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Exploring the effectiveness of self-assessment in developing EFL students' writing skills

(Second year EFL students at university of Ibn Khaldoun- Tiaret)

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Dedication

I dedicate this work to my dear parents

source of my energy and love Yahia & Daouia,

to my sisters Aicha, Khadija, Aya and my

brothers Mohamed, Youcef, Moussa and all

their sons and daughters.

To the memory of my sister in law Basma.

A special dedication to my respectful hasband

Abdelghani for his endless support and

encouragement and all his family.

To all my friends

And finally to you, dearest readers.

Hamida

Dedication

To my sunshine, unlimited source of love, my beloved parents who always supported me whatever path I took

To my husband Abdelkader for his permanent encouragement and support

To my son Yaser and my new born girl Khadidja Eline

To my sisters Sara, Hala, Zoumourouda, Bouthaina

To all my friends

Imane

Aknowledgment

We praise Allah the almighty who provided me with strength to complete this work.

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Abstract

This study aims to explore the effectiveness of self-assessment in developing second year EFL students' writing skill at Ibn Khaldoun University and teachers' attitudes towards self- assessment in the writing class. In an attempt to contribute to this research, this paper draws on an empirical investigation using mixed methods both qualitative and quantitative. Data collection was done using classroom observation with a teacher of written expression and questionnaires were administered to 40 teachers. The classroom observation showed that the teacher used self-assessment when teaching writing by following the main characteristics of an effective self-assessment process. The students were informed about the objective of the self-assessment process, the predetermined criteria for each task, and the use of a checklist during their writing performance.

The questionnaires showed that the majority of teachers had positive attitudes towards self-assessment. Furthermore, they insisted on the fact that our students need training in how to assess their written performance since time devoted for writing module was not sufficient for implementing such important strategy. The study confirmed other research in the field like Andrade's and Ying's study (2007).

*Key words***: criteria, quality teaching, self-assessment, writing skill.**

<u>**ملخص:**</u>

تهدف هذه الدراسة إلى استكشاف فعالية التقييم الذاتي في تطوير مهارات كتابة طلاب السنة الثانية في جامعة ابن خلدون ومواقف المعلمين نحو التقييم الذاتي في فصل الكتابة .وفي محاولة للإسهام في هذا البحث، تعتمد هذه الورقة على تحقيق تجريبي باستخدام أساليب مختلطة نوعية وكمية على حد سواء .وقد تم جمع البيانات باستخدام الملاحظة في الفصول الدراسية مع معلم للتعبير الكتابي والاستبيانات التي تم تقديمها إلى ٤٠ معلما .وأظهرت الملاحظة أن أستخدام المعلم التقييم الذاتي عند تعليمه الكتابة باتباع الخصائص الرئيسية لعملية التقييم الذاتي الفعالة .وأطلع الطلاب على هدف عملية التقييم الذاتي، والمعايير المحددة مسبقا لكل مهمة، واستخدام قائمة مرجعية أثناء أدائهم في الكتابة .وأظهرت الاستبيانات أن غالبية المعلمون لديهم مواقف إيجابية تجاه التقييم الذاتي .وعلاوة على ذلك، أصروا على أن طلابنا بحاجة إلى التدريب على كيفية تقييم أدائهم الكتابي التعبيري لأن الوقت المخصص لكتابة الوحدة لم يكن كافيا لتنفيذ هذه الاستراتيجية الهامة .وأكدت الدراسة على بحث آخر في هذا المجال مثل دراسة أندراده وينغ (2007)

<u>**الكلمات المفتاحية**</u> :المعايير، تعليم الجودة، التقييم الذاتي، مهارة الكتابة.

Résumé :

Cette étude vise à explorer l'efficacité de l'auto-évaluation dans le développement de la capacité d'écriture des élèves de deuxième année de l'EFL à l'Université Ibn Khaldoun et les attitudes des enseignants envers l'auto-évaluation dans la classe d'écriture. Dans une tentative de contribuer à cette recherche, cet article s'appuie sur une étude empirique utilisant des méthodes mixtes, tant qualitatives que quantitatives. La collecte de données a été effectuée en observant un enseignant d'expression écrite et des questionnaires. Auto-évaluation lors de l'enseignement de l'écriture en suivant les principales caractéristiques d'un processus d'auto-évaluation efficace. Les élèves ont été informés de l'objectif du processus d'auto-évaluation, des critères prédéterminés pour chaque tâche et de l'utilisation d'une liste de vérification lors de leur rendement écrit. Les questionnaires ont montré que la majorité des enseignants avaient des attitudes positives à l'égard de l'auto-évaluation. En outre, ils ont insisté sur le fait que nos étudiants ont besoin d'une formation sur la façon d'évaluer leur rendement écrit puisque le temps consacré à la rédaction du module n'était pas suffisant pour mettre en œuvre une stratégie aussi importante. L'étude a confirmé d'autres recherches dans ce domaine, comme l'étude d'Andrade et de Ying (2007)

Mots clés **:** critères, enseignement de qualité, auto-évaluation, habileté à écrire.

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EFL: English as a Foreign Language

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General introduction

General introduction

Background of the study

One of the main objectives of any educational systems is to develop the skills needed for Lifelong learning. Classroom assessment practices are considered as the main condition for realizing this goal and should be part of any learning experience.

Statement of the Problem

It has been stated that summative model of assessment has proved its inappropriateness to maintain the ability to make judgements since it denies students' opportunities to assume responsibility on their own learning because they are assessed by their tutors. Students often claim that they are in'' the dark as to what goes on the minds of their assessors and examiners'' (Race.ph, 2008) .This can limit students' ownership of their learning. In addition, it is known that summative assessments do not support learning since they are based on grades.

It is necessary to shed light on the fact that formative assessment is not well practiced and they did not provide information about students' achievements. Another reason for such limitations is that teachers are not well trained to assess their students.

Aim of the study

Research on self-assessment was developed by many researchers in different parts of the

world as a way to boot their educational systems .Based on the empirical studies on self-assessment and because of the significance role of writing and the problems that face most of university students related to this skill .This study investigated the effectiveness of the use of self-assessment to boost students' writing performances. To realize this purpose, the following research questions were formulated:

1- What are teachers' attitudes towards self-assessment in the writing sessions?

2- What are the techniques that EFL students use to assess their pieces of writing?

3- Does the use of self-assessment have an effective role in enhancing the writing skill of EFL learners?

Hypothesis

By definition hypotheses are suppositions of the causes and consequences of the issue under investigation. The researcher is required to identify the problem, explore it from its multifarious facets, highlight its worth and eventually suggest at best adequate solutions or recommendations. It worth mentioning to put forward that hypotheses are not true all the time. In order to direct our study to the desired results, some hypotheses are here below stated:

Hypothesis One

Teachers have positive attitude towards self-assessment and believe that it is an effective method to improve students' writing skills.

Hypothesis Two

 In the last decades, there is a paradigm shift from goal oriented to process oriented methods of assessment.

Hypothesis Three
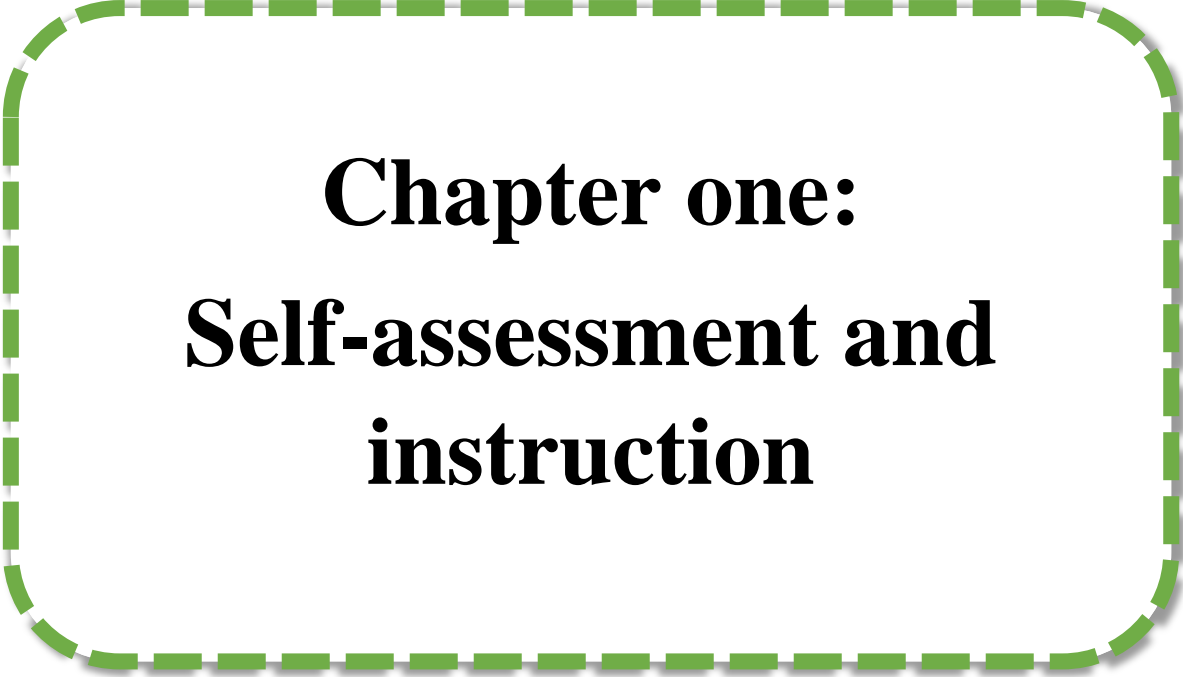
For the sake of finding an appropriate and an effective solution to students' writing problems, we hypothesize that self-assessment in writing can help students to develop their writing skill and realize effective writing products.

Structure of the Study:

This research is divided into three chapters .the first chapter deals with writing , its components, and how is assessed . The second chapter is about self-assessment its definition , characteristics , importance, and types without neglecting the role of feedback on developing this skill. The third chapter is the practical part. It analyses and interprets the data collected.

Theoretical part

Chapter one:
Self-assessment and instruction

1-1 Introduction

This chapter is devoted to discuss the effectiveness of implementing self-assessment technique to enhance EFL students' writing skill under the supervision of the teacher. The upcoming chapter will deal with the main points that needed to be discussed when mention self-assessment method, the first element is the definition of Self-assessment notion according to different researchers, purpose of this implementation and its three main characteristics. In addition it will deal with self-assessment and feedback, and the different tools that help in using this technique, besides a general understanding about self-assessment in other fields

Over the past few decades, *English language teaching practitioners have acknowledged their attention to the learner and his strategies of learning as influential elements contributing to the success of learners in second language learning* (Reis,1985). It is believed that in order to assess students' learning outcomes; teachers need to employ a variety of assessment methods. In recent years, different types of assessment have received adequate attention as an integral element of learning a language .Various innovations in assessment procedures have been carried out where the attention from summative assessment held by the teacher as the sole evaluator has shifted to formative assessment as an alternative. Formative assessment involves teachers and students within the learning process to collect information for the sake of improving teaching and learning. This kind of assessment requires using assessment tasks alongside with the learning process rather than the traditional testing practices (Boud and Falchicov,2006).

In addition, global changes concerning academic expectations that call for preparing learners for professional life need to ''rethink'' the suitable strategies to meet such expectations (Boud et al, 2010. p,01). Hattie and Timperley (2007) claim that *the power of teaching does not rely on the amount of information students acquire but rather on evaluating and assessing learners' understanding of these information* . If assessments were implemented only for summative objectives related to grading and certification .Then*, information obtained by formative practices would not emphasize spotting the light on learners' needs and the desired achievements* (William and Black, 1996. p,544.Tarras, 2007.p, 364-365).

Taras (2001, 609) claims that "*experience has shown that when grade interferes with students' judgements ,prevents them from focusing on their work*". From this perspective , we can highlight the idea that the excessive use of summative assessment ignores responding to two major questions: where the student is and where he is expected to be .That means that the interference of grades does not affect performance positively .(Butler ,1987 as cited in Hattie and Timperley .H ,2007)

Based on such shift, Boud (2010) *states that assessment for learning is the heart of subject and syllabus design and the concept of personalized learning has emerged and has received great deal of emphasis* (Falchicov and Boud,1989;Graham and Harris,1993; Boud,2000; Zimmerman,2002) .

1.2. Definition of Self-assessment

Since self-assessment has received noticeable interest since it ensures its usefulness as a valuable means for supporting learning (Tarras,2010) and for integrating learners in deep learning (Sambell et al,2013) , its conceptualization differs. It is defined as the description of personal academic outcomes and engagements (Brown and Harrris, 2013).The previous definition is considered as a valuable one since it integrates a number of terms to be used interchangeably including self-evaluation, self-grading, self-rating, and self-judgment of learning (Goodrish,1996. Gregory et al ,2000. Hanrahan and Isaacs,2001.Paris and Paris,2001; Andrade and Boulay, 2003).

