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The Effect of Self-Assessment on EFL Students' Writing Skill

The Case of Second Year LMD Students of English, University of Bejaia

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Didactics of English at Bejaia University

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Dedication

I dedicate this work to my dear parents,

my beloved brothers: Zaki, Hamza, and Akram,

all my friends, and all my family members.

Acknowledgements

First of all, all praises to Allah for showing us the right way.

I would like to thank my supervisor, Mrs. Kaci for her support, comprehension and her encouraging words.

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Abstract

In educational settings, students' compositions have traditionally been assessed by the teacher. Nowadays, with developments in language teaching and learning, students become more responsible and independent in their learning. In the light of this development, self-assessment is considered as a potential technique in enhancing students' writing skill and training students in self-assessment has gained a great importance. This study aimed at investigating the effect of self-assessment on students' writing skill. Students' engagement into self-assessment was realized by adopting different self-assessment techniques in writing .For this purpose, our study was based on the experimental method or design to treat research problem, and the effect of self-assessment was studied on second year EFL students writing skill. The participants of this study were forty in number divided equally into two groups of twenty students. The first group was considered as the experimental group, who engaged in self-assessment activities for two months, whereas the control group depended on teacher assessment in assessing their compositions, i.e. they did not experience the aforementioned technique. The research hypothesis stated that students' self-assessment of their writing has a positive effect on developing their writing skill. To collect data, we opted for the use of both diagnostic test (pre-test and post-test) and students' questionnaire as research instruments. The participants were pretested at the beginning of the experiment to diagnose their writing level. At the end of the experiment, students were tested again to gauge improvement in students' writing after applying self-assessment techniques. The questionnaire was handed to the students of the experimental group to know about their attitudes towards self-assessment and also to support the post-test results. The data obtained were analyzed by using descriptive statistics. Finally, the findings obtained from the diagnostic test and students' questionnaire validated our research hypothesis.

Key words: self-assessment, writing skill, self-assessment in writing, EFL, teaching methods.

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List of Abbreviations

EFL : English as a Foreign Language

ELT : English Language Teaching

LMD : Licence, Master, Doctorat

TEEP : Test in English for Educational Purposes

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Glossary of Terms

Technique: refers to the specific activities used in the classroom (Brown, 2004)

Draft: A draft is an early version of a piece of writing (Kane, 1988, p. 34).

Summative assessment: This generally refers to assessment of achievement of proficiency in learners and is usually carried out at the end of a course (Hedge 2000, p. 412).

Summative evaluation: Review of course structure, content, and methodology at the end in order to gain information to improve further courses (Hedge, 2000, p. 412).

Learner training: A classroom process organized by the teacher which prepares learners for moves towards learner autonomy (Hedge, 2000, p. 410).

Metacognitive strategies: Strategies used by language learners to plan, regulate, and monitor their learning (Hedge, 2000,p. 410).

Formative assessment: This usually refers to assessment of learners that is carried out during a course i.e., as an ongoing process, with the aim of supporting language learning (Hedge, 2000, p. 409).

Formative evaluation: Periodic review of course structure, content, and methodology as it proceeds in order to gain information to improve its later stages (Hedge, 2000, p. 409).

Learner autonomy: The ability of the learner to take responsibility for his or her own learning and to plan, organize, and monitor the learning process independently of the teacher (Hedge, 2000, p.410).

General Introduction

General Introduction

Statement of the Problem

Writing is an important complex activity that requires much time and practice from the learner's part. As EFL students at the university, they need to produce a lot of written materials such as paragraphs, short essays, reports and so on. Therefore, it will be important for students to express themselves clearly, write in a variety of styles, and organize their ideas carefully. They also need to be more accurate in their writing, so that their message does not confuse the reader by a lot of grammatical and spelling errors. Moreover, what makes writing a very troublesome task for EFL learners is the fact that it requires some criteria of acceptability related to different aspects of writing which include content, organization, vocabulary, language use, spelling, punctuation and accurate capitalization and paragraphing. Thus, students require considerable planning and attention for their piece of writing. Therefore, self-assessment may boost students' writing skill. Hence, strategic planning and self-monitoring could be very helpful.

Background and Significance of the Study

It was often observed, at the university level, that teachers frequently complain that their students' writing is uncreative and poorly organized. Moreover, most of the students do not use the appropriate words and they commit spelling and grammatical errors. The majority of the students are not aware of their errors and do not know how to complete their lacks. Thus, in our research we tended to find out some solutions like encouraging students to assess their written work by themselves in order to enhance their writing.

Although, much research has been conducted on the topic, the latter needs further investigation. This topic was conducted by a number of researchers but with different objectives, in different ways, and under different conditions.

The Aim of the Study

The importance of writing is undeniable in the field of foreign language teaching and learning. Therefore, most of language researchers attempt to develop EFL students writing skills. Thus, this research, in its turn, aimed at investigating the effect of self-assessment on second year EFL students' writing skill at the University of Bejaia. Moreover, this research aimed at developing students' writing skill through adopting self-assessment techniques in the classroom.

Research Questions

Writing effectively in English with less errors and reaching a good level in writing skill seems to be a tough issue for language learners. Besides, it requires from the language users to adopt many techniques and procedures so as they can develop their writing skill. So, this research was guided by three main questions:

1- What are the techniques the EFL students use to assess their writing?
2- What are the common problems that the students face in their writing?
3- Does self-assessment help students to be more independent in their writing?

Hypothesis

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 develop their writing skill and realize effective writing products.

Research Participants

Regarding the population, we chose to work with the second year EFL students at Abderahmane Mira University of Bejaia. They were twelve groups: each group consisted of almost fifty students. The nature of the work required a very limited number of individuals to be studied, and the latter were from different groups that were selected at random. The students were of different ages and sexes. They study English as a foreign language and the majority of them speak kabyle as a mother tongue in addition to Arabic and French.

Research Method

The method that seemed to meet the objectives of this research hinged, mainly, on the experimental method. In the experimental method we had two groups: the experimental group that adopted self- assessment activities in writing and the control one. The experimental design helped us to notice whether there were changes or not. The results unraveled by students were analyzed and described by using both qualitative and quantitative methods.

Structure of the Study

Our research work was made up of two chapters. Chapter one consisted of a theoretical review on self-assessment and writing skill. The first section of this chapter provided information about the various definitions of writing, its stages and aspects. The second part included different definitions of self-assessment, self-assessment types, and its advantages. Furthermore, the third section shed light on self-assessment in writing. The second chapter was the practical part, where we described and analyzed the diagnostic test. Moreover, we also described, analyzed, and interpreted the questionnaire that was administered to the students.

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Chapter One: Theoretical Background

Introduction

For many years writing was considered as a fundamental skill in EFL teaching and learning, and developing writing skill among students is very necessary. So, there are many strategies and techniques that are used to develop students' writing skill, and among those techniques, self-assessment seems to be one useful technique in enhancing students' writing skill. In other words, once students are trained to assess their writing in classroom, the latter, therefore, will be improved and developed. This chapter is divided into three sections: the first section is about writing skill, the second section is devoted to the independent variable of this research which is self-assessment, and the third section deals with self-assessment in writing.

Section One: The Writing Skill

Writing in a foreign language is one of the most challenging skills for almost all students. It is also a very demanding skill that requires a considerable practice and effort from the learner to reach an acceptable level of writing. In this section, we present to the reader the writing skill in general, including the different definitions, the importance of teaching writing, and its different aspects. Moreover, this section deals with writing stages as well as some approaches to teaching writing.

Definitions of writing.

There are numerous researchers who gave different definitions to writing. For example, Byrne (1988) claimed that writing is the act of forming, using, and arranging graphic symbols into words or sentences in a particular order according to certain conventions, and those symbols can be letters that have a relation with the sounds we speak. Usen (2006) defined writing as " producing visual symbols for the reader;… expressing ideas using letters, words, art or media, something that can happen only if mental operations are mobilized to express ideas" (p.7). So, Writing is a fundamental skill that requires careful use of language to communicate ideas, and learning to write well takes practice and feedback on content, form, style, grammar, and spelling. Dion (2011) asserted that: "writing is a task……it entails

tremendous cognitive operations. Many of them are constraints on working memory such as, on the larger scale, voice, genre, structure, paragraph and sentences; and, on the narrower scale but no less challenging, lexicon, grammar and mechanics" (p.65).

In fact, writing seems to be a very challenging task and "one of the most complex activities that people can accomplish" (Levy & Olive, 2001, cited in Dion, p. 65). This difficulty is due to the writing nature, Byrne (1991) explained that writing is a difficult activity because it is neither natural nor spontaneous.

The importance of teaching writing.

In ELT, teaching the four language skills is very necessary above all the writing skill which is considered as one of the most powerful tools in language learning. Many language teachers are aware that teaching writing is more difficult than teaching other language skills; therefore, teachers should be very attentive in teaching it. Qiyi (1993) claimed that: "Many people would agree that teaching composition is much more difficult than teaching other language skills" (p. 30). Indeed, Byrne (1988) argued that: "writing is a skill which is both limited in value and difficult to acquire, we should be very clear about our purpose in teaching it" (p. 6). Moreover, learning writing, rather than speaking skill, needs more attention and consciousness. Harmer (2004) asserted that"…the ability to write has to be consciously learned" (p. 3); indeed, he agreed that writing should be learned because it could not be naturally acquired like speaking. Harmer (1998) provided more reasons in teaching writing for EFL learners which include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right. Over the years, writing was considered as only a support system for learning grammar and vocabulary rather than a skill in its own right. However, trainers and methodologists have looked again at writing in the foreign language classroom and acknowledged the importance of writing as a vital skill for speakers of a foreign language as much as for everyone using their first language (Harmer, 2004). Many researchers gave different reasons to teaching writing for EFL students. For instance, according to Byrne (1988), writing is very important because it serves a variety of pedagogical purposes such as fostering learners' grammar and vocabulary, and writing also helps English learners to express their thoughts and feelings about

themselves and they can "explore their own thoughts and develop their ideas" by using their penned words or phrases (Nibset & Shucksmith, 1986, p.58).

Aspects of writing.

In academic context, student's writing should be evaluated on its different aspects which are: content, word choice, organization, mechanics, and grammar.

Content.

The content depends on the purpose of message and the latter refers to the meaning that the writer wants to convey to the reader.

Word choice.

Choosing the appropriate words is the heart of writing which helps the writer to express what he/she exactly wants to convey and to ensure that the reader or the audience understands the intended meaning. Indeed, choosing the right words is one of the best ways to accurately convey ideas in any writing product (Starkey, 2004). So, a well written sentence or paragraph should be clear and interesting, i.e. it conveys to the reader what the writer intended to say and be attractive by its economy, sound, novelty, and rhythm (Kane, 1988).

Organization.

Writing organization refers to organizing words into sentence and sentences into paragraphs to convey a coherent, cohesive meaning. It also deals with organizing the ideas in a logical way so that the reader can easily follow and understand what the writer is saying. Besides, Organization "lets you see how your many developing ideas fit within a framework, and clearly maps out any type of essay you are required to write" (Starkey, 2004, p.2). Indeed, Manka (1996) asserted that "Effective writing, therefore, depends on one's ability to structure and organize words and sentences into a meaningful whole" (p. 38). So, organizing one's own writing is very necessary because unorganized writing may not help the writer to inform, persuade, and entertain the reader. Thus, clear organization and following an organized pattern before starting writing are very important in guiding the reader. Starkey (2004) stated that: "by following [an organized method in writing], you will

guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your [piece of writing] work together and how they support your thesis" (p. 2).

So, the writer should present his/her ideas in a structured format to the reader in order to guide him/her. However, Organization is usually decided upon through certain techniques that precede the actual act of writing, i.e. the writer may follow some pre-writing techniques such as brainstorming and free-writing techniques that may help him/her in the organization process.

Mechanics.

