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**Faculty of Letters and Languages**  
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# **MASTER THESIS**

**Letters and Foreign Languages**  
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## **SELF-ASSESSMENT USE TO IMPROVE EFL LEARNERS**

### **WRITING SKILL**

**A Case Study of Second Year English Students in Mohamed Khider  
University-Biskra**

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## **Dedication**

**This work is dedicated to all people who supported me during this educational experience.** I can cite some names which are the names of the closest people to my heart, the ones who were the source of support and motivation for me. First, my dear parents: **Fatima and Cherif**, for being always with me during this journey and worried about me in times when I felt it hard.

Second, I want to dedicate this work to my dear supervisor, **Dr. Triki Manel ; she was always there for us when we needed her and she was a real source of motivation for us .**

Third, I dedicate this work also to my dear sister and brothers: **Rayane, ihab and Adlane, they are a source of joy and happiness to me that it could not be found anywhere else.**

Finally, I dedicate my work to my dear friends; the best friends I had in my life: **Nada ,Soumia, Feriel, Fatima ,Bouthaina, Meriem ,Sara and Asma, They are the nicest company I have ever have during university time , I had the best days of my life with them. May allah bless them all and also anyone that I did not mention that was a source of support and love in my life, I appreciate your sweet presence in my life.**

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## **Abstract**

One of the most important aims in an investigation on the field of linguistics and educational studies is finding strategy that may affect positively on the abilities of the students and their skills then tests its effectiveness. In the present study, the researcher has chosen to work on a strategy that is related to the learner-centered approach that has made a revolution in the domain of teaching and learning. This strategy is called self-assessment which can be explained as the assessment of students to their own work. The hypothesis of this research were that if EFL learners use self-assessment in the appropriate manner, their written errors will be reduced; and that using self-assessment would be effective on students' writing skills if written expression teachers guided students to the appropriate strategy of self assessment. To test the hypothesis the researcher has chosen to work with the questionnaire as data gathering method to discover the opinions of both students and teachers about the topic based on their personal experiences. The questionnaire of students was handed to seventy students which makes two groups of second year in the University of Mohammed kheider-Biskra; while teacher's questionnaire was sent through emails to ten teachers from the same University. The results of the data analyses of both questionnaires has showed that both teachers and students have a positive attitude towards this strategy pointing that it develops learners autonomy besides what was our main concern that it enhances and improves student's writing skill and reduces their errors without ignoring the necessity of teachers' guidance.

### ***Key Words:***

Learner-centered approach, Self-assessment, Written skill, Learners' autonomy, Teachers' guidance.

## **List of Abbreviations and Acronyms**

**CA:** Communicative Approach

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**ESP:** English for Specific Purposes

**FA:** Formative assessment

**LMD:** License, Master, Doctorate

**SA:** Self-Assessment

**Q:** Question

**%:** Percentage

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## **General Introduction**

All the skills of language should be improved to the level where students can master it. One crucial skill of language is writing. Writing is one of the fourth skills that students and teachers should give special attention in the learning process, this is why both teachers and students should look for the strategies and methods that may improve this ability.

No doubt that writing skill is one of the most important skills that (EFL) English as a foreign language learners have to give special attention. For instance, Peha (2003: 58) defines writing as "communication of content for a purpose to an audience". Interestingly, this skill needs a continuous practice in order to be improved through different techniques; one of these techniques is self-assessment which is done by students to their own pieces of writing each time they write. This technique is going to be the central issue of this study. According to EPPI-Center (2002) student assessment refers to the processes in which evidence of learning is collected in a planned and systematic way in order to make judgment about students learning. While self-assessment is according to Fahmi& Ali (2014:13 ) " the ability to identify strengths and weaknesses and points for improvement in one's own performance ".

In this research it is supposed to have a look at the different advantages of using self - assessment by students to improve their writing competence. Furthermore, The researcher is going to discuss the possible methods students use to assess their writings, how to be applied, and how they can benefit from it to enhance the quality of their writing production.