Self-assessment is generally seemed as a formative assessment procedure. During such process, students can make judgements about the quality of their performance and adjust them to besimply a matter of having students identify strengths and weaknesses in their own work .

Harris and MacCann (1994, p. 36) define the notion of self-assessment as ''*useful information about students' expectations and needs , their problems and worries , how they feel about their own learning process , their reactions to the materials and methods being used , and what they think about the course in general*"

Effective self -assessment involves students comparing their work to clear criteria and providing feedback for themselves about where they need to make improvements . It is a tool that can promote learning if it is used while learning is taking place. In order for self- assessment to be effective, students must be able to use their self-generated feedback to revise and improve their work before it is due for grading .After students assess themselves and reflect on their work, they can turn it for a grade as stated by Boud, Lawson, and Thomson (2003) claimed that *students can develop themselves as good self-evaluators and can make their marks more reliable if they practice self-assessment* .

Andrade (2007) claims that *self-assessment is a process rather than referring to it a final act which occurs after learning is complete*[1]. Boud and Falchikov (2007) argue that *promoting learners' ability to make decisions about their own outcomes is one of the main objectives of instruction which should be included in any instructional curriculum*. They found that self-assessment is ineffective when students are occupied with grades. Boud and Lublin (1983, as cited in Boud, 1989) consider self-assessment as o*ne of the most influential processes that can occur in undergraduate education*. It is a process of formative assessment during which students reflect on the quality of their work. It is a strategy of reflecting on personal performances and adjust them to be regulated .When students assess themselves, they are not giving themselves grades but rater developing their personal abilities without excluding the role of the teacher (Boud,1995.p,17) . Bailey claims that *self-assessment is defined as techniques used by students to make decisions about their abilities and knowledge* (1998, p. 227) . Sadler (1989, p. 119) argues that self-evaluation skills need to be developed by providing direct authentic evaluation experience for students.

Self-assessment is defined as *a description and or evaluation of ones' own academic products and process* (Brown and Harris ,2013). It refers to many operations done by the learner. These operations are grading, rating, and judgement of learning . This indicates that self-assessment is the process of self-reflection on ones' achievements. When students' evaluation is based on marks, then students' focus on their quality of achievement will be undermined (Tarras,2010).According to Linn(1994), when great emphasis is put on test grades, this indicates that students' achievements are related specifically to test items. As a result, information provided by tests are not sufficient .Self-assessment is the process through which learners fill gaps related to their needs . It is the source of information for both teachers and learners.

The extensive work of Black and William which was started in 1988 and completed in 1997 and which was published alongside the booklet "Inside the Black Box '' (1998) highlighted the role of formative assessment in improving the learning of students and their readiness for future learning .The relevant research literature of this survey has stated that students' self-assessment is the key element for an effective formative assessment. This claim is supported by Stiggins (2001, p. 19) who stated that *engaging students in assessment is the only successful way to boost learners' achievements According to Sadler, students should make*

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[1] Andrade, H., & Yung. D (2007). Student Responses to Criteria Referenced self-assessment, Vol32.N2 pp 169_181. USA

decisions about their learning experiences that include different types of tasks .They need to discuss about them with their tutors and peers.

From what has been mentioned before about the definition of self assessment which differs on the basis of the theoretical viewpoints to be referred to as a process, a technique , or a description. The next section is a body of empirical research emphasizes on its effectiveness for supporting learning.

1.3. Purposes of Self-Assessment

There are many factors that contribute to the different uses of assessment practices. Those differences are concerned with what is to be assessed, who carries out the assessment, where it takes place, what results are expected, and how results are interpreted (Dylan and   Thomson .p,8) . Andrade and Brookhart (2016) state that self-assessment is a key element for boosting learning when we give learners opportunities to monitor and regulate their learning process .

Self-directed learning is one of the most effective methods of knowledge acquisition. It is a way to assess current knowledge based on previous information and observation .

Research evidence (Eg.,Taras, 2010, Andrade and Du 2007; Stallings and Tascione,1996; Brown et al ,1995; Boud and Falchicov,1989; William and Thompson,2008) argue *that self-assessment contributes to learning outcomes positively* .It has positive impacts on students' potential. It is believed that self-assessment has positive effects on the teacher, the learner, and the learning process. Assessment for learning has educational objectives which are related to enhancing students' learning and teachers' teaching (Black et al,2003.p,25).Black and William(2006) state that *assessment is an important classroom practice that must be integrated to promote learning* .They claim that *policies suggest that self-assessment is beneficial for enhancing instructional performances.*

Harris and McCann (1994.p, 64) claim that *results taken from self-assessment have direct effect on the learning process*. When students   interfere in their performances, they become the source of information.They are considered as active practitioners rather than grade receivers . Paris (2001) has highlighted the role of self-assessment in giving students access to control their own learning .Effective learners are the ones who regulate their performances to gain academic success. Students' engagement in their learning helps them discover themselves and be aware of their actions and thoughts (Harrington,1995). Thus, self-assessment is about the active engagement of learners in making decisions about learning outcomes through developing the different learning skills like metacognition and reflections.

It is also argued that *self-assessment allows students to work at a metacognitive level by controlling their own learning and responding* accordingly (Black et al., 2004). If students clearly determine their own strengths and weaknesses, they can have mental strategies for improving their performance so that they achieve their learning goals (McMillan & Hearn, 2008; Panadero & Alonso-Tapia, 2013; Reeves, 2011). Vygotsky (1962) focuses on the advantages of allowing students assess their work in a way that it helps them improve and control their cognitive knowledge processing and the metacognitive awareness of thoughts so that they relate theory and practice.

According to Pierce (1999.p, 129), "*self-assessment is the process of reflecting on one's performance and revising or redirecting it in order to improve it''*. Within self-assessment, learners are able to develop a deeper understanding of their performances and identify make expected achievements.

From a pedagogical perspective, students' self-assessment can be considered as the key stone for teacher reflections on their plans so that it becomes easy to fill gaps about students' needs (Salkind, 2008.p,61). For Black and William (1998, p. 140), *assessment is considered as formative when the evidence is actually used to supplement the instructional process to meet students' needs*. Within the process of self-assessment, students are motivated to reflect upon their learning and close the gap between current and desired performances. Hence, when students make decisions about their learning, they select a rational for acting.

In this respect, decision- making refers to the ability to set goals, make plans, and choose processes to reach those objectives (Brown et al 2005). According to Andrade (2010*), learners are able to promote their self-regulation capacities through self-assessment*. It is an essential component to set objectives and assess their progress. Another evidence to use self-assessment in Second Language Learning lies in its potential to enhance self-regulation skills (Brown and Harris, 2014; Andrade and Brookhart, 2016).

Self-regulation refers to self-directive and self-generated metacognitive, motivational, and behavioral processes through which individuals monitor their achievements (Zimmerman, 2001). The progressive implementation of self-assessment provides learners with opportunities to guide their learning and regulate it. In a study conducted by Perry,

Vandekaup, Mercer, and Nordby (2002), they emphasized *that even third grade primary students can adjust their actions and regulate themselves*. Nicol and Macfarlane-Dick (2006, p.

200) state that self-regulation skills that students require for their professional life after graduation are unclear if the teacher is the sole evaluator.

Self-assessment is considered as a learner-centered approach and it is believed that learning autonomy has positive effects on the learning process. Learning autonomy is about assuming responsibility to make decisions related to their learning (Benson, 1996; Hole,

1981). According to Taras (2010), ''…*within self-assessment, it is the learner who decides as the need arises. It is about assigning freedom to students over the instructional tasks they work on, which methods to be used*''.

It is concluded that self-assessment is an area of autonomy and responsibility through which students manage their learning and become the leaders of their learning. According to

Chen (2008), when students become part of their assessment, they will have responsibility over their learning. Sadler (1998) states that *authentic practices which reduces the teacher's interference are the basis of an effective assessment.*

Research evidence suggests that self-assessment improves motivation (Griffths and Davies, 1993; Klenowski, 1995; Hunns and Woodward, 2006; Shunk, 1996). Within self-assessment, learners can construct a positive self-concept and increase their motivation and desire to learn (Blue, 1994; Elliott and Higgins, 2005; Alonso Topia and Panadero, 2001).

Thus, self-assessment is a useful tool since it helps learners develop greater attention of the quality of their performances and the criteria to assess their work (Andrade, 2010). It is helpful to reduce social embarrassment (Hattie and Timperley, 2007). In addition to that, the learners can protect themselves from the effect of the negative feedback perceived by their partners.

Alexander, Argent and Spencer (2008) suggest that *self-assessment helps students become autonomous by acquiring three main qualities which are; encouraging willingness to judge their work, taking risk, and being active*. For this reason learners value their engagement in self-assessment (Andrade, 2007). Taking into account the positive outcomes of self-assessment, we can conclude that it represents a powerful learning tool that has considerable impacts on the instructional process.

1.4 The characteristics of self-assessment

1.4.1. Criteria –referenced

Self-assessment is the process in which students are engaged in building the criteria that evaluate their outcomes (Boud, 1995). It has been argued that self-assessment is criterion-referenced. Loaker and Jensen (1998, p. 130) claim that *criteria is the most important element that should be taken into consideration in directing learning* (p.130). Frederikson and Collins (1989), Wiggins (1998), Stiggins(2001) state that the criteria should be so clear to help students evaluate their performance. It helps to identify areas of strengths, deficiencies, and recommendations for improvement. Andrade and D (2007) claim that *"self-assessment is a process in which students collect information about their own performance and see how it matches their goals and the criteria for their work"*. Criteria referenced self-assessment is a key element of self-regulation .some students reported difficulties with peer and self-assessment when they were not sure of standards (Andrade, 2007, as cited in Hanralan and Isaacs, 2011).

Prior identification of assessment criteria by the teacher is highlighted by the majority of research about self-assessment (Falchikov and Boud, 1989) .That means that successful learning is based on predetermined criteria .Teachers need to identify what learners should know and what they can do . Students should be informed about the instructional objectives and provide the rational for criteria depending on their own judgments and experiences. Neal (no date) states that *"a master can tell you what he expects of you. A teacher though, awakens your own expectations*".

A study has been held for 14 students who had taken a course with the integration of self-assessment after the exposition to extended practice were interviewed .The findings suggest that learners had positive attitudes toward self-assessment especially when they are informed about their instructors' expectations . They indicate that such extended practice has positive effects on their achievements concerning developments in grades, the high quality of their performances, guiding revision, and motivation. Hall (1995) states that *to arrive at realistic self-assessment , students should not only carry out the assessment , but rather selecting the criteria which forms the basis of assessment* (as cited in Duchy, 2001.p,4252).

 Frederikson and Collins (2007) argue that assessing one's own work could be regarded as an opportunity for learning how to carry out complex tasks through reflection on goals and how one is accomplishing them.

Sadler (1987, p. 19) identifies criteria as a differentiating feature of anything to judge, classify or make a decision about any performance(p,19). Criterion- referenced assessment is regarded as an effective tool for formative feedback. Criteria is used for goals' settings during the planning stage in order to control students' performance when doing the task and assess their performance during the evaluation stage.

Gardner (2000, p. 55) writes that " *it should be clear that self-assessment is not about leaving students to fend for themselves , it is about teachers creating opportunities for students to make responsible choices which individualize assessments to their own needs."* This highlights the importance of giving students access to make judgments. Sadler (1998, p. 83) argues that students' understanding of the criteria referenced occurs when students are provided with opportunities to assess their own performances. Those opportunities are the result of the teacher's efforts for careful planning of the lesson. Taxicone (1996) states that criteria used for self-assessment should be determined by both teacher and the learners .there should be a correlation between self and teacher generated criteria .That means that students evaluate their work the same way their teacher does. It should be highlighted that teacher's knowledge, skills , and experiences are highly recommended in this field.

Researchers state the conditions for an effective self assessment . Learning objectives and criteria must be explicitly determined so that students know what they are expected to learn (Andrade &Valtcheva, 2009; Black et al., 2004; Heritage, 2009; Marzano, 2000; McMillan &Hearn, 2008; Panadero& Alonso-Tapia, 2013; Reeves, 2011; Wiggins, 1998). Black and

Wiliam (1998, p. 143) suggest that "*pupils can assess themselves only when they have a sufficiently clear picture of the targets that their learning is meant to attain*". It is also necessary that learners are aware of the value of self-assessment, and have opportunities to improve their learning according to the self assessment (Andrade &Valtcheva, 2009).

Fisher and Frey (2008) argue that the teacher should communicate the aim of the learning task with his learners.

1-4-2 It is Based on Practice

Scholars like Bloxhan and Boyd (2007) focus on the importance of exposing students to authentic practices that help learners assume some level of monitoring over their performance.

The teacher is in charge of preparing learners for the various types of assessment and its tools that they will use to improve their performance. The focus on assessment practices is closely related to the huge impact it has on the quality of learning (Boud, 2010.p, 1).

