year student's at Department of Foreign Languages at Mohammed Kheider University. Students did not face any difficulties in understanding and answering the questionnaire.

3.2.3. Description of the questionnaire

   This questionnaire is intended to collect data about our sample background about evaluating foreign learner's written production in the process approach, especially in the process approach. This questionnaire consists of sixteen questions**.**

   In designing the questionnaire for research study, the items required answers with dichotomies (yes/ no question), or picking up the most appropriate answer from a series of options or open questions asking the students to give their opinions and to explain their choice. The questions are divided into two sections.

3.2.4. Analysis of questionnaire

 Section one: General Information

Q1: Student's Gender

Gender	N	%
Male	13	26
Female	37	74
Total	50	100

Table 2: Gender of student's
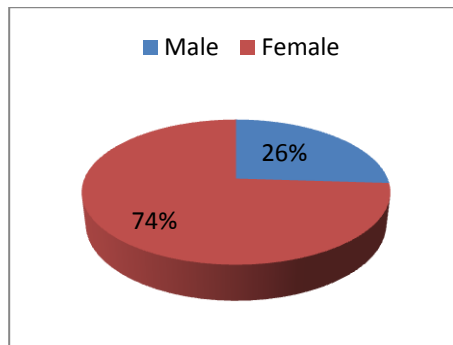
Figure 7: Gender of student's

As Table 2 shows, 74% of the total respondents are female; against 26% are male. This adds nothing to work except that girls are expected to be more interested in collaborating.

Q2: What is your opinion about writing tasks?

Option	N	%
Easy	31	62
Difficult	19	38
Total	50	100

Table 3: Student's opinion about writing tasks.
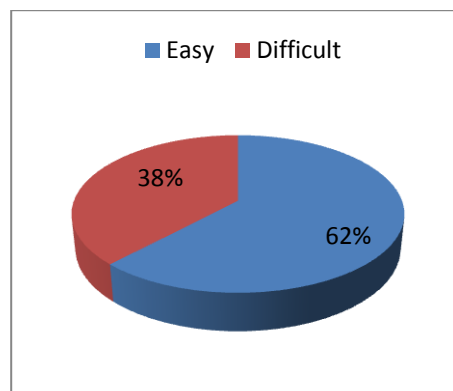
Figure 8: Student's opinion about writing tasks.

Writing tasks, according to the majority of student's of our sample is easy with a 31% and 19 % with difficult. Concerning difficult they all have the same problems like: lack of background knowledge, vocabulary, tenses, ideas organization, conventions of writing (spelling, punctuation, capitalization …etc).

Q3: How do you assess your present level in writing?

Option	N	%
Very good	3	6
Average	42	84
Bad	5	10
Total	50	100

Table 4: Student's level in writing.
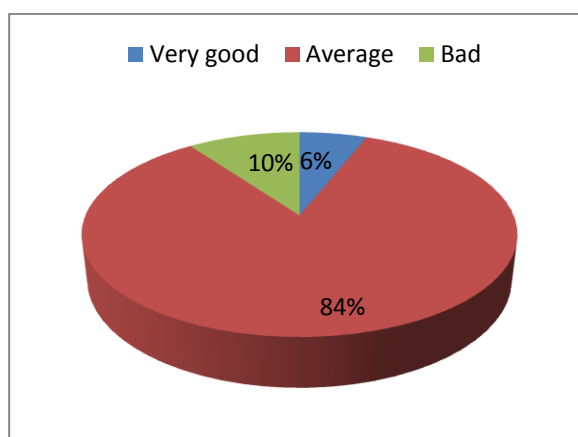
Figure 9: Student's level in writing.

According to that question, the majority of student's level in writing is average about 84%, and 6% very good and just 10% are bad.

Q4: What really motivates you in writing?

Option	N	%
Expressing your ideas in writing	20	40
Getting good marks	7	14
Both	23	46
Total	50	100

Table 5: Student's motivation in writing.

50
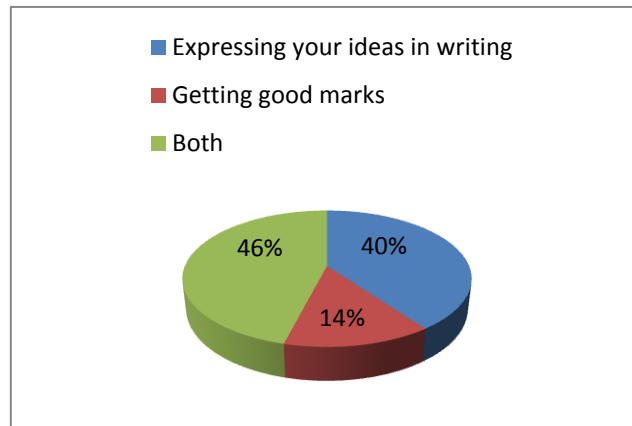
Figure 10: Student's motivation in writing.

Of 46% of the respondents, student's suggested, are both the expressing yourself in writing and getting good marks. Only 14% said getting good marks and 40% they motive them to write is expressing their ideas when they write.

Q5: What strategies do you think can accomplish your writing goals?

Option	N	%
Overcome negative thoughts	6	12
Structure your time differently	11	22
Engage in more(or less prewriting)	4	8
Spend more time in revising	29	58
Total	50	100

Table 6: Strategies that student's think can accomplish their writing goals.
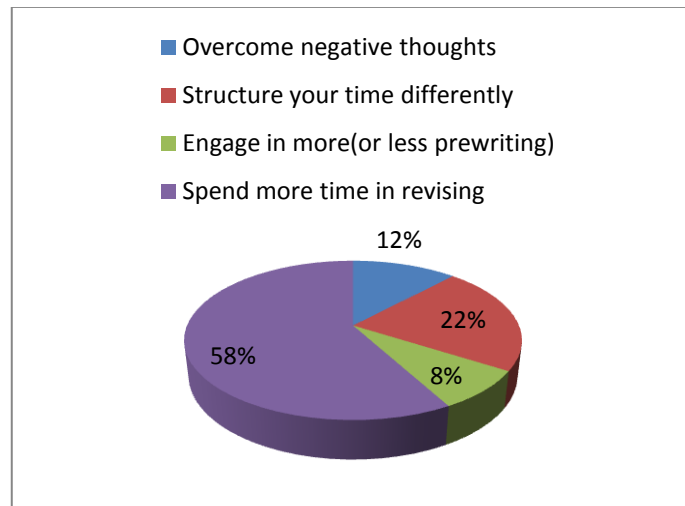
Figure 11: Strategies that student's think can accomplish their writing goals.

The most strategy that student's think that it can accomplish their writing goals is spend more time in revising with 58%, against 22% with overcome negative thoughts; 22% structure your time differently, 12% overcome negative thoughts and 8% engage in more(or less prewriting).

Q6: What difficulties do you still encounter in writing?

Option	N	%
Manage your ideas	11	22
Tenses	10	20
Lack vocabulary	11	22
Inappropriate chosen of topics	9	18
Poor background of topics	9	18
Total	50	100

Table 7: Difficulties that student's still encounter in writing.
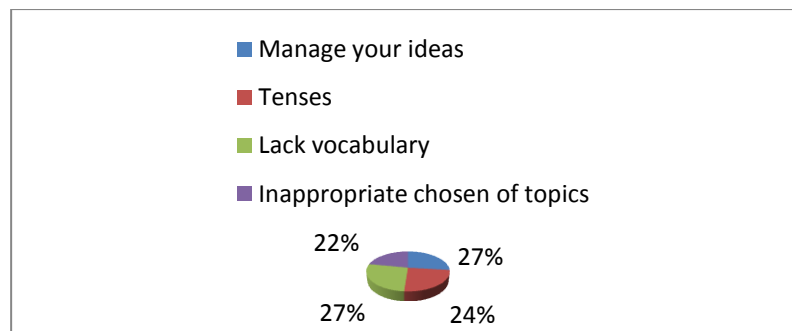
Figure 12: Difficulties that student's still encounter in writing.