Mechanics, generally, deals with spelling, punctuation, and capitalization. In composition, mechanics indicates to "the appearance of words, to how they are spelled or arranged on paper" (Kane, 1988, p.15). For instance, the fact that the first word of a paragraph is usually indented and capitalized is a matter of mechanics. Clearly, the good use of punctuation, capitalization, and spelling will be, therefore, a positive point for the writer. Some researchers claimed that mastering or using the mechanics accurately seems to be somehow difficult, however, Starkey (2004) stated that: "The rules of mechanics are complex; in fact, they sometimes confuse even professional writers"(p. 39).

Grammar.

Kane (1988) defined grammar as the rules which structure our language. So, there are different categories of grammar; word grammar, sentence grammar and text grammar. First, the word grammar refers to associated patterns or systemic behavior of the words, whereas sentence grammar refers to rules associated with form, syntax relationships within the sentence. The third category is the text grammar which examines the inter-connectedness of sentence within larger bodies of text. According to Collins & Gentner (1980), the learner/writer should consider the four structural levels in writing starting with the word structure, sentence structure, paragraph structure, and overall text structure.

Coherence.

Coherence is a crucial element in academic writing which involves linking ideas in a clear and logical way, and satisfactory use of coherence resulting in effective communication. Kane (2000), Crème Lea (2008) among other researchers found out that coherence has an important role in making an adequate piece of writing. They consider coherence as the arrangement and linking one's ideas in a way that facilitates communication with the reader by making him easily understand the writer's ideas. Moreover, a good writer is the one "who sticks his ideas together as links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down."(Murray & Hughes, 2008, p. 45).

Cohesion.

Cohesion is an important component of writing. Halliday & Hasan (1976, p. 4) considered the concept of cohesion as a systematic one which refers to "relations of meaning that exist within the text, and that define it as a text".

Stages of writing.

The competent writer is the one who, before getting his/her final draft, passes through different stages in his/her writing, and the one who considers writing as "a nonlinear, recursive, and generative process that involves several steps or stages, which are prewriting, composing/writing, and rewriting…steps or stages that complete with each other for the writer's attention" (Smith, 1982 cited in Oluwadya, 1992, p. 12). The different stages of writing have been mentioned by many researchers. In the following point, we will deal with three important stages in writing: pre-writing, writing/ drafting, and the post-writing.

***Prewriting*.**

It is considered as the first step in writing process and the most interesting part because when one has finished prewriting, a lot of hard work had already done. Prewriting is "any structural experiences that influence active student participation in thinking" (Oluwadiya, 1992, p.12). So, pre-writing involves student's thinking about what he/she is going to say. This stage deals with generating ideas and

planning what to say by using different techniques such as free-writing and brainstorming techniques. According to Chelsa (2006), Crème & Lea (2008), and Galko (2002), free-writing and brainstorming are considered as effective techniques that shape the learner's thoughts and everything that comes to mind. The two preceding techniques are similar in that they are timed and flowing exercises meant to elicit many thoughts and ideas on a given topic. However, brainstorming involves creating a list that might contain various individual thoughts that make sense in a particular order, whereas free-writing requires putting whole sentences or phrases on paper.

Writing/ composing.

The writer in this stage starts copying down his/her ideas and converting them into concrete composition. So, drafting or writing is the stage in which real writing takes place and in which "writers flesh out the skeletal framework they already put" (Maha, 2010, p. 19). Besides, you should notice that the writer in this stage do not pay attention to the mistakes he/she commits while writing, he/she just keeps writing.

Post writing.

This stage requires from the writer to edit and revise his/her composition or draft. Therefore, he/she can change and modify his/her first draft at the level of form/structure and/or at the content level in order to achieve the final draft.

Approaches of writing.

In the early 1960's, the spoken language was given more attention than the written one. Therefore, writing was considered as a neglected skill. Writing, at the beginning of its inclusion in teaching curricula, was viewed as a simple reinforcement of "what students learned to say" (Rivers, 1968, p. 51). After that period writing gained importance and was considered as central in the language learning context. So, in teaching writing there are different approaches among them the product and the process approaches which are the most common.

The product-oriented approach.

This approach is based on looking at writing as a product, i.e. it is concerned with the final result of the writing process. In this approach, students need to focus

on what is written down on paper. Furthermore, the interest of such an approach is the correct use of form, i.e. students are basing on the structures of grammar, content, organization, sentences, and rhetorical patterns.

***The Process-Oriented Approach*.**

Broadly speaking, the process-oriented approach, as the title indicates, is concerned with the writing process. So in this approach there is a shift of attention from the traditional view of looking at writing as a product to considering it as a process. The process approach depends on giving students time to work on what they want and to write by following the writing stages. Those stages include pre-writing, writing, and rewriting. Moreover, the major aim of this approach is to train students how to generate ideas for writing, plan these ideas, take into account the type of audience, draft and redraft in order to produce a final written paper that is likely to communicate their ideas (Nemouchi, 2008). Murray (1992) claimed that:

> The process-oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning. This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as a product-oriented approach. The process-oriented approach may include identified stages of the writing process such as: pre-writing, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing. (p. 16)

Section Two: Self-assessment

In this section we discuss some definitions that were given to self-assessment, its advantages, and its different types. Moreover, we shed light on some related concepts to self-assessment and its purposes.

Definitions of self-assessment.

In the light of the developments in language learning and teaching and the appearence of independent and distance learning which bases on developing new and innovative methods in language teaching and learning by using multimedia technologies (Brown, 2005), the learners become more responsible and autonomous in their learning. Accordingly, learners can be involved in assessment process, and self-assessment becomes an important element in language learning and teaching.

Several studies (Boud, 1986; Dearing, 1997; Falchikov, 1997; Stefani, 1998; Taras, 2001) argued that: "self-assessment is perhaps one of the most important skills that students require for effective learning and for future professional development and lifelong learning" (cited in Dearnley & Meddings, 2006, p.334).

So, self-assessment was pioneered by Oskarsson who introduced this concept in 1980 (Todd, 2002, p. 16). Again, Bloxham & Boyd (2007, as cited in Weisi & Karimi, 2012) argued that self-assessment deals with involving students into the process of the assessment of their own learning.

In general, Self-assessment in language learning refers to the evaluation of one's own performance by following specific criteria that are set ahead by the learner. Penny Ur (1999) defined self-assessment as "The learners themselves evaluate their own performance, using clear criteria and weighting systems agreed on beforehand" (p.112). Pearsall (2002), similarly, affirmed that self-assessment is the "assessment of oneself or one's performance in relation to an objective standard" (p.1299). So, setting some criteria or standards before assessing your performance is very necessary. According to Longman Dictionary of Contemporary English, self-assessment is defined as the judgment of one's own work or progress. However, in some studies or in literature, we found that self-assessment and other related concepts, such as self-evaluation, self-rating, and self-appraisal were used interchangeably.

Again, self-assessment involves learners to make a comparison between their achievements and what they expect to achieve in their learning. Stanchina & Holec (1985) considered self-assessment as "the process whereby learners simultaneously create and undergo the evaluation procedure, judging their achievement in relation to themselves against their own personal criteria, in accordance with their own objectives and learning expectations (cited in Khonbi & Sadeghi 2012, p.1553).

The advantages of self-assessment.

Generally, self-assessment in language learning affords numerous advantages and benefits to the EFL learners in different aspects of language learning. So, those benefits can be categorized as the following:

On learners' autonomy.

In learner centred education, the concept of learner's autonomy gains a great deal of importance and self-assessment is one aspect of learner's autonomy (Khonbi & Sadeghi, 2012). In addition to traditional evaluative practices such as tests, markings and official exams, self-assessment plays an important role in autonomous classroom because the learners are allowed to evaluate their own performance before they get the results (Dam, 2011).

Indeed, self-assessment as an alternative assessment is very important and a vital part of educational practice that requires more attention and more focus because it makes learners more independent and more responsible for their learning. In other words, self-assessment enhances learning autonomy among learners and promotes learner's responsability. Hedge (2000) claims that the ability to assess one's own leaning has a positive effect on the student who wants to work independently, and being an independent learner depends on self-assessment skill.

Moreover, other researchers (RCN, 1998; DoH, 1997; Freeman & Lewwis, 1998; Boud, 2000) argued that self-assessment "equips the learner with the skills for autonomy in learning and professional practice; skills that encompass critical awareness and reflectivity" (Cited in Dearnley and Meddings 2006, p. 334). Brown (2005) also believed in the effectiveness of self-assessment in developing independent learning.

Furthermore, evaluating one's own learning is a part of metacognitive strategies that are used by the students to improve their learning. Wenden (1985) asserted that learner strategies are the key to learning autonomy (cited in Brown, 2000, p. 130). Training students to self-assess their learning in general, and their writing in particular helps them to be more autonomous.

On learners' reflection and metacognition.

Self-assessment is recognized to have a key role in metacognition (Weisi & Karimi, 2012). Richards & Schmidt (2002) also considered Self-assessment as an example of a metacognitive strategy in language learning. So, enhancing students' reflection and metacognition through self-assessment was argued by many researchers. However, self-assessment is involved in a metacognition process. In order to support this idea , Purpura (1997) claimed that: "metacognitive is a term used in information-processing theory to indicate an 'executive' function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed." (cited in Brown, 2000, p. 124).

Again, developing learners' capacity for self assessment helps them to become reflective and self-managing (Barrett, 2005). Likewise, several studies (Andrade & Valtcheva, 2009; Campillo, 2006; Graham, Harris & Hebert, 2011) argued that many instructors find self-assessment an effective way to develop metacognition. (cited in Nielsen, 2012, p. 2).

In addition, Imel (2002, as cited in Weisi & Karimi, 2012, p. 731) considered two types of metacognitive skills. The first one signifies the ability to assess one's own cognition. The second type refers to the ability to manage one's further management development. Moreover, he also argued that those who assess their metaconitive skills are more conscious and better in their learning. On the other hand, Khonbi & Sadeghi (2012) considered self-assessment "as a key factor in authentic assessment and students' empowerment because it provides students with the opportunity to reflect objectively on their own accomplishment and learning" (p. 1553).

On learners' motivation.

Self-assessment has a positive influence on students' motivation. Todd (2002) argued that "self-assessment increases motivation and goal orientation in learning" (p. 17). Motivation has been defined in different ways: Baloto (1996) claimed that: *"* it is what makes us act ; it is a desire to work towards a goal or to reach an objective" (p.31). In fact, motivation is considered as an incentive or stimilus to

reach different goals. Harmer (2007), in his turn, affirmed that: "Motivation is the degree to which students perceiving some goals, have a desire to do something" (p. 278). So, motivation differs from one person to another, for example, there are some people who are highly motivated to learn English and other people are not.

In brief, there are many key arguments for self-assessment in enhancing and developing learners' autonomy, metacognition, and learners' motivation. Self-assessment still has other advantages, for instance, Nunan (1988, as cited in Khonbi & Sadeghi, 2012, p. 1554) argued that self-assessment offers an "effective means to develop and improve critical self-awareness". Furthermore, Sally (2005, as cited in Khonbi & Sadeghi, 2012) affirmed that self-assessment is important because it supplies both teachers and students "with feedback, and not only revealing what students know and do not know" (p. 1553). Feedback was defined by Grabe & Kaplan (1996) as a final grade on the paper which is accompanied by red ink into every part of the essay or paragraph. This final grade can be done by the teacher or by the writer himself.

Types of self-assessment.

It is important to make a distinction among several different types of self-assessment. Brown (2004) considered five types of self-assessment:

Assessment of (a specific) performance.

In this case, a student typically monitors himself/herself in either oral or written production and performs some types of evaluation of performance. The evaluation can be done during or after the performance.

Indirect assessment of (general) competence.

It deals with rendering or giving an evaluation of general ability. It differs from the direct assessment in terms of competence and performance, i.e. self-assessment of performance is limited in time and focuses on short performance, whereas self-assessment of competence focuses on repeating performance. Here is an example of indirect self-assessment by using rating scale:

I demonstrate active listening in the class.	5 4 3 2 1
I volunteer my comments in small group work.	5 4 3 2 1
When I do not know a word, I guess from 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

Figure 01. Indirect self-assessment rating scale (Brown, 2004, p. 272).

