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**Teaching Right, Testing Right: the Correlation between
Evaluation and Students' Written Production**

The Case of first year English students at Mohamed
Kheider, University of Biskra.

**A dissertation Submitted to the Department of Foreign Languages in a Partial
Fulfillment for the Requirements Master Degree in Science of the Language.**

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Dedication

*In the Name of Allah, the Most Gracious, the Most Merciful
All the Praise is due to Allah Alone, the Sustainers of all the worlds.*

I dedicate this paper to:

My beloved mother who has always been the guardian angel of my life, and who has devoted all her energy for me during the preparation of this work. May Allah bless her now and forever, for her encouraging words and tenacity ring in my ears.

My supportive father: Mohamed Saleh, my sisters and my brothers: Ramdan, Selami and Ali the pillars of this work.

To my nephews and nieces specially: Haythem, Nabila and Nedjma, without forgetting my dear friends who were of great help of different kinds: Sakina, Naziha, Ahlem, Khawla, Zhor, Khadija, Amel, Afaf, Massouda, Issam and Brahim.

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Abstract

This study aims to reveal some facts which confirm that teaching and testing are both connected concepts within any language, and they particularly develop together for learners. Testing is a vital element in language that students need to master in order to communicate effectively which makes evaluating students' written production particularly an ordinary activity for English Foreign Language teachers do in classrooms. Nevertheless, applying fairness while evaluating students writing is seemingly a difficult task since writing, in its real meaning, requires skillful teachers and learners to be involved in. In view of this, most English as Foreign Language teachers prove to overestimate and presume their students' writing. By putting much emphasis on the different stages that learners go through in the evaluating process in order to overcome the weaknesses they face and ensure valid and reliable results of students' progress and students' quality of writing. Furthermore, teachers need to use different techniques in assessing writing because it helps them in improving students writing. The methodology adopted in this research is descriptive, That is, it aims to describe two variables: balancing teaching, learning and testing and on the other hand, the evaluation and writing process. The data of this research is gathered through a questionnaire in order to check the hypothesis of this study which is: if learners' written production is efficiently evaluated throughout the steps of the process approach students their writing skill will develop, the questionnaire is administrated to first year students and to teachers of written expression module at Department of Foreign language, at Mohamed Kheider University. It also includes discussion for each questionnaire for students and for teachers. The results have shown that evaluation is necessary to make clear judgment of student's pieces of writing. In addition to that, this investigation confirmed that the well balanced teaching is a significant in order to improve students' learning and written production.

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Introduction

The process of teaching is a very wide and complicated one as in many other fields. However, teaching foreign languages has no less importance, as English teacher are concerned with creating an atmosphere which is close to students' live and way of thinking in order to be effective, productive and on-going in the classrooms. Testing is finding out how well something works, and discovering students' abilities by giving them group of questions or activities, usually the results of these tests determine their levels and by that teachers or the administration will make their decision.

Teachers in general use different kinds of tools in order to evaluate students' performance; the most common way of gathering information to assess these later is by testing learners and especially their written proficiency, in addition to their fluency and language competence which are generally recognized as being related but separate contravention subjects. However problems can happen during test as a basic of evaluation, in other words, it generally do not give a faire sample of learners' written proficiency.

According to Darling-Hammond (2004 169) "Changes in instruction occur when teachers receive continuous support embedded in a coherent instruction system that is focused on the particular details of what it means to teach effectively". Here we may recognize that developing appropriate testing calls for the use of different range of assessment strategies, because English language learners are in need of various ways to reconstruct their understanding of a given unit. The lesser production of written skill the more assessment techniques should be used and it is vice versa.

In general, we can infer that without the right teaching way, the learning process is meaningless, likewise evaluating students without right testing tools and methods. In

a hand learning is about gaining knowledge and skills, while teaching is about facilitating these last to the learners in order to acquire.

Statement of the Problem

In the field of teaching English as a foreign language, teaching and testing students about any type of unit is something we knew ancient time ago, since testing is an on-going process that takes place in courses. In fact, if learners are in need to achieve their goals, they must go through different kinds of testing, but whether it is beneficial to develop all the skills of second language learning is not known, because a certain skill may be developed in different manners.

There are many obstacles in teaching and learning the foreign language that we need to better and develop it, and more importantly students' written production, because any language is measured in term of production and the effective communication with others in that language.

Aims of the Study

This research paper aims to show and shed light on the importance of testing and evaluation in the teaching and the learning process, and its impact on students' written production. Furthermore, to see to which extent is the implementation of evaluation in the whole educational setting is effective, moreover if this later shows students' area of weakness and strength. In other word, our research seeks to conduct the relation between evaluation and students' written production.

Research Questions

This study is going to be an attempt to answer the following questions:

- ❖ How can we balance between teaching and testing in the class?
- ❖ Does written production's levels considered during evaluation?
- ❖ How does evaluation effect on students' written production?
- ❖ What changes that will occur without teacher's evaluation?

Hypothesis

Students face serious problems regarding the aspects of language (teaching, learning, testing and evaluation). The reason behind this is probably due to the techniques that teachers use in order to teach the language, because the improvement of students' written production depends on the teachers' tools about how to transfer their knowledge to the students and the methods they use are very important. Hence, teachers should pay attention to the techniques of testing and decide which best suits their students. Therefore, we hypothesize in this research that if EFL learners are evaluated by using efficient ways of testing and correctly step by step, their writing proficiency will improve.

Methodology

In our research, we intend to use a descriptive interpretative method in order to gather data also to describe and evaluate students' attitude in the direction of learning and teaching. We opted for the use of this method because we believe that it is suitable for the subject under investigation. We used this method in particular because we think it is well suitable the task of providing the most relevant information about students' perceptions and about the techniques used.

Research Tools

In order to test our hypothesis and to obtain the information required from our subjects and to meet the objectives of our study. Our choice for the research tool is going to be questionnaires by which we wish to fulfill our goal.

Population and Sampling

We will administrate a questionnaire for our sample population that contains fifty (50) of first year English students as well as questionnaires for teachers. First, a formal questionnaire will be addressed to students who are supposed to answer

according to their knowledge in order to see their level and to see the most difficulties they face. Second, for our research, a questionnaire addressed to written expression teachers of English Mohamed Kheider University considering their experience and perception in teaching. In this respect, the goal intended is to see the extent to which students are able to make a link between evaluation and students' written production

Structure of the Study

Our research is divided into two main parts; a descriptive part which includes two main chapters about our subject, and the practical part which includes one chapter; the situation analysis of the questionnaires of both teachers and students. Chapter one will try to find out how to balance teaching and testing, teaching, its definition, history, testing and its kinds and main usage. In chapter two, we will focus on the different views about some features of the relationship between students and teachers and include its importance, its nature, then; we will try to give its components. In chapter Three, we will gather data concerning from the analysis of the teachers' questionnaires as well as the students' questionnaire. The data obtained from both questionnaires will be analyzed, and interpreted so as to confirm or infirm our hypothesis.

Significance of the Study

Teaching English as a foreign language has acquired significance and importance in the Algerian Educational system. Evaluating students' written production is crucial part in language teaching, thus evaluation is an important in order to provide some further clarification and prove this effective variable for the reason that without evaluation there is no meaning to be taught. The concept of evaluation is central and its impact on learners' writing differs from one to another. This underlying issue related to evaluation is complicated, but it is clear that everyone needs to be evaluated in order to be flexible. This study is to help to better understand the relation between evaluation and students' written production and its effectiveness.

Research Limitations

This study will probably face some difficulties such as:

- The large number of students because this research should cover different ranges of first year English students at Mohammed Kheider University, but the questionnaire will be deliberated only to few.

- This research will focus on the relation between evaluation and students' written production, so it may face kinds of argues about how teacher examine their students, or administrative refuses.

Chapter One

Balancing Teaching, Learning and Testing

Introduction

This part of the research provides the theoretical framework for the whole research. This paper is an attempt at providing a brief but thorough account of research in teaching, learning and testing. The paper is divided into two sections, the first one will begin with a historical overview of teaching throughout time till nowadays, and will then, go on to some facts about learning process; besides that light will be shed on defining tests in term of language learning, overview the features and types of tests and end up by illustrating its design.

1. Teaching

Teaching can be explained by various ways, one of its major definition is put as follow, 'Teaching young children to read and write, to understand the world around them, to grasp and be able to apply fundamental mathematical and scientific principles, to use their developing intelligence and imagination, to live and work harmoniously with others, all require an effective teacher to possess knowledge and understanding of the content of the subjects and topics being taught, as well as the ability to manage a class, explain clearly, ask intelligent and appropriate questions, and monitor and assess learning' Richard Dunne and Ted Wragg (1994, p. 1).

1.1. History of teaching

Education has historically been a place where children develop and improve their abilities throughout learning in different manners and levels. Teaching is considered as a machine that scaffold learners' skills, by which they will have many opportunities to be well socialized and well effective members in their community.

In the late of 1960s and 1970s, although the importance of teaching, virtually no efforts were made to assess the effectiveness of teachers because there have been no knowledge transformation from teachers to students, thus the focus in that time was to enhance teachers' basic level of competence Danielson & McGreal (2000).

In the 1970s, Madeline Hunter of the University of California, Los Angeles identified a checklist of teaching practices that were thought to improve teaching. The Hunter model dominated views in teaching and teachers' evaluation throughout the 1970s and 1980s and ensured that the focus of evaluation was rooted firmly in teacher behavior in the classroom rather than the outcomes. Specifically; the Hunter model emphasized teacher-centered, physically well-structured classrooms; it made no attempt directly to measure the impact that a teacher's behavior on students' achievement. As a result, throughout 19970s and 1980s, most local school districts used a checklist evaluation from that merely noted the presence of each of seven steps believed important for good lesson design, including anticipatory set, objective, direct instruction, modeling, checking for understanding, guided practice, and independent practice Danielson & McGreal (2000, p. 13-14). Therefore; for the most part concerning these two decades, the evaluator's attention was given on the teacher as the imparter of wisdom inside the classroom and never on the students' performance.

As a result of the research in cognitive psychology, older thoughts and ideas about teaching began to change in the late of 1980s and early of 1990s. As Danielson states that rather than viewing students as merely repositories for knowledge, researchers realized that learning was more complex process that involved students to construct knowledge through more challenging lessons that includes problem solving, higher-order critical thinking, and collaboration (2000, p. 14). Moreover, in the late of 1990s, educators began to open new doors to the fact that teaching is more beyond examining teachers' behaviors and take into account the effects of these last on students learning process.

More recently, another federal educational reform, the No Child Left Behind Act of 2001 (NCLB), has exerted pressure to improve teaching by focusing on students' outcomes. NCLB focuses on ensuring the presence of "highly qualified" teacher in all classrooms and requiring

that professional development programs be provided to meet that goal (NCLB, 2001; Garth-Young, 2007, p. 16-17).

Finally, teaching continues to go through significant changes, however teaching do enable children to learn and be more knowledgeable, skillful and effective more than anything, without regarding any form of punishment or testing or any other form of teacher behavior which they are going to be endured to.

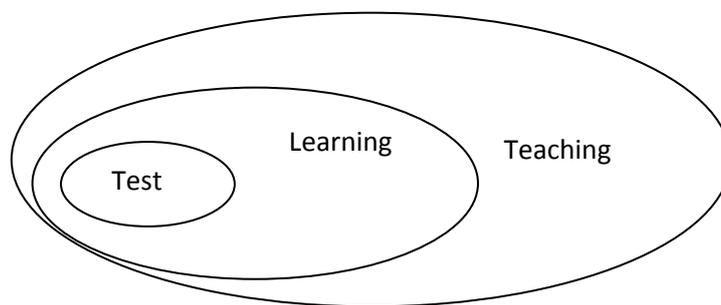


Figure 1: Teaching, learning and testing

This figure demonstrates the relationship between teaching process as a part of the whole teaching system in relation to testing which cannot be a separate concept.

2. Learning

In the same line of thought and as it is said that "To teach is to make someone learn". Learning is an essential concept in education, due to its various changes that occurs in learners' knowledge, skill and understanding. Learning is always seen as an active unfinished process. In other words, one cannot stop learning because the more pupils are engaged to the learning process, the more their questions and desires to further knowledge increases.

Behaviorists see learning as relatively permanent change in the individual's behavior such as new skills, knowledge or attitudes that can be demonstrated. According to Lombaard (2006, p. 20) language learning styles characterize the consistent and rather traits, tendencies

or preferences that may differentiate you from another person while strategies are specific methods of approaching a problem or task. Other psychologists see learning as more about changes in the amount or type of knowledge that we have, or the way in which we reason about our world.

Learning shows that we have benefited from experience on some way, so that one can work or act effectively. So learning can be evidenced by changes in strategy, or the ability to think differently about a problem. It enables us to anticipate outcomes and therefore act to control our environment (Martyn Long et al 2011, p. 25).

3. Testing

Since the establishment of educational systems, tests have been used in order to make decision about who have the ability to undertake certain function, and organize specific tasks in a living society. In other terms, the use of tests for selecting the most beneficial members who will influence various roles of life like in education, or administrative jobs is important aspects to ensure equality and validity.

Following the same reasoning, it is very crucial to put in mind that testing a language is part of the teaching and learning process because students need it constantly to be assessed in term of today's knowledge. It is well-known that teaching requires certain assessment procedures that should be appropriate in order to better serve learners in general. Thus, when it comes to define the word "test", it is better to start with the most common one "a test, in simple term, is a method of measuring a person's ability, knowledge or performance in a given domain" Brown (2004, p. 3). Additionally, Priscilla Alen views "language testing is the practice of the study and evaluating the proficiency of an individual"(2009, p. 10). For instance, testing English language is checking the point of weakness and strength of learners,

their fluency, their use of grammar, writing and the successive identification of words and words' meanings. Another definition given by Edgeworth (1888) who reveals that "it is a species of sortition infinitely preferable to the ancient method of casting lots of honors and offices ".

Moreover, as Allen Davies points out that language testing traditionally was more concerned with the production, development and analyses of tests. In a similar manner, recent critical and ethical approaches to language testing have placed more emphasis on the use of language tests (ibid). The purpose of language tests is to determine persons' ability and their language levels in order to distinguish them from others. Such capacities may be of different kinds: achievement, proficiency or aptitude. Most importantly, many people have the assumption that tests and assessment do mean the same but in fact that's a wrong one, tests are the subset of assessment, they are certainly not the only form of assessment that a teacher can make. Tests can be useful devices but they are only one among many procedures and tasks that teachers can ultimately use to assess students performance.

3.1. What are tests for?

This question deals not only with the purpose of testing, but also with the issue of who needs or uses the results. Rowntree observes that "the vast bulk of assessment literature is concerned with how to use assessment for the purpose of ranking and grading, only a minuscule proportion considers how to use it [assessment] to enhance the students' educational system" (1987, p. 10). Therefore, the overall purpose of testing is to provide information about students' ability and improvement, also about the teaching and learning process. Besides, assessment measures students' performance after learning in a group setting in order to see whether they can work collaboratively or not, their achievement, productivity and effectiveness.

As Brookhart argues that "assessment and learning are integrated within the classroom, she sees this in terms of Vygotsky's (1978) notion of the zone of proximal development, 'that space between what the individual can accomplish independently and what he or she can do with assistance'. Teachers are constantly assessing, but the primary purpose of the assessment is to perform better teaching and more efficient learning. In the classroom, the assessor is therefore deeply involved in the assessment, and cares about the outcomes of the assessment. There is nothing distant or neutral about intervening in the lives of learners (2003, p. 7).