52

This is a close -ended question with multiple-choice, which asked students about their difficulties they still encounter in writing and require them to choose one or more of the given options. The student's responses to this question yield the results in the table 7 above.

According the results obtained, the majority of student's have difficulties while writing more precise in manage ideas and lack of vocabulary with a (22%), and tenses with (20%) and inappropriate chosen of topics and poor background with (9%).

Q7: Which of the following stages you cannot use?

Option	N	%
Pre-writing	13	26
Drafting	18	36
Revising	12	24
Editing	7	14
Total	50	100

Table 8: Stages of students cannot use.
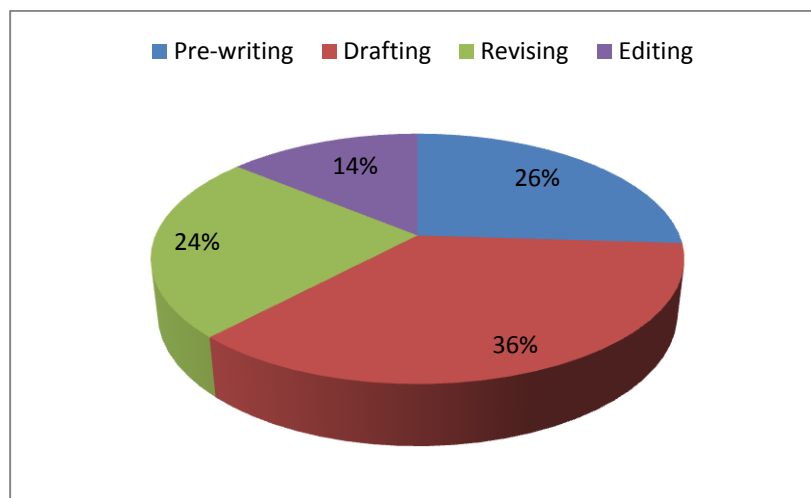
Figure 13: Stages of students cannot use.

As indicated in the above table, 36% of the student's while writing cannot use the drafting, 26% of them said cannot use prewriting, 24% cannot use revising and just a 14% cannot use editing.

Q8: Do you follow all the writing stages above?

(If no, please say why).

Option	N	%
Yes	36	72
No	14	28
Total	50	100

Table 9: Student's opinion if they follow all the writing stages.
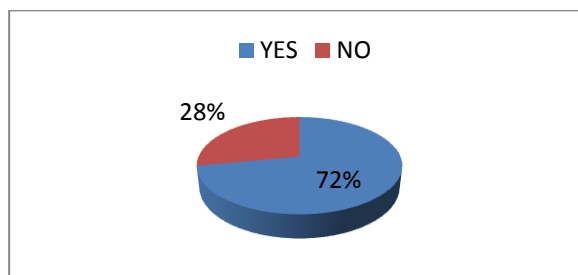
Figure 14: Student's opinion if they follow all the writing stages.

72% of the total respondents (N=50) said that they all follow the same writing stages; 28% responded by no. In this aspect, we can say that don't follow all the writing stages because of time consuming, and the difficulties of the first time.

Q9: Which is more important to develop?

Option	N	%
Listening	18	36
Reading	15	30
Speaking	12	24
Writing	5	10

Table 10: The more important to develop.
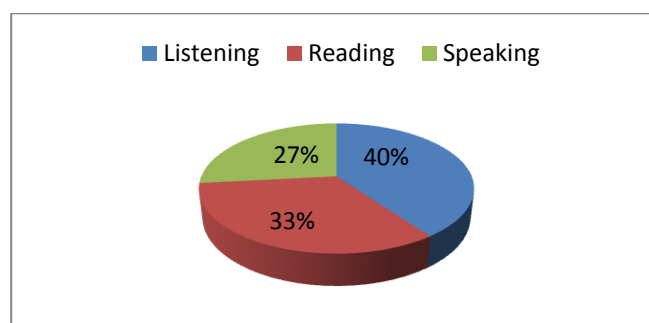
Figure 15: The more important to develop.

The replies given by the respondents to this question as shown in table (10) indicate that the majority of students focus more in listening skill with 36%, 30% with reading and 24%, 10% with writing. To begin with, we notice that the speaking skill came first in the

students' choices, as we have seen above. For those students, speaking is considered more difficult than the other skills. They are likely to be poor speakers and need to be able to communicate using simple, spontaneous language that is somehow fluent.

Section two: Evaluation and writing process

Q10: How are the teacher's guidelines for evaluating their work?

Option	N	%
Very clear	43	86
Unclear	7	14
Total	50	100

Table 11: Student's view of teacher's guidelines for evaluating their work.
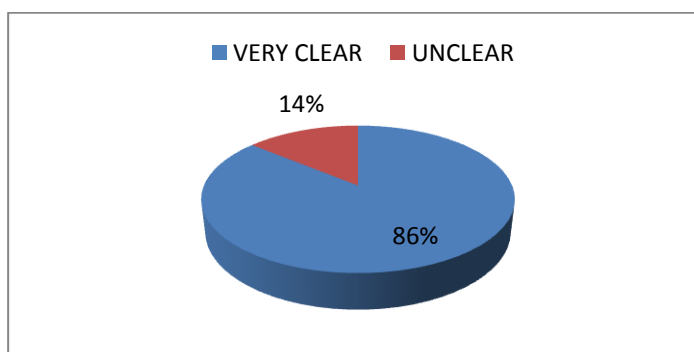
Figure 16: Student's view of teacher's guidelines for evaluating their work.

The results revealed that the majority of student's shows that teachers are very clear in guidelines for evaluating their work with an 86% and with just 14% they think are unclear.

Q11: Are you satisfied with your marks?

Option	N	%
Yes	29	58
No	21	42
Total	50	100

Table 12: Student's satisfied of their marks.
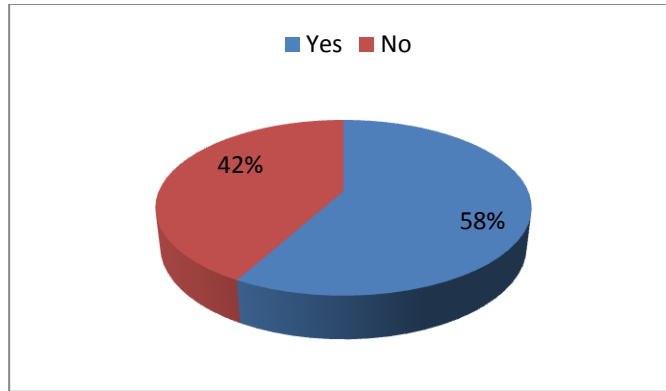
Figure 17: Student's satisfied of their marks.

85% of the total respondents said that they are satisfied with their marks; against 42% they are not satisfied.

Q12: Do you think that evaluation is essential for you to clarify the purpose of your writing?

Option	N	%
Yes	42	84
No	8	16
Total	50	100

Table 13: Students their think that evaluation is essential for you to clarify the purpose of your writing?
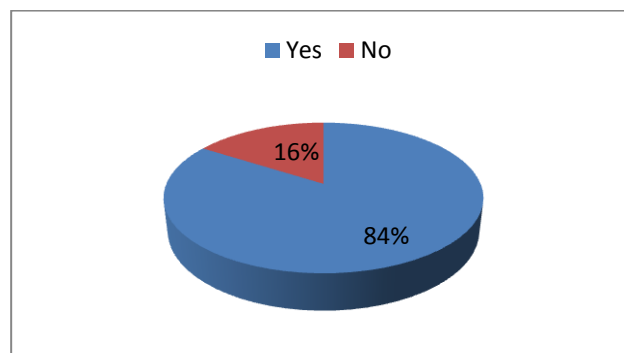
Figure 18: Students their think that evaluation is essential for you to clarify the purpose of your writing?

According to this question, 84% of respondents they said "yes"; against 16%) they said "no".

Q13: What do you think of the teacher evaluation in writing?