Metacognitive assessment (for setting goals).

The purpose of metacognitive assessment is focusing on the activity or pursuance process and setting goals which has a positive impact in enhancing and fostering the intrinsic motivation which aims at accomplishing one's own goals not just viewing the past performance or competence. Moreover, this type of self-assessment prompts learners to think about the extent to which they accomplished a desirable competency level.

I can	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.	☐	☐	☐

*Figure02.*Self-assessment of lesson objectives (Brown, 1999, cited in Brown, 2004, p.274).

Socioaffective assessment.

This type of assessment, deals with examining the affective factors in learning such as self-esteem, motivation, anxiety, etc. Such assessment "requires looking at oneself through a psychological lens" (Brown, 2004, p.275). The following figure deals with an example of self-assessment of styles:

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

Figure 03. Self-assessment of styles (Brown, 2002, cited in Brown, 2004, p. 275).

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

Students' generated tests.

It is a technique that involves students in the process of tests construction and designing tests items. The purpose of generated testing like other tests objectives is to stimulate review and integration.

According to Dochy (2001), there are two forms of students' self-assessment: "The type of student self-assessment referred to most frequently in the literature is a process which involves teacher-set criteria and where students themselves carry out the assessment and marking" (p.4252). Another form of student self-assessment is the case where a student assesses herself or himself, on the basis of criteria which she or he has selected, the assessment being either for the student's personal guidance or for communication to the teacher or others. According to Hall (1995) there are two critical factors for genuine self-assessment: the student not only carries out the assessment, but also selects the criteria on which the assessment is based" (Cited in Dochy, 2001, p.4252).

Self-assessment instruments and purposes in language learning.

According to Todd (2002), self-assessment can be used for many purposes by using different instruments. So, self-assessment can be used for self-directed learning, i.e. for those who want to be independent and self-sufficient in their learning. Another goal for self-assessment is increasing students' awareness about their needs, performance, learning, and also their awareness about the language. Cram (1995) stated that:

> The major purpose of self-assessment is to provide the opportunity for learners to develop an understanding of their own level of skill, knowledge or personal readiness for a task in relation to their goals. This level will often be compared with a previously determined level and incorporated either into a summative report of gains made during a course or into a cumulative record of learner achievement. (cited in Nunan 2004,149)

However, in self-assessment there are many instruments that can be used by the learner for learning purposes such as diaries and task based. In addition, self-assessment instruments that can be used for evaluation purposes seem to be different from the ones that are used for learning purposes because they provide quantitative information. So, using self-assessment for evaluation purposes tends to be more reliable. To support this idea, Dam & Legenhausen (1999) argued that: "Learners' self-assessments are very reliable when the learners are used to evaluating" (cited in Dam, 2011, p.48). According to Todd (2002) self-assessment instruments are divided into two categories: global self-assessment and self-marking instruments. The global self-assessment can be conducted through rating scales and checklists (Oskarsson, 1980 cited in Todd 2002). Those rating scales and checklists tend to be based on situational description and focus on situated language use (Brown, 2005). On the other hand, self-marking instrument involves learners to give and provide scores for a piece of work.

Self-assessment and related terms.

Self-monitoring.

It deals more with the language accuracy. Brown (2000) considered self-monitoring as: "correcting one's speech for accuracy in pronunciation , grammar, vocabulary, or for appropriatness related to the setting or to the people who are present" (p.125). Moreover, self-monitoring involves identification of errors in understanding and/or producing the new language and trying to eliminate such errors (Oxford, 1990).

Self-evaluation.

Self-evaluation deals with judging and evaluating one's own progress in the new language (Oxford,1990). According to Brown (2000), self-evaluation involves "checking the outcomes of one's own learning against an internal measurement of completeness and accuracy" (p.125). In fact, Richards & Schmidt (2002), in their turn, identified both self-assessment and self-evaluation as: "Checking one's own performance on a language learning task after it has been completed or checking one's own success in using a language" (p.475).

Self-correction.

Self-correction is very important in language learning, and students need to be encouraged in self-correction. Hedge (2000) argued that: " in writing, for example the marking strategy of simply underlying a mistake and giving a student the chance to self correct can make the point more memorable"(p.178). Furthermore, an important role for the teacher is to encourage self-correction because self-correction helps learners in building responsibility and reducing dependence on the teacher (Hedge, 2000).

Rubrics.

Reddy & Andrade (2010) claimed 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 Pnanadero & Jonsson, 2013, p.130). So students set some criteria before starting their work in order to assess it later on. Rubrics are used as a classroom assessment instrument. Rubrics have been used to facilitate both planning and self-assessment (Panadero, 2011, cited in Panadero & Jonsson 2013, p. 139). So, there are several advantages for the use of rubrics such as increasing transparency, reducing anxiety, aiding the feedback process, improving student self-efficacy, and supporting student self-regulation. Moreover, the use of rubrics may improve student performance.

Portfolios.

Genesee and Upshur (1996) defined portfolios as "a purposeful collection of students' work that demonstrates…their efforts, progress, and achievements in given areas" (cited in Brown, 2004, p. 256). Portfolios are one of the most important alternatives in assessment. Students' portfolios can include essays, compositions, journals, diaries, self-and peer-assessments comments, etc. Moreover, Murray and Christison (2011) asserted that: "a portfolio is a focused collection of student work. A portfolio can show progress over time, it can show only one's best work, or all work related to a specific short term project, depending on the goals of the teacher and student in using a portfolio. A portfolio needs to be systematic, not just a random collection of student work" (p.191).

The following criteria were listed by Pierce and O'Malley (1992) as essential for the development of portfolios and they argued that portfolio assessment:

- is the use of records of a student's work over time and in a variety of modes to show the depth, breadth, and development of the student's abilities
- is the purposeful and systematic collection of student work that reflects accomplishment relative to specific instructional goals or objectives
- can be used as an approach for combining the information from both alternative and standardized assessments
- Has as key elements student reflection, assessment, and self-monitoring (Pierce & O'Malley ,1992, cited in Murray & Christison ,2011, p. 191).

Section Three: Self-assessment in Writing

In the previous sections we discussed two important points: the writing skill and self-assessment in general. In the following section we try to narrow down the concept of self-assessment in language learning into self-assessment in writing.

Definitions of self-assessment in writing.

In the previous section we have dealt with many definitions that were afforded to self-assessment in general. But, self-assessment in writing tends to be different from the self-assessment in the other fields of language learning and teaching such as listening, reading comprehension, course achievement, etc. According to Nielsen (2012), self-assessment in writing refers to any teaching method that requires from the writers to think about, evaluate and respond to their writing, this teaching method deals with a "number of writing exercises intended to encourage reflection in order to foster improvement" (p.1). Self-assessment in writing also involves "one's revision of written work on his own" (Brown, 2001, p. 416).

Self-assessment practices in writing.

Self-assessment is an effective technique for helping students to improve their writing and overcome passivity so as to become strongly motivated in the writing class. It also helps learners to gain confidence as writers as well as raising awareness of their own writing. The following figure depicts the most commonly supported methods of self-assessment, and thus, the types of exercises that scholars find most effective in the classroom:

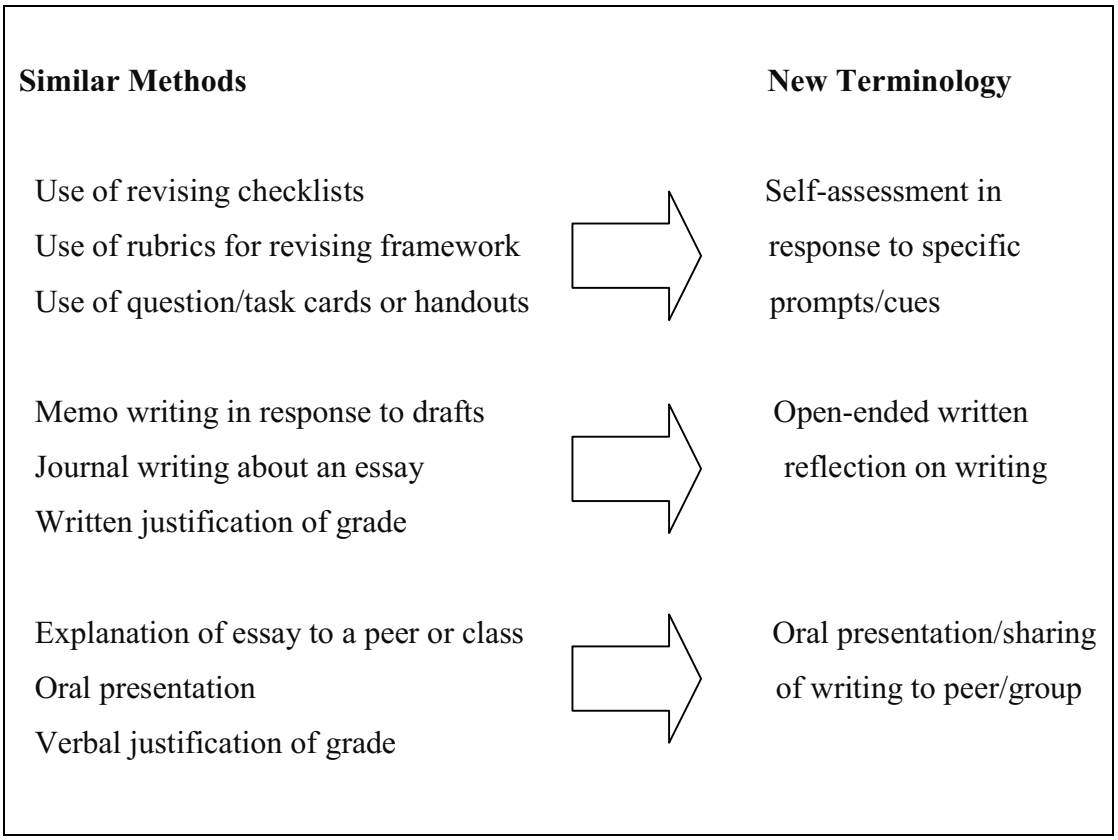

Figure 04. Self-Assessment: a regrouping of similar methods to classify three essential practices by exercise type (Nielsen, 2012, p.8).

As it is shown in the above mentioned figure, there are three categories of self-assessment practices in revising essays:

Self-assessment in response to specific written prompts or cues.

This category of practices requires from the writer to consider and evaluate each aspect of writing such as the organization, structure, etc.

Open ended written reflection on writing.

This category requires from the writer to consider their writing holistically, i.e. they need to pay attention to the overall quality of ideas, content and success in conveying their message to the reader rather than focusing on particular points in their writing.

Oral presentation of writing.

This type of exercise is close to peer assessment. However, it differs from peer assessment in terms that the writer focuses on his/her own work rather than on the work of his peers.

Conclusion

Throughout this chapter, we have introduced writing skill by providing different definitions given by different researchers. We have also shown its importance, aspects, stages, and approaches in teaching writing. Then we have moved to introduce self-assessment by showing its different definitions, types as well as its advantages and purposes in language learning. In this chapter, we have also dealt with self-assessment in writing. In the following chapter we will examine the effect of self-assessment on students' writing skill by following an experimental design and discussing the findings of this study.

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Chapter two: Research Methods and Discussions of Results

Introduction

In the previous chapter, we dealt with the theoretical part of our study, i.e. it was devoted to the review of literature about self-assessment and writing. The following chapter deals with the practical part. It consists of three sections: the first section is entitled 'Research Design' and it describes the research methods used in this study, the second one is called 'Data Analysis' and it presents the findings of the study followed by the interpretations of those findings. At last, the third section is concerned with recommendations, research limitations, and suggestions for further research.

Section One: Research Design

This section deals with research design or research methods, it includes the aim of the empirical study and a brief descriptions of research sample, variables, methods, as well as data collection procedures and tools that were used in this investigation. Moreover, it is devoted to reveal how self-assessment was implemented in writing classroom.