In 1950 Serafini (2000 cited in N. Falchikov 2005, p. 108-109-110-111) calculate reliability or validity statistics constituted the main reason for involving students, these examples are called 'assessment as measurement' by which explains the development of testing as a way to measure students learning through the past half decade from 1950s till 2000 as the following figures shows Sefarini point of view:

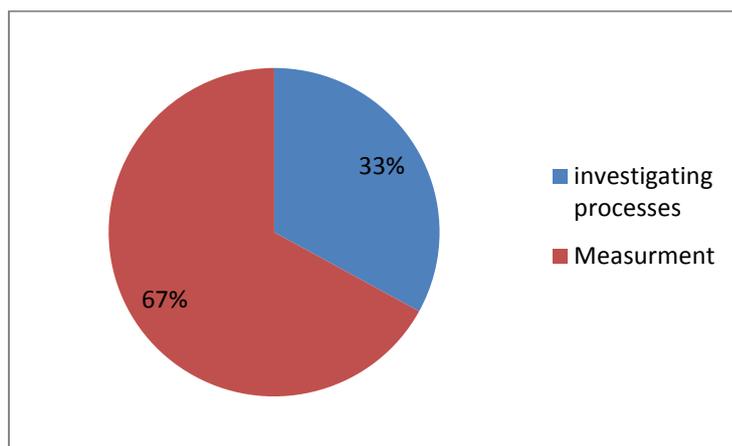


Figure 02: Reasons for involving students in assessment 1950s

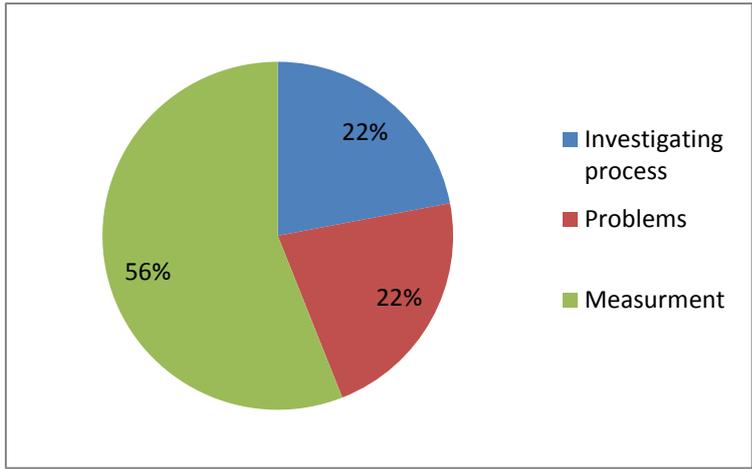


Figure 03: Reasons for involving students in assessment 1960s

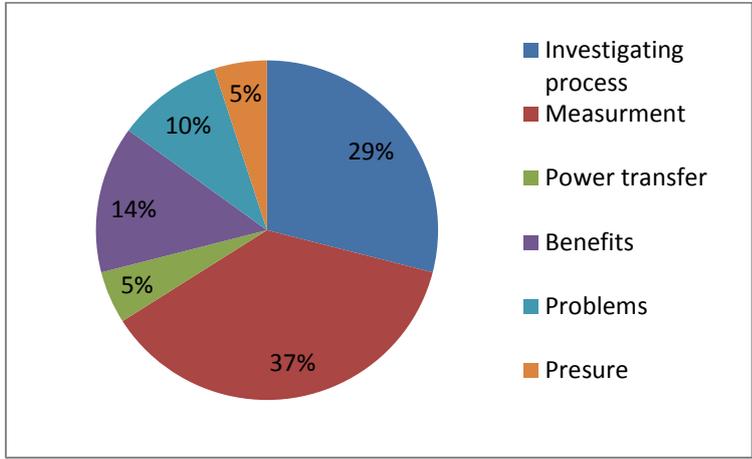


Figure 04: Reasons for involving students in assessment 1970s

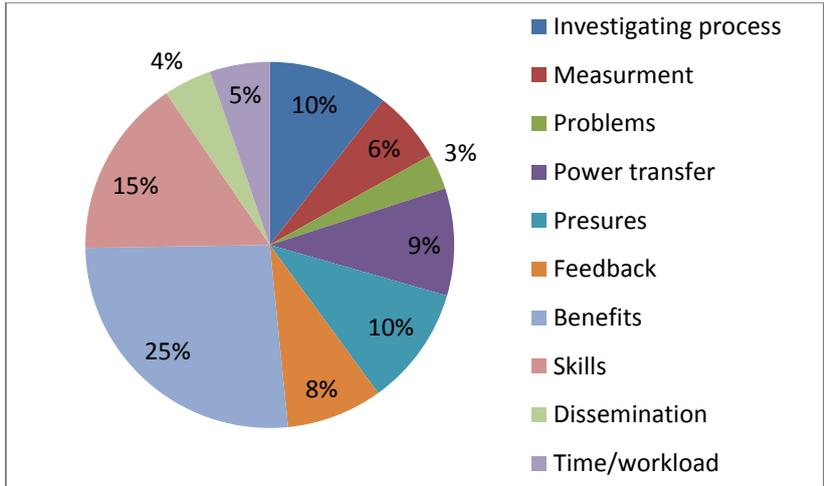


Figure 05: Reasons for involving students in assessment 1990s

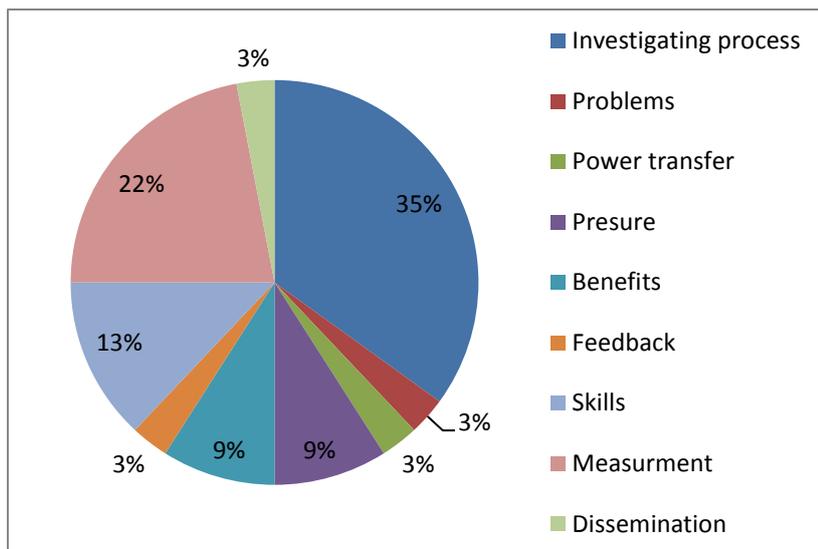


Figure 06: Reasons for involving students in assessment 2000s

Testing in the classroom can be more effective if students were involved in; the two reasons given in 1950s concerning measurement and investigating process expand to become eleven categories as it is shown above Serafini (2000). Another trend is that students need to know and undertake the target language and the subject of each area, better results and outcomes will be achieved if students knew what they are learning, and it is essential for teacher to guide them to know what exactly they are looking for from their own learning.

3-2- types of tests

The need of assessment had led to the development of testing formats; testing language through time has taken the form of testing the knowledge about language like grammar and vocabulary. Stern (1983, p. 340) notes that "if the ultimate objective of language teaching is effective language learning, then our main concern must be the learning outcome". In the same line of thought, Wigglesworth (2008, p. 111) further adds that "in the assessment of language, tasks are designed to measure learners productive language skills through performances which allow candidate to demonstrate the kinds of language skills through that may be required in a real world context." This is because a "specific purposes language test is one in which test content and methods are derived from an analysis of a specific purposes

target language use situation, so that test tasks and content are authentically representative of tasks in the target situation"(Douglas, 2000, p. 19).

Several types of language tests have considered as measurable tools to the learning outcomes. However, each test has its specific purpose, properties and criterion. The test types that will be dealt with in this part have been laid-out not in terms of importance because they are all of equal importance.

3.2.1. Achievement test

An achievement test might be a listening comprehension test based on a particular set of situational dialogues in a textbook. According to Brown (1994, p. 259) "tests that are limited to particular material covered in a curriculum within a particular time frame". An achievement test, also referred to as attainment or summative test, are devised to measure how much of a language someone has learned with reference to a particular course of study or program of instruction, e.g. end-of-year tests designed to show mastery of a language. Brown (1994, p. 260) states that the test has a two-fold objective:

- To help the teachers judge the success of their teaching.
- To identify the weaknesses of their learners.

3.2.2. Closed test

A closed test, referred to as cloze procedure, consists of a set of techniques for measuring, for example, reading comprehension. In a cloze test words are removed from a reading passage at regular distance in space leaving gaps. For example every fifth word may be removed. The reader must then read the passage and try to guess the missing words. Its objective is to make students produce the larger number of words they have in mind (Broughton et al (1980, p. 52).

3.2.3. Diagnostic test

One of the well-known diagnostic tests in English is Prator's (1972) *Diagnostic Passage*. It consists of a short written passage that the learner reads orally; the teacher then examines a tape recording of that reading against a very detailed checklist of pronunciation errors. Diagnostic tests are designed to examine students' linguistic knowledge and language skills, which is also a useful solution to mixed-ability classes. Broughton et al (1980, p. 54) contend that there will be certainly a large block in the middle of the ability range that can be separated off as a group for some parts of the lesson, or for some lessons and will form a homogenous teaching group. If this strategy is adopted the poor ones and the better ones must receive their due time and attention. Basically, diagnostic language tests have three-fold objectives:

- To provide learners with a way to start learning with their own personal learning program or what would be called in the literature of testing *learning paths*.
- To provide learners with a way to test their knowledge of a language.
- To provide learners with better information about their strengths and weaknesses

3.2.4. Discrete-point Test

This kind of tests measure knowledge of individual language items, such as grammar tests which have different sections on tenses, adverbs and prepositions. Discrete-point tests are based on the theory that language consists of different parts such as speech sounds, grammar and vocabulary, with different skills such as: listening, speaking, reading and writing, and these are made up of elements that can be tested separately. Since language is seen as a number of systems, there will be items to test knowledge of both the production and reception of the sound segment system, of the stress system, the intonation system, and the morphemic system, the grammatical system, the lexical system and so on (Broughton et al 1980, p. 149-150).

3.2.5. Language Aptitude Test

Before defining language aptitude tests firstly one should define language aptitude, language aptitude refers to the genuine ability one is endowed with to learn a language. There are certain high language aptitude people who have the ability to learn language quickly and easier than others, as Crystal (1989, p. 371) suggests some variables to successful language learning such as "empathy and adaptability, assertiveness and independence with a good drive and powers of application". Whereas language aptitude test tends to measure a learner's aptitude for language learning, be it second or foreign, as an example; students' performance in a language. Thus, it is used to identify those learners who are most likely to succeed.

3.2.6. Placement Test

A placement test, as its name implies, is originally designed to place learners at an appropriate level in a program or course. The term "placement test" as Richards et al. (1989) note does not refer to what a test contains or how it is constructed, but to the purpose for which it is used. Various types or testing procedures such as dictation, interview or a grammar test (discrete or integrative) can be used for placement purposes.

3.2.7. Proficiency Test

A proficiency test is devised to measure how much of a language someone has learned. It is not linked to any particular course of instruction, but measures the learner's general level of language mastery. Most English language proficiency tests base their testing items on high frequency-count vocabulary and general basic grammar. As Valette posits "the aim of a proficiency test is to determine whether this language proficiency corresponds to specific language requirements (1977, p. 6).

3.2.8. Progress Test

A progress test is similar to the achievement test. It is related to a specific set of teaching materials or a particular course of instruction. Progress tests are usually administered at the end of a unit, a course, or term. A progress test may be viewed as similar to an achievement test but much narrower and much more specific in scope (Richards et al., 1989). They help examiners in general and language teachers in particular to assess the degree of success of their programs and teaching; therefore to identify their shortcomings and weaknesses respectively. Progress tests can also be diagnostic to some degree, in the sense that they help identify areas of difficulties encountered by learners in general.

3.2.9. TOEFL

The Test of English as a Foreign Language, or TOEFL is "arguably the most well known and widely used large-scale language assessment in the world" (Kunnan, 2008, p. 140). It is widely used to measure the English-language proficiency of foreign students wishing to enter American colleges and universities.

3.3. Designing a test

Language tests are designed by teachers with a practical skill and training in test design, or by people who are specialized in test design. This is not because test tasks always look different from classroom tasks (what's taught is not what's tested in) but because test tasks are usually designed with certain properties in mind. These are not necessary in the classroom where any task is considered an opportunity for assessment that leads to adjustment of the learning process. However; learners here prefer tests that are closely related to the given lesson in order to get grades that show where they are with regard to their classmates and learners in other places (Davidson 2007, p. 28).

4. Teacher-Student Interaction

Much of recent studies suggest that a close positive, interpersonal relationship between teachers and learners is a vital for teaching effectiveness. They emphasize the teacher affective characteristic, social and emotional behaviours, more than pedagogical practice. These affective characteristics are difficult to qualify; however, characteristics such as caring, enthusiastic, empathetic, positive relationship with learners contribute to a teacher's feeling of happiness, which positively affect the classroom climate and therefore affect the students (Noddings 2005, cited in Stronge, 2007, p. 22).

This type of interaction as Coulthard (1977) mentions has received a great focus from teachers in a wide range of disciplines. It either happens between the teacher and one learner or many other learners, that is to say a teacher takes a part in such interaction. He negotiates with his students the content of the course, asks questions, uses students "ideas", lectures, gives directions, criticizes or justifies student talk and responses. On the other hand, the students will benefit from the experience of their teachers on how well to interact in the most effective manner. Scrivener (2005, p. 85) made the following diagram to show clearly how the interaction happens between the teacher and the students.

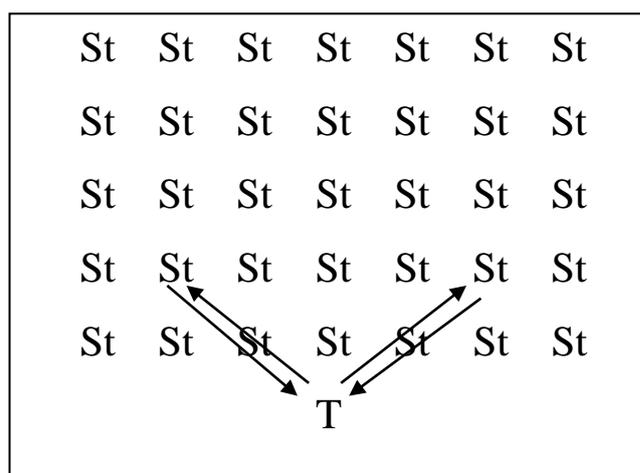


Figure 07: Interaction between teacher and students Scrivener (2005, p. 85)

Key:

↔ Teacher interacts with student

↙ Student interacts with teacher

St Student

T Teacher

In the process of teacher-learner interaction, the students look for demonstrating their speaking and listening skills in front of their teachers that is why the student should consider his way of interacting which is very essential in learning and teaching. According to Harmer (2009, p. 256) teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e. teachers should provide an output that is comprehensible for the level of all the students. Secondly, the teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners. Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation. Teaching style of the teacher should be with the learners learning style, because the student is the center of the whole teaching process.

4.1. The role of caring

Caring is defined as an act of bringing the best in students through affirmation and encouragement (Stronge 2007, p. 22). Obviously, the characteristics of caring go well beyond knowing the students, including qualities such as patience, trust, honesty and courage. Specific teachers attribute that showing caring include attentiveness, gentleness, understanding, knowing of students as individuals and encouraging them. Students, who perceive their teachers as caring tend to engage more with the content, take intellectual risks, and persist in the face of failure.

4.2. Understanding

Understanding is a flexible part in all the domains and between all the people. Stronge (2007, p. 23) argues that students highly value teacher's understanding of their concerns and

questions. Interviews with students consistently reveal that students want teachers who listen to their arguments and assist them in working out their problems. They want teachers who hold them in mutual respect and who are willing to talk about their own personal lives and experiences. Through appropriate self disclosure, teachers become human in the eyes of students. Being available to students and showing a deep understanding of students legitimizes the teacher as a person when he or she demonstrates genuine concern and empathy toward students.