Option	N	%
Fair	37	74
Unfair	13	26
Total	50	100

Table 14: Teacher evaluation in writing
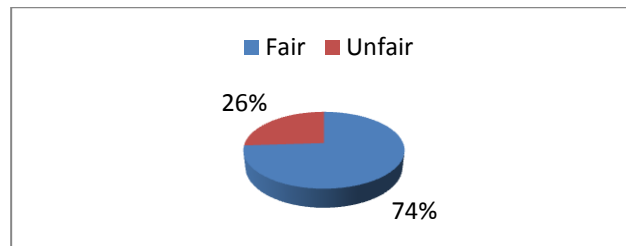
Figure 19: Teacher evaluation in writing

74% of the students stated that the evaluation in writing is fair, and 26% said is unfair.

Q14: What type of experience did you have when you were evaluated in writing?

(If it is positive, please say why?)

Option	N	%
Positive	24	48
Negative	26	52
Total	50	100

Table 15: Students experience when they were evaluated in writing
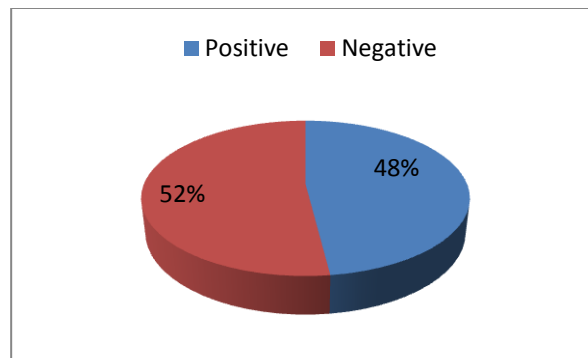
Figure 20: Students experience when they were evaluated in writing

57

According to this question, the majority of student's said negative with 52%; against 48% said positive because most of students when the teacher evaluate them in their piece of writing feel satisfied, in advance ambition specially when encouraged them to learn more or push them for further, or helps them to know their mistakes and he or she correct them. Also, student's feel that their levels develops especially in writing and give many students a way of expressing their ideas.

Q15: Did you think that efficient evaluation throughout the steps of process approach will make your writing skill develop?

Option	N	%
Yes	48	96
No	2	4
Total	50	100

Table 16: Students their think that efficient evaluation throughout the steps of process approach will make your writing skill develop
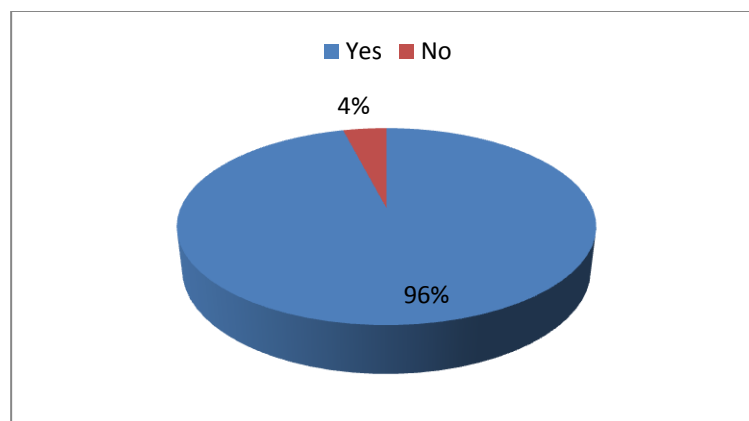
Figure 21: Students their think that efficient evaluation throughout the steps of process approach will make your writing skill develop

96% of student's said "yes"; against 4% said "no".

Q16: What is your impression when your teachers of written expression model evaluate you in your writing composition?

Student's comments on this question, majority of them feel proud because of his trust and honest when evaluate them. Also, self-confidence about their remark that teachers make when writing especially when correcting their mistakes and all the function that concerning with writing in order better piece of writing.

3.5. Discussion

On the basic of the analysis of the student's questionnaire, we note that:

1. Student's need more reading and understanding at the same time for better production. At first it difficult but with practices and awareness can master the writing skill easily.

2. With writing, the majority of students express their needs and thoughts in terms of writing. Thus, leaning how to write or how to get started to write will reinforce the learning of the other skills (listening, reading, and speaking).

3. Although some student's may be are good in writing but they are still afraid about their mistakes especially grammatical mistakes and fear of the teacher's negative feedback. Thus, teacher's need to encourage students to write inside and outside the classroom even with mistakes in order for knowing the level of their student's and solve some problems they face.

4. Concerning evaluation, student's they attached the hard work they teacher's face especially in judgment of their piece of writing in order to be fair with them.

5. Finally, student's evaluation in their piece of writing implies the teacher knows better student's problems they face and master the writing skill by focusing in the stages of process approach which is most familiar with students for better end.

3.6. Teacher's Questionnaire

3.6.1. Introduction

The teacher's questionnaire has been used to shed light on the Evaluating Foreign Learner's Written Production in the Process Approach for the first year students at Mohamed Kheider University. More precisely, this research instrument is used to gain a deep understanding the necessity of evaluation in writing in the process approach. In addition, different comments and suggestions that help student's to get a better achievement in his research and which have been proposed by teachers who answered the questionnaire.

3.6.2. Questionnaire Administration

Most teachers' questionnaire designed to teacher's for the Department of English at Mohamed Kheider University. Just (5) teacher's who participate they teach Written Expression Module for first year students at Biskra University.

3.6.3. Description of the Questionnaire

This questionnaire is designed on the basis of the review described in the theoretical part of the present research. This questionnaire consists of sixteen questions. These questions are, in turn, block (i.e.: one section). There are a variety of questions bet between background information of the teacher's (gender, degree); "yes", "no", and open questions.

3.6.4. Analysis of the questionnaire

Q1: Gender of the teacher's

Option	N	%
Male	3	60
Female	2	40
Total	5	100

Table 17: Teacher's Gender.
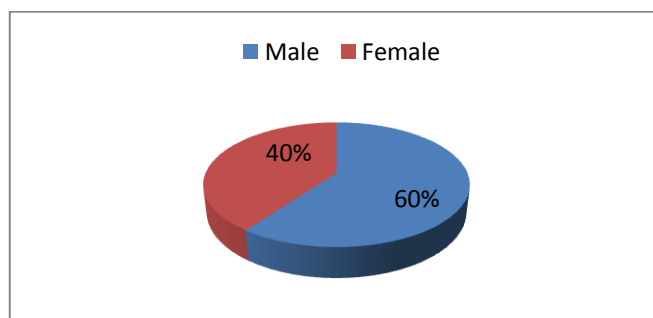
Figure 22: Gender of teacher's

As table above show, 60% of the total respondents are male; against 40% are female. This adds nothing to work except that male are expected to be more interested in collaborating

Q2: Degree of teacher's

Option	N	%
BA(License)		
MA (Master/ Magister)	4	80
Phd(Doctorate)	1	20
Total	5	100

Table 18: Teacher's Degree.
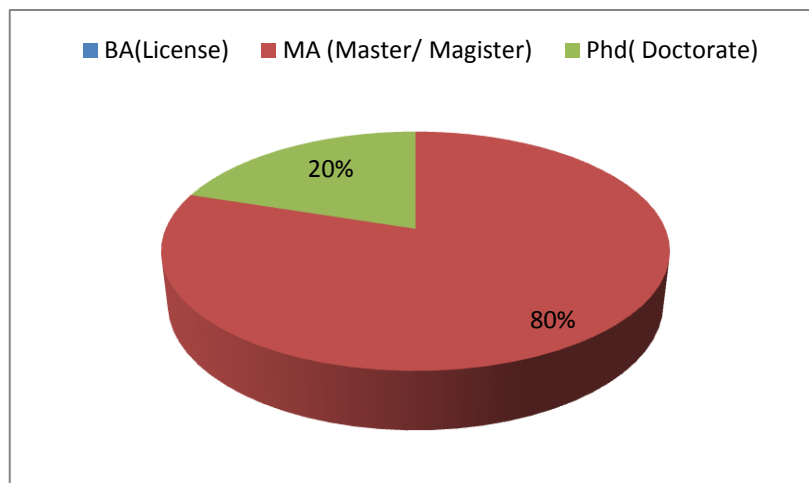
Figure 23: Teacher's Degree.