The aim of the empirical study.

In the field of language learning and teaching, many studies were conducted about self assessment. But each study was done with different samples, context, and under different conditions. Besides, what distinguishes our study is its empirical nature because such topic, concerning self-assessment in writing, requires an empirical investigation and "Further empirical research [about self-assessment] is needed; especially outcomes research to provide the means to look at changes in the writing and in order to support a better understanding of effectiveness" (Nielsen, 2012, p.3). Moreover, the empirical study bases on experiments rather than on theory and the empirical approach depends on "direct observation and experimentation in the acquisition of new knowledge" Marckzik et al, 2005, p. 06). The main aim in conducting this study was to develop students' writing skill by

stimulating them to assess their writing by using some self-assessment tools or techniques such as rubrics, checklists, etc.

Research variables.

This enquiry consisted of two main research variables: self-assessment and writing skill. The former is the independent variable which was used as a complement not as an alternative to teacher assessment in writing classroom. The latter is the dependent variable which was supposed to be improved and developed through implementing students' self-assessment in writing.

Sample description.

The participants of this empirical study were second year EFL students at Abdarehmane Mira, University of Bejaia, They studied English for more than seven years. The sample contained more females (80%) than males (20%) and ranged in age from 20 to 24 years old. In addition, we have chosen to work with second year students because, at this level, they started to write compositions (paragraphs and essays) in the classroom. Moreover, the representative sample was selected randomly. Christensen (2004) and Cochran (1977) asserted that "Random selection is a control technique that increases external validity, and it refers to the process of selecting participants at random from a defined population of interest" (cited in Marczyk et al, 2005, p.82).

Research method description.

The method that fit this investigation was the experimental one. Therefore, we have opted to use it as the main method in our investigation. Descriptive method was also adopted in this study. The first group was taken as an experimental group of our investigation, who applied self assessment as a treatment of our experiment, whereas the control group did not receive the treatment. The experimental method was used in order to make a comparison between the results obtained from the diagnostic test to see whether there was a development on students' writing or not after adopting self-assessment in writing. Furthermore, we preferred to work with two groups who were taught by the same teacher in the module of writing, and the aim behind this was to get reliable results, i.e. to avoid any confusion between the

effect of self-assessment techniques on students' writing, that is, the ultimate purpose of this study, and other variables such as teacher's method in teaching writing, the writing syllabus, etc.

Data collection procedures.

First of all, before we started our data collection, we have got the agreement to do our experiment from the teacher of the two groups that we have chosen to work with. The core of our experiment was adopting or using self-assessment techniques in writing in order to help them develop their writing skill. Moreover, we should know that self-assessment was used as a complement not as an alternative to teacher's assessment in writing classroom. In addition, students did many exercises that helped them to practice self-assessment in the classroom. In other words, they were asked to assess their compositions according to different self-assessment tools which are: self-assessment sheet, writer's checklist and the writing chart (rubric), (see the appendices 4, 5, 6), they also used the proofreading marks and rating scales.

Data collection tools.

The two main tools that served this research were diagnostic test (pre-test and post test), and students' questionnaire.

Students' diagnostic test.

In second or foreign language research, the investigator or the researcher can rely on different tools to collect the needed data for his/her inquiry such as interviews, surveys, observations, verbal reports, diaries, dialogue journals, computer tracking (Cohen, 1998), and selecting the relevant procedures and/or tools depends on the nature and the type of the research topic. So, in this study we used diagnostic test because it served our purposes and fit our research theme. Seliger and Shohamy (1989) defined test as "a procedure used to collect data on subjects' ability or knowledge of certain disciplines. In second language acquisition research, tests are generally used to collect data about the subject's ability in and knowledge of the second language in areas such as vocabulary, grammar, reading, metalinguistic awareness, and general proficiency" (p.176).

This study consisted of two tests; the first one is the pre-test, when our sample was asked to write a descriptive paragraph on free topic which aimed at diagnosing students' level in writing before implementing self-assessment techniques in writing. The second test was done after the implementation of self-assessment technique in writing classroom by the experimental group to see whether there is a development on students' writing. This test was done by following the same procedures in the pre-test but in this time students were asked to write either a narrative or an argumentative paragraph on topic of interest. Those students' paragraphs in both pre-test and post-test were corrected by using some criteria in assessing writing inspired from TEEP attribute writing scales (for more details see page30).

Students' questionnaire.

Questionnaire is the most common and widely used tool in several researches. Tarone and Yule (1989, p134) claimed that the most obvious way to discover the learners' point of view is simply to ask them, and one way to ask learners is to use questionnaires.

Moreover, Seliger and Shohamy (1989) claimed that questionnaires are used mostly to collect data on phenomena which are not easily observed such as attitudes, motivation, and self-concepts. Moreover, questionnaires are "printed forms for data collection, which include questions or statements to which the subject is expected to respond often anonymously" (p.172). They also stated that the questionnaire is beneficial for its number of advantages, for instance, it is time saving and self-administered which can be given to large groups of subjects at the same time. Indeed, since the questionnaire is anonymous, this helps researcher to get an accurate data.

The implementation of student's self-assessment in the writing classroom.

First of all, we should notice that the implementation of self-assessment has expanded from Graham and Harris's (1993) self-regulated strategy development (SRSD) model (Nielsen, 2012). SRSD model is an approach that looks for helping students in learning specific strategies for planning, drafting, and revising text (Graham & Perin, 2007).

Moreover, Self-assessment is one among the alternative methods in language assessment that has many benefits and advantages on the language learners. Shang (2008) claimed that: " In scoring one's own work, a learner will notice his/her strengths and weaknesses and have better understandings of the subject matter, which allows follow-up modification and improvement to be made" (cited in Khonbi & Sadeghi, 2012, p.1554). First of all, the students were told about the aim of our study, and then they were explained what self-assessment means, its purposes, and the procedures or techniques that will be used to help them in assessing their writing. Nielsen (2012) defines self-assessment in writing as any activities that prompt the writer to think about and evaluate his/her writing. Accordingly, the teacher did many activities that familiarize learners with self-assessment and increase their awareness about this technique. The teacher also played the role of the prompter and the observer (Harmer, 2006) by helping the students to assess their writing in a right way and showing them how to set criteria to assess their writing. In addition, he provided the learners with self-assessment sheet, rubric, proofreading marks, rating scale and other self-assessment tools (see the appendices 4, 5, 6), in other words he did the exercises that prompt learners to evaluate their writing. The students simultaneously were asked to write paragraphs and correct them by using one among self-assessment techniques mentioned above. Furthermore, in order to assess the students' ability in assessing their writing compositions the teacher followed this procedure:

First, he collected students' self-assessment sheets and then he compared them with his assessment to see whether students' self-assessment results were consistent with teacher assessment results. Foremost, this comparison aimed at gauging student's self-assessment ability, and discovering if the students used the self-assessment sheets in a logical and objective way in order to decide whether those students need more training to use self-assessment sheets or not. The results are shown in the following table:

Table 1

Students' Ability in Using Self-Assessment Sheet

Students	**Students' level in assessing their writing by using self-assessment techniques**			
	Not well	**Average**	**Well**	**Very well**
Student 1				✓
Student 2				✓
Student 3		✓		
Student 4				✓
Student 5			✓	
Student 6		✓		
Student 7			✓	
Student 8		✓		
Student 9			✓	
Student 10			✓	
Student 11			✓	
Student 12	✓			
Student 13			✓	
Student 14			✓	
Student 15		✓		
Student 16		✓		
Student 17		✓		
Student 18			✓	
Student 19	✓			
Student 20	✓			

according to the table above, we deduced that not all the students were able to use the self-assessment sheets in an accurate way, i.e. some students filled in self-assessment sheets at random way, and they have used the self-assessment sheets in a subjective way. Accordingly, the teacher devoted some time to explain how they should use self-assessment sheets in an appropriate way.

Section two: Data Analysis

This section presents the findings of our research that were analyzed through both qualitative and quantitative descriptions. This part of research was considered as the core of our study because according to the obtaining results we can infirm or confirm our hypothesis which stand on developing students' writing skill through adopting self-assessment techniques in the classroom. So, this section is divided into three parts: the first part is concerned with diagnostic test analysis (both pre-and post-test). In the second part of the same section we analyze the students' questionnaire. The last part is devoted to the results of the study.

Diagnostic test (pre-test and post-test).

The pre-test.

The Aim of Pre-test.

Pre-test was considered as a pre-study of our research which aimed at collecting data about our sample's level in writing before implementing self-assessment techniques, i.e. to score students' level. Besides, the pre-test aimed at revealing students' weaknesses in writing such as tense misuse, spelling mistake, wrong word choice, etc.

The description of pre-test.

The first step that we adopted to collect our data was designing a test for both experimental and control group. So, we asked the students to write a descriptive paragraph about a topic of interest because at that period they were studying about descriptive paragraph type. The test was done with the control group on February 06th 2013 at 08h: 05 till 09h: 35, whereas the experimental group passed the test on February 06th 2013 at 09h: 40 till 11h: 10. All the participants' paragraphs have been scored according to one type of rating scales which is called: "TEEP attribute

writing scales" (Weir, 1990), it is based on an approach to analytic scoring for second language writing assessment (cited in Weigle 2002, p 117).

Second year EFL students' composition profile Student: Date: Topic:	
Score level criteria	Comments
A. Relevance and adequacy of content	0. The answer bears the almost no relation to the task set. Totally inadequate answer. 1. Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/or pointless repetition. 2. For the most parts answers the tasks set, though there may be some gaps or redundant information. 3. Relevant and adequate answer to the task set.
B. Compositional organization	0. No apparent organization of content. 1. Very little organization of content. Underlying structure not sufficiently controlled. 2. Some organizational skills in evidence, but not adequately controlled. 3. Overall shape and internal pattern clear. Organizational skills adequately controlled.
C. Cohesion	0. Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible. 1. Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication. 2. For the most part satisfactory cohesion although occasional deficiencies may mean that certain parts of the communication are not always effective. 3. Satisfactory use of cohesion resulting in effective communication.
D. Adequacy of vocabulary for purpose	0. Vocabulary inadequate even for the most basic parts of the intended communication. 1. Frequent inadequacies in the vocabulary for the task. Perhaps frequent lexical inappropriacies and/or repetition. 2. Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution. 3. Almost no inadequacies in vocabulary for the task only rare inappropriacies and/or circumlocution.

E. Grammar	0. Almost all grammatical patterns inaccurate. 1. Frequent grammatical inaccuracies. 2. Some grammatical inaccuracies. 3. Almost no grammatical inaccuracies.
F. Mechanical accuracy I (punctuation)	0. Ignorance of conventions of punctuation. 1. Low standard of accuracy in punctuation. 2. Some inaccuracies in punctuation. 3. Almost no inaccuracies in punctuation.
G. Mechanical accuracy II (Spelling)	0. Almost all spelling inaccurate 1. Low standard of accuracy in spelling. 2. Some inaccuracies in spelling. 3. Almost no inaccuracies in spelling.

*Figure 5.*TEEP attribute writing scales (Weir, 1990 cited in Weigle, 2002, 117).

NB: the superficial characteristics (Markham, (1976); Sloan & McGinnis, (1982); cited in Weigle, 2002) of the drafts such as length and hand writing were not taken into consideration.

The pre-test results.