## **2. Statement of the Problem**

It is observed that EFL learners have problems with their writing skill that they are not able to progress in writing essays and pieces of writing as it should be. In order to deal with this problem students and teachers should come with some of the strategies that can help students in developing their writing competence and reducing errors. In the present research, the researcher is going to deal with one of these strategies which is self-assessment of pieces of writings after the process of writing and discover the possibilities of its effect

## **3. Aims of the Study**

In the present study the researcher is going to:

1. See how beneficial self-assessment is in writing for learners of English as a foreign language (EFL).
2. Figure out an effective tool or a strategy to reduce writing errors and enhance the quality of the writing production made by students.
3. How teachers consider their students self-assessment, and what methods they follow to support such strategy

## **4. Research Questions**

1. Can self-assessment be an effective strategy to improve students writing competence?
2. Do written expression teachers play a role in advising and guiding students to use the appropriate way in self-assessment?

## **5. Research Hypothesis**

It is hypothesized that

1. If EFL learners use self-assessment in the appropriate manner, their writing errors would be reduced.
2. Using self-assessment would be effective on students writing skills if written expression teachers guided students towards the appropriate strategy of self-assessment.

## **6. Research Methodology**

### **6.1. Sample Population**

The sample population of this study will be seventy (two groups) second year students of English in Mohammed Khider University of Biskra, and ten teachers of written expression from the same university.

### **6.2. Data Gathering Tools**

The researcher is going to use two questionnaires as a data gathering tool because it is an effective tool that suits the research purpose. This kind of tools allows the researcher to have the maximum of opinions when it comes to the number of participants. Furthermore, it saves time more than other tools may do.

The first questionnaire is going to be directed to students to know their opinion and experience with self-assessment, if it is used , how it is used and whether they found it beneficial in writing or not. The second questionnaire is going to be directed to written expression teachers to know their opinion about the strategy based on their experience.

### **6.3. Procedure of Analysis**

The data collected which is mainly from the questionnaire is going to be analyzed through the use of quantitative data analysis methods. More specifically, students' and teachers' answers to the questionnaire questions will be analyzed manually by the researcher.

## **6. Structure of the Study**

This dissertation is going to be divided into two parts. First, a theoretical part which contains the literature review of both dependent and independent variables. Second, the practical part that is going to be the field work of the study.

The first part will be divided into two sections. The first one is going to be a literature review of the dependent variable which is self assessment, and the second one will be a literature review of the independent one which is the writing skill.

Finally, the second part which is the practical part will be in a form of analysis to the data gathered from the questionnaire.

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## **CHAPTER ONE: EFL LEARNER' SELF-ASSESSMENT**

### **Introduction**

In the present chapter, the researcher is going to introduce the concept of self-assessment based on the previous studies done by different scholars. It is going to be introduced starting by presenting different definitions of the term assessment, passing by its essential types mainly formative and summative, the difference between them; going to the main type which is the subject of this present investigation which is self-assessment . In this latter, the chapter will include self-assessment definitions, benefits that self-assessment strategy can assure .And finally, this chapter will deal with self-assessment in writing to see its definitions and implementations in the writing tasks.

#### **1.1.Definitions of Assessment**

Assessment is a term that means continuous evaluation. Its source differs from the teacher, classmates or even students to themselves. Scholars have defined this term in different manners but they have agreed on the same concept. In his book “ Assessment for learning” (Jones, 2005, p. 4)has defined assessment as a fundamental process needed to the promotion of learning and achievement. Orsmond, Marry and reiling (2000 :24) cited that “assessment is a tool that tends to shape every part of the students learning experience”. It is observed that both scholars agreed that assessment is a basic tool in the learning process.

As far as assessment's definitions in dictionaries are concerned, the word assessment has been defined in various ways within and far from the teaching and learning setting. In Combridge dictionary (2020) for example, assessment was introduced as “the process of considering all information about a situation or a person and making a judgment”. In more related definitions to academic setting assessment was defined as “the process of testing, and making a judgment about someone's knowledge, ability, skills, etc ....”

In the online dictionary Mariam Webster (2020), assessment as a noun was defined in two different ways; on first it was cited as “the action or an instance of making a judgment about something”. In the second definition the concept is related to financial domain and taxes where the term it was introduced as “an amount that a person is officially required to pay especially as a tax”. The present research is based mainly on the first definition related to academic setting where teaching and learning are taking place.

Although it may have many sources, assessment is generally seen as a process made by the teachers concerning their student’s progress throughout the learning task. It occurs after the learning has take place to see the degree to which the student has benefit from lessons and instructions of the teacher. According to Harmer (2007:39) assessment of student’s work in the classroom setting may have many forms:

**1. Comments:** commenting on learners’ performance happens at various stages in and outside the class; thus, saying « good » is a clear sign of positive assessment. However, when we wish to give a negative assessment, we might do so by indicating that something has gone wrong.