80% degree of teacher's they said master and 20% doctorate. We believe that our sample is as representative as possible for the population to which it is designed.

Q3: How do you find teaching the "written expression module"?

Option	N	%
Difficult	4	80
Easy	1	20
Total	5	100

Table 19: Teacher's view how find teaching the "written expression module".
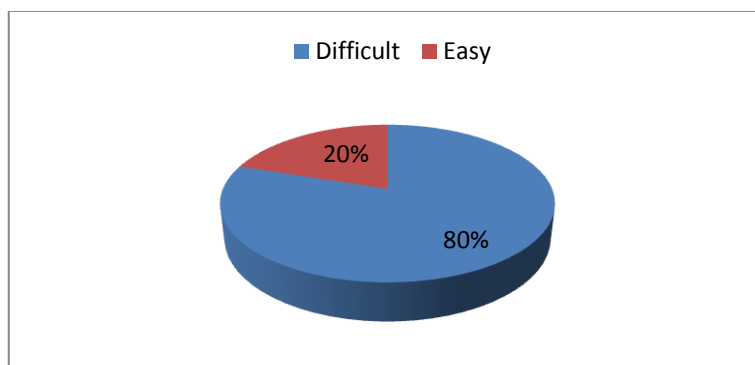
Figure 24: Teacher's views how find teaching the "written expression module".

80% they show that teaching "written expression module" difficult and 20% said easy.

Q4: what are the aspects that your students have difficulties with?

Option	N	%
Ideas organization		
Vocabulary	1	20
Conventions of writing (spelling, punctuation, etc)		
All of them	4	80
Total	5	100

Table 20: The aspects that student's have difficulties with.
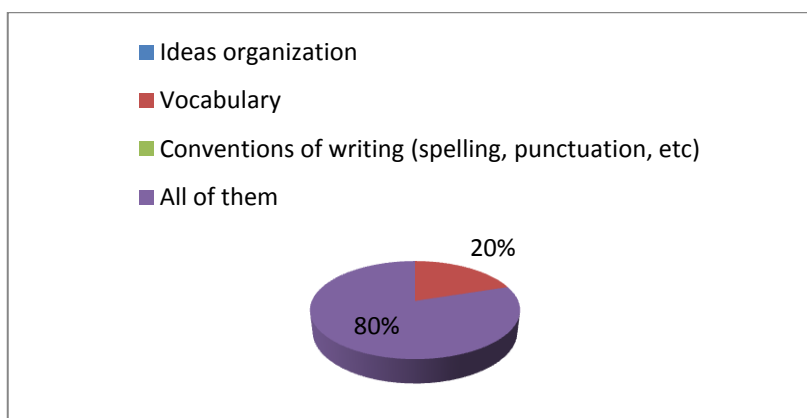
Figure 25: The aspects that student's have difficulties with.

According to the results obtained in the table (20) above, the majority of teacher's have stated that their student's have problems in all these aspects previously mentioned with 80%, and 20% said vocabulary.

Q5: which of the following approaches do you follow in the teaching of writing for the first year students?

(In each case, say why)

Option	N	%
The product approach		
The process approach	5	100
The gender approach		
Total	5	100

Table 21: Approaches used in teaching
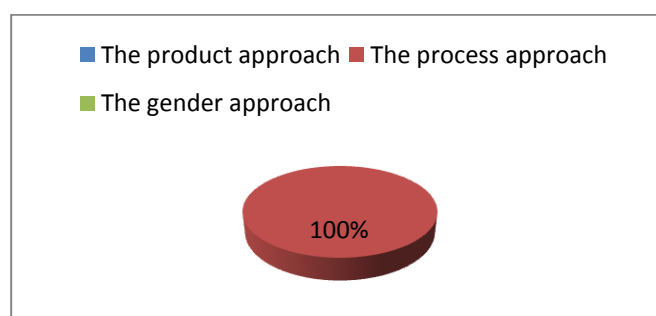
Figure 26: Approaches used in teaching

As it has been elaborated in the theoretical part in this research (chapter two). All the teacher's in our sample choose process approach with 100% especially in teaching writing for the first year students which aim to focuses on the process the writer engaged in when constructing a composition. Also, because it is more methodological, gradual, and encouraged or help student's have a clear ideas about the writing process and allows them to re-write and check their writing for better final drafting by follow the stages of writing and try to provide practical in each stage because the intermediated level, they need to master each stage, especially revising and proofreading.

Q6: which stages of the writing process might indicate that students are really aware of what they write?

Option	N	%
Planning	1	20
Drafting	2	40
Revising	1	20
Writing the first draft	1	20
Total	5	100

Table 22: The best stage for students in the writing process.
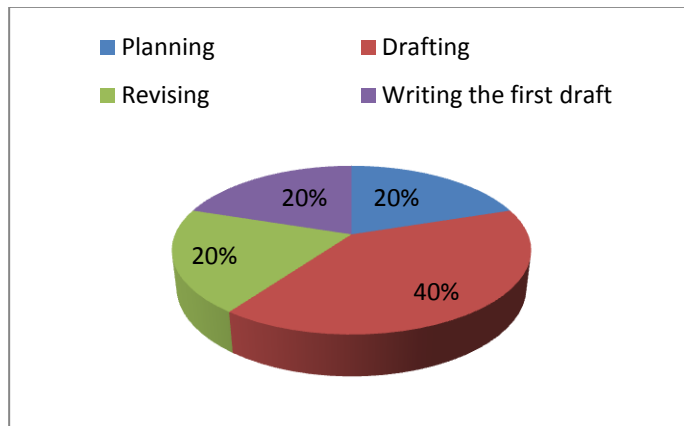
Figure 27: The best stage for students in the writing process.

As table (22) indicates, the highest rate of the respondents 20% agrees that drafting should be focuses more by teacher's when they write. The rest 20% those who said that they in planning and revising and writing the first draft.

Q7: How do you assess the present level of your students writing?

Option	N	%
Good		
Average	5	100
In between		
Total	5	100

Table 23: The present level of students writing.
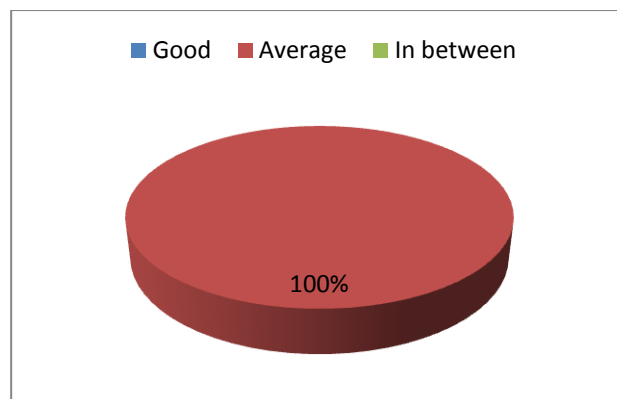
Figure 28: The present level of students writing

According to table (23) all the teachers said that 100% when they assess the present level of their students writing.

Q8: Do you discuss the kind of topics of writing with your students?

Option	N	%
Yes	4	80
No	1	20
Total	5	100

Table 24: Teacher's views of they discuss the kind of topics of writing with their students.
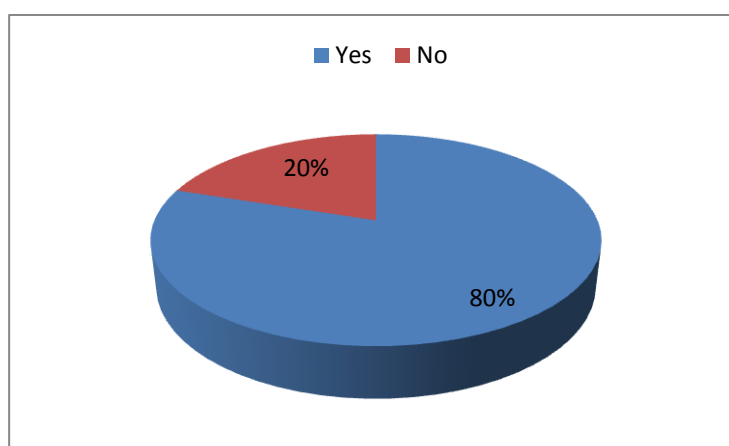
Figure 29: Teacher's views of they discuss the kind of topics of writing with their students.