4.3. Knowing Students

Effective teachers care for students first as people, and second as students, Stronge (2007, p. 24) postulate that knowing students both formally and informally has a pervasive positive impact in learners' personality and learning. Learners do their best for teachers who use every opportunity in the academic setting, without intellectual boundaries, to keep the lines of communication open for all students, many educators emphasize that effective teachers know their students individually, not only understanding each student's learning style and needs but also understanding the student's personality, likes and dislikes, and personal situations that may affect their behaviours and performance. As Glasser states, "the better students know the teacher, and the more they like what they know, the harder they will work for him or her" (1992: 48 cited in Erwin, Jonathan, 2004, p. 47).

Many researches about the teacher as a caring side extract the following important points: (as cited in stronge, 2007, p. 24)

- Caring teachers who know their students create relationships that enhance the learning process (Peart & Campbell, 1999).
- Effective teachers consistently emphasize their love for students as one key element of their success (Brophy, & Good, 1986).
- Teachers who create a supportive and warm classroom climate tend to be more effective with all students (Peart & Campbell, 1999).

T: Teacher

Here the learner-learner interaction when it is well organized and managed it will not be just a major factor in developing their cognitive abilities, their achievement and raising their social competencies. Though learners are inherently curious, they may not be able to figure out what is the essential or the relevant that is why they need external motivation in order to learn. Moreover, It can also develop the learners' capacities through collaborative work; they assess each other's by sharing similar knowledge that cannot be learned only among them. So, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted and isolation is reduced in the classroom. Naegle Paula (2002, p. 128) adds also that “talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned.” The teachers then must encourage such type of interaction between learners because it is the fastest and the best way, it makes learners active and more productive.

6. Promoting and motivating learning

The importance of motivation in learning is well recognized by all language teachers, and Second Language Acquisition researchers consider motivation as an essential factor in second language acquisition even though there have been differing opinions on the way motivation is conceptualized (Crookes & Schmidt, 1989). Likewise, Skehan (1989, p. 641) suggests four hypotheses for motivation. First, motivation can come from an inherent interest in the task; in other words, participating in the task is something the individual likes to do. Second, motivation can come from the skill level a person has for participating in the task. The hypothesis is that when people have the requisite skills for participating in a task, they are motivated to do so.

Csikszentmihalyi (1990, p. 611) captures this idea in his theory of **flow**. Flow occurs when the task in which someone is involved matches the skill level the person has. Most

people can resonate with the experience of becoming so involved in a task as to lose track of time. According to Csikszentmihalyi, this type of experience is called flow. Humans are naturally curious; consequently, they bring a natural curiosity to participation in tasks. This natural curiosity is called **intrinsic motivation**. The challenge for language teachers is to understand what factors learners naturally bring to the task of learning and make use of these factors. The final hypothesis for motivation suggests that making use of external incentives, such as extra credit or rewards like candy bars and treats, can be motivating. This concept is known as **extrinsic motivation**. Extrinsic motivators can be very effective in producing behavior or changes in behavior, particularly if teachers want an immediate response and are not likely to get it in any other way. Nevertheless, it is important to remember that the behavior change is often short-lived and can result in lower quality performance over time, such as in diminished complex and creative thinking and failure to complete multistep problem-solving tasks.

There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation. (Terrell H. Bell, The USA's former Secretary of Education [quoted in Maehr & Meyer, 1997]). Motivation is particularly relevant to learning because engaging in learning is an active process requiring conscious and deliberate activities. Even the most capable and bright students will not engage in learning if they do not pay attention and exert some effort. Thus, for students to derive optimal benefits from their schooling, teachers need to provide a learning context that encourages students to be motivated and enables them to engage enthusiastically in the learning tasks.

There has been considerable evidence drawn from research on motivation in the educational settings for the salience of particular teaching and learning practices for enhancing students' motivation to engage in learning. Text books on learning and instruction are replete with principles of teaching and learning that are based on good research yet, very

often; these principles are utilized in a “willy-nilly” fashion, totally ignored in classrooms, or miss their marks.

Finally, language tests have been discussed by others in terms of underlying linguistic competence, specific linguistic sub skills, testing methods, the kinds of information emanating from tests, or the kinds of decisions that can be made. We do not promote any particular types of tests. Instead, we believe that tests need to be devised that permit individual teachers to collect the kinds of information they need for important decision making.

Conclusion

In this chapter, we gave sample of definitions of teaching and learning as two in-separate concepts, because teaching and learning are actions necessary to accomplish the goal of education. In another hand, we tried to present how a language test works as a set of tasks requiring observable responses to language or in language that can be scored and interpreted with reference to norms, domains, or instructional objectives.

We pointed out that language tests cannot be distinguished in any simple and unique way from other methods of collecting assessment information. In area of discussing the unique features of tests, we talked about tests from the point of view of content, method, and measurement. We pointed out that the structure of language tests requires knowledge about the language and understanding of testing methods. Testing methods includes skills or knowledge that can be independent on language itself but influence test performance nevertheless. Therefore, it is significant to choose language testing tasks that, on the one side, accurately reflect the kinds of language skills you want to test and, on the other side, do not infect test performance by calling on skills or knowledge that are irrelevant to your interests.

Chapter two

Writing in relation to evaluation

Introduction

Teaching the writing skill is one of the crucial parts in teaching a language. In this chapter, writing could be defined not only as a piece of writing for the purpose of communication; e-mails, lists, notes, covering letters, reports, curriculums, but all kinds of students' writing activities in classes of English as steps of various levels leading to the improvement of this skill. In the last years more focus and much effort has been put in order to make this skill more effective and reliable. Therefore, in this dissertation I will focus on young learners and explore teaching writing as such. However, early beginnings of learning how to write are very important because in such cases one can figure out the origin of students' attitudes toward writing, their motivation and writing habits.

The aim is to gain an overall understanding of what is meant by "write", and how to learn and develop this skill. To write or to learn how to write correctly and to be effective writers are the most important objectives for both teachers and students especially at university. Students' poor performances in writing have become the core problem which needs an urgent remedy. This part is because all human begins to grow up speaking mother tongue and sometimes second language or foreign language. Therefore, writing has to be learned as it obeys rules and instructions, this is really true considering the efforts learners make to enhance their writing and make words convey their thoughts in a clear and meaningful way.

2.1. Definition of writing

Writing is one of the major skills that EFL learners need to obtain while learning English as a foreign language. Writing plays a vital role in the teaching and learning process because of the various advantages it provides by and next to other skills enhance students' proficiency. Simply this skill is known as the use of graphic symbols that are called letters. When it involves producing clear and meaningful pieces to carry a message in the language, writing

becomes more complicated. Yule (2010, p. 212) claims that 'human beings started to write some 20,000 to 25,000 year ago'. Unfortunately, the reason behind knowing too little about early man is that he did not write.

Byrne (1988) believes that mastering such skill like writing takes a lot of time because it is an individual skill to be learned even in L1. There are etymological, mental and psychological issues included, which makes both educating and learning it a significant test. It is likewise vital to recall that many individuals never compose anything of any length in their day by day lives.

In the same line of thoughts, Widdowson (2001, p. 62) claims that 'writing is the use of visual medium to manifest the graphological and grammatical system of the language. That is to say, writing in one sense is the production of sentences as instances of usages'. Therefore, students must have an acceptable level of mastering different aspects of language such as: the graphic system, the grammatical structure, and select appropriate vocabulary (mechanisms of writing) related to the subject matter. However, they fail to do so this explains the complexity of writing skill, and in addition to that it is an act of discovery. Another definition was given by Crystal (1999, p. 214) who states that 'writing is not a merely mechanical task, a simple matter of putting speech down on paper. It is an exploration in the use of the graphic potential of a language -a creative process- an act of discovery'. In addition to that, Harris (1995, p. 11) argues that 'writing makes it possible to record business transactions, to set down stories and musical compositions, to do complex mathematical calculations, to choreograph dances, to keep calendars and accounts, and deal with information of many different kinds'.

According to Byrne (1991, p. 1) 'the act of forming these symbols: making marks on a flat surface of some kind', writing is considered permanent because it is printed down on things that nearly do not erase, which started by stones and cave walls in ancient times ago, these last were of a great help for modern sciences to know about the life of the past.

Conversely, Crystal (2006, p. 257) specifies that: “writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression”. For Bloomfield: 'Writing is not language, but merely a way of recording language by means of visible marks' (Bloomfield cited in Crystal 1994, p. 178). Also, Sohel (2014) states that 'writing is the record or the recorded form of speech. It is a medium of communication that represents language through the inscription of signs and symbols. The development of writing, as we know it, is a relatively recent phenomenon'. Olshtain (1991, p. 235) defines 'writing as a communicative activity needs to be encouraged and nurtured during the language learners' course of study'.

Writing is considered to be a tool which enables students to express and communicate their ideas, feelings, and different attitudes in a written form. Writing can be an individual, a personal and social endeavor (Cited in Maarek, S. 2009). As it is reported by Miller (2001), (cited in Richards & Renanya, 2003, p. 25) 'even though the writing production is an expression of one's individuality and personality, it is important to remember that writing is also a social endeavor, a way of communicating with people. Accordingly, writing is not producing or making list of words, as inventories of items of a shopping list, although this shopping list may not seem to provide an example of sophisticated writing, it tells us something about the writing processes'. The achievement of writing is linked to the existence of coherence between the words or the sentences which are arranged in a particular order and linked together in certain ways and above all, holding a meaning.

2.2. Writing compared to speaking

When we come to talk about 'language', sometimes we mean speech (spoken language), sometimes writing (written language). How are they different? Of course, speech is spoken and heard, while writing is written and read. There are many differences between the processes of speaking and writing. Writing is not simply speech written down on paper. Learning to write is not a natural extension of learning to speak. Unlike speech, writing

requires systematic instruction and practice. Here are some of the differences between speaking and writing that may clarify things for you and help you in your efforts as a writer and speaker.

O’Grady et al. (1996, p. 591) argues that:

Speaking and writing are different in both origin and practice spoken language is acquired without specific formal instruction, whereas writing must be taught and learnt through deliberate effort . . . there are many people who are unable to write. While spoken language comes naturally to human beings, writing does not.

Byrne (1988, p. 3) claims that 'A comparison between speech and writing should help us to understand some of the difficulties we experience when we write'. The following table highlights the main differences:

Speech	Writing
1- Takes place in a context ,which often makes references clear(e.g. 'that thing over there')	1-Creates its own context and therefore has to be fully explicit.
2- Speaker and listener (sin) contact. Interact and exchange roles.	2- The reader does not present and no interaction possible
3- Usually person addressed is Soecific	3- Reader is not necessarily known to writer.
4- Immediate feedback given and Expected (a) verbal: questions, comments. murmurs, grunts. (b) non-verbal: facial Expressions.	4- No immediate feedback possible. Writer may try to anticipate reader’s reactions and incorporate them into text
5- Speech is transitory. Intended to be understood immediately. If not, listener expected to interact.	5- Writing is permanent. Can be reread as often as necessary at own speed.

6- Sentences often Incomplete and sometimes ungrammatical. Hesitations and pauses common and usually some redundancy and repetition.	6- Sentences expected to be carefully constructed, and linked and organized to form a text.
7- Range of devices (stress, intonation, pitch, speed) to help convey meaning. Facial expressions, body movements and gestures also used for this purpose.	7- Devices to help convey meaning are punctuation, capitals and underlining (for emphasis). Sentence boundaries clearly indicated.

Table 01: Differences between speech and writing Byrne (1988, p. 3)

Another significant difference between writing and speaking is the features that each skill uses to convey meaning. In face to face conversation, we use what is called paralinguistic features such as; gestures, facial expressions, stress and intonation. Moreover, we can speak louder or softer, faster or slower, so that, our meaning would be conveyed, Whereas in writing we use question and exclamation marks that modify the meaning of what is written, underlining or writing words in italics to emphasize their meaning, use dashes, indentations, commas, capital letters...etc. The two main subjects that will be focused on are the level of structure and formality.

2.2.1. Level of structure

Spoken language is simpler than the written variety of the same language. Differences in complexity include a lot of parameters: more rules in the grammar, more morphological forms in order to realize a function, more variability in syntactic constructions or the difference is considered in a statistic way, some constructions being rare in a variety and frequent in the other one. In sum, what is suggested is that spoken languages do not allow the same level or degree of complexity if compared to their written counterpart.

Speech consists of two types of basic units: 'Phonemes' or units of sound, which are themselves meaningless, are combined into 'morphemes', which are meaningful units; so the

phonemes /b/, /i/, /t/ form the word 'bit', here Speakers can gauge the attitudes, beliefs, and feelings of their audience by their verbal and non-verbal reactions. Alphabetic scripts work the same way. Writers use more complex sentences with connecting words like (however, who, although, and in addition). In a different type of script, the syllabary, the basic unit, corresponds to a spoken syllable; Japanese and Cherokee use this system, similarly Speakers use simpler sentences connected by lots of ands and buts. In addition to that Most writing is planned and can be changed through editing and revision before an audience reads it. In logographic script, e.g. Chinese, each character corresponds to an entire morpheme (usually a word) (Daniels and Bright 1996).

Students will learn to write and revise their own complete sentences, with descriptive details. Gaining knowledge on the four sentence types as well subject-verb agreement, students will write sentences correctly, and with confidence.

2.2.2. Formality

Communication may be formal or casual. In literate societies, writing may be associated with formal style and speech, with casual style. In formal circumstances (oratory, sermons), a person may 'talk like a book', adapting written style for use in speech. Formal and informal styles may be very distinct, e.g. in Arabic, and can virtually be different languages. "Writing is formal and compact, while speaking is more informal, repetitive and uses phrases such as 'you see', 'What I mean', etc" (Raimes. 1994, p. 35). Besides, speech is more simple in terms of connectors such as "and" and "but" which tend to be used more frequently; whereas in writing sentences, they are more complex when using connectors and subordinators. And the problem becomes more complex when students come to punctuation and capitalization. That is why we have chosen to investigate these aspects as potential sources of the problems behind third year students' poor performance in writing.

Virtually nobody speaks Standard Written English. This is the dialect of English that is appropriate for professional, business, and academic writing. For example, no one always speaks in complete sentences or pronounces the final letter of every word. However, many people learn to translate their spoken dialect into Standard Written English when they write. Both spoken and written dialects are linked to the social background, age, race, and gender of the writer, speaker and audience. Depending upon whom we are addressing, and what we are discussing, we can switch between formal and informal ways of communicating.

To sum, even if speaking is so different from writing, but they are two modes of language, especially, communication and they share one characteristic which is arbitrariness. Also, writing is equated to speaking for both are concerned with conveying information.

2.3. The importance of Teacher feedback on writing

Feedback is an essential part of an effective learning. It helps students to understand the subject being studied, and gives them clear guidance on how to improve their learning. Bellon *et al* state that "the academic feedback is more strongly and consistently related to the achievement than any other teaching behavior, this relationship is consistent regardless of grade, socioeconomic status, race, or school setting". Feedback can improve a student's confidence, self-awareness and enthusiasm for learning. Moreover; Effective feedback during the first year of university can support the transition to higher education and may support student preservation. Providing that students' engagement with feedback, will enhance learning and improve the assessment of their performance.

The need for feedback on one's work is important to any writer; but it is even more essential for a students' writings, it is the main way for them to receive writing help. In other hand; using a student's own writing might be the best teaching tool for writing mastery. In order to be beneficial for teacher feedback it should follow these guidelines:

- Highlight both the positive and the negative aspects of the particular piece of writing
- It should be given in a timely manner. Additionally the Feedback must be delivered to the student before that student moves on to another writing assignment.
- While teachers need to point out any errors a student may have made in their writing, they should accompany the “wrongs” with the “rights.” This allows the student to feel good about him/herself and to be more accepting of any criticism.