As Reeves (201, p. 86) points out:

''Once students know the rules of the game, they can evaluate their performance… and they can improve at a rapid pace… [But some students] have become dependent upon the feedback of teachers to affirm their performance, because they have not developed the ability to accurately assess their own work .''

The teacher's task at this level is to train students how to self-assess and provide some type of scaffolding so that students will learn to self-assess effectively (Andrade &Valtcheva, 2009; Black et al., 2004; McTighe& O'Connor, 2005; Panadero & Alonso-Tapia, 2013).

1-4-3 It is a process

Goodrish(1996, as cited in Andrade and Boulay (2003) argue about another characteristic of self-assessment which is being an ongoing process. Self-assessment requires progressive, regular control of one's mental processes and task performances as they occur.

Self-assessment is therefore a progressive collaborative process between the learner and the instructor to gather information about learners' development in the language (Hancocke, 1994.p,3).

1-5 Self-Assessment and Feedback

Providing feedback that controls learners' processing of knowledge is another key feature for an effective assessment(Adams and Lewbel, 1998; Lewbel and Hibbard (2001, Paris and Paris, 2001), Hordner and Shwerey (2002). It is a helpful tool to remedy any deficiency since it gives students chances to respond to comments and seek clarifications. It actively improves students' learning (Black, Harrison, Lee, Marshal and William, 2004; O'connor and Wormeli, 2011; Guskey and Bailey, 2001; Marzano,2000; McTighe and O'Connor ,2005; Reeves,2011; Wiggins,1998). Feedback is seen as an integral part in the self assessment process by both Sadler (1989) and Taras (2001; Black and William (1998), and Oskarson (1980) claim that continuous feedback provided for learners is believed to be one ofthe most effective strategies for effective learning.

To sum up, to make self-assessment effective , it should be done through the following steps: Determine the competence to be assessed, identify the assessment criteria used, design the assessment tool, train and encourage students to continually assess themselves accurately and objectively , provide feedback (Masriyah,2018).

1-6 Types of Self-Assessment

Brown (2004) identified five types of self assessment:

1-6-1 Assessment of a Specific Performance

A learner assesses himself / herself in oral or written production .The evaluation occurs in the during / or the post phase of performance.

1-6-2 Indirect Assessment of General Competence

It is about an evaluation of general ability. It differs from assessment of a specific performance in a way that the latter is limited in time and focuses on short performance, whereas self-assessment of competence focuses on repeating performance for a long time period and it is considered as a concept of lifelong learning . The following rating scale is an example of self indirect assessment:

- I demonstrate active listening in the class	5	4	3	2	1
- I volunteer my comments in small groups of work	5	4	3	2	1
- when I do not know a word, I guess for context	5	4	3	2	1
- My pronunciation is very clear	5	4	3	2	1
- I make very few mistakes in verb tenses	5	4	3	2	1
- I use logical connectors in my writing	5	4	3	2	1

Table 2-1 Indirect self-assessment rating scale (Brown, 2004.p, 272*)*

1-6-3 Metacognitive Assessment (for setting goals)

 Metacognitive assessment focuses on setting goals since setting learning goals is one of the most significant aspects for effective self-assessment that aims at enhancing and fostering motivation.

	Yes!	Sometimes	Not yet

- Say the time in different ways.

- Describe an ongoing action.

- Ask about and describe what people are wearing

- Offer help.

- Accept or decline an offer of help.

- Ask about and describe the weather and seasons.

 - Write a letter.

Table-2 Self-assessment of lesson objectives (Brown, 1999, cited in Brown, 2004, p.274).

1-6-4 Socio-affective Assessment

Self-esteem, motivation, anxiety are affective factors that are the subject of assessment in this type. Such type of assessment focuses on the psychological aspect of the learner and how it affects his achievements.

- I don't mind if people laugh	A B C D- I
get embarrassed if people laugh at me when I speak.	A B C D
- I like rules and exact information	A B C D
- I like general guidelines and uncertain information	A B C D

Table 2-3 *Self-Assessment of styles (Brown, 2002, cited in Brown, 2004, p. 275).*

This type of self-assessment also deals with self-assessment of multiple intelligences and learning preferences.

1-6-5 Students Generated Tests

 it is about integrating students in the process of test designing as a way of making learners assume responsibility and playing an active role in their learning.

1-7 Self-assessment (Tools and Instruments)

For the effective implementation for self-assessment there is a number of tools to be used like checklists scripts rubrics (Harris and Brown, 2018). Todd (2002) states that self-assessment tools are categorized into global and self making instruments. The global self-assessment can be conducted by using rate scales and checklists (Oskarson, 1980, as cited in Todd, 2002). Those instruments focus on language use (Brown, 2005).Self making instruments are based on learners' integration to provide marks for a piece of production.

1-7-1 Rubrics

Reddy and Andrade (2010) states that Rubrics are documents that articulate the expectations for an assignment, or a set of assignments by listing the assessment criteria and by describing levels of quality in relation to each of these criteria. In this case, rubrics are used for self-assessment purposes (cited in Panadero and Jonson, 2013 p.130)

Rubrics have improved their efficiency in facilitating both self-assessment and planning for learning (Panadero. (2011) as cited in Panadero and Jonson, 2013.p, 139). A study wasconducted in 2014 by Panadero and Romeo with 218 students to investigate the effectiveness of the implementation of rubrics in the process of self-assessment.The findings suggested that students who use rubrics showed high level of accuracy .They support academic performance and promote responsibility. So, rubrics are effective tools for encouraging students to use their learning strategies (Pandero and Romeo ,2014). Rubrics can also serve dual purposes: they can serve teaching purposes as well as evaluation (Andrade and DU, 2005, Arter and McTighe,2001,Stiggins,2001) They provide teachers with the types of mistakes students may make. They also serve learning through the three conditions stated by Sadler (1989) .He claimed that the teacher and the learner have the same conception about quality .The student is the one who controls such quality when making a performance through the use of different techniques. Such quality is developed by the help of the teacher.

1-7-2 Co-creating rubrics

These kinds of rubrics are another type of rubrics to be used for self-assessment objectives.co-creating rubrics in which students are involved in rubric designmake learning techniques more active and improve self-regulation .They influence students' performance positively (Fraile et al, 2017).

1-7-3 Portfolios

The empirical studies of the last decade (2008 to 2018) show that portfolios enhance self-assessment and promote self-directed learning .The literature review of these studies help teachers by providing them with useful ways and tools about self-assessment practices. An example of these studies is a study in Hung (Taiwan),2019 in which qualitative case study was used for two students and which aims investigating the way students use self-assessment practice for learning objectives. Topia (2002) states that "*portfolios are good vehicles for reflection on process and product ."*

Involving students in establishing criteria of good production , in evaluating their achievements and revising them is the best method to promote the self assessment aspect of this portfolio. Brookhart (2008), Danielson and Abratyn (1997), Seidel et al (1997), and Wolf (1989) suggest that portfolio based assessment objective is to provide reflection .

1-7-4 Scripts

Pandero et al (2013) state that scripts foster self-regulated learning .A study conducted by Pandero, Alonso Tapia and Reche (2013) in Spain with 69 students to study the effect of scripts on performance, self efficacy and self-regulation. The findings suggest that scripts promote students' development of self-regulated learning .

1-7-5 Quize

Pournis (2009) shows the importance of quizes in helping students to give feedback on their performance and to help students foster self regulation , to motivate them and to identify language gaps. Regier (2012) states that quizes make students able to determine their level of understanding related to a particular topic. They can also identify areas that need more focus. However, it is important to make learners know that the number of the correct answers is not important. The stress is to be put on areas that need further development.

1-7-6 Checklists

They are defined as instruments that contain defined criteria .Such criteria is useful for teachers so that they collect data and make decisions about learners' knowledge and performance in relation to the learning objectives.Checklists assure the direct interference of students in the assessment process , the effective use of feedback provided and the identification of their needs.

Rosen and Pronovost (2014) state that "*in educational settings , checklists can serve not only as evaluation tools but also as a common and easy means of communicating a set of expectations regarding effective performance''*(p,963) .

1-7-8 Exit cards

They are written students' responses to questions that teachers pose at theend of the lesson . They enable teachers to assess students' understanding of the material

Regier (2012) claims that exit cards assess learners' knowledge and their level of understanding when learning takes place .They involve interesting questions and problems to be solved. Smith (2018) suggests that to make exit cards effective, the teacher should provide learners with the feedback needed .

1-8 Online Self-assessment

Self-assessment has been practiced using different methods that include inter-alia electronic or non- electronic self-assessment instruments. Leaf et al (2009) highlighted the effectiveness of online assessment as a *useful way to identify learning gaps , develop performance, enhance life-long and self directed learning habits*(Bhandary et al ,2016).

Harris and Brown (2018) claim *that electronic self-assessment is very important in providing students with opportunities for further investigation*[2] .Digital self-assessment tools can be used in high education and have positive effects on learners' achievements. An example of e-self assessment tool is e-rubrics which prove their efficiency to contribute to the development of students' responsibility and academic performance (Rivas and Arrufat,2016; Antal and Conez,2011).

1-9 Self-assessment in Other Fields

It is widely known that self-assessment covers a wide number of fields like social studies (Lewbel and Hibbard, 2001). Duffrin, Daws, Hawson, Miyazaki and Wolfskill, White Frederikson (1998) argue that self-assessment is an effective tool for improving students' performance in science classes. They involve learners in self-assessment tasks and conclude that most of the students have the ability to assess their work and are more ready to check it.

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[2] Brown, L., & Harris,R (2016). Handbook of Human and social conditions in assessment. Routledge
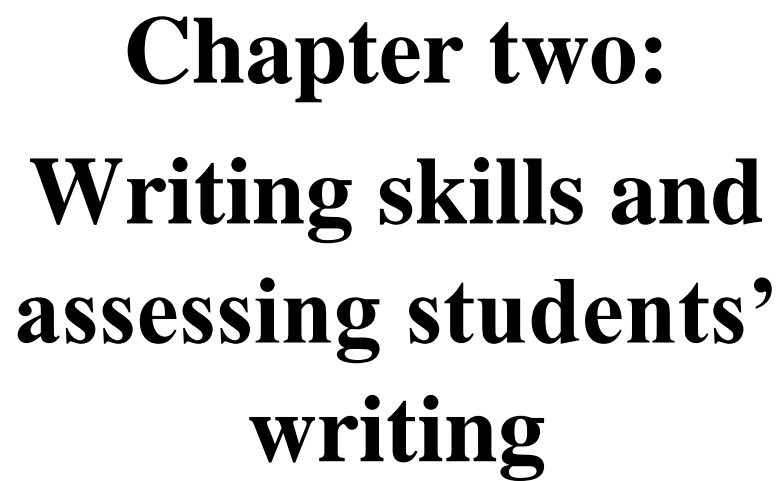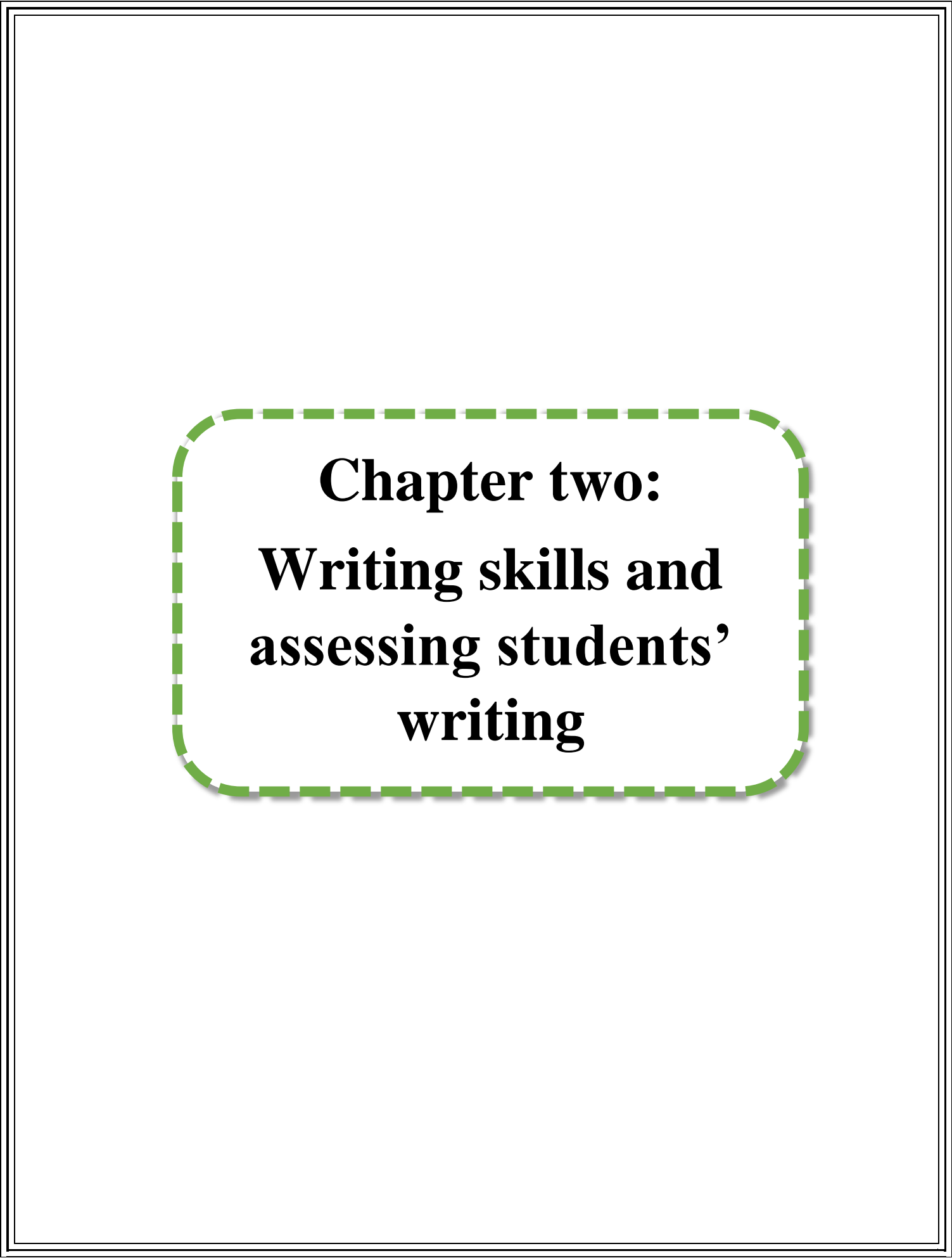
Stallings and Taxione (1996, p. 548) have practised self-assessment for high school mathematics students for a set of mathematics issues after identifying a set of criteria for both studentsand teachers. The findings state that providing learners with opportunities for evaluating and judging their achievements foster their communication skills and enhance their mathematics vocabulary. In addition, they acquire new skills like readiness , deliberateness and autonomy. Fontana and Fernandes (1994) state that improvements in mathematics results of Portuguese primary school learners come to the implementation of self-assessment . That means that self-assessment is necessary for fostering academic achievements in different levels of learning.