A- The control group

Date: 06/02/2013

Hour: 08: 05

Time allotted**:** one hour and half

Table 2

The Control Group's Results in Pre-test

Student	Content				Organization				Cohesion				Vocabulary				Grammar				Punctuation				Spelling				**Average out of 21**
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	**3**	0	1	2	3	0	1	2	3	0	1	2	3	
S1		X					X				X			X					X			X				X			**10**
S2			X			X				X					X				X				X				X		**12**
S3		X				X				X				X					X			X				X			**08**
S4		X				X				X				X				X				X				X			**07**
S5			X				X				X			X				X					X			X			**11**
S6		X				X				X				X				X				X					X		**08**
S7		X				X					X				X			X				X				X			**09**
S8		X				X				X				X					X				X				X		**10**
S9		X				X				X				X					X			X				X			**08**
S10			X				X				X			X					X				X				X		**13**
S11		X				X				X				X				X				X				X			**07**
S12		X				X				X					X				X				X			X			**10**
S13		X				X				X				X				X				X				X			**07**
S14			X				X			X					X				X				X					X		**13**
S15		X				X				X				X					X			X					X		**10**
S16		X				X				X					X			X				X				X			**08**
S17			X				X				X				X				X			X				X			**12**
S18		X				X				X					X			X					X			X			**09**
S19		X				X				X				X				X					X			X			**08**
S20			X			X				X					X			X				X					X		**10**
Total																													**9,50**

NB: "S" stands for student.

B- The experimental group

Date: 06/02/2013

Hour: 09: 40

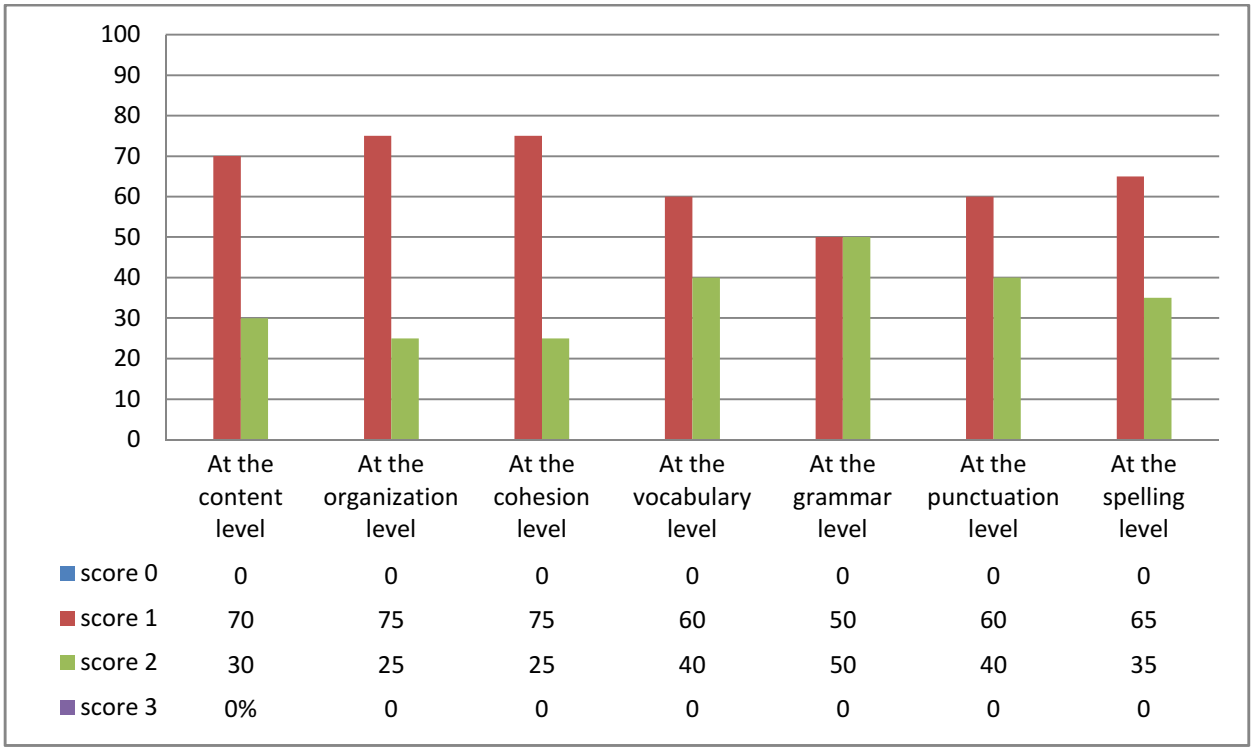
Time allotted: one hour and half

Table 3

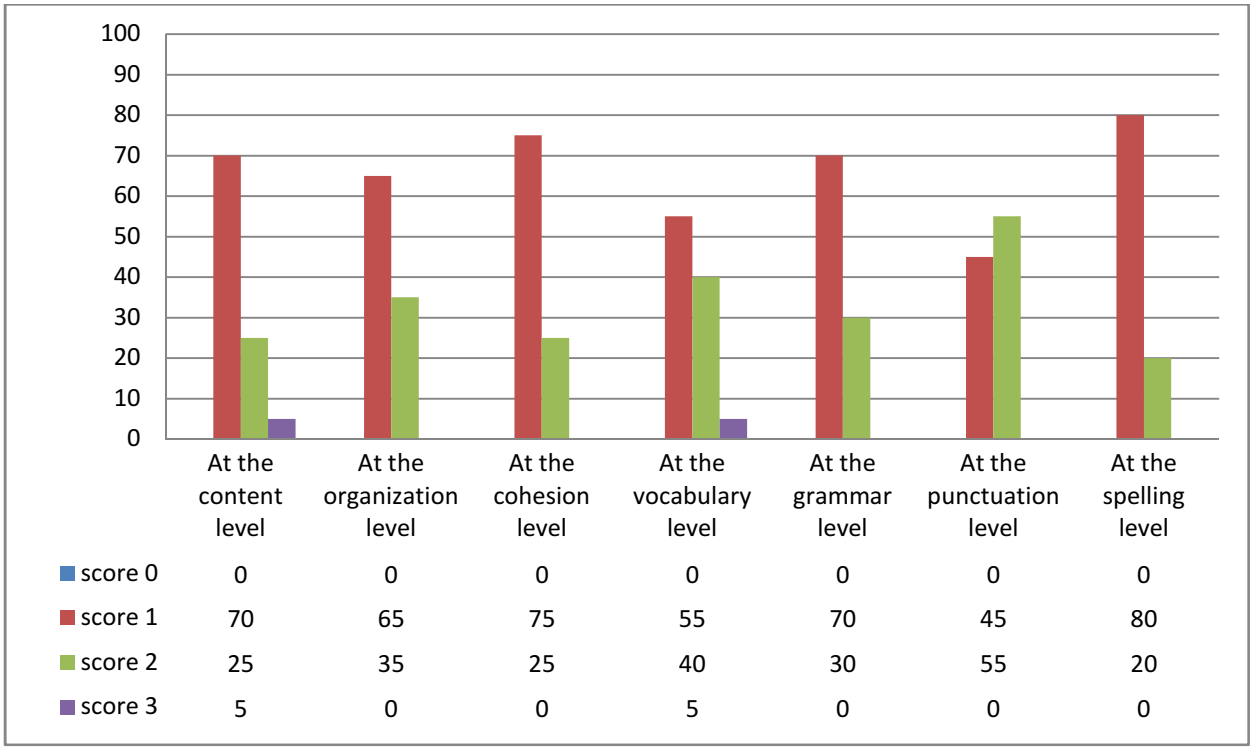
The Experimental Group's Results in Pre-test

Student	Content				Organization				Cohesion				Vocabulary				Grammar				Punctuation				Spelling				**Average out of 21**
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
S1		X					X				X			X					X				X			X			**11**
S2		X				X				X					X				X			X				X			**09**
S3		X				X				X				X					X			X				X			**08**
S4				X			X				X			X				X				X				X			**11**
S5		X				X				X					X			X				X				X			**08**
S6		X				X				X					X			X					X			X			**09**
S7		X				X				X				X				X				X				X			**07**
S8			X			X				X				X				X					X			X			**09**
S9		X				X				X					X			X				X				X			**08**
S10			X			X				X					X				X				X			X			**11**
S11		X					X				X			X				X					X			X			**10**
S12		X				X				X						X			X				X				X		**12**
S13		X					X				X			X				X					X				X		**11**
S14		X				X				X				X				X				X				X			**07**
S15			X				X				X			X				X					X				X		**12**
S16			X			X				X					X			X					X			X			**10**
S17			X			X				X					X				X			X				X			**10**
S18		X				X				X					X			X				X				X			**07**
S19		X					X			X				X				X					X				X		**10**
S20		X					X			X				X				X					X			X			**09**
Total																													**9,45**

NB: "S" stands for student.



Graph 1: The control group level in different aspects of writing (in pre-test).



Graph 2: The experimental group level in different aspects of writing (in pre-test).

Discussion of the pre-test results.

According to the results obtained from the pre-test, as they were shown in tables (2 and 3) and the graphs (1 and 2), we understood that there was no great difference between the experimental and control group level in writing. The results that were shown in the two tables above revealed that the majority of control group' members had almost the same level in comparison with the experimental group, which was appreciated as an average level and this was considered as a positive point to start our experiment. Moreover, concerning students' level at each aspect of writing , as mentioned in the above mentioned graphs, the majority of students in both groups have got the score 1, whereas a few of them have got the score 2. We also noticed that there were two students who have got the level 3 concerning the content and vocabulary. All in all, we understood that those students need to develop their writing in its different aspects.

The post-test.

The aim of post-test.

The post test was concerned as the post-study of this research. It was done with both experimental and control group at the end of our experiment. The post test aimed at revealing the actual level of the experimental group after the implementation of self-assessment techniques in the classroom and the control group level in writing to see if there was a change or development at the two groups' levels in writing or not.

The description of post-test.

The post test was given by following the same steps of pre-test, i.e. the participants of both groups (the experimental and the control group) were asked to write a paragraph, either a narrative or an argumentative paragraph, on the topic of interest. This test was done after the implementation of self-assessment techniques in writing classroom for the experimental group.

Post-test results

A- The control group

Date**:** 24/04/2013

Hour: 08: 30

Time allotted: one hour and half

Table 4

The Control Group's Results in Post-test

Student	Content				Organization				Cohesion				Vocabulary				Grammar				Punctuation				Spelling				**Average out of 21**
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	**3**	0	1	2	3	0	1	2	3	0	1	2	3	
S1		X					X				X			X					X				X			X			**11**
S2			X			X				X				X					X				X				X		**11**
S3			X				X				X			X				X					X				X		**09**
S4		X				X				X				X				X				X				X			**07**
S5		X				X				X					X				X			X					X		**10**
S6			X			X				X				X				X				X				X			**08**
S7			X			X						X			X				X			X					X		**12**
S8		X					X			X				X				X					X				X		**10**
S9			X			X				X				X					X			X				X			**09**
S10			X				X				X				X				X				X			X			**13**
S11			X			X				X				X				X				X				X			**08**
S12			X			X				X					X			X				X					X		**10**
S13		X				X					X				X					X		X				X			**11**
S14				X			X			X						X		X				X				X			**12**
S15			X			X					X			X					X			X				X			**10**
S16			X			X				X						X		X					X			X			**11**
S17				X			X				X				X			X					X				X		**13**
S18		X				X					X				X				X				X				X		**12**
S19		X				X				X				X					X				X			X			**09**
S20		X				X				X						X			X			X				X			**10**
Total																													**10,30**