Feedback ceases to be relevant if given too long after the writing assignment is submitted to a teacher. The student no longer has as much attachment to or memory of the particular piece of writing. If a student attempts a new assignment without having been corrected on a previous assignment, the same error can be repeated over and over. This makes timely feedback, and waiting before beginning a new writing project, all-the-more important.

2.4. Students' common errors in writing

Learning a language involves becoming proficient in the four skills of speaking, listening, reading and writing. Mistakes are an inevitable part of this process and neither the teacher nor the student should become fixated on them. It is useful for both, however, to have an understanding of the variety of typical errors in written English, since these are the most amenable to correction. Some writing mistakes are very common and frequently seen in both printed material and online. Students need guidance and organization in order to write in a clear and smooth way they have to follow some techniques for connecting sentences, focusing primarily on transition words, but without forgetting the other tools supporting the sense of the whole, as well as of how to know the mechanics and to recognize cohesion and coherence and its importance of addressing both in their writing (2017).

Many of my charges struggle not just with staying on topic in their essays, but also with including text that clearly supports their writing goal, whether describing a cultural event or

making an argument. Whereas cohesion is often explicitly taught in ESL and college writing courses, less attention is given to producing writing that is coherent (Witte & Faigley, 1981). Thus, to be clear, the definitions I use for this lesson are coherence as a sense of the whole (also called *global coherence* or *unity*) and cohesion as a sense of flow (sentence to sentence, and paragraph to paragraph) (2017). By learning to recognize such errors you can improve your writing skills and avoid common writing mistakes in the future. Written errors can be categorized as errors of *mechanics, coherence and cohesion*.

2.4.1. Mechanics

The mechanics of writing has to do with properly using punctuation, letters, words, and sentences. These proper usages make an effective communication and leads to a proper understanding. In addition to the credibility as Writer/Student/Professional, "If your writing is riddled with errors, the message conveyed to your reader is that you don't care, and if you don't care, why should they?" Learning grammar rules and the mechanics of writing are critical components of learning to write. Having strong skills in writing and grammar allows all writers to get their message or story to their readers in a clear and understandable way. It is important to know the rules of grammar and how to use them properly.

Therefore, to help students improve their familiarity with writing and grammar, capitalization, parts of speech, and punctuation should be covered. Teachers in one hand are the guidance for students; they can practice their skills using activities that include video lessons, printable worksheets and quizzes, standardized test prep materials, and interactive games provided by their classroom teacher.

In the other hand, Parents and educators can motivate students and reinforce their skills. Students can gain a better understanding of writing and grammar as well as boost their confidence and expand their skills with online practice or through the basic Writing

Mechanics that allow students to strengthen their foundation writing skills like the courses being taught as the fundamentals of writing such as: sentences vs. fragments, subjects and predicates, subject-verb agreement, and capitalization.

2.4.2. Coherence

Coherence is about the unity of the ideas and cohesion the unity of structural elements. One way to do this is through the use of cohesive devices: logical bridges (repetition), verbal bridges (synonyms), linking words, and clear back referencing. If these types of devices are missing in the text, it not only becomes more difficult to read the text, but also to understand its contents since the reader must guess how the various parts of the paragraph or text are connected, which will involve re-reading sentences or larger sections more than once (2017) .

The writer must always write a simple and well organized piece of writing to ensure credibility and support from his audience. As Dunleavy (2003) put it, the good style means relating the tiny elements which are sentences and paragraphs into a connected chain that will strike the big number of readers, in a logical, meaningful and accessible way. Also Yule define it "The key to the concept of coherence ("everything fitting together well") is not something that exists in words or structures, but something that exists in people. It is people who "make sense" of what they read and hear, they try to arrive at an interpretation that is in line with their experience of the way the world is"(2006, p. 144).

2.4.3. Cohesion

Cohesion is classified as a major point in the writing process which without the text or segment will lack the links among its surface elements, as when words in one sentence are repeated in another, and especially from the fact that some words or phrases depend for their interpretation material in preceding or following text, as in the sequence is assured of this (2017). For instant; most people do not want to fight. However, they will do so when provoked. The given example refers to the two sentences that follow also

they refer back to 'most people', do so substitutes for the preceding verb fight, and 'however' relates the clause that follows to the preceding sentence. While coherence focuses on the overall structure of the essay, cohesion is more specific pays attention to the links between words and sentences. "An appropriate number of cohesive ties may be a crucial factor in our judgments on whether something is well written or not. It has also been noted that the conventions of cohesive structure differ from one language to the next and may be one of the sources of difficulty encountered in translating texts"(Yule. G. 2006, p. 143).

3. Approaches to Teaching Writing

In the late of 1960s, a shift was initiated towards teaching writing. The researchers' attempts were focused on techniques and strategies, providing tools, and ideas for supporting students. Writing was explored within several studies, these efforts led to: the process, the product, and the genre based approach. They had grown up over time and in different geographical contexts, but in a greater extent they resulted in how writing is being taught.

3.1. The process approach

The process writing refers to a broad range of strategies that include pre-writing activities such as: defining audience, using variety of resources, planning the writing as well as drafting and revising. These activities collectively referred to as process-oriented instruction, approach writing as problem-solving (Goldstein and Carr 1996). Beside Jordan (1997) who claimed that this Process evolved as a reaction to the product approach. However its theorists of the sixties and seventies found that Writing is the result of a long, laborious, intensely personal process in which writers address several questions ranging from: What do I write about? Who is my audience? How do I structure my essay? To What sort of language and voice should I use? These questions are the teacher's role in the process model to provide clarification to and to facilitate the writing process rather than to provide direct instruction (Teacher as the facilitator); students as well are given considerable freedom within the task.



Figure 09: The Process Approach (Badger & White, 2000, p. 154).

This process has its strengths and weaknesses points. The Strengths are: 1)-Encourages students to communicate their own written messages. 2) - Communication of the message is paramount and therefore the developing, but inaccurate attempts at handwriting, spelling, and grammar are accepted. These skills are further developed in individual and small group conference interviews. Writing moves naturally from invention to convention. Classmates and others, including the teacher, respond to drafts (Freeman and Freeman 2004, p. 123).

Its weaknesses could be 1)-time-consuming with large classes. 2)-Teachers may not have enough time to schedule individual writing conferences in large classes. 3)-Lots of grading for the teacher. 4)-learners who are unused to process writing will view revision as a sign of failure.

3.2. The Product Approach

It is initiated by the behaviorist theory of learning, and it has been employed to teach writing. So following the behaviorist attitude to teaching language the product approach involves initiating, copying transforming models provided by the teacher, and emphasizing the error- free final product. Consequently, this approach is teacher centered not learner centered because it considers the teacher as active participant, therefore the role of the learner is only to imitate and record teacher input. This approach is concerned mainly with knowledge about the structure of language and writing development as mainly the results of the imitation of input provided by the teacher (Badger &White, 2000). Badger and White (ibid) argues that learning to write has four stages:

Familiarization	Controlled writing	Guided writing	Free writing
Encourage the students to be acquainted with certain text features	Students practise the skill with increasing freedom until they are ready for the free writing		Use writing skill as a part of genuine activities such as writing story or essay

Table 02: The Stages of Product Approach (Badger &White, 2000, p. 165)

Li, j.H (2006, p. 213), summarizes product based approach principles as follows:

1. It focuses on form rather on meaning.
2. It needs the management of communicative function in a given text and in an academic context.
3. It neglects students' communicative requirements and aims.
4. It focuses only on grammar and error correction.

That is why this approach has been failed in teaching writing. As a result, it failed to explain to the students how to express their ideas and achieve their purposes in a coherent, well-structured piece of writing.

3.3. The genre Approach

In the 20th century a remarkable shift has been noticed toward genre analysis in the area of teaching writing (Hyland, 2002, p. 155). It has similarities with the product approach. Badger and White (op.cit) point out that genre approach is a” relative newcomers to ELT. However, there are strong similarities with product approaches and, in some ways; genre approaches can be regarded as an extension of product approaches”.

Teaching writing genre is the study that views the text as a crucial component. Knowledge about language is taught in an explicit way, as well as types of text that is utilized as the starting points for the improvement of the four skills Martin (2007, cited in Firkin, 2007, p. 1). Additionally, this study develops and fosters the students’ awareness towards different purposes. As well as the aim of written communication and the way different information are structured in a written text (Rappen as cited in Richards& Renandya, 2002, p. 304). Like the product approach, the genre based approach regards writing as predominately.

Badger & White (2000, p. 58) emphasize that the central focus of the genre approach is writing within a social context in which it is produced. However the prewriting activities require four elements: 1) audience, 2) the generation of ideas,3) the organization of text, 4) its purpose, that is why there exist a range kinds of writing such as: letters, articles, reports, essays.

In the genre approach, there is a considerable relation between the knowledge of language and the social purpose, and more focus is on the reader attention than on that of the writer. Therefore, Writing is mostly regarded as the students rewriting of text based on the genre given by the teacher. It is also noticed that learning takes place through imitation and exploration of different kinds of models. In addition, learners should be exposed to many examples of the same genre to develop their ability to write a particular genre. Through exposure to similar texts, then students can synthesize the specialized configurations of that

genre. They also can activate their memories of pre-reading or writing experiences whenever they come across the task of creating a new piece of writing in a specific genre (Badger & White, 2000, p. 25). Therefore, linguists have proposed genre approach as an alternative that may be effective and useful in teaching writing skill. The genre approach seems the best one thus it includes context of situation? Specifically, this approach is largely implemented in teaching academic writing.

3.4. The creative approach

The creative approach is put as any writing that goes outside the bounds of normal professional, journalistic, academic, or technical forms of literature, typically identified by an emphasis on narrative craft, character development, and the use of literary tropes or with various traditions of poetry and poetics?. In relation to this Bizzaro (2001, p. 23) sees creative writing in the academy as requiring both research and skills-development he articulates the following skills which he believes are already valued by creative writing teachers. The purpose of undergraduate creative writing is to form excellent readers then great writers Witty and LaBrant (1988)...[say creative writing] is a composition of any type of writing at any time primarily in the service of such needs as

- a. the need for keeping records of significant experience,
- b. the need for sharing experience with an interested group, and
- c. the need for free individual expression which contributes to mental and physical health

4. Evaluation in the different teaching approaches

Concerning the teaching approaches and techniques, teacher should be selective when teaching the writing skill, i.e., choose what is positive from each approach and technique and reject what is negative, this selection is called “eclecticism”, taking into consideration the students’ needs, levels, the working conditions, they must be extremely supportive by inciting the students to write confidently without any fear or hesitation. Moreover, giving feedback

comments can be an effective tool to help improve students' levels of writing. It is provided in different types (reacting, correcting; and responding.)

4.1. Definition of evaluation

Evaluation is defined as the systematic gathering of information to make decisions about language teaching programs. Similarly, Takala(1998) postulates that "evaluation is an activity whose purpose is to determine the quality, activity or performance of educational program". Takala claims that curricula and syllabus normally purpose as the criteria which should be a link between objectives and evaluation. Hence, evaluation can make use of assessment and test instruments beyond evaluation purposes (Lynch, 1996; Bachman, 1990; Turner, 1991). Others like Murphy (2000) define evaluation as a way to establish the degree in which a program attains its objectives. Kiely (2009, p. 99) asserts that "evaluation has emerged from studies on teaching methods which were stimulated by theories on language learning with a focus on quality assurance and enhancement".

Talmage (1982) defines evaluation as the act of rendering judgments to determine value-worth and merit without questioning or diminishing the important roles evaluation plays in decision making. Moreover, "evaluations can differ in terms of many dimensions, among which the design (experimental, quasi-experimental, regression discontinuity) intent (advocacy versus objective assessment), philosophical underpinnings (quantitative versus qualitative), and others" (Frechtling, 2007, p. 104). According to Ralph Tyler (1991), evaluation is a process essential to curriculum development. The purpose of evaluation was stated as to determine the extent to which the curriculum had achieved its stated goals. Evaluation was the basis for the identification of strengths and weaknesses in the curriculum, followed by re-planning, implementation and evaluation (Gredler, 1996). Similarly, Worthen and Sanders (1998) state that evaluation is the formal determination of the quality, effectiveness or value of a program, product, project, process, objective or curriculum., in

addition, there are several judgment methods that are used for evaluation during this determination process.

5. Teachers' responses to students' written production

Both positive and negative evaluation should be available for the learner, as honestly as possible, because it is so important to give a warm atmosphere, support and encouragement to the learners. Teachers' reaction to students' writing productions can be done by correcting and evaluating all the issues concerning text design and content, this is done either by correcting exams' papers or student's assignments, as homework; even our students are accustomed with this type of feedback. In this respect, Harmer states that "many students value this kind of correction extremely highly and feel uncomfortable when other kinds of feedbacks are offered" (2007, p. 112). Therefore, to remedy students' poor written production, it is preferable for teachers to react by responding to written work as guiders, facilitators, or assistants than evaluators or judges, by giving suggestions, asking questions, etc. and not grading the work or judging it as a finished product.

Raimes suggests that "responding to student's writing is very much a part of the process of teaching writing" (1994, p. 139). It is a difficult task to respond to students' work because of the different ways that are used by the teacher. According to Harmer (2007b) suggests many ways to do this task, initiating on responding to "work-in progress". It means that when students are engaged in writing, teachers should visit and speak to students about their writing by asking many questions such as "what a certain sentence means?", or "why they have started in this particular way?", or they give them some suggestions. This means that, the teacher should be aware about these special cases and treat them positively. Also, responding to students' work can be done by writing comments, after handing the draft to the teacher. In such circumstances, the teacher should write comments that encourage, foster, and enhance the students to carry on their writing. Leki (1997, p. 57-68) addresses the issue of how

teachers should respond to students' writings by first raising questions about the way writing is taught. Evaluation is important in relation with the real steps to exam it. Soad (2011) suggests better steps in student's evaluation and a pyramid in which explain more the operation of student evaluation (bloom's taxonomy).

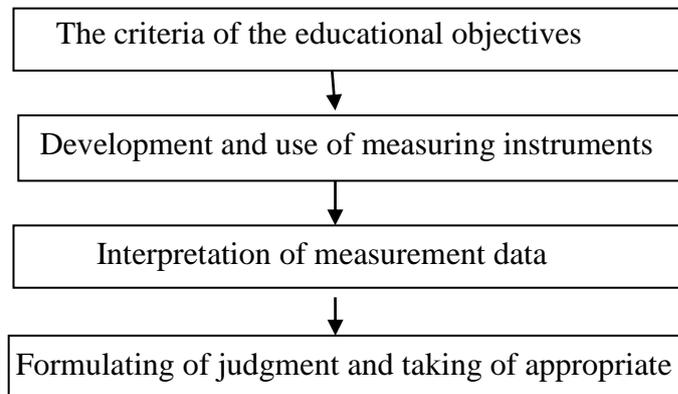


Figure 10: Steps in student's evaluation (Soad, 2011, p. 45).

Briefly, reacting to correcting and responding to students' writing productions are appropriate and effective ways which will minimize and encourage students to improve their writing. Also, feedback, whatever type is, is a useful tool besides to grading students' works, but if it is positive one. All this is concerned the teacher who is, we believe, one potential source behind students' poor writing. After having investigated some significant aspects that are linked to the teacher as a possible source behind students' poor performances in writing; it is safe to say that our teachers should be aware about all these aspects by applying them sufficiently.

6. The effectiveness of evaluation on learners' written production

The aim of designing this thesis is to carefully know the relation between what is taught and whom we test and illustrate the effect of evaluation on the students written production. The English writing has a large number of ways that teacher focus on three main components: 1) the process students go through when writing (prewriting, drafting, revising and editing). 2) The accuracy, content, and organization of the writing. 3) The particular genre that students are producing (paragraph, essay, biographies, etc). We believe that an emphasis on the

process, product, genre approaches can help students greatly improve their writing skill by considering the personal process, the accuracy of language used, and the purpose of the piece of writing (Harwood, 2005. Badger & White, 2000, p. 235).