Concerning health care, Rosen and Pronovost (2014) claim that self-assessment practices through the use of checklists prove their effectiveness for enhancing clinical performance .

Schmutz, Hoffman, Heimberg and Manser (2014) state that health care practices like translating therapies and decision making are progressed thanks to the integration of self-assessment through the use of checklists as a tool of self-evaluation and guidance so that health care reaches high level of quality.

Conclusion:

The previous chapter dealt with a detailed investigation of self-assessment in EFL classes. It provided a definition of self-assessment, purpose of this technique and its important characteristics. Then it move to the relation between self-assessment and feedback, tools of self-assessment finally self-assessment in other educational fields. To conclude, the educational system should think about the benefits of self-assessment and encourage both students to examine their own learning process, and teachers to give more opportunities to students to be a part in the evaluation process.

Chapter two:

Writing skills and assessing students' writing

2. Introduction:

Being a skilful in writing in English is the main concern of EFL learners who find it perhaps the most important and needed skill in their academic path that requires more practice from the learner and continuous guidance from the teacher as well especially at the very beginning levels. The upcoming chapter is devoted to the theoretical part of our study. It discusses the definition of writing skill, its main components, and represents the different criteria of writing skill. Moreover, this chapter deals with causes of writing mistakes and assessing students' writing performance.

2.1 Definition of Writing

Writing has been an essential issue and has been given much attention and concern from different researchers who were interested in the field (Eg., Kroll, 1990 ; Lado, 1983) . It is considered as a basic skill for education (Shangafran and Manipour,2011).Having a command over the writing skill is an essential asset especially for EFL students who have to write their research and graduation dissertations in academic English.

Due to the development of industrialization and for communication need, there was an urgent need to teach writing to individuals. For Harmer (2004,p.3)[3] , it is considered as ''a fundamental right'' . In other words, it is a way to fulfil our social needs and raise people's self-esteem. According to Kirby and Crovitz (2013) "teaching writing can be frustrating and challenging, but it can be also rewarding and a breath of fresh air in a rather stagnant educational context" (p.9) .

Several definitions to writing have been suggested by researchers and linguists in the literature. Crystal (2006, p.257)[4] states that "*writing is a way of communication which uses the system of visual marks made of some kind of surface. It is one kind of graphic expression*". This definition proves that the writing skill is a series of symbolic graphs combined together to form a comprehensible text that is a necessary tool of communication.

Lado (1983) as well views that writing is a means of communication. A good writer is able to employ structure and vocabulary items correctly in order to express his/ her ideas in order

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[3] Harmer, J. (2004). How to teach Writing. Edinburgh Gate, UK: Pearson Education.

[4] Crystal, D (2006). The encyclopedia of The English (2nd Ed). Cambridge: Cambridge University Press.

to convince readers and states his/her ideas clearly and precisely to make a comprehensible written piece. He locates it as follows, "*we mean by writing in a foreign language the ability of using structures, the lexical items, and their conventional representation in ordinary matters of writing*". Hence, writing is more than just visual marks; it is a complex activity as suggested by Jozef (2001, p.05) who claimed that "*writing is among the most complex human activities which is concerned with creating and developing thoughts, the capture of mental representation of knowledge and the experience with the module*.

All those previous definitions are general ones since they are applied to the human capacity of writing and communicating across languages. However, in academic fields such as higher education settings and research fields, students are required to provide a miscellaneous pieces of writing during their studies and research career including essays, research paper , articles and field reports. It is believed that academic writing should follow some principles, conventions and patterns in academic such style, structure, and content since these genres are written for a specific type of readers and audience (Mennes and Wilkinson, 2002).

2.2 Components of the Writing Skill

Academic writing is a style of any formal writing assignment accomplished in an academic Setting such as writing books, research paper, academic journal, dissertation and theses. In these contexts, students' pieces of writing should be evaluated on the application of various aspects. In this respect, students should be able to apply these components in their writing. Harris (1979, p.68) identifies five aspects of writing composition, namely grammar, form, vocabulary, mechanics, and style. The following section provides explanation for every aspect.

2.2.1 Grammar

Grammar was defined by Harmer (2001) as '' the description of the ways in which words can change their forms and can be combined into sentences in that language''(p.12). Hartwell (1985) states that we cannot separate between writing and the grammar rules.

The law acquisition of the grammar rules is considered as a serious problem for many learners in writing (Bahri and Sungeng ,2010).The main reason that makes students encounter such difficulties goes back to the fact that most of students do not write very often as it is stated by Alkhasawnch (as cited in Huwari and Alkhasawnch,2013,p.2).. In order to write a clear and

comprehensive passage, the learner should have enough knowledge about parts of speech, the structure of the language and its linguistic devices.

2.2.2 Form (organization)

Form means the organization of the content. We should clarify our ideas by containing them in an outline of different genres such as paragraphs (Topic sentence, supporting sentences, and a concluding sentence), essays, articles so the reader can deduce some organization well which leads to a comprehensive communication between the reader and the writer.

2.2.3 Vocabulary

Vocabulary is an important aspect in teaching and learning any language. It refers to the selection of words which are suitable with the content or an expressed message. The correct use of words and expressions ensures the understanding of the given message and the best way to convey ideas accurately.

When students write, they find difficulty in using important and appropriate words. This makes students confused in different situations. As a result, problems related to vocabulary affect students' ability to write. It is from the part of the learner to learn new vocabulary.

2.2.4 Mechanics

Mechanics refer to the use of conventional graphic of the language, i.e., the step of arranging letters, words, and paragraphs by using knowledge of structure and some other related to one another. Spelling and punctuation are other language components that l2 students face difficulties with when they write. It is known that spelling is closely interrelated to writing (Frith,1980,p.496) .Difficulties in relation to spelling are concerned with the misspelling of words .the latter goes back to similarities of vowels as stated by Bancha (2013). Writers have to pay attention to the use of the punctuation and capitalization as well.

2.2.5 Style

Style means the choice of structure and lexical items to give a particular tone to the pieces of writing. It should be noted that the choice of lexical item to be used in writing must be accordance with the expectations of the audience/ reader.

2.3 Causes of Writing Mistakes

For most of students, writing in English is problematic .they face many difficulties from different aspects   such as lexical, grammatical, and spelling ones. So, it is considered as a challenging task. There are several reasons that lead to deficiencies when students write in a foreign language.

2.3.1 Language interference

Due to the interference of L1, learners have difficulties with grammar and vocabulary of L2 or foreign language especially when the two languages are different. The dictionary of Language Teaching and Applied Linguistics (1992) defines language interference as a result of language transfer, which is caused by the learners' first language. In other words, learners often make mistakes while thinking in their mother tongue language and do literal translation into English which is not correct. In this respect, students cannot neglect that the two languages are two different conventions. For instance in Algeria, the French language was inherited from the colonization and through time Algerians considered it as their mother tongue, because they acquired it at very beginning stages even before entering school. Hence teachers and parents must motivate learners and make them interested in reading books in English in order to help them to think first as native speakers and then provide a piece of writing.

2.3.2 Over-generalization

Is extending the application of a rule to items that are excluded from it. For example, when dealing with plural, learners may add an (s) to all the nouns of English. This rule is not always correct in all cases, such as in foots instead of feet, and tooths instead of teeth.

2.3.3 Performance pressure

Writing is a process that requires much concentration, focus and mental effort from the writer, so when they write they need the appropriate environment and enough time as well to recall ideas in order to produce a good piece of writing because when they are nervous , they make different mistakes.

2.3.4 Forgetfulness

Students cannot remember all what they have studied with their teacher, so they forget and they lack vocabulary, and this fact affects their written production.

2.3.5 Fossilization

Students do the same mistake in their writing production unconsciously, even with continuous correction and comments from the teacher, for example forgetting the (s) in the third personal pronoun with the present simple.

2.4 Assessing students' Writing

As it is mentioned before that teaching writing is an essential element in any educational system, assessing students' written productions is a crucial aspect as well.

Assessing students' writing assignment is defined as ''the process of collecting analysing, and recording information about students' progress towards achievements of syllabus and outcomes (writing and spelling strategies,2007.p,17). Writing assessment refers to an area of study that contains theories and practices that guide the evaluation of a writer's performance or potential through a writing task. Assessment of writing skills can also refer to the technologies and practices used to evaluate students' writing and learning as well .So, assessment is most importantly "*a means of channelling reactions and advice to facilitate improvement*" (Hyland & Hyland, 2001, p.186). This quote captures the essence of the ultimate aim of assessment. Effective assessment triggers the students' ability to internalize informative feedback to be used for further improvement in the student's written performance.

when talking about assessing students' writing , it is important to mention that it is concerned with assessing both the content and the process as it is stated by Mackenzie, Scull and Muncie (2013, p. 376) that "*assessment systems should consider content and process*". That means that responding to the students' writing is not seen solely in one form. However, it indicates that any system of assessment (descriptive feedback, analytic rubrics, or checklists) takes into account the final product of the students as well as the process of generating the final piece of writing. In this context, process and product are significant and complementary.

2.5 Responding to Student Writing

Responding to students' writing is about providing feedback to learners so that they are given opportunities to assess and improve their writing . Effective feedback in the writing classroom is best seen as important of classroom assessment that integrates teaching, learning ,and assessment (Nicole and Macfarlane-Dick ,2006).

It is indicated that written feedback is highly demanded by second language writers (Hyland,1998 as cited in Hyland ,2003) . Positive remarks are encouraging however, relying on such motivating comments can discourage revision (Hyland ,2003).

Harmer (2004, p. 108) also suggested that "*when responding to students' work we are not only concerned with the accuracy of their performance, but also with the content and design of their writing*" This quote clearly demonstrates the wide range of feedback that the teacher should provide his learners with. Thus, the assessment of writing as a skill and a process is multi-faceted. Writing is not only about language rules and respecting stages of writing, but is, therefore, concerned with the information included within their writing. In this respect, good writing requires the writer's ability to respond to the assigned topic and selecting the relevant ideas that develop the whole topic as well.

Here comes the role of the teacher, as the essential and most important element in any educational process. Teacher may supply his learners with full knowledge about their level, needs and capacities. In addition he is not the only but the responsible to evaluate their performance through grades and positive feedback, which causes trust between students and the teacher. According to harmer (2004), teachers play a great role in the process of responding to students' writing assignment. It is about giving the appropriate informative and descriptive feedback to students' writing. In other words, it is about discussing their productions and giving recommendations without giving judgements "*to be effective, feedback should be conveyed in a number of modes and should allow for response and interaction*" Hyland & Hyland (2006). In other words, to have better learning results, teachers should provide more than one type of feedback, that is to say diversification in in order to change the routine and motivate learners to receive feedback in different moods. According to Behizadeh (2014)'' *some assessment formats could be more suitable in supporting educational goals.* In this respect this kind of assessment may create motivation and awareness about self-assessment and take decisions about own performance, and the most important it can be easily applied at the level of classrooms in order to gather more information about learners' achievement. It is suggested that scores should be replaced by comment feedback which is presented in different forms .such forms help students to pay attention to the criteria of a good piece of writing.