NB: "S" stands for student

B- The experimental group

Date: 24/04/2013

Hour: 09: 40

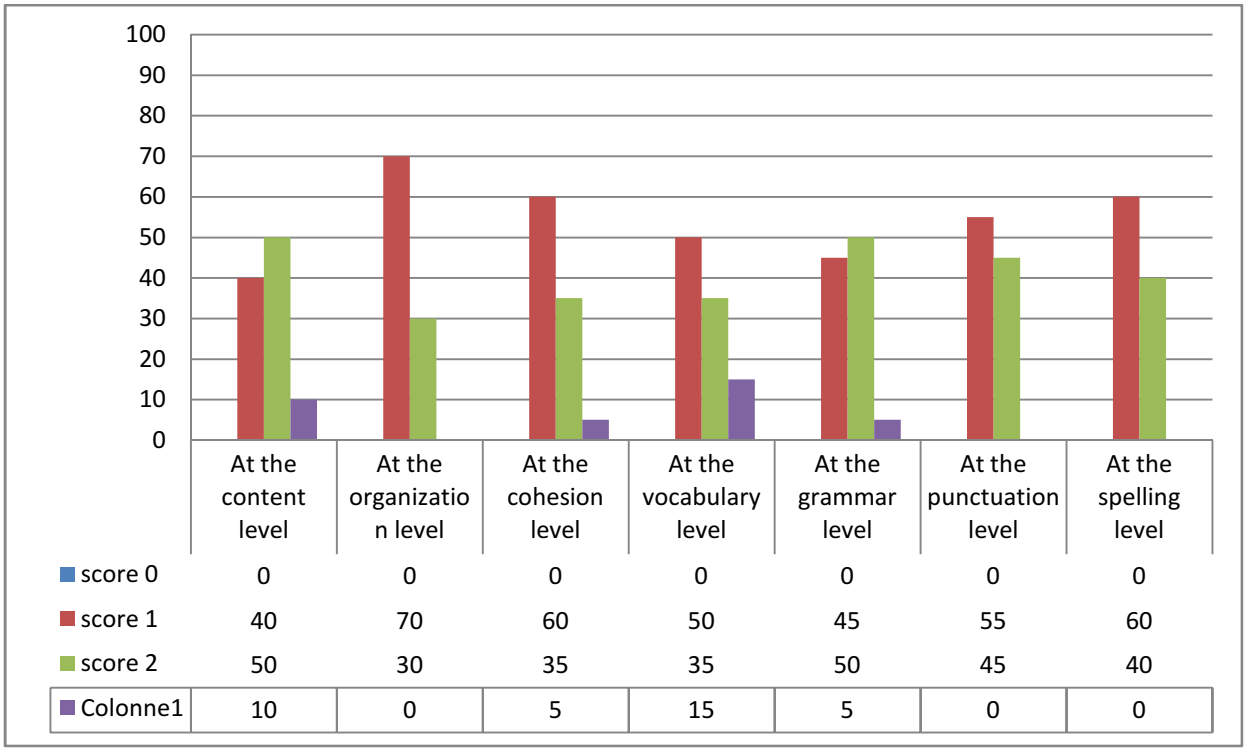
Time allotted**:** one hour and half

Table 5

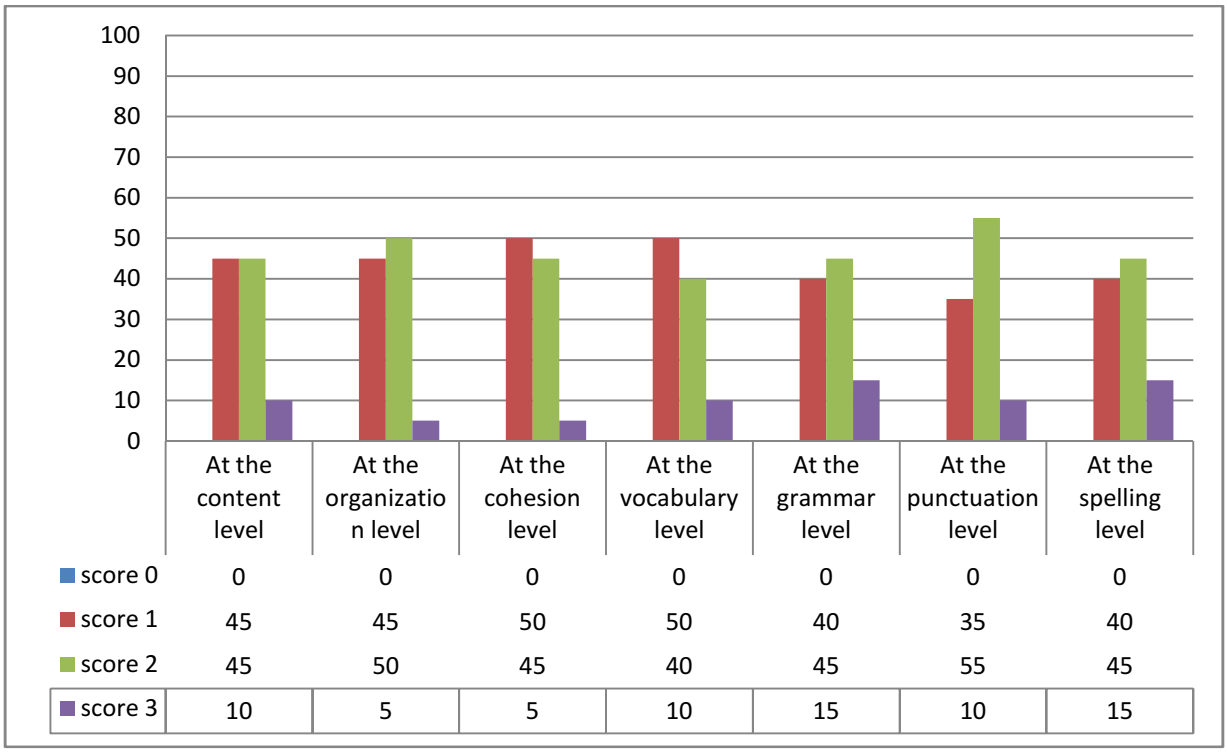
The Experimental Group's Results in Post-test

Student	Content				Organization				Cohesion				Vocabulary				Grammar				Punctuation				Spelling				**Average out of 21**
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	**3**	0	1	2	3	0	1	2	3	0	1	2	3	
S1		X					X				X			X					X				X				X		**12**
S2		X					X			X					X				X				X			X			**11**
S3		X				X				X				X					X				X			X			**09**
S4			X				X				X			X						X			X			X			**13**
S5			X			X				X					X			X						X			X		**12**
S6		X				X				X				X				X					X					X	**10**
S7			X				X				X				X			X						X			X		**14**
S8			X				X				X			X				X					X					X	**13**
S9		X					X			X					X			X				X					X		**10**
S10		X				X					X				X				X			X					X		**11**
S11		X						X				X		X						X		X				X			**13**
S12			X			X				X					X			X					X					X	**12**
S13			X				X			X					X			X					X				X		**12**
S14		X				X					X			X					X			X					X		**10**
S15				X		X				X						X			X			X				X			**12**
S16				X			X				X					X			X			X				X			**14**
S17			X			X				X					X					X			X			X			**12**
S18			X			X					X			X					X			X					X		**11**
S19			X				X				X			X					X				X			X			**12**
S20		X					X			X				X				X					X				X		**10**
Total																													**11,65**

NB: "S" stands for student.



Graph 3. The control group level in different aspects of writing (in post-test).



Graph 4. The experimental group level in different aspects of writing (in post-test).

Discussion of the post-test results.

The results obtained from the post-test in both control and experimental group, as they were shown in tables (4 and 5), indicated that there was a noticeable difference between the two groups in their writing level. So, the average realized by the experimental group has been increased from (9, 45 out of 21) in the pre-test into (11, 65 out of 21) in the post-test, whereas the control group students' writing skill did not develop in a good way since there was no great difference between the results obtained in the pre-test (9,50 out of 21) and the post test (10,30 out of 21). Graphs (3 and 4) above revealed that the students of the experimental group who used to assess their own compositions in the classroom developed their writing in a noticeable way, especially, at the level of organization, spelling, punctuation, and grammar, whereas the ones of the control group who did not use to assess their drafts, their writing is not well organized. These results asserted that the self-assessment techniques adopted by the experimental group helped them to improve their writing skill and to develop their writing in its different aspects. In other words, results indicated a significant effect of self-assessment in enhancing students' writing. This confirms our hypothesis that stand on "adopting self-assessment techniques in writing classroom can develop students' writing skill".

The students' questionnaire.

The aim and administration of students' questionnaire.

This questionnaire aimed at collecting data concerning the students' perception and attitudes towards self-assessment and their writing after implementing self-assessment techniques in the classroom. They were also used to obtain background information about the research subjects such as their age, years of studying English as a foreign language, etc. The questionnaire was administered to the experimental group, on Sunday 5th may 3013 at 9h: 45, who answered and returned them immediately in the classroom. The researcher himself distributed and collected the copies to make sure that all those copies were got back. Moreover, this data collection tool was used in order to confirm the post test results.

The description of the students' questionnaire.

The questionnaire consisted of eighteen (18) open-ended and multiple choice questions. The open-ended questions required respondents to answer in their own words, whereas the multiple choice questions required respondents to choose one or more answers from among those given. Those questions were ranged into four sections: the first section was devoted to collect some personal information about the research subjects such as their age, gender, etc. The second section consisted of six (06) questions. It dealt with students' attitudes towards the writing skill. The third section was made of six (06) questions it aimed at exploring how students dealt with self-assessment in writing and to see to which extent the learners were familiarized with self-assessment techniques they used in writing and what the other techniques student use to assess their writing. The last section was devoted to further suggestions to ameliorate students' writing skill.

Table 6

Number of Handed and Returned Copies of Students' Questionnaire

Copies	Number	Percentage
Handed	20	100%
Returned	20	100%

The students' questionnaire results and discussions.

Section one: background information.

Q01. What is your gender?

a. Male b- Female

Table 7

Students' Gender

Options	Numbers	Percentages
Male	4	20%
Female	16	80%
Total	20	100%

According to the results shown in the table above, we observed that the highest percentage (80%) of the research participants was for females, whereas the males presented the minority of our sample (20%).

Q02. How old are you?

Table 8

Students' Age

Students' Age	Numbers	Percentages
20-22	12	60%
22-24	08	40%
Total	20	100%

Table (08) showed that all of the research participants were young students aged between 20-24 years old.

Q03. How long have you been studying English?

Table 9

Years of Studying English as a Foreign Language

Years of studying English	Numbers	Percentages
08-10	20	100%
Total	20	100%

Table (9) showed that the majority of the students have been studying English as a foreign language for 8 to 10 years. This question revealed that our research subjects had, somehow, a long contact with English language which means that they, at least, can produce compositions in English and can deal with self-assessment in their writing.

Q04. Is studying English your choice?

a- Yes b- No

Table 10

Students' Choice in Studying English

Options	Number	Percentage
Yes	18	90%
No	02	10%
Total	20	100%

As it is shown in table above, (90%) of the participants have chosen to study English, whereas for the rest of students English was not their first choice. The obtained results implied that the majority of students were motivated in studying English as a foreign language.

Q5. Do you like studying writing as a subject matter?

b- Yes b- No

Table 11

Students' Liking to Study Writing as a Subject Matter

Options	Number	Percentage
Yes	18	90%
No	02	10%
Total	20	100%

Table (11) indicated that (90%) of the students like to study writing as a subject matter, but there were two students who did not like this module. This results demonstrated that the majority of students found the module of "written expression" very interesting and worthy to be studied as a basic module.

Section two: students' attitudes towards writing skill.

Q6.Are you interested in developing your writing skill in English?

a- Yes b- No

Table 12

Students' Interest and Willingness in Developing Their Writing Skill

Options	Number	Percentage
Yes	19	95%
No	01	05%
Total	20	100%

As it was shown in the table (12), the majority of the students (95%) were interested and motivated in developing their writing skill which means that they were aware about the importance of the writing skill in language learning, therefore, they were interested in assessing and improving their writing skill. The following item revealed the aim behind the students' interest in developing their writing skill.

Q7**.**Writing is important to you because:

(You can tick more than one answer)

a. You have to pass examination in English.
b. You may need to write in English in a future job.
c. You want to write letters in English to friends.

Others……

Table 13

The Importance of Studying Writing

Options	Number	Percentage
a	10	50 %
b	15	75%
c	06	30%
d	05	25%

Table thirteen revealed that the students' purposes in studying writing differed from one student to another, For example, (30%) of the students considered writing as a means of communication that helped them to write letters in English to their friends. According to (50%) of the students, writing was important because they have to pass examination so they wanted to develop their writing because they wanted to succeed in their exam and got good marks. The rest of the sample (75%) needed writing for their future career or job, i.e. writing for them was an instrumental motivation.

There were (25%) of the students who said that writing is important because:

- They like writing poems and short stories when they can express their feelings and ideas.