Teaching writing aims to improve students' skill from the intermediate level of proficiency: simple forms, write short pieces of writing in which they may describe people or places or life experience, learning how to differentiate between sentence patterns and the function of every part to become more advanced and their level increases so that students can write clear meaningful and real pieces of writing. "Since the judgment of students work is inevitably a subjective one on the teachers' part, a clear set of criteria must be identified and then applied consistently on each students sample of writing in order to reduce teacher bias and increase the value of assessment.

Teachers have found that well designed rubric can provide such a tool in on promoting accurate, reliable writing assessment" (Weigle,1994. Stansfield & Ross, 1988). Therefore, it is crucial thing to observe and examine the aspects like coherence, cohesion and mechanics which might provide better data about the product of the writing. However they are difficult to evaluate face validity to who want to see the final measures besides how clear students are able to communicate an idea.

Conclusion

To end this chapter, we can say that writing is not an easy task to develop. It needs to make an overview about the nature and definition of writing. Then, we have comparing writing with the other skills; it is the most important one, in addition to its complexity and difficulty because it requires a lot of training compared to the speaking skill. Moreover, the needs of training that mean the stages of the different approaches. What is important is that, writing cannot be taught alone, but usually with the integration of the other skills. However,

university students still face a great deal to write correctly. Evaluation has a great importance because is a central component of the educational process. Thus, it is certainly a critical and challenging mission. Evaluation is a useful tool for the practitioners, whether teacher, materials writer.

Chapter Three

Field work

Chapter Three: Field work: The Analysis and Interpretation of the Questionnaires

Introduction

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

3.1. Student's questionnaire

3.1.1. Aim of the questionnaire

This questionnaire is essentially designed to gather information about students' views and reactions about our research study mainly in evaluating their written production, in order to obtain convincing and trustworthy results.

3.1.2. Administration of the questionnaire

Our questionnaire was handed to our sample (N 50) fifty of first year students at the Department of Foreign Languages at Mohammed Kheider University. Those students are from different groups and sections which mean that they are taught by different teachers. Students did not face any difficulties in understanding and answering the questionnaire.

3.1.3. Sample and population

We administrate a questionnaire for our sample population that contains fifty (50) of first year English students as well as questionnaires for teachers. First, a formal questionnaire

will be addressed to students who are supposed to answer according to their knowledge in order to see their level and to see the most difficulties they face.

3.1.4. Description of the questionnaire

This questionnaire is intended to collect data about our sample background about evaluating foreign learner's written production. This questionnaire consists of eighteen questions. In designing the questionnaire for the research study, the items that required answers with dichotomies (yes/ no question), or picking up the most appropriate answer from series of options or open questions asking the students to give their opinions and to explain their choice. The questions are divided into two sections, the first section about the general information of the students; while the second section devoted to the writing skill and how the students of English are occupying with it, finally the last part of the questionnaire deals with the teacher's evaluation of students' written production.

3.2. Analysis of questionnaire

Section one: General Information

Item 1: Students age

Age	N	%
18	6	12 %
19	10	20 %
20	9	18 %
21	7	14 %
22	8	16 %
23	7	14 %
Others	3	6 %
Total	50	100%

Table 03: Students' age

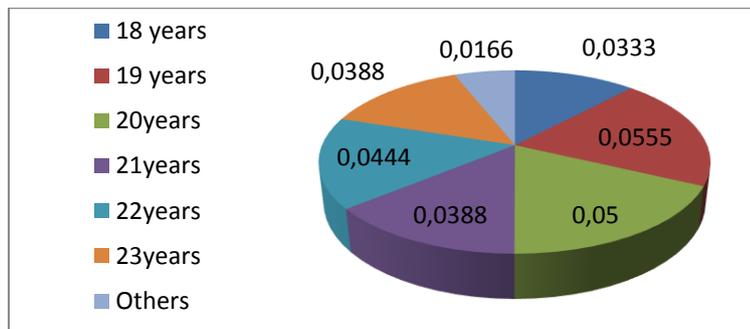


Figure11: Students' age

The results show the categories of different ages of English students who are in disorder or do not belong to the same range of ages. Therefore, we can say that the English language attract the attention of different kinds of people despite of their age.

Item 2: Student's Gender

Gender	N	%
Male	15	30%
Female	35	70%
Total	50	100%

Table04: Students' gender

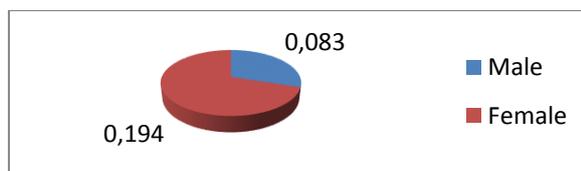


Figure 12: Students' gender

As Table 2 shows, 70% of the total of responses are female; against 30% are male. This adds nothing to work except that girls are expected to be more interested in Studying English as a language in which they will accept the feedback given to them by contrast to the males who will prefer not to be judged.

Item 3: Students' choice to study English

Options	N	%
Your own choice	50	100%
Imposed on you	00	00%
Total	50	100%

Table 05: Students' choice of English

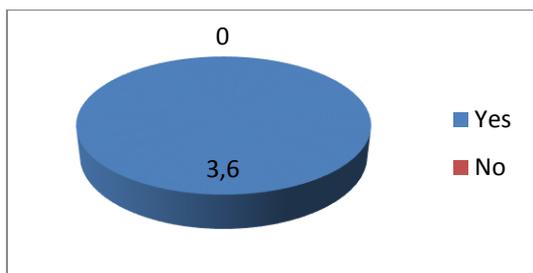


Figure 13: Students' choice of English

The results of the question three revealed that all of student males and females choose English by their own with no exception.

Section Two: The Writing skill

Item 4: How could you assess your level in English?

Options	N	%
Good	5	10%
Medium	35	70%
Bad	10	20%
Total	50	100%

Table 06: Student's level in English.

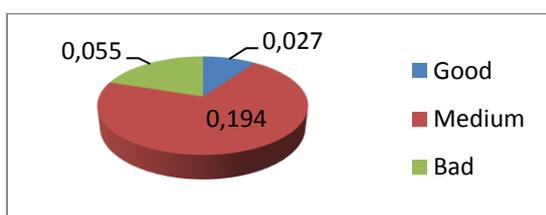


Figure 14: Students level in English

According to that question, the majority of student's level in writing is medium about 70%, and 10% are good in writing, while the rest of 20% of the students are bad at it.

Item 5: Rank the following skills according to their degree of difficulty (1/2/3/4)

Options	N	%
Speaking	13	26%
Writing	19	38%
Reading	8	16%
Listening	10	20%
Total	50	100%

Table 07: the skills according to their difficulty

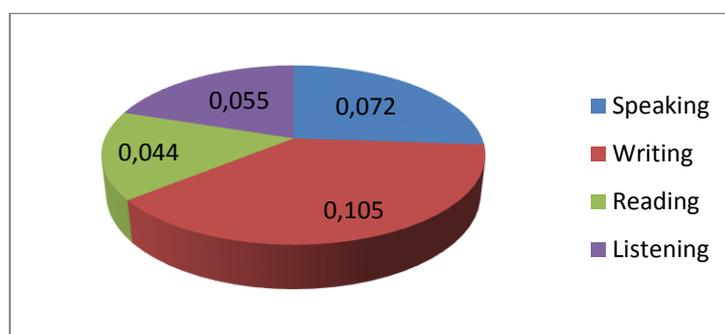


Figure 15: The skills according to their difficulty

The answers given by the respondents to this question (Q5) as shown in table (5) indicate that the majority of students focus more in writing skill with (38%), while (26%) with speaking and (20%) with listening, the rest of (16%) with reading.

To begin with, we notice, according to the students' choices that the writing skill came first, as we have seen above. For those students, writing is considered more difficult than the other skills. They are likely to be poor writers and need to be able to start using simple, spontaneous language in their writing pieces. Without neglecting the other skills in order to balance students' language proficiency.

Item 6: Do you like writing?

Options	N	%
Yes	40	80%
No	10	20%
Total	50	100%

Table 08: Students' opinion about writing

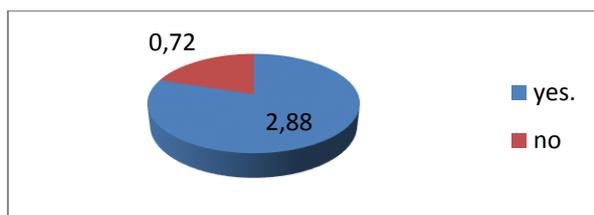


Figure 16: Students' opinion about writing

This question (Q6) shows that the majority of students like writing skill with (80%), against (20%) who do not like it, maybe because they find it hard to accomplish.

Item 7: In your opinion writing is difficult because:

Options	N	%
a-Identifying sentence parts/patterns	5	10%
b- Identifying type of sentences	5	10%
c- Mechanics	5	10%
d- Coherence	14	28%
e- Cohesion	4	8%
D -E	10	20%
C - D	4	8%
All of the options	3	6%
Total	50	100 %

Table 09: Difficulties that student's still encounter in writing.

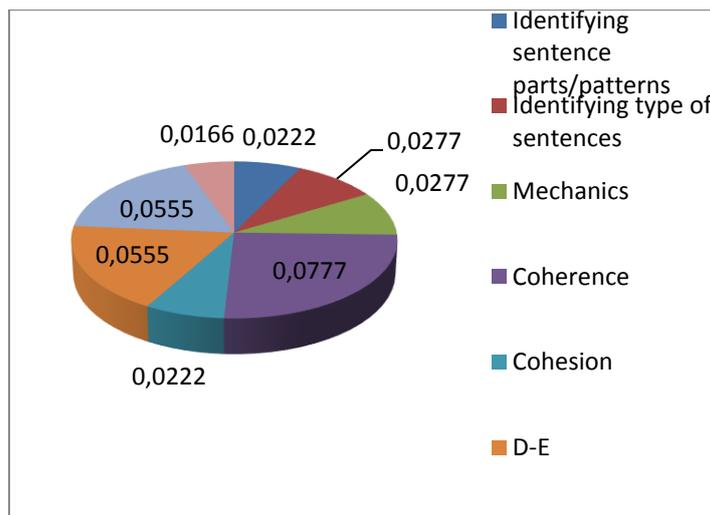


Figure 17: Difficulties that student's still encounter in writing.

This is a close-ended question (Q7) with multiple choices, in which students are asked about the difficulties they still encounter in writing and require them to choose one or more of the given options. The student's responses to this question yield the results in the table 7 above.

According the results obtained, the majority of student's have difficulties while writing more precise in coherence with a (28%), and others in coherence and cohesion together with (20%) and identifying part of sentences and its types besides the mechanics with (5%) for each, next to (6%) of the students who claimed that they have problem with all the given choices.

Item 8: Which type you prefer?

Options	N	%
Free topics	33	66 %
Suggested topics	17	34%
Total	50	100%

Table 10: Type of writing that students prefer

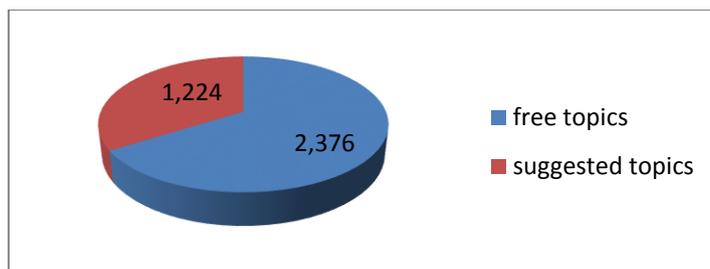


Figure 18: Type of writing that students prefer

The shown 66% of the respondents represent students who preferred the free topics' type of writing on both expressing their selves in writing and getting good marks. Only 14% said getting good marks and 40% they motive them to write is expressing their ideas when they write.

Item 9- How could you assess your level in writing?

Options	N	%
Good	16	32%
Medium	25	50%
Bad	9	18%
Total	50	100%

Table 11: Student's level in writing.

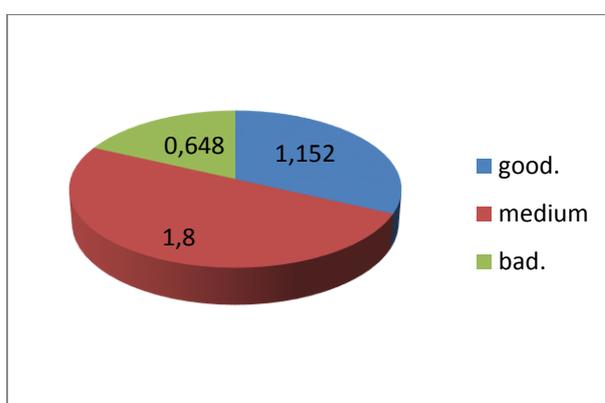


Figure 19: Student's level in writing.

According to the results obtained 50% of the students level in writing is medium, while 32% of the students said that their level is good, the rest 18% of the students level is bad in writing.

Item 10: If not good is it due to

Options	N	%
Tenses	5	10%
Lack vocabulary and grammar errors	17	34%
Poor background of topics	8	16%
All of them	4	8%
None of them	16	32%
Total	50	100%

Table 12: Reasons why not good in writing

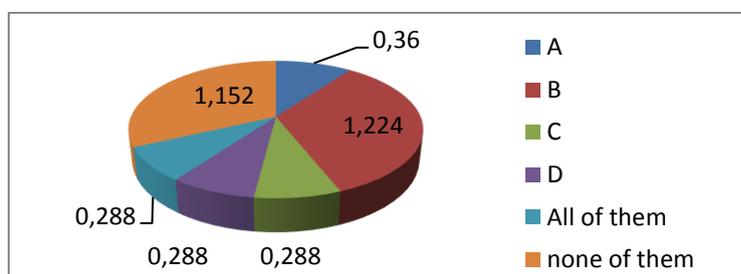


Figure 20: Reasons why not good in writing

As the results showed that the majority of the students' level is medium while others level is bad. However they have many problems concerning this skill, 34% of the students have difficulties in grammar errors and lack of vocabulary. 10% of them find difficulty in tenses. 16% with poor background of the topics, the rest 8% said that have problems with all the given choices. In contrast to 32% of the students said that do not have any difficulty with this question.

Item 11: When you make mistakes, do you like to be corrected?

Options	N	%
Yes	40	80%
No	10	20%
Total	50	100%

Table 13: Students' feeling toward teacher's correction.

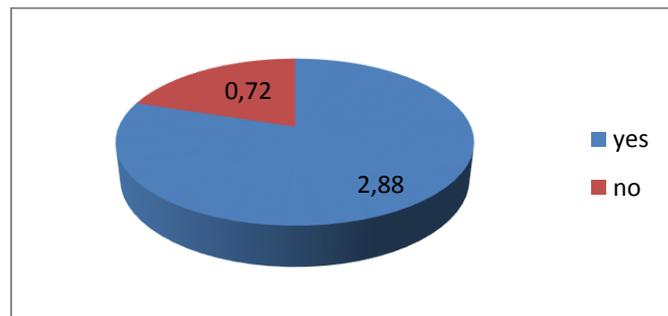


Figure 21: Students feeling toward teacher's correction.

The table 11 clearly shows that 80% of students' feelings toward teacher's correction is positive, by contrast to the 20% of the students whom feelings were negative.

Item 12: If yes, which type of correction you prefer?