The following figure 2-1 is an example of a Scoring Rubric with a "Remarks" Column for the Recount Genre

Evaluation criteria – recount	4	3	2	1	remarks
	A very clear orientation, establishing who was involved, where, and when the events happened	A generally clear orientation which provides necessary background information	Some missing information in the orientation	Lots of missing information in the orientation	
	Past events are sequenced in a very clear order	Past events are generally clearly sequenced	Some events not in the right order	Past events are all over the place hard to figure out a clear sequence	

	4	3	2	1	remarks
	Very appropriate and impressive ending – ending with a; feeling, a thought, or a reflection	Appropriate ending	An ending is provided, but it is not very appropriate	No ending is provided	
Language features	Past tense verbs almost completely accurate	Tense generally accurate	Quite a number of tense errors	Full of tense errors	
	Very appropriate and accurate use of time expressions to link up events	Generally good use of time expressions to link up events	Some time expressions to link up events	No time expressions to link up events	

	A large range of appropriate words to describe events	A good range of words to describe events	Some good words to describe events	An extremely limited range of words to describe events	

table 2.1 Scoring Rubric with a "Remarks" Column for the Recount Genre (Lee, 2016.p,18)

Shepard (2000,p.4) refers to classroom assessment as ''the kind of assessment that can be used as a part of instruction to support and enhance learning'' . Shepard emphasizes on the fact that assessment should not be based on giving grades to fulfill external demands (Shepard,2000,p.4) .

When talking about l2 contexts, classroom assessment of writing was treated using summative approaches (Lee and Coniam,2013) . Such approaches focus on testing culture and the passive role of the learner in receiving knowledge .The shift of classroom writing assessment literacy tends to focus on the learner and its integration as a vital element in the learning process and to limit the teacher's authority to work for the success of the learner. In addition, Feedback does not focus on correcting students' errors only, but it also focuses on interacting with the learners and trying to motivate them for learning the written form of the target language, as Hyland & Hyland (2003, p. 184) claimed that "written *feedback that teachers provide on their students' writing should be more than marks on a page"* [5] . Black and William, 1998; Brookhart,2001;Butler ,1987; Crooks, 1980 state that providing students with feedback is more effective than giving scores . Students focus on scores more than comments provided by their tutors. It is stated by Lee (2016, p. 20) that scores have negative impact on students' motivation and affects their performance.

It is recommended by Lee (2016) that when there is a need for scores for summative tests the teacher can provide students with feedback first then , he reports scores since the role of the teacher is to build positive learning atmosphere in the classroom to meet the desired objectives rather than focusing on grades.

As a conclusion, assessment of students' pieces of writing is a critical process where the teacher needs to determine the basic element of this evaluation. In doing so, teachers need to define the basic goals and objectives for assessment along with consideration to both process and

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[5] Hyland, K. (2003). Second language writing. Cambridge: Cambridge University Press.

the content of students' writing in order to achieve the main aim behind as assessment that is improving students' writing ability.

2.6 Self-assessment Implementation in Writing

It is widely known that in most of foreign language school contexts, writing is a product approach rather than a process oriented one. That is why, self-assessment should be part of the curriculum at the early stages as Lee (2017, 32) states

'' AFL strategies such as self-evaluation have to be established within the culture of schools and implemented across the board, and preferably as early as in primary schools so that process writing and active student involvement become the norm rather than the exception .''

For many years, many studies have been conducted across the world to study the effect of self-assessment   in developing student's writing skills. Andrade and

Boulay (2003) studied the effect of using self-assessment for assessing high school students' written essays for two months .Students were provided with criteria without feedback .The results reflected that there were no effects on the learners' performance during this period. Such findings prove that feedback promotes students' motivation, self-esteem, and enables them to bridge the gap between current and desired performance to develop their future performance. The type of feedback provided by most of writing teachers is the handwritten comments. Others prefer to use correction codes or symbols

.The following 2.2 is a sample of marking codes for writing.

sp	Spelling
vt	Verb tense
ww	Wrong word
wv	Wrong verb
☺	Nice idea/content
! ₪	Switch placement
¶	New paragraph
?	I don't understand

table 2.2 : correction codes (Coomb, 2010,p.97)

In Porto's study (2001), students developed their writing skills and promote their awareness of the writing process. The findings of Butler's and Lee's study (2010) where

Grade 6 Korean students practice self-assessment state that they enhance their performance and the ability to self-assess their writing. Oskarson's study (2009) claims that the Swedish upper-secondary students are able to assess their own writing when they are actively engaged in self –assessment tasks. University students in Hale's (2015) study states that self-assessment makes students assess their writing in a more objective manner. In 2010, Lam applied self-assessment in a writing class .He found that learners were enthusiastic to assess their products and were motivated to improve their writing skill.

Another study was done in a writing class at Pattimura University , Indonesia, by Manuputty (2000) in which self-assessment is implemented to foster students' independent learning .The finding of the study suggest that different writing aspects were developed such as organization and mechanics.

It is highly recommended to mention that when students are engaged in self-assessment, they need learning goals' setting and criteria of the writing task given . The pre-writing is the phase in which students set and understand the learning objectives and the criteria used .The teacher should identify them by involving students in a set of prewriting activities in which they use their understanding to accomplish them. The use of such activities help students prepare themselves for self-assessment at the next phases of writing .when students are given the opportunity to take part in setting the learning goals and the criteria of the writing activity. This helps them to personalize their learning according to their needs (Lee, 2017, p.44). When learning is personalized, students can select, develop, reflect, and make decisions about their learning objectives.

The following figure 2-3 shows a student's attempt to set some personal learning goals for story writing.

In the past when I wrote a story	In this story writing task, I aim to
I used to start in a boring manner, e.g., One day, once upon a time, last Sunday	Write an opening that is able to grab the readers' attention
I used to finish my story quite slackly, usually in a hurry	End my story in an impressive way
I didn't use any dialogue	Use dialogue to make my story more interesting

table 2-3*: **Student's Personal Learning Goals for Story Writing (Lee ,2017,p.45)**

Learners can assess the content, organization, language and the style of their writing .

After writing, they can assess their ability to achieve the desired goals that are set before.

To help students assess their writing, the teacher's role is to train students in how to be an integral part of the writing experience and encourage them to promote a sense of ownership or control over their writing . To do this, the teacher needs to develop students' metacognitive awareness by asking a set of metacognitive questions (Lee, 2017 ; Hattie and Timperley, 2007). Lee (2007) emphasizes the role of learning logs as a means to develop metacognitive skills for recording learning goals, reflections related to

Self-assessment , teacher's feedback , peer feedback and the different aspects of writing like content , organization and language. Another method is the use of dialogue journals that give students the opportunity to write for five to ten minutes at the beginning or at the end of the class about topics of their choice. The teacher's role is to guide learners to the appropriate use of language without correcting it as Reed (1990) states that the teacher evaluates his learners at the level of topic initiation, elaboration , variety, and the use of different genres, expressions of interests and attitudes , and awareness about the writing process.

2.7 The Use of Technology to Assess Writing

In the digital age, students are accessed to use technology to facilitate their learning .Such change is applied for teaching writing (Barton ,1994; Barton et al , 2000; Gee,2008; Street2003,2004) . The advent of technology has therefore opened new possibilities for classroom writing assessment and feedback.
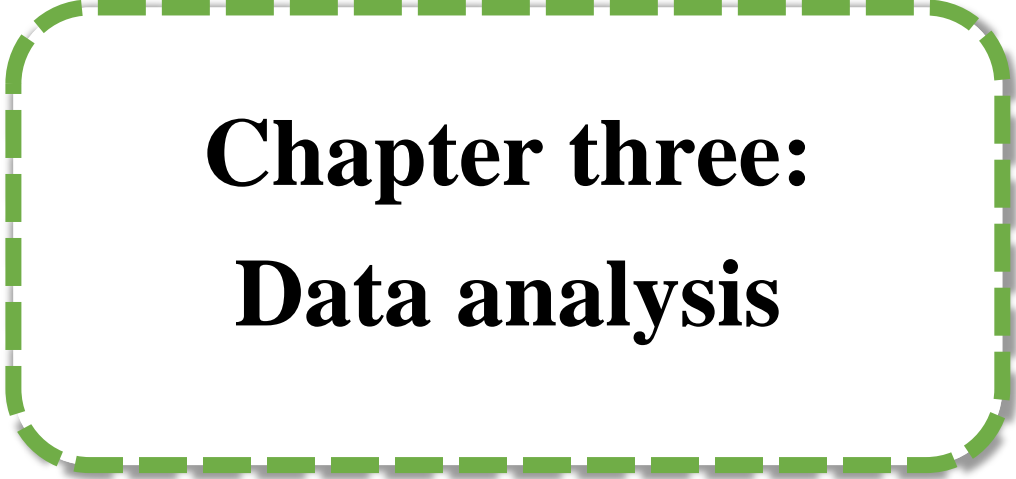
Online tools for self-assessment encourage metacognition and self-regulated learning (Lee, 2017) . They can apply self-assessment using screencast technology and websites to examine their own writing and analyse their own strengths and weaknesses.

Conclusion:

In short, EFL teachers and learners must be conscious about the importance of writing skill, which needs a lot of practice and hard work since it is difficult to master. The previous chapter presented a set of viewpoints of different experts concerning writing skills in EFL context, its main components that build a piece of writing and aspects of writing skill. In addition, we discussed the causes behind EFL students' writing mistakes, and also techniques of assessing students' writing. Self-assessment is one of these methods to assess and evaluate learners' writing. The next chapter will examine and explain more the effect of self-assessment in improving students' learning performance, and create opportunities for them to be a part in their assessment.

Practical part

Chapter three:

Data analysis

3. Introduction:

The upcoming chapter I dedicated to the practical part of our study. It will consist of three sections: the first section will tackle research design of the intended study before the outbreak of covid_19. The second part will describe the research methods that will be used in this study instead of the first research plan. However the third part will thoroughly provide an account of the obtained data from the self_assessment questionnaire and the observation sessions that were prior to covid_19 measurements to stop instruction at the Algerian universities. It will also provide the findings of the study, data display and the interpretation of those findings. Eventually, the section will present study limitations and propose some recommendations and suggestions for further study at the end of the chapter.

3.1 Research design:

This section is devoted to research design which was supposed to evaluate the development of second year university students' writing skill after implementing self-assessment. It also sheds light on the aim of the empirical study and a brief descriptions of research sample, methods, variables as well as data collection tools and description of these methods used in this investigation.

3.1.1 The aim of the empirical study:

In the field of language learning and teaching, studies about self assessment were conducted since it has become a means of realizing the goals of learner_centred education, many scholars like Lee (2016), insist on the fact that self-assessment is the best counterpart of the emerging process approach of writing. This study aims at investigating teacher's and students' attitudes about elf assessment and their beliefs on the effectiveness of this technique in enhancing learners' writing performance in EFL classes.

3.1.2 Research variables:

Our research study consists on two main concepts: learners' ability to assess their own performance, and their level in writing skills.

3.1.3 Sample population description:

The participants of the empirical study were supposed to be secons year EFL students at Ibn Khaldoun university of Tiaret. Within the changes of the worldwide and the outbreak of the corona virus we were obliged to switch the participants and devote the questionnaire to EFL

teachers from different universities in Algeria. In addition depend on the observation sessions in second year EFL classes with the help of our supervisor's experience and guidance.

3.1.4 Data collection tools:

We depend on two different research tools; a questionnaire and classroom observation in order to collect data from both EFL teachers and learners.

3.2 Research method description:

Above all we were supposed to work on a different plan which is address a questionnaire to second year EFL learners to know their attitudes towards the effectiveness of using self-assessment technique to improve their writing skills, and employ descriptive and the experimental method in which students are divided into two groups, the first one would apply self-assessment treatment of our experiment, whereas the control group would not receive the treatment. The experimental method would be used in order to make the difference between the results obtained from the diagnostic test to see whether there was a development on students' writing performance or not after adopting self-assessment technique. However with the outbreak of the corona virus we were obliged to change the plan and focus on online questionnaire and depend on classroom observation under the guidance of our supervisor.

3.3 Aim and Administration of the Questionnaire:

Questionnaires are a very convenient way of collecting useful comparable data from a large number of participants. However questionnaires can only produce valid and meaningful results if the questions are clear and precise, and most importantly if they are asked consistently across all respondents. Careful consideration therefore must to be given to the design of the questionnaire.