**2. Marks and Grades:** each level has its own special grade and students are always motivated and curious to know which grade they have arrived to. So, giving positive assessment for a speaking activity are clear indicators that students have done well. Thus, when students get good grades, their motivation is often positively affected, unless bad grades can be extremely disheartening. In giving grades, teachers need to decide on what basis they are going to do that.

**3. Reports:** reports are usually done at the end of a term or year by teachers about

Their students' performance, either for the students, the school, or the parents of the students. Those reports should give clear indication of how well the student has done in past and future assessment. Moreover, in writing those reports it is important to make a balance between the positive and negative feedback, if it is possible. With all feedback, students have the right to know not only what their weakness, but also, what strengths they have been able to demonstrate. Keeping writing reports as such may lead to future improvement and progress.

## **1.2 Types of Assessment**

Assessment in educational setting is crucial process that requires special attention from the processor in order to know the suitable ways to assess students in the suitable times it is needed. That means in other words that awareness is the key when comes to the assessment of any aspect of students learning.

Assessment as a process has different types for different aims that the teacher or the students wants to reach at the end of the teaching and learning process. Unlike the standard believe about assessment being an assignment of grades to students, assessment is much more than this. Assessment is the responsible strategy that helps with offering the necessary information to develop their teaching methods as well as making students involved in their own learning. Therefore, assessment is the source of feedback for both students and instructors (Cohen, Manion, & Morrison, 2004, p. 14).

In literature, assessment has been classified in many ways but specialists have agreed on some types of assessment to be classified and approved. According to OECD (2013) assessment can be classified in two ways. First, it may be either Formative, summative or diagnostic. He explained that as follows:

1. **Student summative assessment**, or assessment of learning, aims to summarize learning that has taken place, in order to record, mark or certify achievements (EPPI, 2002).
2. **Student formative assessment**, or assessment for learning, aims to identify aspects of learning as it is developing in order to deepen and shape subsequent learning.
3. **Diagnostic assessment** is one type of formative assessment, which often takes place at the beginning of a study unit in order to find a starting point, or baseline, for learning and to develop a suitable learning program. Diagnostic assessment may also serve to identify students who are at risk of failure, to uncover the sources of their learning difficulties and to plan for an appropriate supplemental intervention or remediation.

Second, in the same line OECD (2013) added that assessment may be also classified into Internal and external assessment :

1. **Internal assessment, or school-based assessment**, is designed and marked by the students' own teachers, often in collaboration with the students themselves, and implemented as part of regular classroom instruction, within lessons or at the end of a teaching unit, year level or educational cycle.
2. **External assessment, or standardized assessment**, is designed and marked outside individual schools so as to ensure that the questions, conditions for administering, scoring procedures, and interpretations are consistent and comparable among students (Popham, 1991). External assessments may be

applied to a full student cohort or only in some schools and classrooms (for example, on-demand assessments that schools can use to measure their own progress and benchmark themselves against national averages).

Furthermore, according to Cohen et al (2004:4) Assessment has many other types to be taken into account :

- Norm-referenced assessment: measures students' achievement compared to other students;
- Criterion- referenced assessment: provides a set of standards for students to which extent they achieve them;
- Domain-referenced assessment: it is an area of subject that will be tested, the content or the domain which will be assessed;
- Diagnostic assessment: is designed to identify particular weakness, strengths and problems in student's learning;
- Formative assessment: it provides feedback for teacher and students on the current performances, achievement, strength and weaknesses;
- Summative assessment: it comes at the end of the program to assess student's knowledge and practice;
- Performance assessment: it is an assessment which is undertaken of activities, or tasks in which students can demonstrate their learning through performance in real situations; and
- Authentic assessment: it refers to the assessment of the learner's knowledge performance in real situations.

Working on the purpose of the research, it is supposed to deal only with the main types of assessment that are related to our concern which is assessment for learning and assessment in educational setting. The main types that are going to be discussed are formative, summative and the main concept of the present work which is self assessment. This latter will be discussed as a separated element to assure more coverage of information.