Options	N	%
Written correction	31	62%
Oral correction	09	18%
Giving grades	10	20%
Total	50	100%

Table 14: Types of correction that students prefer

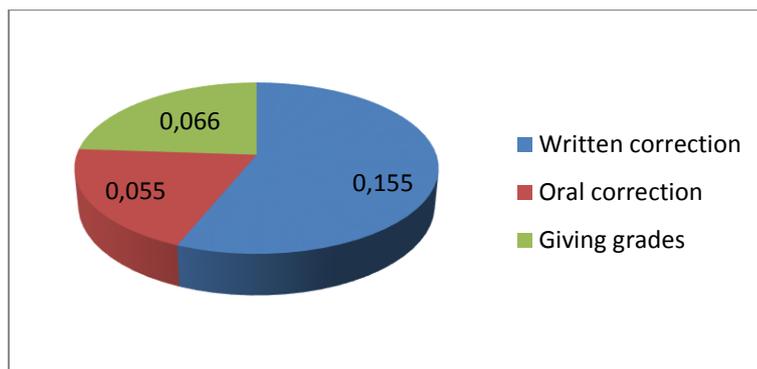


Figure 22: Types of correction that students prefer

This question (Q12) revealed that 62% of the students agreed the written correction; while 18% of the students prefer the oral correction, the rest 20% of the students chosen giving directly the grades.

Students who agreed on the written correction said it is because writing allows them to remember how words are written then they will be able to differentiate between the wrong and the correct one so they can avoid making them again, besides that it helps them to see their mistakes especially the grammar one. However the oral correction according to the students develop their listening skill when their exposed to an emphasized topic like correction and they will not forget it, also they learn how to write words depending on the pronunciation. Finally, giving grades allow students to evaluate their selves by the marks in a competitive way.

Item 13: Does the teacher correction during the course develop your writing?

Options	N	%
Yes	40	80%
No	10	20%
Total	50	100%

Table 15: The teacher's correction during the course develop students writing

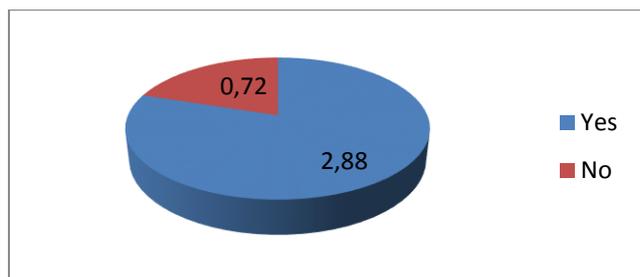


Figure 23: The teacher's correction during the course develop students writing

According to the students 80% said that they develop their writings through teacher's correction. In contrast to 20% of the students said that they do not.

Item 14: In your opinion, working in groups in written classes:

Options	N	%
Beneficial	41	82%
Not beneficial	09	18%
Total	50	100%

Table 16: Students' opinion about working in groups in written expression classes

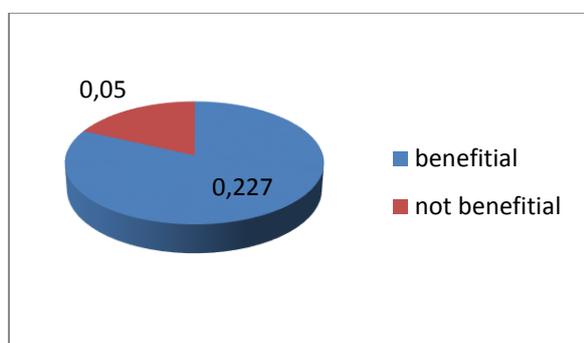


Figure 24: Students' opinion about working in groups in written expression classes

Depending on the above results, 82% of the students said that working in a group is beneficial activity. According to their justification it is due to the exchange of opinions, ideas and vocabulary or to have extra information about different kind of topics and its background, also students are able to discuss and talk about their mistakes in release by

which they can learn new things. 18% of the students said that working in a group is not beneficial because it hinders their creativity, discussing a topic with group of students make them stressed and bounded.

Section three: Teacher's evaluation of students' written production

Item 15: Does your teacher of written expression provide you with the feedback about your production?

Options	N	%
Always	21	42%
Sometimes	29	58%
Never	00	00%
Total	50	100%

Table 17: Teachers' feedback

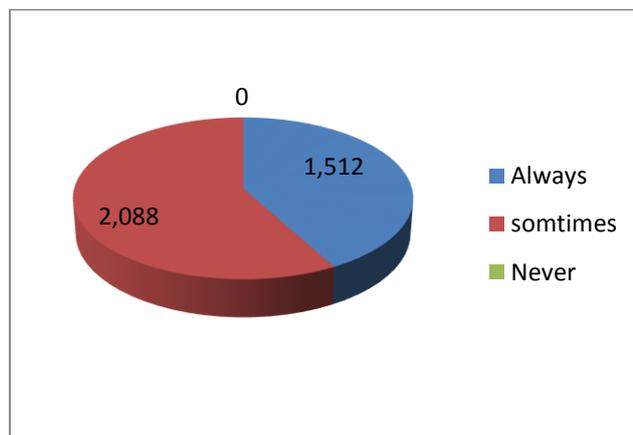


Figure 25: Teachers' feedback

Here, it is clear that the results are nearly the same between 48% of the students said that their teachers always give them the feedback, in the other hand 52% of the students said that the feedback is sometimes given by the teacher normally when necessarily.

Item 16-What kind of feedback?

Options	N	%
Positive	36	72%
Negative	14	28%
Total	50	100%

Table18: kind of teacher's feedback

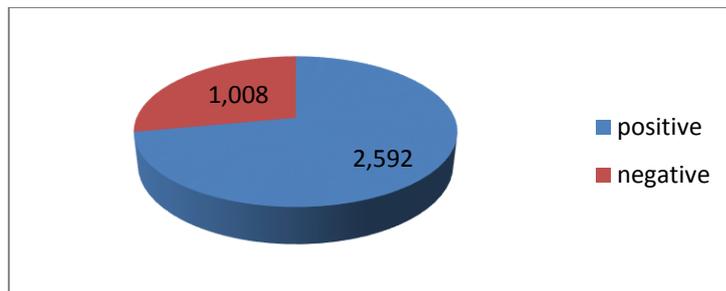


Figure 26: Kind of teacher's feedback

According to this question (17), the minority of student’s said negative with (28%); against (72%) said positive because most of students when the teacher evaluate them in their piece of writing feel satisfied, in advance ambitious students especially when encouraging them to learn more, push them for further or helps them to know their mistakes so they can correct them.

Item 17: What do you think of your teacher's evaluation in writing?

Options	N	%
Fair	34	68%
Unfair	16	32%
Total	50	100%

Table 19: Students' opinion about teacher evaluation in writing

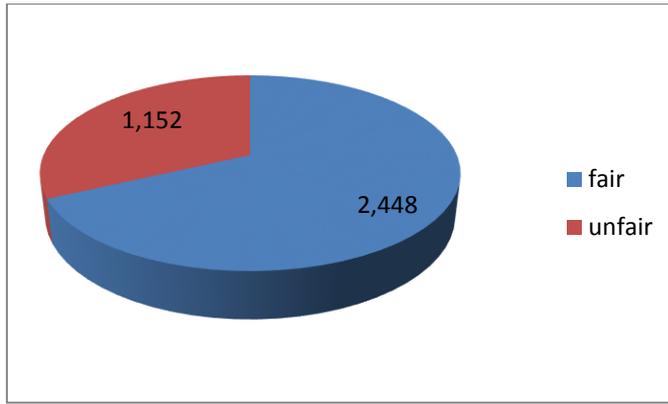


Figure27: Students' opinion about teacher evaluation in writing

This question aim to reveal that 74% of the students stated that the evaluation of their teachers of writing is fair, and 26% said is unfair.

Item 18: Does your teacher gives you the chance to

Options	N	%
To correct yourself	14	28%
Your friend to correct you	36	72%
Total	50	100%

Table 20: Student's answers about the pair correction

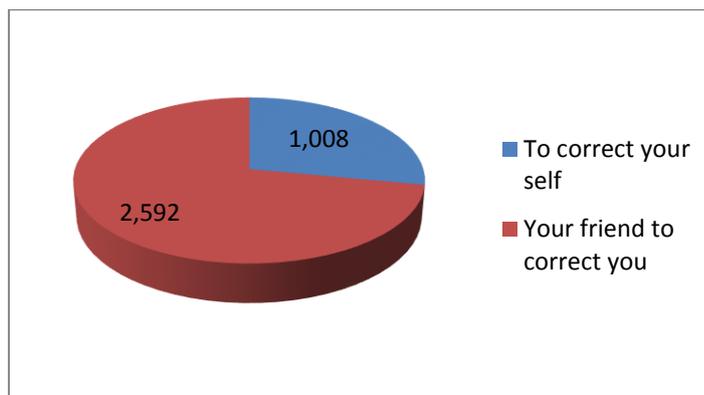


Figure 28: Student's answers about the pair correction

According to the results 28% of the students answer that their teacher gives them the chance to observe and try to find out their mistakes and correct them by themselves, while the 72% of the students stated that their teacher gives the opportunity to pair correction in which every classmate read and try to correct his friend paper in order to increase group work in the class.

3.3. Discussion

On the basis of the analysis of the student's questionnaire, we come to the following conclusions:

1. All the students of English have chosen this language with a full intention to study it, therefore the majority of them like the given tasks like writing comprehension, even though they do encounter some difficulties such as lack of vocabulary and tenses.

2. When it comes to writing, and according to the given results students prefer free topics due to their desire to express what they feel, their opinions and point of view without being bounded by some topics which they may not have backgrounds on.

3. Concerning correction, we noticed that the majority of students prefer the written correction on the oral one, because it is more beneficial and develop their levels with the support of each others. Therefore teachers need to encourage and push their students to work in and outside the classroom in order to better their level in writing.

4. Evaluation takes place in the learning process, students agree that teacher's evaluation is positive and fair, also they are sure of the hard work their teachers encounter especially in taking the decision about their piece of writing in order to be fair with them.

5. Finally, evaluating students' piece of writing needs from the teacher to take a whole overlook on students' environments and process in order to know the problems they face and master the writing skill.

3.4. Teacher's Questionnaire

Introduction

The teacher's questionnaire has been used to reveal some facts about Testing and Evaluating Foreign Learner's Written Production of first year students at Mohamed Kheider University. More precisely, this research instrument is used to add a deep understanding to the necessity of evaluation in writing. In addition, different comments and suggestions are put on in order to help students get a better achievement in their research which have been proposed by teachers who answered the questionnaire.

3.4.1. Questionnaire Administration

All teachers' questionnaires have been submitted to the teachers of English branch at Mohamed Kheider University. (8) Teachers who participated teach written expression module of the first year students, in the same time they are teachers of other modules of different levels at Biskra University.

3.4.2. Sample and population

a questionnaire is addressed to written expression teachers of English Mohamed Kheider University considering their experience and perception in teaching.

3.4.3. Description of the Questionnaire

This questionnaire is designed on the basis of the review described in the theoretical part of the present research. In designing the questionnaire for the research study, the items that required answers with dichotomies (yes/ no question), or picking up the most appropriate answer from series of options or open questions asking the teachers to give us some of their knowledge and to explain their choice. The questions are divided into two sections; the first section is about the background information of the teachers, the second section concerns the writing skill.

3.5. Analysis of the questionnaire

Section one: Background information

Item 1: Degree and qualifications

Option	N	%
Doctorate	1	13%
Magister	7	87%
Master	0	00%
License	0	00%
Total	8	100%

Table 21: Teacher degree and qualifications

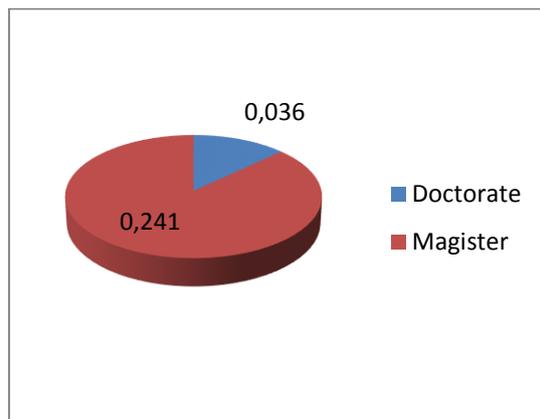


Figure 29: Teacher's degree and qualifications

As (Q1) shows, 87% of teachers have Magister degrees in English language because our sample is designed for first year teachers, while the rest 13% manage to have Doctorate degree of qualification. However, this do not exclude the fact that all of them teach second and third year students.

Item 2: Length of teaching experience

Option	N	%
From 1__3 years	2	25%
From 3__7 years	2	25%
From 7__10 years	1	12.5%
From 10__15 years	2	25%
More than 20 years	1	12.5%
Total	8	100%

Table 22: Teachers' length of experience

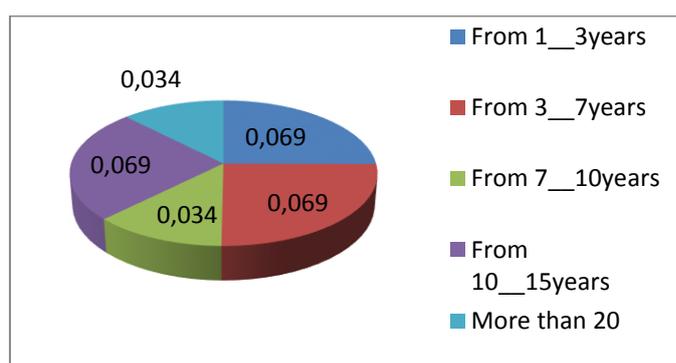


Figure 30: Teachers' length of experience

According to the results the length of teachers experiences differ in an equal way, 25% for each of teachers who work for one to three years, from three to seven years and from ten to fifteen years experience. In another hand, 12.5% for teachers who have experience from seven to ten years, and 12.5% with more than to twenty years. Teachers are well-experienced and acquainted with teaching process of different levels as they are well knowledgeable about the program/syllabus that students are being taught to in their first year, and method of evaluation that teachers obtain to evaluate them.

Item 3: You work at the English department as a:

Option	N	%
Part-time teacher	1	13%
Full time teacher	7	87%
Total	8	100%

Table 23: Teacher's status at English department

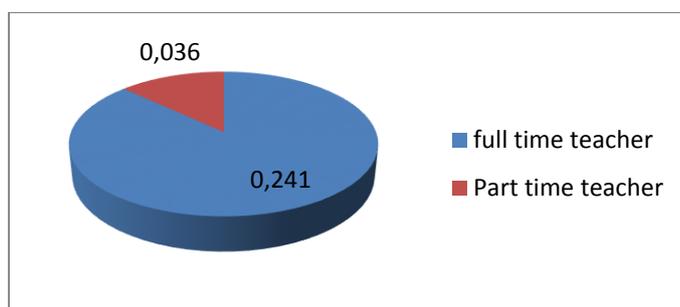


Figure 31: Teacher's status at English department

According to the results 87% of the teachers are working a full time job at the University of Biskra; therefore their efforts and time are devoted to the English department, while 13% work as part time English teacher.

Item 4: How long have you been teaching written expression classes?

Option	N	%
One year	0	00%
From 1__3 years	3	37%
From 3__7 years	5	63%
Total	8	100%

Table 24: Length of experience as written expression teacher

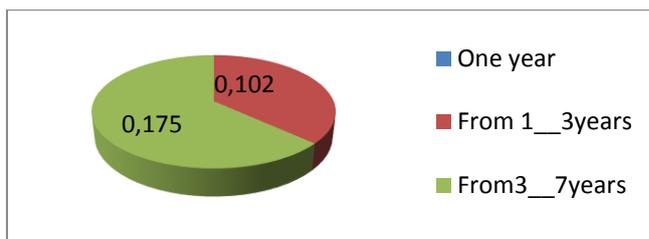


Figure 32: Length of experience as written expression teacher

As the table above shows that 63% of teachers work as written expression teachers from three to seven years, and 37 of them work from one to three years. That adds nothing but to the research but that most of the teachers are well familiar to the tasks of writing and successful in doing it.

Section two: written proficiency/skill.

Item 5: What are the main challenges that you encountered in teaching writing?