Teachers' questionnaire was handed online in June 2020, in the academic year 2019/2020. The questionnaire was given to 40 teachers of English from different universities in our country (Algeria), taking 20 teachers' answers randomly as the main sample to examine research hypothesis. Those teachers have taught "written expression" before, and have an adequate experience that makes their suggestions and observations valuable for the aim of this research. This questionnaire together with those of classroom observation, will enable us to shape an image about the situation within Algerian English departments and examine the effectiveness of using self-assessment technique to enhance students' writing skills.

3.4 Description of Teacher' Questionnaire:

To question EFL teachers about the issue under investigation, a questionnaire comprises two sorts of questions; the first one is limited question that deals with "yes" or "no" answers, or to indicate answers from numerous options. The second one is the open-ended questions; in which the questions require full answers, sort of reasonable grounds or justifications for the choices when necessary, or asking teachers to submit their opinion or ideas. This questionnaire consists of four sections with 14 clear questions which are arranged in such a way to mirror the essence of the current research.

Section one deals with teachers' background information; questions are asked to specify their gender, age and their degree. Section two deals with teachers' attitudes toward writing skill in general. However the third section deals with teachers' attitudes towards self_assessment in writing skill, and in the last section, teachers are invited to give some pieces of advice, and further suggestions.

3.4.1 Classroom observation

Classroom observation is considered as an action research method of collecting data. Hora. M.T and Ferrare .J (2013) identify classroom observation as ''a method of directly observing teaching practice as it unfolds in real time''. It has been chosen for our study for its advantages . it provides immediate data and economic use of time. In addition, immediate discussion after lesson is available .furthermore, it acquires   a full picture of events to observer at time of observation.

3.5 Analysis of the results:

3.5.1Analysis of the teachers' questionnaire:

In order to have different points of view concerning the role of self-assessment in enhancing students' writing skill, a questionnaire addressed to EFL teachers from different universities in Algeria such as Mohamed Khider, Ibn Khaldoun, Dr Moulay Tahar, and Abdelhamid Ibn Badis University. We were obliged to do so because it was not possible to ask only our departments' teachers and some of them did not respond to our questionnaire. 20 teachers were taken as sample to respond to the answers. In this section, the collected data are to be displayed into tabular form for the purpose to analyze, interpret and generate appropriate results.

Section one: general information

This section contains 3 questions that seeks to know the teachers experience in teaching English in general and written expression in specific

Q 1: specify your age:

3.1 Table: teachers' age

Age	Number	Percentage
Between 30 to 35	8	40%
Between 35 to 45	5	25%
Between 45 to 56	7	35%
Total	20	100%

The table above represents the teachers' age, they are varying from 30 to 56 years old. 40% represents the majority of teachers who are between 30 to 35 years old. 35% the ones who are between 45 to 56 years old, and 25% stands for teachers who are between 35 to 45 year old.

Q 2: specify your gender

a.   Mal

b.   Female

3.2 Table: teachers' gender

	Male	Female
Number	3	17
Percentage	15%	85%

3.1 Figure: teachers' gender

The above results show that the majority of the participants are females with a rating of 82,5% meaning that there are (13 out of 20) females, while in the other hand, 17,5% rate of males was measured meaning that there are only (7 out of 20) males.

Q 3: what is your degree?

a.Licence

b. MA

c. Ph.D Student

d. Doctotare

3.3 Table: teachers' degree

Option	Licence	MA	Ph.D students	Doctorate	Total
Number	2	12	4	2	20
Percentage	10%	60%	20%	10%	100%

The numerical data in the table 3 above show that most of the teachers are MA degree holders with rating of 60% which means (12 out of 20). 20% are PH.D students (4out of 20). While 10% rate of both doctor and licence holders (2 out of 20) in both last cases. This indicates that the degree is not everything, what is matter is the teachers' experience. In other words teaching experience is positively associated with student achievement gains throughout a teacher's career, so I think that teacher's effectiveness increases with experience.

Section two: teachers' attitudes towards writing skill.

This section contains 4 questions. It aims to know teachers' opinion about their students when it comes to learning writing and their level of writing, knowing if our teachers find that writing is a difficult task to teach. We tried to know which compent makes a good piece of writing according to each teacher.

Q 4: do you think that time devoted to written expression sessions is enough?

In this question, the majority of sample population which is (18 out of 20) teachers which rating of 90%, claimed that time given to teaching writing is not sufficient

Sub answer: explanation

Devoting one or two sessions are not sufficient to cover every aspect of writing and be able to provide descriptive feedback for each student or to train them in good English writing, because students need to practice what they have learned in their pieces of writing besides a feedback from their teachers that is why they need more time.

In the other hand; 2 teachers rating of 10% pointed out that time given to writing skill is good enough to teach that module depending on the evidence that the teacher is not the only responsible for learning process. Students must be independent in seeking knowledge and skills on their own since we are in 21st century and knowledge is available in several media.

Q 5: do you think that written expression is difficult task to teach?

a. Yes
b. No

3.4 Table: teachers' perception about the hardness of teaching writing.

Option	number	Percentage
Yes	8	40%
No	12	60%
Total	20	100%
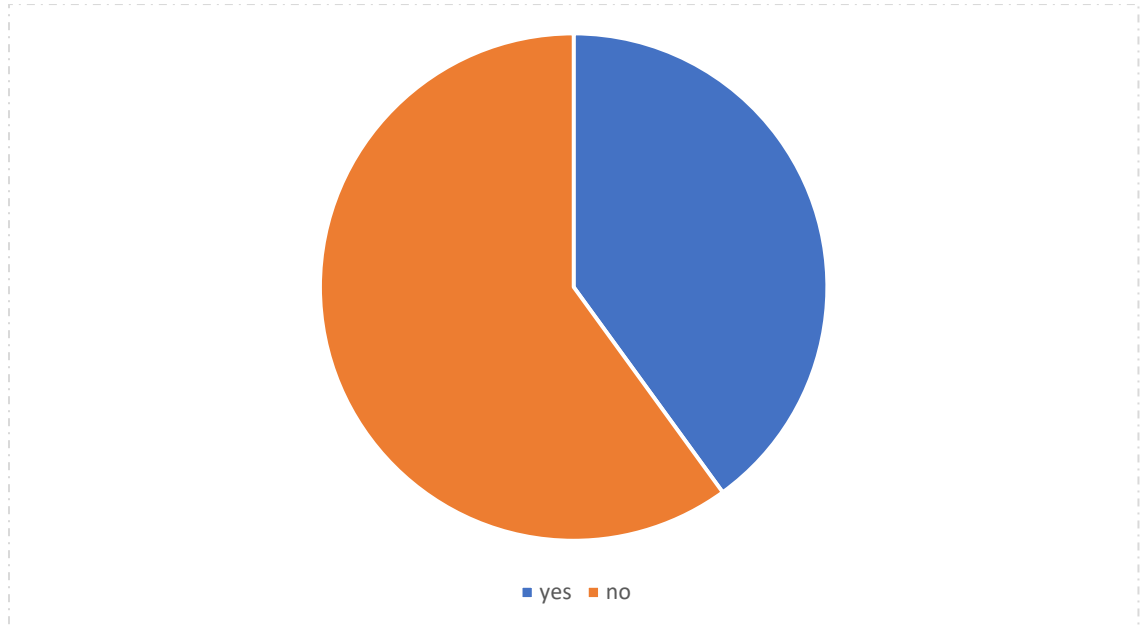
3.2 Figure: teachers' perception about the hardness of teaching writing

The table and the pie chart number 2 showed that the majority of the participants agree when it comes to the difficulty of teaching writing. 12 out of 20 rating of 60% answered that yes writing is a difficult module to teach for EFL students, and 8 out of 20 rating of 40% find that writing is an easy task to teach

Sub answer: explanation

In fact, teachers whose answers was "yes" their justification was as follow:

1. Since it requires solid preparation and engagement from the teacher and identify the syllabus, objectives and prepare lessons according to the short and long term goals of learning and address them in safe learning environment for better achievement. (Mohamad Khider University)

1. Teachers of written expression face many difficulties *especially when their students do not know how to respond to the given feedback.(Ibn Khaldoun University)*

1. Because the rules that are used in writing differ from the ones that are used in speaking, i.e. some words are not spelled as they are pronounced and this can make writing more difficult than other language skills.(Ibn Khaldoun University)

1 .Writing is a skill developed through deliberate practice that takes time and in reality never reaches an end point.

In the other hand, teachers who find that writing skills is an easy task their justification was as follow:

1. Writing is a formal communication tool. Writing and literature always will go hand in hand. Great writing becomes great literature, which means the more reading and writing we do the better.

1. Peer response and collaboration are effective techniques to develop students' writing.

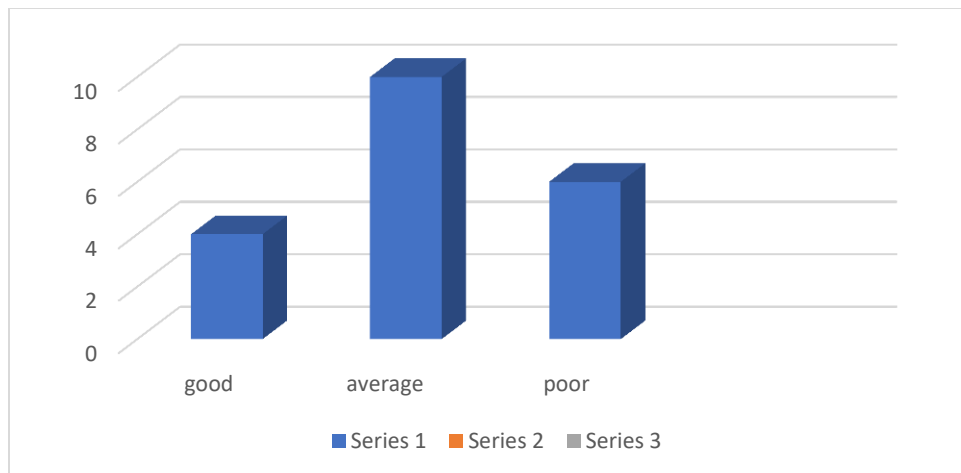*1. Writers write best when engaging with subjects they are both interested in and knowledgeable about.*

1. Writing itself is an act of thinking that allows for discovery while writing.

Q 6: when correct your students' pieces of writing, their ability is:

a.good

b.average

c.poor

3.3 Figure: students' writing ability

The question asks to know teachers' opinion towards their students' writing ability.

The graph 4 shows that half of the teachers find their students' writing is average rating of 50% which means (10 out of 20). In the other hand (6 out of 20) that is to say 30% of the participants claimed that students' level is poor. However, only 20% which means (4 out of 20) answers represent the good level of students' writing.

Sub answer: explanation

In fact, teachers whose answers was "yes" their justification was as follow:

1.   *Most of the students are not conscious of the importance of writing stages, and they do not plan for their pieces of writing, however they just start immediately and finish without revising.* Students nowadays are busy and have no patient for poorly structured pieces of writing.

2.   Students need to be trained on brainstorming to be a critical thinkers in order to invent ideas, or answer a question. According to the participants' answers, they claimed that: their students *take too much time while writing and cannot find the suitable information to suit the topic.*

3.   *Students find that in writing there are many sub_components which need to be set together which make it a very laborious and hard task.*

Q 7: according to you, what makes a good piece of writing? (You can tick more than one answer):

a.accurate grammar

b.   good ideas

c.mechanics

d.   spelling

e.style

f. vocabulary

g.   word choice

3.5 Table: importance of writing aspects for teachers

Option	Number	Percentage
Accurate grammar	10	50%
Good ideas	7	35%
Mechanics	4	20%
Spelling	4	20%
Style	5	25%
Vocabulary	4	20%
Word choice	5	25%

As we can see in the table above, the majority of the participants (50%) answered that a good piece of writing should contain a good content, and (35%) emphasized on their students to choose the right words while writing a piece of work. What is more (25%) of the teachers

claimed that any written work should contain good vocabulary and correct grammar. However; (20%) gave much importance to spelling, mechanics and style as well.