As shown in table (24), teachers were quite unified with a high per cent 80% who said "yes" on discussing the kind of topics of writing with their students. Only 20% who said "no". So, the results obtained indicated the necessary of discussing the kinds of topics with the students for better production in writing.

Q9: How do you manage to get students write correctly?

Option	N	%
By motivating them to read more		
Reading and understanding		
Reading and understanding and using	1	20
All of them	4	80
Total	5	100

Table 25: Teacher's views of the management to get students write correctly.
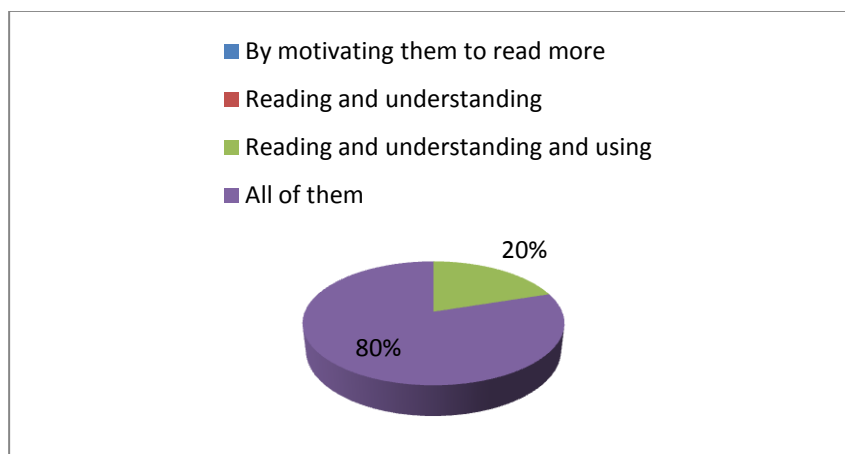
Figure 30: Teacher's views of the management to get students write correctly.

As shown in table (25), teachers are emphasis in using all of them in order to manage get students write correctly with a 80% and only 20% who said for managing students to get write correctly may be because they need them when they read ,they understand and then use.

Q10: How do you make your students started to write?

Option	N	%
By giving them more exercises		
By using more opening sentences and supported students to continue from that	1	20
By using brainstorming and they all develop a beginning by discussing different ideas	4	80
Total	5	100

Table 26: Teacher's opinion of make students started to write.
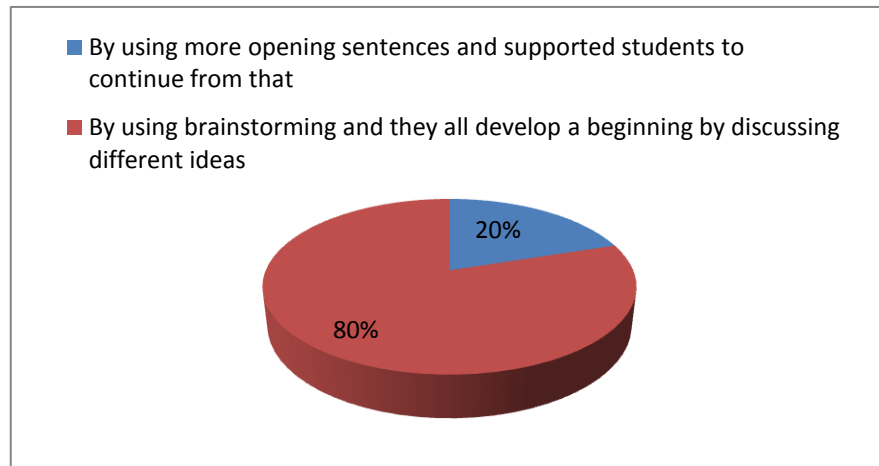
Figure 31: Teacher's opinion of make students started to write.

The results received shows that, the majority of teacher's let the student's started to write by using brainstorming and they all develop a beginning by discussing different ideas with 80% and 20% by using opining sentences and supported students to continue from that.

Q11: What do you think of the evaluation of your student's written production?

(If it is difficult, please say why?)

Option	N	%
Easy		
Difficult	5	100
Total	5	100

Table 27: Teacher's think of the evaluation of your student's written production.

Figure 32: Teacher's think of the evaluation of your student's written production.

According to the table above (27), teacher's believed that evaluation of student's written production a difficult task to improve because it involve several elements

(vocabulary, grammar, spelling, ideas, style, etc) and also time consuming and the size of the class for that most teacher's they don't apply all the necessary criteria of evaluation.

Q12: In your opinion, how does evaluation take place?

Option	N	%
should no longer be merely the last step of writing process		
Should be ongoing and integrated into the entire writing experience	3	60
Should be during each stage of the writing process		
All of them	2	40
Total	5	100

Table 28: Teacher's opinions of evaluation take place.
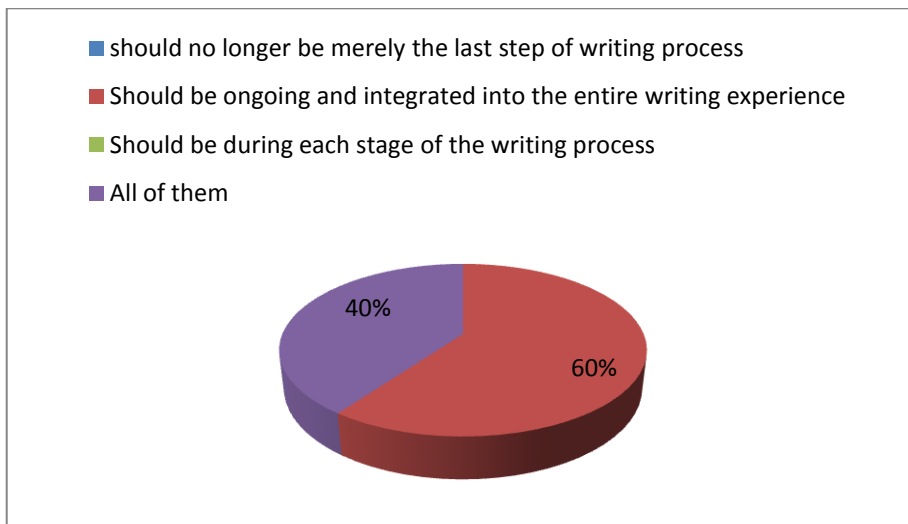
Figure 33: Teacher's opinions of evaluation take place.

The present question show that, evaluation according to teacher's as a ongoing and integrated into the entire writing experience with 60% and only 40% said that evaluation take place in all of them they don't separate the other options.

Q13: How do you know whether a student's writing skill has developed or not?

Option	N	%
When you have a small group		
When you feel that students cope with you		
Total		

Table 29: Teacher's views of how they know whether a student's writing skill developed or not.

(Other suggestions)

According to this question, we can say that teacher's just one teacher said that in order to know whether a student's writing skill developed or not when they feel that students cope of them. But the rest of teacher's they give suggestions:

Teacher one

According to him, for knowing whether a student's writing skill developed pr not when they do not make silly mistakes and develop their own ideas appropriately.

Teacher two

He claimed that through the continuous assessment of their written production (activities, homework's) he can know whether a student's writing skill developed or not.

Teacher three

He think we can know whether a student's writing skill developed or not by urge them to read more, and provide more efforts outside the classroom. Also, we shall know that they developed when we schedule more time for written expression class, because there will be a progress in improving their skills.

Teacher four

He gives another suggestion about to change on the way of knowing their mastering of skills by looking for further techniques.

The information that mentioned above received that if teacher's evaluation their own work there is an increasing chance that they avoid certain mistakes in the future and develop writing skill easily.

Q14: How do you evaluate the writing tasks you are doing?