Option	N	%
Time	4	50%
Setting	2	25%
The large number of students and exam papers	7	87%
Total	8	100%

Table 25: The challenges that you encountered in teaching writing

In this question (Q5) teachers share some of their main challenges that they face in their daily teaching process of written expression. 50% of the problem was related to time, only 25% said setting, while the main challenge as teachers noted with 87% are the large number of students that lead to the large number of exam papers.

Item 6: As a written expression teacher, please rank following skills according to their degree of difficulty (1.2.3.4):

Option	N	%
Speaking	7	87.5%
Writing	6	75%
Listening	4	50%
Reading	2	25%

Table 26: Skills' degree of difficulty

Teachers of written of expression gave the degree of difficulty concerning all the skills from their experience and what they have seen from their students. Speaking with 87.5% and writing with 75% while listening with 50% finally reading with 25%.

Item 7: When you teach writing, which of the followings requires more emphasis?

Option	N	%
Coherence	0	00%
Cohesion	0	00%
Mechanics	0	00%
All of them	8	100%
Total	8	100%

Table 27: Focus of Teaching

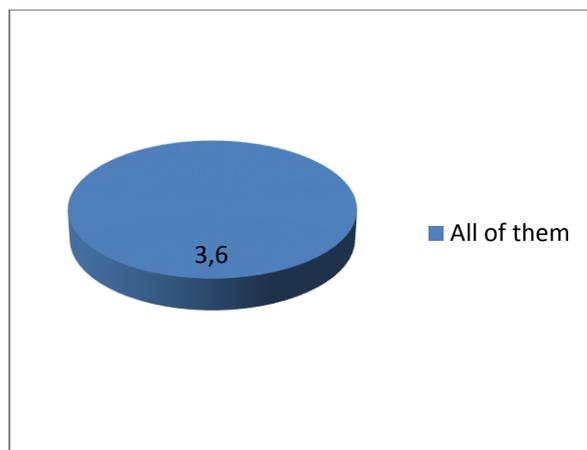


Figure 33: Focus of Teaching

All teachers with no exception agreed that they do not emphasis on coherence, cohesion or mechanics separately, however as important aspects of writing, teachers seem to place a great focus on all of them; they do insist that these last should be taught in parallel and in an equal way because of its importance to students writing.

Item 8: Which of the following approaches do you follow in the teaching of writing for the first year students?

Please in each case, say why

Option	N	%
Process approach	6	75%
Product approach	1	12.5%
Genre approach	0	00%
Creative approach	1	12.5%
Total	8	100%

Table 28: Approaches to teaching writing

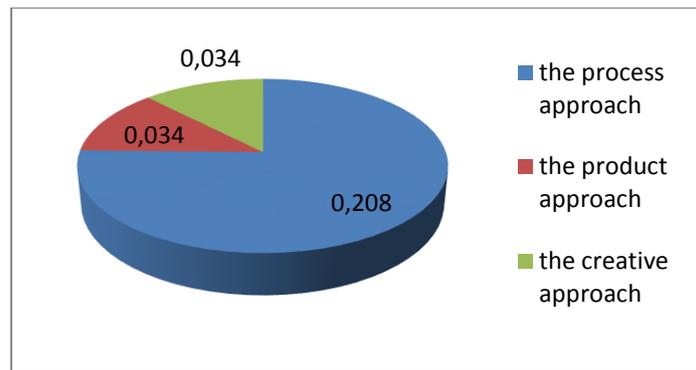


Figure 34: Approaches to teaching writing

With regard to the approaches used by teachers in teaching written expression, the majority 75% replied that they adopt the process approach in teaching writing, while some of them 12.5 % use the product approach saying that assigning students to produce more writing enhance the writing abilities for the learners, and 12.5% use the creative one because it is a mixture of all the approaches. Teachers' justification to the process approach:

Teacher01 said that it is due to the stages followed starting by pre-writing ending up with publishing.

Teacher02 and 03 justified that students have to go through all the stages of the writing process and see how they progress from generating ideas till the production. Students need to practice each step and receive appropriate feedback to know their weaknesses.

Teacher04 said that it helps students go through the gradual steps of writing and revise their writing for better results; also it helps teachers to check students' progress.

Teacher05 and 06 justified that it is the best approach to teach writing skill. Breaking down the process approach puts writing into a clear and well set of stages.

Item 9: What do you think of your students' present level in writing?

Option	N	%
Good	0	00%
Average	7	87.5%
Bad	1	12.5%
Total	8	100%

Table 29: Students' level in writing

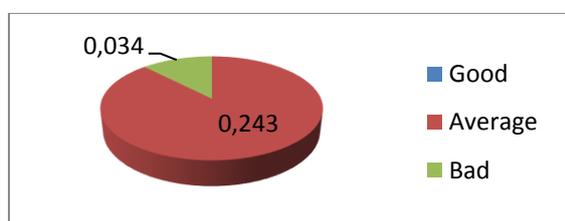


Figure 35: Students' level in writing

The teachers perceived their students' writing level as being acceptable in average with 87.5%. That means that there is a common content to a great extent about the overall level of proficiency. However, if as teachers, we aspire to get better academic results on the part of students, more efforts need to be done to get students involved in programs that fit their needs and which meet the teachers' expectations of a given population.

Item 10: What kind of tests do you apply in order to know students level?

Option	N	%
Achievement test	5	62.5%
Closed test	1	12.5%
Diagnostic test	4	50%
Displacement test	1	12.5%

Proficiency test	4	50%
Progress test	4	50%

Table 30: Types of tests used

The majority of teachers in the English branch at the University of Biskra adopt a mixture of methods in order to evaluate students' written production, which is according to them that every step needs a specific type of test. The achievement test with 62.5%, an equal use between diagnostic, proficiency and progress tests with 50%, however the closed test and the displacement test with 12.5%for each.

The reason behind using these mixed types of assessment in fact is not a time consuming procedure, especially if grading involves large number of students which is another important fact, which reflects the researcher's own belief in the present study, is the fact that writing cannot in any sense be cut into separate aspects of language, then assigning grades to each aspect alone separately from the rest. A test is seen as a whole with an overall aim to achieve, as has been claimed earlier in chapter one.

Item 11: How far in advance do you announce the test?

Option	N	%
Less than one month	1	12.5%
One week	5	62.5%
In the same day	2	25%
Total	8	100%

Table 31: Expected time to announce the test

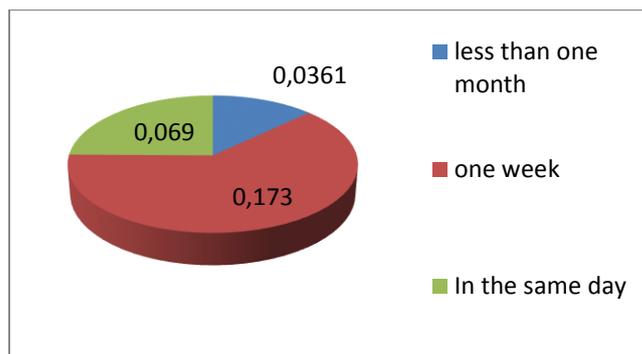


Figure 36: Expected time to announce the test

As the question shows that the majority of teachers 63% announce their tests a week before, while 12.5% announce it in a less than one month and 25% announce it in the same day.

Item 12: How much information do you give the students about the test format?

Option	N	%
Lot of information	0	00%
Average	7	87.5%
None	1	12.5%
Total	8	100%

Table 32: The amount of information given about the test

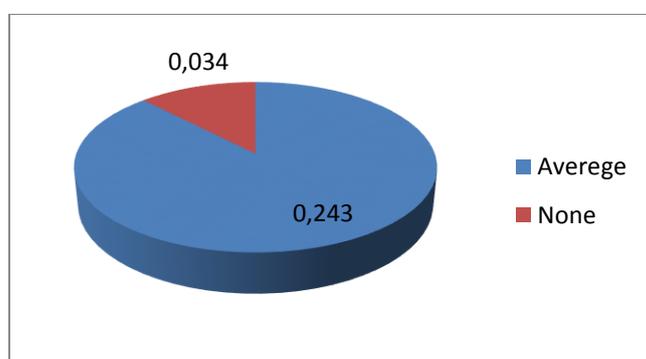


Figure 37: The amount of information given about the test

Majority of teachers with 87.5% do give the students an average of information about the test, but only 12.5% of teachers do not give any information.

Item 13: How long does it take to correct the exam papers?

Option	N	%
One month	2	25%
Two weeks	0	00%
A week	6	75%
Total	8	100%

Table 33: Time needed to correct the exam papers

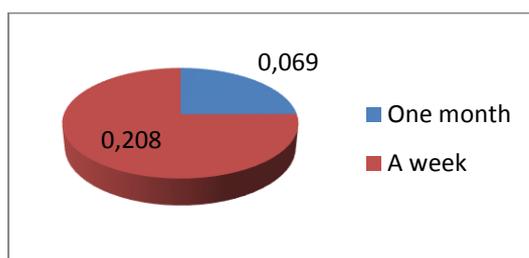


Figure 38: Time needed to correct the exam papers

As the results shows that 75% of teachers correct students exam papers in a week, other with 25% take a month in order to correct them.

Item 14: After correcting the exam papers do you plan to?

Option	N	%
give similar activities	3	37.5
Move on to another lesson	5	62.5%
Total	8	100%

Table 34: Teachers' plan after correcting the exam papers

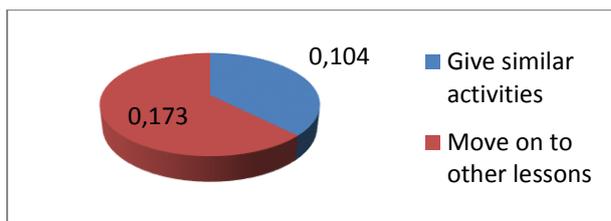


Figure 39: Teachers' plan after correcting the exam papers

After evaluating students written production, 62.5% of teachers move to another type of lesson while 37.5% of them give similar activities in order to reinforce students' knowledge.

Item 15: Do you apply peer feedback?

Option	N	%
Yes	6	75%
No	2	25%
Total	8	100%

Table 35: Teachers' feedback

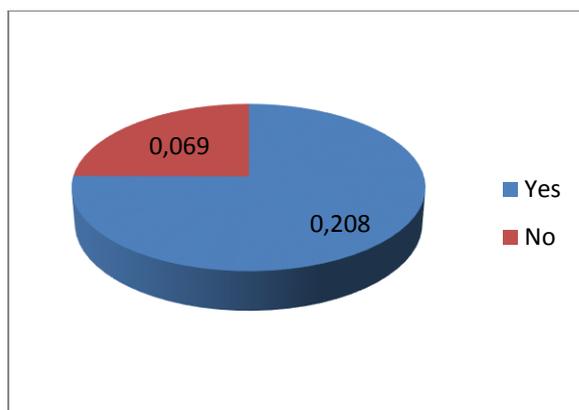


Figure 40: Teachers' feedback

75% of teachers apply feedback because it is important for the students to know what their mistakes are and how they can improve their writings. In contrary to 25% of teachers who do not apply it.

Item 16: What type of feedback do you apply when you correct your students writing?

Option	N	%
Underline the errors with no explanation	2	25%
Circle the errors and identify the type	3	37.5%
Explain the errors to avoid the misunderstanding	5	65.5%
you let the students correct their mistakes	2	25%

Table 36: The feedback applied in correcting students writing

Teachers who gave importance to giving the feedback for students in question above (Q16), 65.5% explain the errors to avoid misunderstanding, 37.5% circle the errors and identify the type. However 25% underline the errors with no explanation and teachers with 25% let the students correct their mistakes.

Item 17: When do you prefer to correct the exercises?

Option	N	%
While the students are writing	5	62.5%
Correct the final draft	3	37.5%
Total	8	100%

Table 37: Exercises' correction

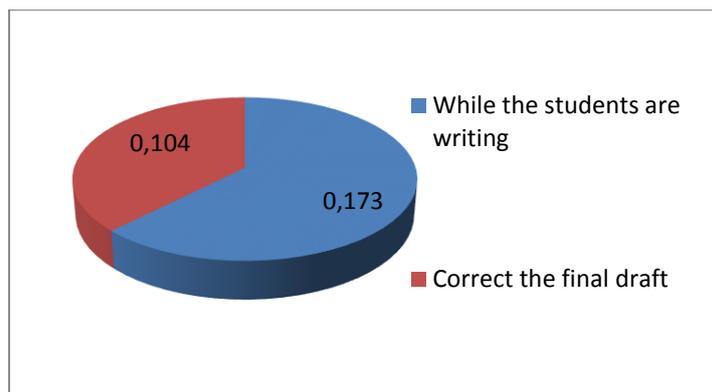


Figure 41: Exercises' correction

62.5% of teachers correct students' exercises while they are writing, the turn around and see how they writing so they can be there in front them if something is not understood or unclear. However, 37.5% of teachers do correct the final draft without seeing students' process of writing.

Item 18: In your opinion, how do you manage to get the students write better?

Option	N	%
By motivating them to write at home	8	100%
By asking them to read	6	75%
Learning the rules of writing	4	50%

Table 38: Teacher's views of the management to get students write correctly

As shown in table (18), teachers emphasis on using all of them in order to manage get students write correctly with a 100% by motivating them to write at home, and 75% who said by asking them to read maybe because reading makes them understand and meet new vocabulary which they need in further writings, 50% emphasized on learning the rules of writing.

Item 19: What do you think of "evaluation"? If difficult would you please explain?

Option	N	%
An easy task	0	00%
A difficult task	8	100%
Total	8	100%

Table 39: Teachers' opinion about evaluation

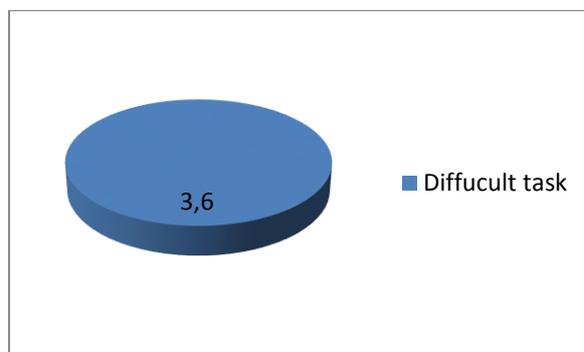


Figure 42: Teachers' opinion about evaluation

According to the table above (19), 100% of teachers believe that evaluation student's written production is a difficult task to improve because it involves several elements. Teacher justification:

Teacher01 said that evaluation is a difficult task because it is based on many aspects like the achievement test, closed test and participation next to other things that should be taken into account.

Teacher02 and 03 connected his justification to students' level which plays an important role as either being an obstacle or making the evaluation easy to handle.

Teacher04 justified that teachers should choose questions which are appropriate for all levels in all the classes, but in the same time to be challenging.

Teacher05 said that evaluation needs objectivity and fairness; however, the person by nature is neither subjective nor fair.

Teacher06 stated that evaluation is an important task because it is considered as a part of the instruction.

Teacher07 viewed that in written expression classes there are various aspects to concentrate and to focus on.

Teacher08 emphasized that evaluating students' written production requires attentive case and progressive follow-up.

Item 20: In your opinion, how does evaluation take place?

Option	N	%
From the beginning of the writing process	2	25%
During each stages of teaching written expression	4	50%
As a last step of the program	2	25%
Total	8	100%

Table 40: How evaluation took place

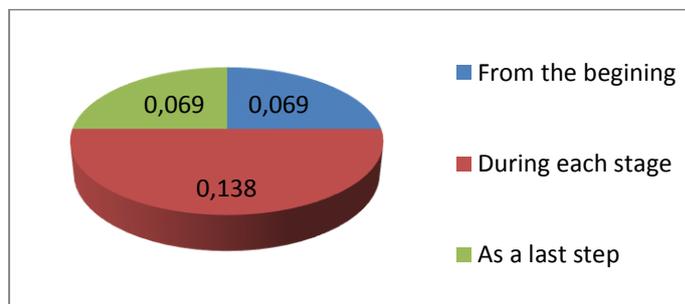


Figure 43: How evaluation took place

The present question shows that evaluation according to teachers as a ongoing and integrated into the entire writing experience with 50% and only 25% said that evaluation take place from the beginning of writing process, also 25 said that it is put as a last step of the program.