- They thought that they cannot learn a language without knowing how to write it.

- Through writing they can master the grammatical rules.

- According to them, writing is considered as an alternative to speaking. In other words, some students preferred writing because of their lack of oral fluency.

All in all, writing was a motivating module for second year EFL students.

Q8. How do you evaluate your level in writing?

a- Good b- Average c- Poor

Table 14

Students' Evaluation of Their Writing Skill

Options	Number	Percentage
Good	10	50%
Average	08	40%
Poor	02	10%
Total	20	100%

Table (14) showed that there was a difference between the students' attitudes about their level in writing skill. (50%) of the students considered their writing in English as good, (40%) of them thought that their writing was average, and there were two of them who considered their writing as being poor. According to these results, we can deduce that the experimental group students have an acceptable level in writing which was improved thanks to the use of the self-assessment technique in the classroom.

Q9.Do you think that the writing skill in English is more difficult than the other language skills?

a- Yes b- No

Table 15

Students' Opinions about the Writing Skill Difficulties in Comparison to the Other Language Skills

Options	Number	Percentage
Yes	06	30%
No	14	70%
Total	20	100%

According to above mentioned table, (70%) of the students claimed that writing was not the most difficult skill in comparison to the other language skills such as the speaking skill. This means that those students did not encounter serious problems and difficulties in their writing. While (30%) of the students found that writing was the most difficult skill. In fact, Students whose answer was "yes" their justification was as following:

- 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 the other skills.

- In writing, the student should pay attention to many things at once such as grammar rules, spelling, punctuation, capitalization, etc.

- Before starting writing, writer should think about the topic that he/she is going to write about, the appropriate word and the way he/she is going to organize his/her ideas, .i.e. he/she should prepare a plan for his writing.

- Since a good piece of writing should move through many stages such as pre-writing, while writing, etc, writing is concerned as time consuming and very demanding task.

Q10. In which aspect (s) of writing do you think that your writing has been improved?

(You can tick more than one answer)

a- Content b- Word choice c- Organization

d- Mechanics e- Grammar

Table16

Students' Strengths in Different Aspects of Writing

Options	Number	Percentage
Content	08	40%
Word choice	05	25%
Organization	14	70%
Mechanics	12	60%
Grammar	10	50%

As we can see in the table above, (40%) of the students thought that their writing content was good and (25%) of them believed that they do not have problems in choosing the right word for their written compositions or choosing a good vocabulary. What's more, (70%) of the students were satisfied about their writing organization while (60%) of them considered their writing was good at the level of mechanics. Concerning grammar, (50%) of the students considered it as their strength point of their writing. In brief, the majority of the students seemed to be satisfied about their writing.

Q11.When you write do you base on?

a- The final product b- The process of writing

Table 17

Approaches Used by Learners in Their Writing

Options	Number	Percentage
Product	17	85%
Process	03	15%
Total	20	100%

According to the table (17), there were (85%) of the students who focused in their writing on what they write as a final product rather than the process of writing. But there were (15%) of the students who gave attention to their writing process, i.e. they followed the stages of writing.

Section three: students' attitudes towards self-assessment in writing.

Q12. Who do you prefer to correct your written compositions?

a- Your teacher b- Yourself c- Your peers

Table 18

Students' Preferences in Assessing Their Writing

Options	Number	Percentage
Your teacher	10	50%
Yourself	09	45%
Your peers	01	05%
Total	20	100%

For this question, (50%) of the students chose the first answer which stand for preferring teacher's assessment rather than self-and peer' assessments. (45%) of the participants preferred assessing their compositions by themselves, whereas there was one respondent who preferred his composition to be assessed by his peers. Even (50%) of the students believed that teacher assessment was more reliable but there was also a high percentage that was given to self-assessment which means that self-

assessment had a positive effect on students writing skill. In short, these results revealed that both teacher and self-assessment were preferable for the majority of students.

Q13.Raising students' awareness about self-assessment techniques in writing is very important to develop their writing skill.

a- Agree b- Disagree

Table 19

Students' Attitudes about the Positive/Negative Effect of Self-Assessment on Their Writing Skill

Options	Number	Percentage
Agree	19	95%
Disagree	01	05%
Total	20	100%

Table (19) demonstrated that (95%) of the students believed that self-assessment was a good technique which had a great contribution in improving students' writing skill. On the other hand, there was one student who believed that improving one's own writing did not depend only on student's ability to assess his/her own writing. In short, we can understand that the majority of the students acknowledged that self-assessment was a good technique that helped students to develop their writing skill. These results supported the research hypothesis.

Q14.When you assess your composition do you feel?

a- Satisfied b- Confident c- Embarrassed d- Dissatisfied

Table 20

The Students' Feelings When They Assess Their Writing Skill

Options	Number	Percentage
Satisfied	11	55%
Confident	07	35%
Embarrassed	02	10%
Dissatisfied	00	00%
Total	20	100%

The subjects were asked this question to know about their reactions when they assess their writing and to show whether self-assessment techniques had a potential in enhancing students' self-confidence and self-esteem. According to the table above, there were (55%) of the students who felt satisfied when they assess their compositions. Likewise, there were (35%) of the participants who felt confident when they assess their writing. Concerning those who felt embarrassed when they assess their compositions presented the low percentage (10%). And the lowest percentage was given to the last answer which was appreciated as (0%).

Q15. How much do you assess your written compositions?

a- Always b- Sometimes c- Not at all

Table 21

Students' Frequency in Assessing Their Compositions

Options	Number	Percentage
Always	12	60%
Sometimes	08	40%
Not at all	00	00%
Total	20	100%

According to the table (21), we noticed that (60%) of the students always assess their compositions. This means that they found self-assessment a very motivating and useful technique. There were (40%) of the students who did not usually assess their compositions. These two answers revealed that all the students were familiarized with self-assessment techniques.

Q16. What are the self-assessment tool(s) or practice(s) in writing you are familiar with?

(You can tick more than one answer)

a- Use of revising checklist
b- Use of rubrics for revising framework
c- Use of rating scales
d- Written justification of grade
e- Oral justification of grade
f- Others

Table 22

Self-Assessment Techniques in Writing the Students are Familiar with

Options	Number	Percentage
A	06	30%
B	05	25%
C	05	25%
D	06	30%
E	02	10%
F	02	10%

Self-assessment techniques that research subjects were familiar with differ from one learner to another. As it was shown in the tables above there were (30%) of the students who preferred to use the revising checklist in assessing their compositions, and 25% of students were familiar with the use of rubrics. Concerning the use of the rating scales, there were (25%) of the participants who found them more relevant. In addition, (30%) of participants chose written justification of grade

and (10%) chose the oral justification grade. The other techniques that students added were the use of the proofreading marks and self-assessment sheets.

Q17. Do you think that self-assessment enhances learners' autonomy in writing?

a- Yes b- No

Table 23

The Effect of Self-Assessment on Learners' Autonomy in writing

Options	Number	Percentage
A	20	100%
B	00	0%
Total	20	100%

According to the results mentioned in the table above, we noticed that all of the students (100%) believed that self-assessment has an important role in making students less dependent on their teacher. So, we deduced that self-reliance or autonomy can be achieved when the learners were in position of assessing their writing. This brought on answer to the research question: 'Does self-assessment helps students to be more independent in their writing?

Section four: further suggestions.

Q18.What do you suggest to ameliorate your writing skill?

..... …….

……

Suggestions presented by students of the experimental group are summarized in what follows:

- We need more practice in the classroom, i.e. we have to write paragraphs and essays in the classroom and not only learn how to write a paragraph without any practice.

- Teachers should acquire more experience in teaching writing so as they could teach efficiently and let students take advantage of such an experience to improve their writing.

- We should feel at ease when we write in the classroom, and time pressure should be avoided in order to perform well in writing.

- Three hours per week are not sufficient to acquire a good writing skill in English. So, they should add an extra hours for this module.

- Students should read a lot to enhance their vocabulary. Therefore, they can foster their writing skill because a good writer should be a good reader. Students also need to read and reread what they have written. Byrne (1988,) asserted that: " We reread what we have written as a stimulus to further writing" (p.1).

Students' answers to the second and third sections of the questionnaire showed their desires in adopting self-assessment in their writing because they found it a useful technique that helped them in developing their writing. Moreover, the results obtained from the questionnaire indicated that students have a positive attitude towards self-assessment techniques they have adopted in their writing classroom. All in all, student's positive attitudes towards their writing and self-assessment affirmed the research hypothesis.

The results of the study.

Due to the triangulation method used in this study (diagnostic test, students' questionnaire, and self-assessment activities) we achieved the required results that answered all the research questions and confirmed our hypothesis. According to the results obtained from both diagnostic tests and students' questionnaire in our investigation, we argued that including self-assessment in ELT, especially, in writing instruction had a positive effect on students' writing skill. Although, some researchers found that self-assessment had some drawbacks or deficiencies such as the subjectivity in correcting one's own draft and so on, the obtained results ensured that when the students assess their own written product rather than relying only on teacher's assessment in the classroom enhances students' writing skill, their motivation, and reducing teacher's role. This was considered as a positive point in language teaching because correcting students' compositions is very demanding and exhaustive task above all in the large classes.

The data analysis that was shown above provided us with answers to our research questions and validated our research hypothesis. Regarding our first

research sub-question "What are the techniques EFL students use to assess their writing? We found that the majority of students use proofreading marks. According to students answers to the question (12) (students' questionnaire analysis), students mostly use revising checklists and written justification of grade. Besides, the data obtained from the pre-test answered to the other research sub-question "What are the common problems that students face in their writing?", i.e. according to pre-test results we found that the common problems students face in their writing were at the level of organization , mechanics, cohesion, and grammar. Moreover, the data obtained from the questionnaire (question 17) answered to the last research sub-question" Does students' self-assessment help students to be more independent in their writing?. And revealed that self-assessment has a potential in increasing students' self-efficacy and self-reliance.

Most importantly, the results obtained indicated that the students of the experimental group writing skill was boosted in comparison to the one of the control group thanks to the use of self-assessment techniques in written expression sessions.

Section three: Recommendations, Research limitations, and Suggestions for Further Research

This section is devoted to give some pedagogical recommendations that may help in the implementation of self-assessment in EFL classrooms. It also deals with research limitations that encountered while conducting our research. The last part is used to give some suggestions for further research.

Recommendations.

In the light of the analysis of the data obtained from both diagnostic test and students' questionnaire, we suggest a set of pedagogical recommendations. These recommendations deal with developing students' self-assessment skill and strategies for effective implementation of self-assessment methods. So, according to Nielsen (2012) we suggest the following strategies:

- Providing direct, explicit and systematic training for self-assessment exercises.

- Helping students to set criteria for rating their own work.

- Self-assessment should be used for formative rather than summative evaluation.

- Encouraging students' sense of self-efficacy and self-esteem by providing positive feedback.

- Teacher assessment should not be excluded.

In addition to Nielsen's strategies for good implementation of self-assessment techniques, Hedge (2000) suggests the following:

- Students should be supported by the teacher as they establish criteria for evaluating themselves, and the teacher should take on several roles as learners work with self-assessment.

- learners should be given regular opportunities for self-assessment and should be helped to establish standards for themselves by comparing their own assessment with teacher's because the teacher ultimate role is the arbiter of standards and the students can complement it and can be especially useful when classes are large.

All in all, students need time and encouragement to learn skills of self-assessment and the teacher should provide opportunities for both psychological and technical training leading to self-assessment.

Limitations of the study.

Limitations that encountered while conducting this study can be summarized in the following:

1-The time limitation: since our study based on the experimental design, we needed more time to familiarize students with self-assessment because self-assessment is a skill that needs more practice.

2- At the beginning of the study we have chosen to work with two groups who were taught by the same teacher; they were 100 students in total: the first group who was taken as a control group contained 49 students, whereas the second group which was the experimental group contained 51 students. But regarding to the absentees, i.e. those students who did not attend regularly to the writing sessions and some students were unwilling to write compositions and assessing them by themselves, we have narrowed down the number of students into 40 students.