Option	N	%
By remembering the student's previous results and making decision	1	20
By discussing whether they feel that the current exercise is rewarding for them		
By looking if they understand what they are writing about	4	80
Total	5	100

Table 30: The teacher's views of how do when evaluate the writing tasks.
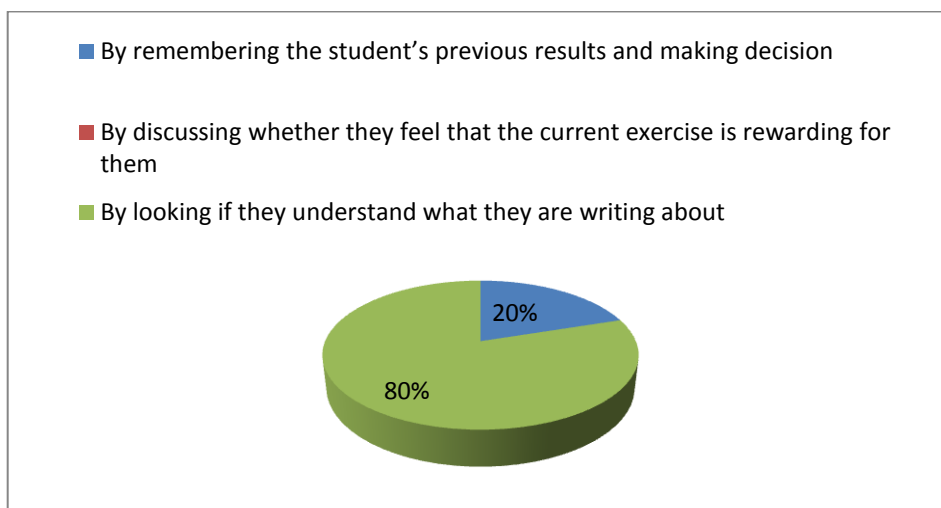
Figure 34: The teacher's views of how do when evaluate the writing tasks.

The results received that most of the teacher's believed that evaluation the writing tasks need to be concern with looking if they understand what they are writing about 80% and only 20% said they need discussing whether they feel that current exercise is rewarding for them.

Q15: Can the writing skill be developed through the process approach and efficient evaluation?

Option	N	%
Yes	5	100
No		
Total	5	100

Table 31: Teacher's opinion of they can write skill be developed through the process approach and efficient evaluation.
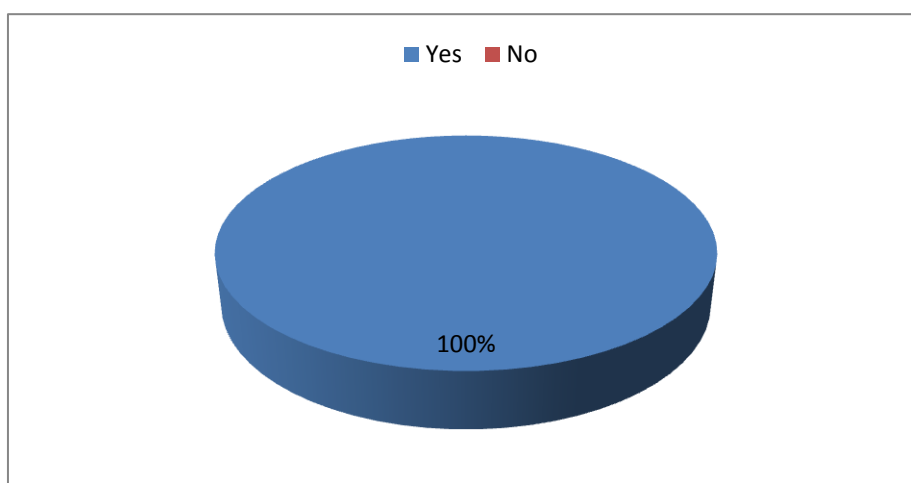
Figure 35: Teacher's opinion of they can write skill be developed through the process approach and efficient evaluation

According to that question, teachers said that can the writing skill be developed through the process approach and efficient evaluation with 100%.

Q16: When we describe writing and measure student's growth in writing throughout the steps of process approach, what should look at?

This is an open question; actually they differ for answering that question. According to what of them he believed that:

- If there is a clear outline and order of his ideas.

-Then, if his writing is free of mistakes of mechanics

-and if he sticks to his topic from started to end we can easily measure student's growth in writing throughout the steps of process approach.

Another view, he believed that describe of writing and measure student's progress throughout the process approach they feel that my student's progress especially when they respond to his advices and they follow my feedback.

Another one he said that concerning the difference between their beginning and their current status; we can say that if students know how to they learned from their previous mistakes; how they learned to generate strategies for better writing and how they are making efforts for maintaining good writing skill. For that teacher's they can easily attached the progress of their student's.

For that, the majority of teacher's concerning this question with accuracy (correct grammar, good choice of ideas and right safe of language).

3.7. Discussion

Analyzing the teacher's questionnaire has revealed many facts on teacher's impressions and attitudes towards evaluating foreign learner's written production in the process approach.

1. In fact, all teacher' consider writing skill as the major focus while teaching. This implies that teacher's teaching the « written expression module » as the most challenge to master, and are aware of student's needs in order to improve writing proficiency.

2. All teachers consider the process approach as the approach that learner's learn effectively how to master writing gradually, step by step through the different stages: plan/write/revise/edit for better production later on. This let most students aware of their difficulties that face when writing (i.e. conventions of writing: spelling, punctuation, etc). So, teachers can easy find the problems and solve them and discover the real level of the most students. Consequently, they can give them advices of how to write correctly and how to get started to write.

3. When teacher's asked about the evaluation of student's written production. They all give great attention of this system and the difficulties that most teacher's face when evaluate their students in their practices.

4. As far as their implementation of evaluation in writing as a part their work, some of them look for better judgment of student's piece of writing. For that, they need better focus and consider evaluation as ongoing and integrated system to improve especially in each stage of the process approach.

5. Finally, when we asked about the measure of student's progress in writing throughout the steps of process approach. This finding urges the need for teacher's to be on attached with student's problems and how to fix them as a way for improving the writing skill proficiency.

3.8. Conclusion

All in all, the results received in this study concerning the Evaluating Foreign Learner's Written Production in the Process Approach have confirmed our hypothesis. This means that there is a positive relationship between evaluation and written production in the process approach.

Evaluation is one of the main system used by teacher's which attempt to gather information in order to make clear judgments especially when it concerning with writing by using the process approach. Furthermore, we now know great impact of evaluation in writing for:

-To improve students' learning   - To improve their own teaching.

General conclusion and Recommendations

We are going to close of this study which highlights on the importance of evaluation and writing process. Through this research, we hypothesized that if learners' written production is efficiently evaluated throughout the steps of the process approach their writing skill will develop. We believed that the mastery of this skill composed a hard work especially for student's and evaluating their piece of writing by using the steps of the process approach according to teacher's make them feel of the responsibility they decide especially when give them the real judgment of their work.

The present study is an entirety of three chapters. The first and the second are theoretical part but the third part are a practical part, we have administrated questionnaire one for the students and another for teachers. The first chapter mainly gives an overview of evaluation and the important elements that related with it. The second chapter provides a better understanding of writing and process approach in relation with evaluation. The third chapter is concerned with analysis of the obtained data gathered from teachers and the students' questionnaire.

To sum up, the received results confirmed our hypothesis that there is a relation between evaluation and writing process in the basis of their necessity for both students and teachers. So, this study shows that:

 - Students need to let them feel of the importance of writing because of their difficulties and insist them to practice it without indifference and complacency.

- Teacher's responsibility to be a good decider when give judgments of their students piece of writing for better scores.

- It becomes clear that teacher's were aware of the benefit of using the process approach. So, it believed that this approach would help their student's achieve a better writing ability.

- Teacher's needed to show their student's level in writing in order better changing and better results.

- Teachers need to give opportunities to students in order to enhance them to practice more and develop their levels

- Both teachers and students should give much important of the writing skill for effective learning to take place.

- Evaluation is recognized by many teachers to be an essential aspect of foreign language teaching. So, they need give as much more awareness of that system. So, be used as an ongoing management and learning tool to improve an organization's effectiveness.