Section three: teachers' attitudes towards self_assessment in writing

This section contains 7 questions. It aim to know teachers' thoughts about the implementation of self_assessment technique in improving EFL students' writing performance, the questions are sited as fellow:

Q 8 : have you ever heard of self_assessment?
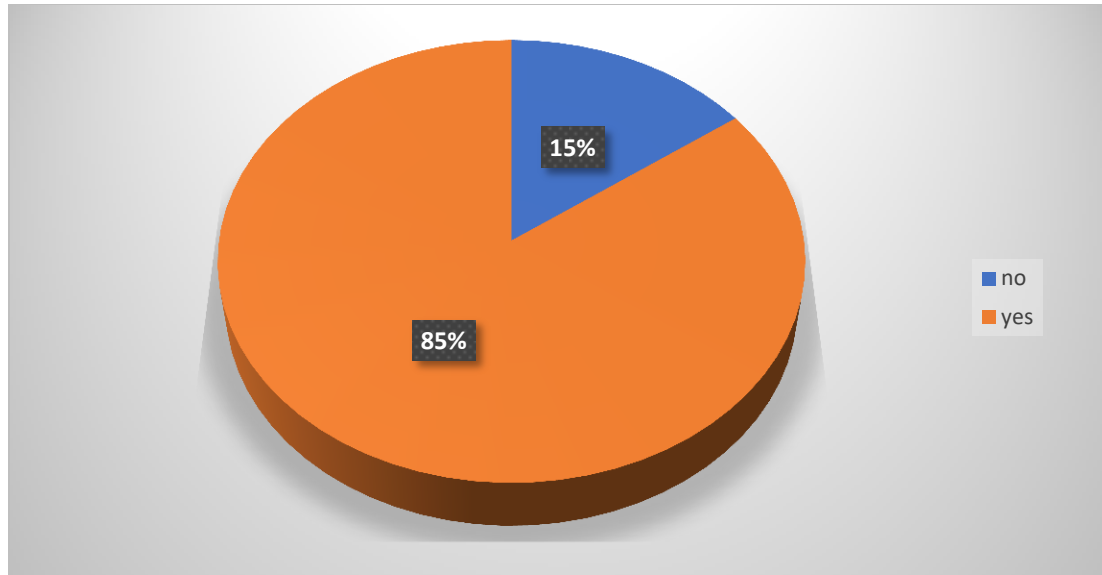
a. Yes

b.   No
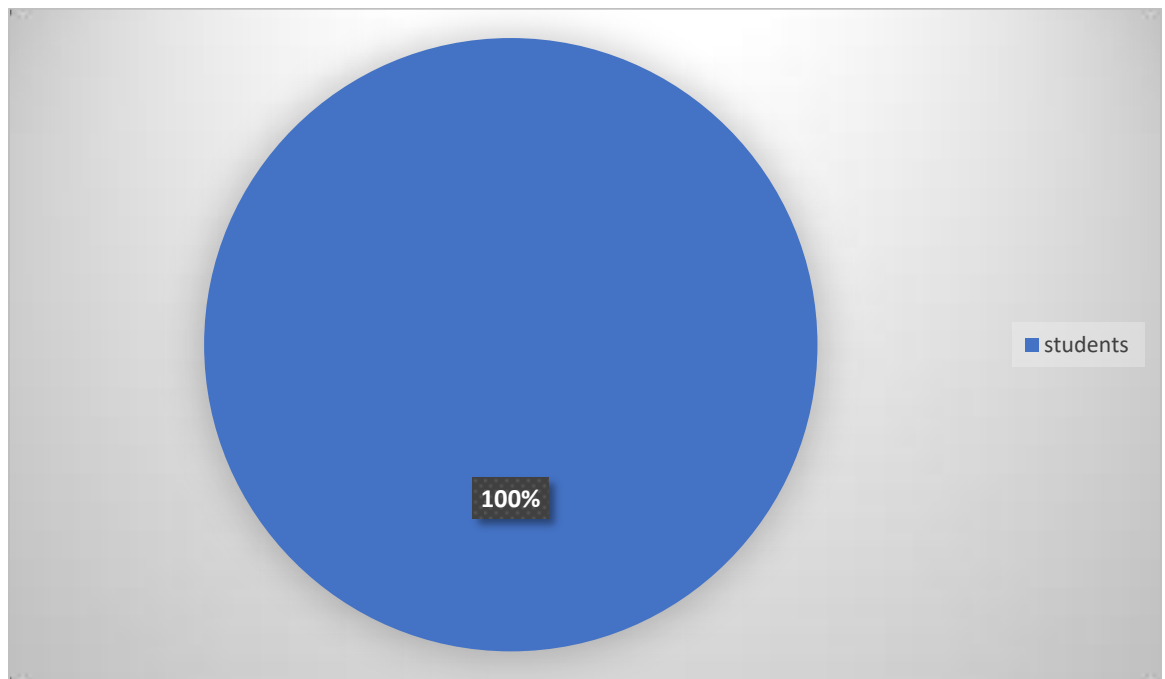
3.4 Figure: teachers' familiarity with the notion of self_assessment

This question asks if teachers are familiar or not with the notion of self_assessment.

According to the pie chart above we notice that all the population (20) teachers heard of self-assessment.

**Q 9: have you ever had any training of formative or self_assessment?**

3.5 Figure: teachers who trained on formative or self_assessment

Most of the teachers (17 out of 20) which means 85% answered that they had training of formative or self-assessment many times specially in seminar. Which indicates that seminars themselves provide the opportunity, conditions and the framework for reflective professional development, in which teachers can exchange ideas, experiences and improve communication, especially if it is prepared and given by experts? So teacher at all levels need to be trained in their related subject matter and field, because such programs will help teachers sharpen their teaching skills and improve their knowledge and hence improve students' learning. In the other hand, the rest of the population (15%) did not have the chance to attend seminars, workshops or service training. So teachers in urgent have to attend in-service training in order to enrich their knowledge and stay in touch with the new methods and techniques that serve teaching and learning process, and be aware of the effectiveness of such meetings. Teachers will always be learners and learning is an ongoing process with no reachable limits.

Q 10: do you think that your students are able to assess themselves?

a.Ys

b.   No

c.Not all of them
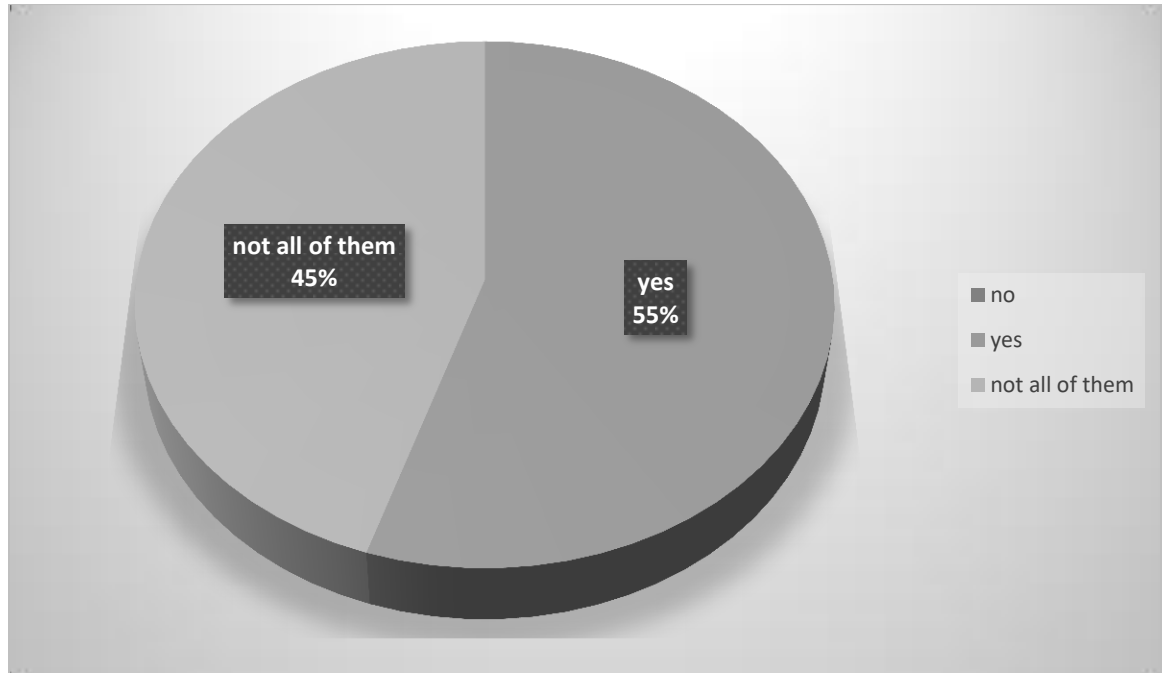
3.6 Figure: teachers' thoughts about their learners' ability to assess themselves

After analysing the findings of the pie chart above we found that 11 out of 20 teachers answered with yes their students are able to assess themselves if they are well trained and under the supervision of their teacher, the other 9 teachers answered with not all of them. From here we conclude that traditionally most of the time, the teacher is the one who assesses and the learner is the one who is assessed and teachers actually do not give the chance to their students to be a part in their assessment, because of many reasons such as; learners are not trained to do so, they even do not know what criteria should be used in judging their work, and if they had the chance, they will always rate themselves well and overestimate their capacity which cast doubt on the reliability of self-assessment, beside the reason of time consuming…etc.

Q 11: do you provide your learners with the opportunity to assess themselves?

a. Yes

b.   No
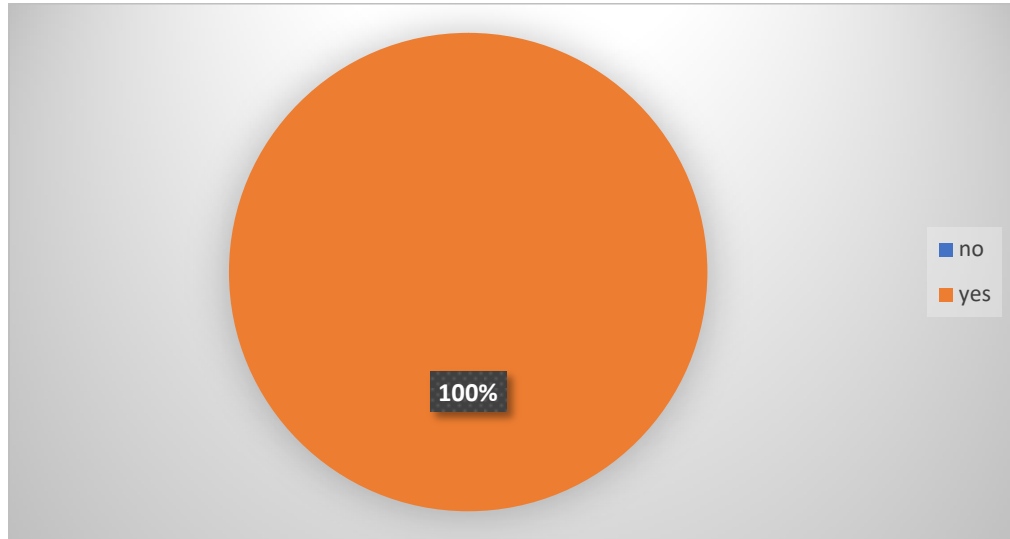
3.7 Figure: chance given to students to assess themselves

This question aims at knowing it teachers give students chance to self_assess. From the pie chart above it shows that all the sample population of 20 teachers share the same answer which is "yes" they do give opportunity to their students to assess their own performance. Which means that teachers in Algeria are aware of the value of self_assessment and perceive it as important, and make student conscious about their performance, and which criteria should be used in assessing learners' level.

Q 12: what are the self-assessment tool(s) or practice(s) in writing you use in your classroom (you can tick more than one answer)

a. Revising checklist

b.   Rubrics

c. Rating scales

d.   Written justification grade

e. Oral justification grade

f. Others

| Options	Number	Percentage
Revising checklist	11	55
Rubrics	2	10
Rating scales	2	10
Written justification grade	5	25
Oral justification grade	2	10
Others		

3.6 Table : self-assessment techniques used by teachers

Self-assessment techniques that research subjects were familiar with are differ from one learner to another. As it was shown in the table above there were 55% of teachers who preferred to use revising checklist during writing process. In the other hand 25% of the participants were familiar with the use of written justification grade. Concerning the use of rating scales, there were 10% of the teachers who found them more relevant. In addition, 10% of the participants use oral justification of grade, and 10% choose rubrics for revising framework. The other techniques that EFL teachers added were the use of the proofreading marks and self-assessment sheets. We deduce that, almost all teachers use checklist as a tool to make sure that students met all requirements of an assignment that will be assessed, due to the fact that it is easy to construct and use, organized method which keep students on task rather than losing focus, and most importantly it provides enough details about the students' needs and level which can be shared with parents.