Suggestions for further study.

Future studies may investigate the effect of self-assessment on other language aspects and/or other language skills. So, further research may replicate this study and try to work with another population adopting different methods and procedures. Moreover, it would be a good idea to conduct study that looks for developing students' self-assessment skill.

Conclusion

The obtained results showed that students' self-assessment of their writing has a positive influence on their writing skill and product. So, the pre-and post-test findings, interpretations, and comparison revealed a significant difference between the two groups' scores. The experimental group realized good scores in the post-test in comparison to the control group. Furthermore, the statistical analysis and discussions of the students' questionnaire showed that the students had positive impressions towards self-assessment and the majority of them thought that the latter contributed in developing their writing. This confirmed our hypothesis.

General Conclusion

General Conclusion

Overall, the present work was based on two concepts: the writing skill and students' self-assessment. It aimed at giving a solution to one issue in both language learning and teaching that is the students' writing problems at its different aspects. This study also tended to prove that students' self-assessment of their writing was one of the most convenient alternative in language assessment in general and writing assessment in particular. So, encouraging students' to assess or evaluate their written compositions by themselves in writing sessions had a positive influence on students writing skills. The method selected to treat the research problem was the experimental design that required dividing the research participants into two groups. The experimental group students based on self-assessment, i.e. they were encouraged to assess their compositions by using different self-assessment techniques such as using self-assessment sheets, rubrics, etc. Whereas the control group did not adopt the self-assessment techniques in the writing classroom, and they were dependent on teacher assessment, i.e. the teacher was the only one who evaluated and gave scores to students' compositions. At the end of the experiment, a comparison was held between both groups' writing skill development. Besides, the methods were used to collect data from the research subjects: diagnostic test (pre-test and post test) and questionnaire. The pre-test was used to gauge students' level of both groups before using the research technique. And the students' questionnaire was handed to the students of the experimental group at the end of our experiment and after the post test in order to support the post-test results and to see the students' attitudes towards their writing and self-assessment technique and its influence on their writing. The TEEP rating scale was used as a standard or measure to give scores to the students' compositions of both groups in writing tests designed and administered before and after applying self-assessment techniques. The analysis of data gathered from the diagnostic test and the questionnaire showed that students of the experimental group writing skill or students' ability to write an effective paragraph and/or essay has been developed comparing to the control group students. These results validated our research hypothesis which stated that using self-assessment techniques in written expression sessions can improve students' writing skill.

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Appendices

Appendix N° 01:

Students' Questionnaire

Dear student,

We will be very thankful if you take part in this research which tends 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 studying English?

   ……...year(s)

4. Is studying English your choice?

   a-Yes ☐

   b-No ☐

5. Do you like studying writing as a subject matter?

   a-Yes ☐

   b-No ☐

Section Two: Students' Attitudes towards Writing Skill

6. Are you interested in developing your writing skill in English?
   a- Yes ☐
   b- No ☐

7. Writing is important to you because: (You can tick more than one answer)

   a. you have to pass examination in English ☐

   b. you may need to write in English in a future job ☐

   c. you want to write letters in English to friends ☐

Others……
……

8. How do you evaluate your level in writing?
   a- Good ☐
   b- Average ☐
   c- Poor ☐

9. Do you think that writing in English is more difficult than the other skills?
   a- Yes ☐
   b- No ☐

If the answer is "yes" please explain why?

……
……

10. In which aspect(s) of writing do you think that your writing has been improved? (You can tick more than one answer)
    a- Content ☐
    b- Word choice ☐
    c- Organization ☐
    d- Mechanics (e.g, punctuation, spelling) ☐
    e- Grammar ☐
11. When you write do you base on?
    a- The final product ☐
    b- The process of writing ☐

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

12. Who do you prefer to assess your written compositions?
    a- Your teacher ☐
    b- Yourself ☐
    c- Your peers ☐

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

    a- Agree ☐
    b- Disagree ☐

14. When you assess your compositions do you feel?
    a- Satisfied ☐
    b- Confident ☐
    c- Embarrassed ☐
    d- Dissatisfied ☐

15. How much do you assess your written compositions?

a- Always ☐
b- Sometimes ☐
c- Not at all ☐

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

(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 ……
……..

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

a- Yes ☐
b- No ☐

Section Four: Further Suggestions

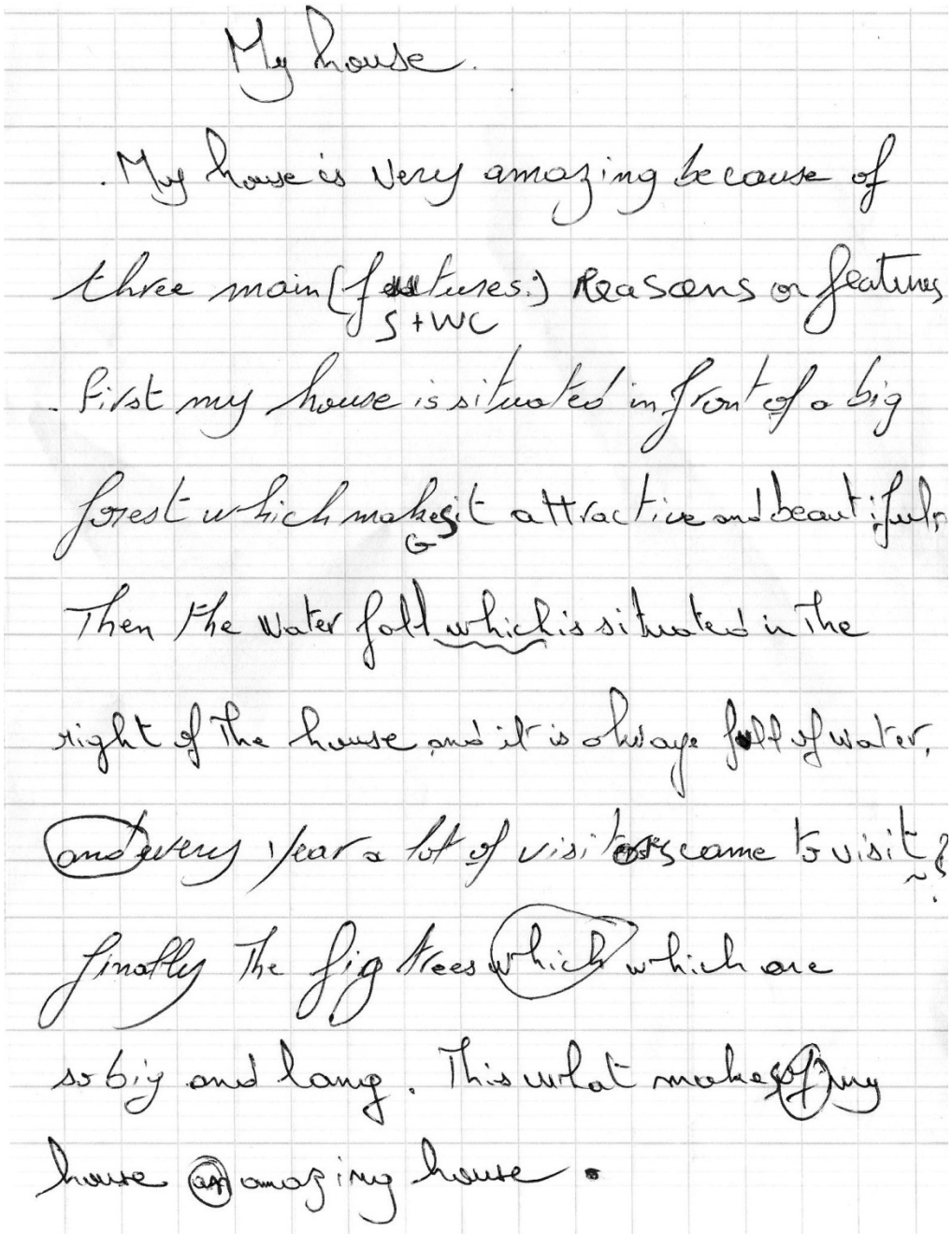
18. What do you suggest to ameliorate your writing skill?

……..

……
……
……
……
…….

Miss.HACHEMI

Appendix N° 02:



My house.

. My house is very amazing because of three main (features.) Reasons or features
S + WC
. First my house is situated in front of a big forest which makes it attractive and beautiful.
G
Then the water fall which is situated in the right of the house and it is always full of water, and every year a lot of visitors came to visit it.
Finally the fig trees which which are so big and long. This what make of my house an amazing house.

Appendix N° 03:

Why women live longer than men?

Women generally live about six years longer than men. Evidence suggests that boys are the weaker sex at birth, which means that more die in infancy. Men also have a greater risk of heart disease than women, and they have heart attacks earlier in life. Men smoke and drink more than women, and their behaviour is generally more aggressive, particularly when driving, so they are more often in dangerous occupations, such as construction work.

To conclude: Historically, women died in childbirth and men in wars so men and philosophers often lived to great ages. Now child bearing is less risky and there are fewer wars.

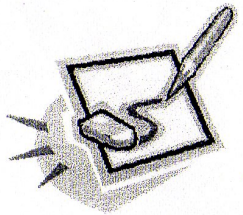
Appendix N° 04:

Self-assessment sheet : writing a paragraph			
Student	My name: …….. My paragraph's title: ……. My paragraph's type: ……. Number of paragraph: 1 2 3 4 5 Date: ……..		
Overview	1.Does my paragraph have the features of a good paragraph?	Yes	No
	Title	Yes	No
	Valid topic sentence	Yes	No
	Cohesion / unity	Yes	No
	Coherence	Yes	No
	Adequate development (supporting sentences)	Yes	No
	Valid concluding sentence	Yes	No
Focus	2.Have I edited it for language base?	Yes	No
	Verb tense-consistent throughout	Yes	No
	Spelling correctness	Yes	No
	Capitalization	Yes	No
	Good use of punctuations	Yes	No
	Good parallel structure	Yes	No
	Subject-verb agreement	Yes	No
	Good use of transitional words	Yes	No
	Good word choice	Yes	No
	Run-on sentences	Yes	No

Satisfaction	Fragments Yes No Dangling, squinting and misplaced modifiers Yes No Wordiness Yes No 3.Am I satisfied that my paragraph says what I want it to say? Yes No Do I feel confident when I am writing? Yes No What did I like about my paragraph? ……..... ……. What didn't I like about my paragraph? ……. …… Comments: ……. ……

Appendix N°:05

Name:_____



Writing Chart (Rubric)

1 ☹	2 ☹	3 😐	4 ☺
• No beginning or ending sentence. • Did not indent paragraph.	• No beginning or ending sentence. • Did not indent paragraph.	• Has beginning/ending sentence but not both. • Indented paragraph.	• Has a beginning and an ending sentence. • Indented paragraph.
• Very few supporting sentences. • Few details.	• Few/some supporting sentences. • Details repeated.	• Better details. • Some supporting sentences.	• Great details. • Great supporting sentences.
• Incomplete and/or incorrect sentences.	• Many sentence mistakes. • Same kind of sentences. • Repeated sentences.	• Some mistakes with sentences.	• Complete and correct sentences.
• Not on topic. • Not in order.	• Little organized. • Somewhat on topic.	• Somewhat organized and on topic.	• Very organized. • Writing is in order. • Stays on topic.
• Many spelling mistakes. • Many mistakes with capital letters. • Many mistakes with punctuation.	• Some spelling mistakes. • Some mistakes with capital letters. • Some mistakes with punctuation.	• Few mistakes in spelling. • Few mistakes with capital letters. • Few mistakes with punctuation.	• NO MISTAKES

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Appendix N°:06

Name: _____

Writer's Checklist

Did you	YES	NO
use capital letters?		
write neatly?		
write a topic sentence?		
write at least 3 supporting sentences?		
write an ending sentence?		
use punctuation?		
use good spelling?		
indent your paragraph?		
write in sequential order?		
use details?		
write about the topic?		

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