- Evaluation concerns itself with more than how well a teacher teaches. It is also about how a teacher works with the classes of students that make up a teacher's teaching assignments. For that purpose, students need to follow their teachers in each step of the process approach.

- judging students piece of writing it need hard work for teacher to provide. So, teachers should vary the techniques used in order better result and feel satisfied later on.

- The appropriate use of evaluation in writing is recognized as being an integral part of the development and delivery of learning and teaching materials. Overall, this study is valuable for further research.

Bibliography

Abu-Jalil, A. (2001). *An investigation of the Strategies of Teaching* Writing *for Nurth Graders in Irbid Schools.* M. A. Thesis, Unpublished Ammam: University of Jordan.

Alkin; Ellett (1990). *not given*. p.454.

Andrew W. Hart & James A. Reinking. *Writing for Career Education Students*. St. Martin's Press. Inc. 1986. p.2.

Aruna, A. (2013). *Evaluation concepts and principles.* batch MSC, B angalore.

Azzioui, A. (2009). *Teaching writing through the process approach.* Mentouri University. Constantine.

Becky, L. Spivery, M. ED. (2006). *What is the Process Approach.*

Brookes, Arthur, and peter Gundy (1990). *Writing for Study purposes.* Cambridge university press.

Cathy L. Martinez, Ph.D. (2005). *The importance of evaluation*. Guide star. USA.

Carroll, RT. (May 1990). *Student success guide: writing skills.* Sacramento City College.

Cooper, R.: Odell, lee. (1977) *evaluating writing: describing, measuring, and judging.* State university of New York at Buffalo.

Downie, N. M. *Fundamentals of measurement: Techniques and practices.* New York. Oxford University Press.

Evaluation: Monitoring, Outcome and Impact. (2012). retrieved from:
ww.endvawnow.org/en/articles/340-evaluation-monitoring-outcome-and-
impact.html.

Evans. John W. (n.d.). *A short course on evaluation basics.* Retrieved from
edl.nova.edu/secure/evasupport/evaluation basics.html.

Feenstra, H. (2012). *Mixed methods: using a combination of techniques to assess writing
Ability.* RCEC, cito/ university of twente, Enscheda Netherlands.

Gould .E, et. Al, *The Act of Writing*, Random House, New York. 1989. p. x-xi.

Gredler, M. E. (1996). *Program evaluation*. NJ: Prentice Hall.

Genesee, F, Upshur, JA. (1996). *Classroom-based Evaluation in Second Language
Education.* Cambridge Uvniersity Press.

Grossman, D. (January, 2009). *Masters teaching English as a foreign or second
Language process. Approach to writing.* Center for English language studies
University of Birmingham.

Harmer, J. (1991). *The Practice of Language Teaching.* Long Man.

Hedge, T. (1988). *Writing*. Oxford: Oxford University Press.

Hurteau, M.; Houle, S.; Mongiat, S. (2009). *"How Legitimate and Justified are Judgments
in Program Evaluation?". Evaluation* **15** (3): 307–319.

Joy M. Reid. (2000). *The process of composition*. Third edition. University of Wyoming. Longman.

Lindeman's, E. *How to evaluate student writing*. <spanport.Umn.edu/assets /pdf/Eva/stud writ.pdf>.

Language Teaching (A Scientific Approach), Mc Graw-Hill, Inc. 1974. p143.

Lorch, Marjorie. (n.d). *turning students into researchers: introduction to research methods in applied linguistics.* University of Southampton.

Lounis, M. (2009). *Students Response to Teacher's Feedback on Writing.* Costantine university.

Lynch, k brain. (1996). *Language Program Evaluation: theory and practice.* Cambridge University Press.

Mather, N and Jaffe, L.E. (1899). *WOODCOCK-JOHNSON (R) iii: Reports, Recommendations and Strategies*. John Wiley and Sons.

Mohammad, D, S, G. (2011). *Teaching and assessing writing* strategies for second School students *and investigating teacher's and student's attit*ude*s towards writing Process.* Tafila technical university, Jordon.

Myles, J. (2002). *Second language writing and research: the writing process anerror Analysis in student's text.* Queen's University.

Nation, I. S. P. (2009). *Teaching ESL/EFL Reading and Writing.* London: Routledge.

Nesbitt, L, northcut, K and kiefer (1994-2012). *Academic evaluation.* writing@CSU.

Colorado State University.

Nemouchi, A. (2008).*Writing Connection with Grammar and literature in the University of Constantine*. Unpublished Doctorate Thesis. Mentouri University. Constantine.

Nemouchi, H. (2009). *The influence of punctuation on writing and the difficulties students encounter while using either the comma or the semicolon.* Mentouri University. Constantine.

Nunan, D. (1991). *Language Teaching Methodology: A Texts Book for Teachers.* New York.

Nunan , D. (2003). *Practical English Language Teaching.* S ingapore: MC Graw Hill.

Oshima, A and Hogue, A. (1999). *Writing Academic English* (3rd ed). Addison Wesley: Longman.

Osman, R. M. (2010). *Educational evaluation and testing.* African virtual university.

Ouskourt, M. (2008). *Developing Efficient Writing Strategies Through the Process Approach and Teacher's Feedback: A Case Study of Second Year Students in Setif*. Unpublished Doctorate Thesis. Mentouri University. Constantine.

Ornstein, Allan C., and Hunkins Francis P. (2004).*Curriculum: Foundations, principles and issues.* Englawood Cliffs, NJ, Prentice Hall.

Pasha, S. (2014). *Evaluation : types and characteristics of good evaluation process*. Child development and pedagogy (CDP).

Pickett, N. A, Laster. A. A. and Staples. K. E. (2001). *Technical English, Writing, Reading*, *and Speaking*. Addison Wesley: Longman, Inc.

Potter, C. (2006). "Psychology and the art of program evaluation". *South African journal of psychology* **36** (1): 82HGGFGYR–102.

Rea-dickins Paul. Germain, Kevin. (1992). *Evaluation.* Oxford University Press.

Reeve, J; Paperboy, D. (2007). "Evaluating the evaluation: Understanding the utility and limitations of evaluation as a tool for organizational learning". *Health Education Journal* **66** (2): 120–131.

Richards, J. C. and Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. y ress.

Rowntree, D. (1977). *Aseessing Students'*: *How Shall We Know Them*? New York: Harper and Row.

Soad H. Abd- hamid. (2011). *Assessing and Evaluating Learning.* Mansoura University.

Sonpal-valis, N. (2009). *Measuring the difference: an outcome evaluation resource for the disability sector.*

Spaulding, D.T. (2008). *Program evaluation in practice: Core concepts and examples for discussion and analysis*. San Francisco, CA: Jossey-Bass.

Spratt, P. A. (2005). *The teaching knowledge test course.* Cambridge university press.

*Stages of the Writing Process Module. (*2011). Lake Forest College. Retrevied from: www. Lake forest.edu/.../1035-stages-of-the-writing.

Staff (2011). *"Evaluation Purpose". designshop – lessons in effective teaching*. Learning Technologies at Virginia Tech. Retrieved 14 March 2015.

Stanley, G. (2003). *Approaches to process writing.* Teaching English, British council, BBC. /http://www. Teaching English. Org, UK/ think/ write/process writing, shtml/.

Stufflebeam, D. L. (1983). *The CIPP model for program evaluation*. Boston: KluwerNijhoff.

Stufflebeam, D. L., and Shinkfield, A. J. (1985). *Systematic evaluation.* Boston: Kluwe-Nijhoff.

Syahruzzaky, M.R. (2014). *The Nature of Writing.* Siliwangi University in Tasikmalaya. *Testing and evaluation techniques.* (Chapter, 7). (August, 2007). Florida state fire College Ocala, Florida.

The Albetra Teacher's. (1996). What is student evaluation. Volume 5, n.p.

Trible, C. (1996). *Writing.* Oxford: Oxford University Press.

Trochim, W M. (2006). *Knowledge base: research methods. Introduction to Evaluation.* (2n ed). Retrieved from: http://www.social research methods.net/kb/interval.php/.