Q 13: do you think that the use of self-assessment practices will improve your students' performance? If your answer is "yes" please explain

a.Yes

b.   No
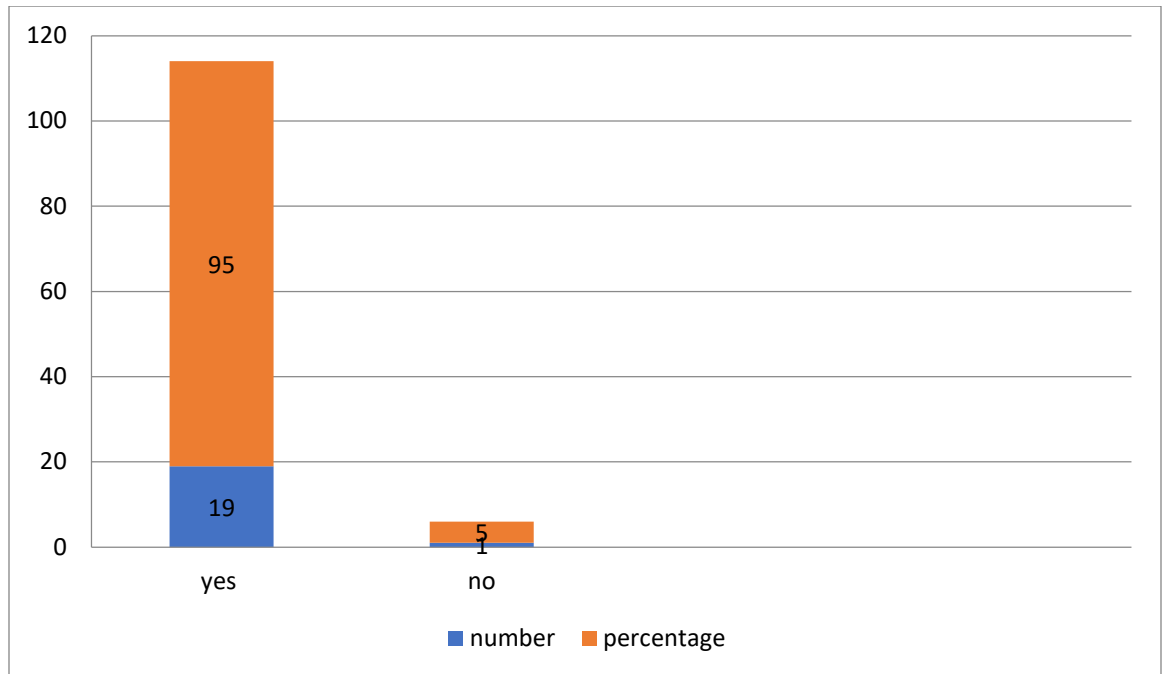
3.8 Figure: teachers' beliefs toward self-assessment in enhancing students' writing.

This question seeks to know teachers' opinions towards the effect of self-assessment technique in developing their students' performance. 19 teachers from the whole population agreed that the use of self-assessment will improve students' level. In the other hand only one teacher disagree with the statement.

Sub answer: explanation

Teachers stated that implication of self-assessment technique in EFL classes will show students their mistakes and weaknesses. In this sense, students will avoid their mistakes and develop their weaknesses taking into account writing criteria which will affect their language proficiency level.

Section four: in this section we ask teachers to provide us with further suggestions

Q 14: what do you suggest to ameliorate students' writing performance?

• Students should feel at ease when they write in the classroom, and time pressure should be avoided in order to perform well in writing.

• Extra hours must be added for this module in order to acquire a good writing skill in English.

• Teachers' answers showed their desires in adopting self-assessment in writing sessions because they found it a useful technique that helped their students in developing their writing performance.

3.6 Discussion of the results:

For the sake of testing the hypothesis which were formulated at the beginning of this research work, a questionnaire and classroom observation were used as research instruments for collecting data from EFL teachers about testing the effectiveness of using self-assessment technique to enhance students' writing skills. After analysing the teachers' questionnaire and the process of classroom observation, the following results came out:

3.6.1 Discussion of teachers' questionnaire:

The analysis of teachers' questionnaire demonstrated that teachers agreed on the fact that time given to written expression sessions is not enough for teaching and for better mastery of that skill which is a hard module to teach for most of them. According to teachers' answers to the question (7) in order to have a good piece of writing students should emphasize on good ideas and word choice. The answers showed that all teachers have a previous knowledge about self-assessment, and the majority of them had both theoretical and practical training on self-assessment. It is well known that in-service training is important for teachers as a tool for professional development and to enhance their knowledge and quality of teaching and learning as well, simply because both teachers and students are facing new challenges and changes in education world, so it is necessary to equip themselves with new knowledge, skills and perspective by attending in-service training and make sure that such programs are suitable and bring positive change to the classroom. The majority of the participants assumed that not all students are able to assess themselves for many reasons, such as lack of motivation, lack of awareness about their levels, and lack of knowledge about how to assess themselves as well. Moreover; it is pointed out that teachers usually give their students the opportunity to self-assess. Referring to the answers, teachers mostly use revising checklists and written justification of grade due to the fact that, they are easy to apply, time consuming which means that learners can complete it quickly, besides the quality of the detailed information of each students which helps in analysing their needs, weaknesses and capacities. Last but not least the majority of the sample asserts that the use of self-assessment technique can improve their students' performance since it gives them the opportunity to recognize their mistakes, to discover their weaknesses and monitor their learning. At the end of the teachers' questionnaire analysis, teachers provide us with a piece of advice and further suggestions to achieve a better teaching/learning level.

3.6.2 Classroom observation

To explore the effectiveness of self-assessment on the writing skill , a classroom observation was conducted with a teacher of written expression with second year EFL students. we asked the teacher to attend the writing session we were welcomed .the session is entitled Pre-writing techniques. Before she started involving her students in assessing their own writing performances, she informed her students about the importance of knowing quality criteria and explained to them that some students may think that the overall evaluation of their work was on the content only. However, every written task has its own criteria for evaluation. Criteria may involve organisation, appropriate responding to the assigned topic, taking into account the purpose of the piece of writing and its intended audience, the style of writing, the choice of words, and other components. Therefore, she provided her students about a text and an evaluation grid to see if they can assess the provided sample of a student from a Cambridge Exam Sheet of the Writing Examination (Level B2).

This is the second session of tecahing her students about the technique of clustering. In this session, they practised clustering using a chart. She started her session by reminding her students that they need to understand the assigned topic and identify the main topic. Then she provided them with a yes/ no checklist that involves the quality criteria of the components of a successful clustering that responds to the assigned topic. It is worth mentioning that the checklist was provided during their performance as a road map for them to make sure they were on the right path. The checklist includes (the identification of the main idea, providing at least 4 details, and backing up these details with vivid examples).

Teacher: Female

Date: 13/ 01/ 2020 from 11:00 -12:30

The Teaching Module: Written Expression and Written PRODUCTION

Dear teacher,

We will be very thankful if you take part in this research, which attempts to raise students' awareness about self-assessment in writing in order to develop their writing skill. For each statement below, indicate what you feel in your current ability in doing what is described by that statement by ticking the right box.

Table 3.7: statement

Statement	*Yes*	*No*
01- The teacher establishes positive interaction in the learning environment .	*	
02- The teacher communicates effectively in both verbal and non-verbal styles.	*	
03- The teacher's plan is supported by a variety of activities and materials.	*	
04- The teacher makes a diagnostic test (pretest in writing) to indicate students' needs, to determine skills ,and deficiencies.	*	
05- Students are informed about the concrete , specific learning objectives that are related to human development and learning.	*	
06- The teacher provides for students full access to assessment.	*	
07- The teacher uses clear and predetermined criteria for assessment.	*	
08-Students are exposed to authentic and extended practice and revision.		*
09- The teacher shares responsibility with his learners while assessing themselves	*	
10- The teacher selects and uses instruments for assessing students' academic performance concerning their writing skill.	*	
11- The teacher provides learners with comprehensive instruction to enable every student to meet the performance required.	*	
12-The teacher motivates, encourages, and supports learners for implementing self assessment.	*	
13- The teacher provides learners with constructive feedback in stages(feed up/feedback/ feed forward).	*	
14- The teacher checks progress towards the target continuously.	*	

3.6.3 Discussion of the results of the classroom observation:

After observing and after analysing the classroom observation we noticed that the teacher is aware about the main characteristics of self-assessment .what we noticed about her students performance is that they provided general information rather than precise ones. For instance, she asked them to provide the benefits of reading and its impact on learning English. They provided general answers like culture, vocabulary, listening, speaking instead of using modifiers such as adjectives in order to respond to the word benefits like exposure to the target language, enriching my vocabulary, reinforcing my listening skills, correcting my speaking mistakes. The pattern here is that the students were informed that they lacked a sense of context since they could not provide adjectives and their ideas were vague. Then the students could revise their performance and clarified their ideas. The collected data were treated, analysed and finally confirmed our hypothesis. Which means that writing skills is important for EFL classes. Also the finding unveiled that self_assessment technique can enhance EFL students' writing performance. To conclude, self_assessment is a useful tool for pupils and can help teachers to understand how a student is thinking, but it is not a skill we are born with, so it is important to set up the conditions necessary for it to succeed.

 3.7 Conclusion:

The foregoing chapter presented an overview of the research design. It gave a clear thought about the objectives of this research study, and methodology which based on qualitative and quantitative methods to collect data from both EFL learners and teachers. In addition, this chapter attempted to analyse, interpret the collected data from an empirical viewpoint, which demonstrate that using self-assessment on EFL students can improve their writing ability. In addition teachers state that teaching writing skills effectively requires using new methods such as peer or self-assessment that get learners more involved and motivated in the learning process.

General conclusion

General conclusion:

The current study is to investigate the development of students' writing skills in EFL classes. Its main concern is to investigate whether the implementation of self-assessment technique help in the enhancement of the EFL learners' writing performance. As it has been mentioned before, writing is an important skill any EFL learner must acquire. Consequently, the enhancement of this skill is of great importance in EFL classrooms. And here comes the role of self-assessment which has promising values towards education, and English Language Learning in particular.

So motivating students to assess their own performance especially in writing sessions had a positive effect on their writing ability. Concerning data collection methods, two tools were selected to treat the problem under investigation, a questionnaire addressed to EFL university teachers, and an observation sessions in the second year EFL classes. Similar to any research work, our study has faced a set of limitations. First, the results of this work cannot be generalized for its limited number of teachers, that is to say the size of the population under investigation does not always allow generalization. Second observational sessions were impossible to attend because of the outbreak of the covid_19, and universities were closed. Third, it is worth to mention that the lack of primary sources, and first hand data with regard to the issue of covid_19, which made it impossible to contact libraries. Fourth, we found some difficulties in analysing some teachers' answers because a number of them did not answer accurately and take too much time to respond, they were not interested in the topic, or just miss some questions. For further studies may examine the effect of self-assessment technique on the other language skills and work with other population with different levels using different techniques. For the sake of writing skill development, several pedagogical suggestions can be provided. Above all, teachers have to specify time to introduce and explain the implementation of self-assessment technique to students who were new to this notion, and provide help if it is necessary. In the other hand, students must work in harmony with the teacher. Effective self-assessment depends on teachers' ability to provide the appropriate materials needed in this process, such as rubrics. In addition; teachers' in-service training may facilitate conducting self-assessment, which requires practice to be executed successful in the real classroom sessions. It is of great importance to train students several times on the use of such technique. At the end we recommend teachers to be positive as much as they can in their feedback and comments in order to increase motivation and encouragement to self-assessment usage.

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Appendices

Appendices

Appendices:

Dear teachers,

We will be very thankful if you take part in this research, which attempts to raise students' awareness about self-assessment in writing in order to develop their writing skill. Please tick (√) the appropriate space or give full answer(s) on the broken lines. Your participation and help will be highly appreciated.

Section One: Background Information

1. Gender:

   a- Male

   b- Female

2. Age: ……………………..

3. How long have you been teaching English?

………………...year(s)

4. The type of the degree you held?

   a- Bachelor of Arts (licence)

   b- Magister / Master

   c- PhD student

   d-Doctor

Section Two: teachers' Attitudes towards Writing Skill

5. What is your belief towards the time given to written expression sessions?

   a- sufficient

   b- not sufficient

Explain?

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6. Do you find writing is a difficult task to teach for students?

  a- no

  b- yes

if yes explain why

……

……...

7. When correcting your students' homework (essay, paragraphs, reflective essays…etc, your students' writing ability is

  a- Good

  b- Average

  c- Poor

8. Which component do you think that a good piece of writing should contain?

  a- Good ideas

  b- Correct grammar

  c- Mechanics

  d- Spelling

  e- Style

  f- Vocabulary

  g- Word choice

Section Three: Teachers' Attitudes towards Self-Assessment in Writing

9. Are you familiar with the notion of self-assessment?

  a- Yes

  b- No

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10.Have you ever had any training in the implementation of formative or self-assessment in the language classroom?

11. Have you ever used the technique of student self-assessment in your teaching?

Yes   No

11. Raising students' awareness about self-assessment techniques in writing is very important to develop their writing skill.

   a- Agree

   b- Disagree

   c- Neutral

12. Do you think that your students are able to assess themselves ?

   a- yes

   b- no

   c- not all of them

13. What are the self-assessment tool(s) or practice(s) in writing you use in the classroom?

(You can tick more than one answer)

   a- Use of revising checklists

   b- Use of rubrics for revising framework

   c- Use of rating scales

   d- Written justification of grade

   e- Oral justification of grade

Others ………………………………………………………………………

………………………………………………………………………………..

Appendices

17. Do you think that self-assessment enhances learners' autonomy in writing?

   a- Yes

   b- No

18.Do you provide your learners with opportunities to assess their pieces of writing?

a- Yes

b- No

19.What is your attitude towards self assessment? Do you think that it is an effective approach to enhance students' writing skills?

a.Yes

b.No

Section Four: Further Suggestions

18. What do you suggest to ameliorate student's level in writing skill?

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