Teachers agreed that evaluation takes place in the beginning of the writing process in order to observe and finally assess the final product, while step by step evaluation requires students to adjust their writings and if the students level is not improved from the beginning further assessments need to be done somewhere in the middle of students learning. More importantly, students practice each stage in order to be given effective feedback before moving on to the next step so that fewer problems are accumulated.

Item 21: How do you know whether students writing skill has developed?

Option	N	%
According to their scores	0	00%
According to their performance in the classroom	4	50%
Both	4	50%
Total	8	100%

Table 41: Teachers' view of the development of students' writing

According to this question, we can say that 50% of teachers and in order to know whether a student's writing skill developed or not they have to notice their performance in the class with no regard to their scores. In another hand, 50% of the teachers consider both the performance and the scores in the evaluation.

3.6. Discussion

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

1. The majority of the teachers claim that their teaching written expression has been successful through their many years of teaching. In fact, all teachers consider writing skill as the major focus in teaching next to the other skills. This implies that teachers' teaching the "written expression module" as the most challenges to master, they are totally aware of student's needs in order to improve writing proficiency.

2. More specifically when asked to rank written tasks in terms of importance, All teachers consider that all of them (Coherence, Cohesion and Mechanics) have to be learned equally and effectively in order to master writing gradually step by step. Teachers also take into account the different stages: plan/write/revise/edit for better production later on. So, they can easily find the problems and solve them and discover the real level of the most students. Consequently, they can give them advices of how to write correctly and how to get started to write.

3. When teachers asked about the evaluation of students' written production they gave a clear answer that it is a difficult task to however they all gave a great attention of this system and the difficulties that most teacher's face when evaluate their students in their practices.

4. Through the continuous evaluation of students' written production (activities, homework) one can know whether a student's writing skill developed or not, and provide more efforts outside the classroom. Also, we shall know that their proficiency developed when we schedule more time for written expression class, which leads to a progress and an

increasing chance of avoiding certain mistakes in the future and develop writing skill easily in improving their skills.

5. As far as their evaluation of writing as a part their work, some of them look for better judgment of student's piece of writing. For that, they need better focus and consider evaluation as ongoing and integrated system to improve.

Conclusion

The results received in this study concerning Testing and Evaluating Foreign Learner's Written Production have confirmed our hypothesis. This means that there is a positive relationship between evaluation and students' written production. Evaluation is one of the main system used by teacher's which attempt to gather information in order to make clear judgments especially when it concerning with writing by using effective evaluation.

The agreement should be strong enough so that conclusions about the students' questionnaire and students' performance can be made; the aim of the teachers' questionnaire has been not only to answer the research questions, but also to give us useful information about the teachers' way of teaching and evaluation practices at the English Branch of Mohamed Kheider University. Their answers helped also in directing our research toward the main aspects of education. Some main aspects have been of central interest to us in the present research; these are: the teachers' approaches to teaching writing, the teachers' methods of assessment, the teachers' perception of their students' proficiency and achievement, the teachers' point of view concerning the ways they currently use in teaching writing, the teachers' tendency to include reading tasks in their courses and the teachers' tendency to teach textual met discourse on a genre based level.

General conclusion

We are going to close of this study which highlights on the importance of the equivalence between teaching, learning and testing in a hand, and in the other hand the relation between evaluation and students' written production. Through this research, we hypothesized that if learners' written production is efficiently evaluated throughout the correct steps of the assessment their writing skill will develop. We believed that the mastery of this skill composed a hard work especially for students and evaluating their piece of writing by using different types of methods according to teacher's responsibility for making them feel that they are the ones who can give the real judgment of their work.

The present study is an entirety of three chapters. The first and the second are theoretical part but the third part is a practical one, we have administrated two questionnaires: one for the students and the other one for teachers. The first chapter mainly gives an overview about teaching and its history, learning, testing and its important and its types with the relation between students and their teacher. The second chapter provides a better understanding of writing and with the different approaches, in relation with the importance of evaluation. The third chapter is concerned with analysis of the obtained data gathered from teachers and the students' questionnaire.

To sum up, the received results confirmed our hypothesis that there is a relation between evaluation students' written production and the correct way of teaching and testing, in the basis of their necessity for both students and teachers. However, teachers may forget to recognize the variety of students' levels, which means that some university teachers of written expression do not follow a specific method when teaching the academic writing skill. This fact affects the students' performance negatively and leads to a weakening in their levels.

Pedagogical recommendations

Our duty is to think of advice, and to propose some strategies that may facilitate for teachers to modify the students' level and to make their academic essay writing successful and legible. So, this study shows that:

1-Teaching students require teachers to make them feel important in everything they will do before engaging them to learning, because of that positive outcomes will appear.

2- It is teacher's responsibility to be a good decider when they give judgments of students' piece of writing for better scores.

3- Discarding the method of testing that is used, the objectives that shows the teachers' expectations of their students' performance at the end of a specific period should clearly be stated from the very beginning, then all the teaching materials can be used and/or directed towards achieving those goals.

4- Teacher's needed to show their students' level in writing in order to push them for better changing and better results.

5- The importance of opportunities that should be given to students in order to thrust them to practice more and develop their level.

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

7- Teachers' personal knowledge and experience reflect students' grades in basic of what each teacher consider it important or not. As it is shown in the analysis some teachers may concentrate on the form and the idea of the piece of writing while other focus on the grammar and spelling.

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

9- Evaluation is about how a teacher works with the classes of students and judging their piece of writing needs hard work for teacher to provide. So, teachers should vary the techniques used in order better result and feel satisfied later on.

10- The appropriate use of evaluation in writing is recognized as being an integral part of the development and delivery of learning and teaching materials. Overall, these evaluation criteria should also be given to students before being involved in any writing task so that they can focus attention on when writing. The criteria of evaluation are very important because they form the parameters that will help guiding teachers in their assessment and in the planning of instruction.

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Appendices

Appendix 01

Students' Questionnaire

Dear Student:

This questionnaire is a tool that helps to collect data about our research. I would be so thankful if you please answer the following questions in order to give your opinion about teacher's evaluation towards students' written productions as thoughtfully and specifically as possible. This form will only be seen by your instructor.

Will you please tick (√) the corresponding answer or fill in with information where necessary.

Part One: Background information

1-Age: years old

2-Gender:

a- Male

b- Female

3- Your choice to study English was

a- Your own choice

b- Imposed on you

Part Two: the Writing skill

4- How could you assess your level in English?

a- Very good

b- Good

c- Very bad

d- Bad

5- Rank the following skills according to their degree of difficulty (1/2/3/4)

a- Speaking

b- Writing

c- Listening

d- Reading

6- Do you like writing?

a- Yes

b- No

7- As a first year student, in your opinion writing is difficult because?

- a- Mechanics
- b- Coherence
- c- Cohesion

8- When Writing, Which type you prefer?

- a- Free topics
- b- Suggested topics

9- How could you appreciate your level in writing?

- a- Very good
- b- Good
- c- Medium
- d- Bad
- e- Very bad

10- If not good is it due to

- a. Tenses
- b. Lack vocabulary and grammar errors
- c. Inappropriate chosen of topics
- d. Poor background of topics

11- When you make mistakes do you like to be corrected?

- a- Yes
- b- No

12- If yes, which type of correction you prefer?

- a- Written correction
- b- Oral correction
- c- Giving grades/marks

Please justify.....
.....
.....

13- Does the teacher correction during the course develop your writing?

- a- Yes
- b- No

14-in your opinion, working in groups in written classes:

a- Beneficial

b- Not beneficial

In each case, please say why

.....
.....

Part three: Teacher's evaluation

15-Does your teacher of written expression provide you with the feedback about your production?

a- Always

b- Sometimes

c- Never

16-What kind of feedback?

a- Negative

b- Positive

17- What do you think of the teacher evaluation in writing?

a- Fair

b- Unfair

18-Does your teacher gives you the chance to

a- Correct each mistake you make

b- Your friend to correct you

19- If you would like to add anything about this subject, please write it below.

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.....

Thank you for your cooperation

Appendix 02

Teachers' Questionnaire

Dear Teachers:

This questionnaire is intended to gather information about teachers' evaluation within the written expression module. The collected information will help to enrich our master research about raising students writing proficiency. Your responses will be strictly confidential and data from this research will be reported in the dissertation anonymously. We are very grateful to your help.

Will you please tick (√) the corresponding answers or fills in with information where necessary.

Part one: Background information about the teacher

1- Degree of qualification:

- a- Doctorate
- b- Magister
- c- Master
- d- License

2- Length of teaching experience:

- a- From 1_____3 years.
- b- From 3_____7 years.
- c- From 7_____10 years.
- d- From 10_____15 years.
- e- More than 20 years.

3- You work at the English department as:

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

4- How long have you been teaching written expression classes?

- a- one year
- b- From one to three years
- c- From three to seven years

Part two written proficiency/skill.

5- What are the main challenges that you encountered in teaching writing?

- a- Time
- b- Setting

- c- The large number of exam papers students in the classroom
- d- Others

6- As a written expression teacher, please rank following skills according to their degree of difficulty (1.2.3.4):

- a- Listening
- b- Reading
- c- Writing
- d- Speaking

7- When you teach writing, which of the followings require more emphasis?

- a- Mechanics
- b- Coherence
- c- Cohesion

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

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

Please in each case, say why?

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.....

9- What kind of test do you apply in order to know students level?

- a- Achievement test
- b - Closed test
- b - Diagnostic test
- d - Displacement test
- e - Proficiency test
- f - Progress test

10- How far in advance do you announce the test?

- a- less than one month
- b- One week
- c- In the same day

11-How much information do you give the students about the test format:

- a-a lot of information
- b- Average
- c- None

12- How long does it take to correct the exam papers?

- a- One month
- b- Two weeks
- c- A week

13- After correcting the exam papers do you plan to:

- a- give similar activities
- b- move on to another lesson

14- What type of feedback do you apply when you correct your students writing?

- a- Underline the errors with no explanation
- b- Circle the errors and identify the type
- c- Explain the errors to avoid the misunderstanding
- d- you let the students correct their mistakes

15- Do you apply peer feedback?

- a- Yes
- b- No

16- When do you prefer to correct while giving the exercises?

- a- While the students are writing
- b- Correct the final draft

17- In your opinion, how do you manage to get the students write better?

- a- By motivating them to write at home
- b- By asking them to read
- c- Learning the rules of writing
- d- Others.....

18- What do you think of "evaluation"?

- a- An easy task
- b- A difficult task

If it is difficult, would you please explain why?

.....
.....

19- In your opinion, how does evaluation take place?

- a- From the beginning of the writing process
- b- During each stage in teaching writing
- c- As a last step of the program

Please justify

.....
.....

20- How do you know whether students writing skill has developed?

- a- According to their scores
- b- According to their performance in the classroom
- c- Both of them

21- What do you think of your students' present level in writing?

- a- Good
- b- Average
- c- Bad

Any other suggestions

.....
.....
.....

Thank you very much for your cooperation.

Résumé

L'enseignement et les tests sont à la fois des concepts cruciaux dans n'importe quelle langue, et ils sont généralement développés ensemble pour les apprenants. Le test est une partie essentielle du langage que les étudiants doivent maîtriser afin de communiquer efficacement. L'évaluation de la production écrite des élèves est une activité particulièrement ordinaire pour les enseignants de l'FLE dans les salles de classe. Néanmoins, l'application de l'équité lors de l'évaluation de l'écriture des élèves est apparemment une tâche difficile, car l'écriture, dans son sens réel, requiert des enseignants et des apprenants compétents. En cela, la plupart des enseignants FLE prouvent une surestimation et présument l'écriture de leurs élèves. En mettant beaucoup l'accent sur les différentes étapes que les apprenants passent en tant que processus afin de surmonter les faiblesses auxquelles ils sont confrontés et d'assurer des résultats valables et fiables du progrès des étudiants et de la qualité d'écriture des élèves. En outre, les enseignants doivent pratiquer différentes techniques pour évaluer l'écriture car cela les aide à améliorer l'écriture des élèves. La méthode de ce travail de recherche est descriptive. C'est-à-dire qu'elle vise à décrire deux variables: équilibrer l'enseignement, l'apprentissage et les tests, d'autre part, le processus d'évaluation et d'écriture. Les données sont recueillies à travers un questionnaire afin de vérifier l'hypothèse de cette étude qui est: si la production écrite des apprenants est évaluée efficacement tout au long des étapes de l'approche de processus, les élèves développeront leurs compétences en écriture. À cette fin, nous allons administrer un questionnaire aux étudiants de première année et aux enseignants du module d'expression écrite au département de langue étrangère, à l'Université Mohamed Kheider. Il comprend également une discussion pour chaque questionnaire pour les étudiants et les enseignants. Ainsi, les résultats ont montré que l'évaluation est nécessaire pour clarifier clairement l'écriture de l'élève. En plus de cela, cette enquête a confirmé que l'enseignement bien équilibré est important pour améliorer l'apprentissage et la production écrite des élèves.

الملخص

تهدف هذه الدراسة الى توضيح بعض الحقائق التي تؤكد أن التدريس والاختبار أحدا المفاهيم الحاسمة في أي لغة، وعادة ما يتم تطويرهما معا للطلاب. الاختبار هو جزء حيوي من اللغة التي يحتاج الطلاب لإتقانها من أجل التواصل بشكل فعال. إن تقييم نتاج الطلاب المكتوب هو نشاط عادي بشكل خاص لمعلمي اللغة الإنجليزية كلغة أجنبية في الصفوف الدراسية. ومع ذلك، فإن تطبيق العدل أثناء تقييم كتابة الطلاب مهمة صعبة على ما يبدو، بمعناها الحقيقي، يتطلب أساتذة ماهرين والمشاركة من الطلاب. وعلى ضوء هذا، فإن معظم أساتذة اللغة الانجليزية كلغة أجنبية اثبتوا المبالغة في تقدير وافترضوا التعبير الكتابي لطلابهم. من خلال التركيز بشكل كبير على المراحل المختلفة التي يمر بها الطلاب كعملية من أجل التغلب على نقاط الضعف التي يواجهونها وضمان نتائج صحيحة وموثوق بها وجودة الطلاب في الكتابة. وعلاوة على ذلك، يحتاج الأساتذة إلى ممارسة تقنيات مختلفة في تقييم الكتابة لأنها تساعدهم في تحسين التعبير الكتابي. طريقة عمل البحث هذا وصفية وهذا يعني أنه يهدف إلى وصف فصلين هما: الموازنة بين التعليم والتعلم والاختبار ومن ناحية أخرى عملية التقييم والكتابة. يتم جمع البيانات من خلال الاستبيان من أجل التحقق من فرضية هذه الدراسة وهي: إذا تم تقييم الإنتاج الكتابي للمتعلمين بكفاءة طوال مراحل المنهجية العملية سوف تتطور مهاراتهم في الكتابة. لهذا الغرض، سوف نقوم بإدارة استبيان لطلاب السنة الأولى والأساتذة المتخصصين في تدريس التعبير الكتابي في قسم اللغة الأجنبية، في جامعة محمد خيضر. ويشمل أيضا مناقشة لكل استبيان للطلاب والمعلمين. وهكذا، أظهرت النتائج أن التقييم ضروري لإصدار حكم واضح على كتابة الطالب. وبالإضافة إلى ذلك، أكد هذا التحقيق أن التعليم المتوازن هو أمر مهم من أجل تحسين تعلم الطلاب والإنتاج المكتوب.