Tunç, Fedra. (2010). *Evaluatuin of an English Language Teaching Program at a Public University using CIPP Model.*

Weston, C., MC. Alpine, L., Bordonaro, T. (1995). *A model for understanding formative evaluation in instructional design.* ETR& D, vol 43, No,3.

White, R., & Arndt, V. (1991). *Process Writing.* Harlow: Longman.

Williams, J.D. (2003). *Preparing to Teach Writing: Research, Theory and Practice*. New Jersey: Lawrence Erlbaum Associates, Inc.

Worthen, B.R., & Sanders, J. R. (1987). *Educational evaluation: Alternative approaches and practical guidelines*. New York: Longman.

Worthen R., and Sanders, R. (1998). *Educational evaluation: Alternative approaches and practical guidelines*. New York: Longman.

Zint, Machael. (2011). My Environmental Education Evaluation Resource Assistant: plan an Evaluation. University of Michigan. Retrieved from: http//meera.snre.umich.edu/plan-an-evaluation/evaluation-what-it-and-why-do-it.

Appendices

Appendix one

<u>**Student's Questionnaire**</u>

Dear students,

You are invited to take part in the current research through filling in the questionnaire below. The questionnaire is designed to gather information's about **Evaluating Foreign Learner's Written Production in the Process Approach.** Please answer by ticking (√) the appropriate boxes or giving full answers in the spaces provided.

Section one: General information

1. Gender:
   a. Male ☐
   b. Female ☐

2. What is your opinion about writing tasks?

   a. Easy ☐

   b. Difficult ☐

If it is difficult, please say why?..
....
....
....

3. How do you assess your present level in writing?

   a. Very good ☐

   b. Average ☐

   c. Bad ☐

4. What really motivates you to write?

   a. Expressing yourself in writing ☐

b. Getting good marks ▭

c. Both ▭

5. What strategies do you think can accomplish your writing goals?

a. Overcome negative thoughts ▭

b. Structure your time differently ▭

c. Engage in more (or less prewriting) ▭

d. spend more time in revising ▭

6. What difficulties do you still encounter in writing?

a. Manage your ideas ▭

b. Tenses ▭

c. Lack vocabulary and grammar errors ▭

d. Inappropriate chosen of topics ▭

e. Poor background of topics ▭

7. Which of the following stages you cannot use?

a. Prewriting ▭

b. Drafting ▭

c. Revising ▭

d. Editing ▭

8. Do you follow all the writing stages above?

a. Yes ▭

b. No ▭

If no, please say why?

………………………………………………………………………………………………

………………………………………………………………………………………………

…………………………………………………

9. Which is more important to develop?

   a. Listening   ☐

   b. Reading   ☐

   c. Speaking   ☐

   d. writing   ☐

Section two: Evaluation and Writing in the process approach

10. How are the teacher's guidelines for evaluating their work?

   a. Very clear   ☐

   b. Unclear   ☐

11. Are you satisfied with your marks?

   a. Yes   ☐

   b. No   ☐

12. Do you think that evaluation is essential for you to clarify the purpose of your writing?

   a. Yes   ☐

   b. No   ☐

13. What do you think of the teacher evaluation in writing?

   a. Fair   ☐

   b. Unfair   ☐

14. What type of experience did you have when you were evaluated in writing?

   a. Positive   ☐

   b. negative   ☐

If it is positive, say why?

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

15. Do you think that efficient evaluation throughout the steps of process approach will make your writing skill develop?

a. Yes

b. No

16. What is your impression when your teachers of written expression model evaluate you in your writing composition?

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

Appendix two

Teacher's Questionnaire

Dear teachers,

You are invited to take part in the current research through filling in the questions below. The questionnaire is designed to gather information's about **Evaluating Foreign Learner's Written Production in the Process Approach.** Please answer by ticking (√) the appropriate boxes or giving full answers in the spaces provided.

1. Gender:
    a. Male ☐
    b. Female ☐

2. What does writing meant to you?

    a. Clear and coherence ideas ☐

    b. Grammar drills ☐

3. What are the aspects that your students have difficulties with?

    a. Ideas organization ☐

    b. Vocabulary ☐

    c. Conventions of writing (spelling, punctuation, ect ☐
    d. All ☐

4. Which of the following approaches do you follow in the teaching of writing for the first year students?

    a. The product approach ☐
    b. The process approach ☐
    c. The genre approach ☐

    In each case, say why?

    …………………………………………………………………….………

    ……………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

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

5. Which stages of the writing process might indicate that students are really aware of what they write?

a. Planning

b. Drafting

c. Revising

d. Writing the first draft

6. How do you assess the present level of your students writing?

a. Very worth

c. Very weak

7. Do you discuss the kind of topics with your students?

a. Yes

b. No

8. How do you manage to get the students to write correctly?

a.   By motivate them to read more

b.   Reading and understanding

c.   Reading and understanding and using

d.   All of them

9. How do you make your students getting started to write?

a.   By giving them more exercises

b.   By using opening sentences and supposed students to continue from that

c.   By using brainstorming and they all develop a beginning by discussing different ideas

10. What do you think of "evaluation"?

a. easy task   ☐

b. difficult task   ☐

If it is difficult, say why?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………………………………………………………………………..

11. In your opinion, how does evaluation takes place?

    a.   Should no longer be merely the last step of writing process   ☐

    b.   Should be ongoing and integrated into the entire writing experience   ☐

    c.   Should be during each stage of the writing process   ☐

    d.   All of them   ☐

12. How do you know whether a students' writing skill has developed or not?

a. When you have a small group and enough time   b. When ☐
you feel that students cope with you   ☐

Other suggestions ……………………………………………………………………

……………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………

13. How do you evaluate the writing tasks you are doing?

    a.   By remembering the student's previous results and make decision   ☐

    b.   By discussing whether they feel that the current exercise is rewarding for them

    c.   By looking if they understand what they are writing about   ☐ ☐

    14. It's really that throughout the process approach and efficient evaluation can writing skill develop?

    a.   Yes   ☐

    b.   No   ☐

15. What is your impression when evaluating their students? More precisely in writing?

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

16. When we describe writing and measure student's growth in writing throughout the steps of process approach, what should look at?

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

Résumé

L'évaluation des élèves de l'écriture est une activité en particulier les enseignants réguliers EFL font dans leurs salles de classe. Toutefois, l'application de la justice lors de l'évaluation de l'écriture des élèves, il semble une tâche difficile, car l'écriture, en substance, exige que les enseignants et les apprenants à participer habiles. À la lumière de cela, la plupart des enseignants de l'EFL prouvé erronée et la règle des étudiants avant d'écrire. Cette étude vise à faire la lumière sur la façon d'aborder le travail de processus. En utilisant beaucoup d'accent sur les différentes étapes des apprenants comme un processus de surmonter les faiblesses auxquelles ils sont confrontés et à assurer l'accès à des résultats précis et fiables de la "progrès des élèves et des étudiants de la mode d'écriture de qualité. En outre, les enseignants ont besoin de pratiquer différentes techniques par écrit l'évaluation car il les aide pour améliorer l'écriture des élèves, en particulier lors de l'utilisation de l'approche processus méthode de ce travail de recherche et descriptifs, et vise à décrire les deux variables:... le processus d'évaluation et de l'écriture des données ont été recueillies grâce à un questionnaire afin de vérifier l'hypothèse de cette étude, qui est: Si l'évaluation de écrit production instruits efficacement à travers le processus d'étudiants approche et les compétences de leurs écrits étapes d'évoluer. Pour ce faire, nous allons lancer un questionnaire aux élèves de la première année et seulement un petit nombre d'enseignants de l'expression écrite dans le département de langues étrangères, Université Mohamed Kheider. Il comprend également une discussion de chaque questionnaire pour les étudiants et les enseignants. Ainsi, les résultats ont montré que la règle est nécessaire de faire une évaluation claire de la pièce de l'écriture de l'étudiant, en particulier dans l'approche pratique. En outre, cette enquête a confirmé que l'approche processus est un outil important pour améliorer la capacité des élèves en écriture. Par conséquent, à la lumière de cette conclusion, il a soutenu cet ensemble d'hypothèses.