### **1.2.1. Summative Assessment :**

As it was pointed before, summative assessment is the kind of assessment that usually occurs after learning has took place in order to know how well is the students level after the process of learning. Scholars has introduce this concept on this same basic but in different terminologies and more explanations. For instance; Regier (2012:5) has defined this term as:

a formal assessment process that takes place at the end of a unit of a study and is used to measure student learning . It measures the growth students have made in relation to curriculum outcomes have been met and the degree to which they were attained

In another source Fox Valley College (2007:1) summative assessment was cited to be:

a process that concerns final evaluation to ask if the project or program met its goals. Typically the summative evaluation concentrates on learner outcomes rather than only the program of instruction. It is a means to determine a student's mastery and understanding of information, skills, concepts, or processes. Summative assessments occur at the end of a formal learning/instructional experience, either a class or a program and may include a variety of activities, For example, tests, demonstrations, portfolios, internships, clinicals, and capstone projects.

Summative assessment might be seen in different forms according to (ibid, 2007:1) as follows:

<b>Clinical</b>	<ul style="list-style-type: none"> <li>• Off-campus, occupationally related experience that requires demonstration of skills and knowledge under the supervision of both an on-site clinician and an FVTC instructor.</li> </ul>
<b>Portfolio</b>	<ul style="list-style-type: none"> <li>• Collection of artifacts that shows skill development over a period of time (the duration of the program).</li> </ul>
<b>Internship</b>	<ul style="list-style-type: none"> <li>• Opportunity to work in an occupationally related work setting under the direction of a supervisor from the occupation.</li> </ul>
<b>Summative Testing</b>	<ul style="list-style-type: none"> <li>• Mid-term and final examinations (traditional and/or performance based) that are used to evaluate performance at the conclusion of a course or program.</li> </ul>
<b>Capstone Project</b>	<ul style="list-style-type: none"> <li>• A concluding project that verifies the knowledge and skills learned in a program.</li> </ul>
<b>Licensure/Certification</b>	<ul style="list-style-type: none"> <li>• A process through which a license or certification is earned based upon meeting standardized criteria and/or passing an examination, usually nationally or regionally normed.</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>• A performance-based display of skills and knowledge learned throughout the course and/or program.</li> </ul>

**Table1. Forms of summative assessment**

### **1.2.2 Formative Assessment:**

Unlike summative assessment, (FA) Formative assessment is the type of assessment that occurs during and all along the learning process. Specialists in education has defined this concept using various terminologies to explain what Formative assessment is.

A group of selected definitions of this term are going to be included in this section putting in consideration the degree of importance and the clarity of the explanations made by scholar. According to (Black,william,1998:7-8) formative assessment is seen as a crucial element that is required to achieve effective teaching and learning process, introducing it as the feedback teachers get from applying the different activities on the classroom. Thus, formative assessment

helps in modifying and changing the past teaching and learning activities.

FA was also introduced by (Juwahetal ,2004) as a process that provides the necessary information to teachers about the difficulties students may encounter in order to know the suitable points to be the focus of their efforts. Which is an agreement between both about formative assessment being the source of feedback to know if the teaching methods are suitable or not and to which degree. If the method is not suitable, the teacher is supposed to reconsider it and find more effective method.

According to Yorke (2005:225) formative assessment may be applied formally or informally he has explained this point as follows:

<b>Feedback...</b>	<b>Formal</b>	<b>Informal</b>
From teachers	Probably the main approach in HE; feedback from computerized packages might be included here.	Where circumstances permit, such as in a studio or laboratory; Or during fieldwork.
From peers	For example, via peer assessment activities.	Perhaps over coffee or a stronger beverage.
From others	This can be problematic if the “other” is also a mentor or supervisor, as might be the case During work experience.	Probably the main approach in work-based learning contexts.
From self	Only if it is an assessment requirement – in some assessment Regimes it is.	Where the student is acting self-critically.

**Table 1. Formal and Informal Formative Assessment**

### **1.2.3 Differences between Summative and Formative Assessment :**

When attempting to make difference between the types of assessment , there is a concrete example of (Gibbs & Simpson, 2002) in their overview of how assessment influences students learning , they have introduce an “archetypal” method of formative assessment at both Oxford and Cambridge Universities in which they have provide a detailed feedback on weekly written assignments done by the students orally. In the other side, summative assessment was concerned in the final examinations at the end of the three years of the study.

In his conference paper Crooks (2001 :1) provides an explanation about the difference between Summative and Formative assessment . He has stated that “Summative assessment is intended to summarize student attainment at a particular time, whereas formative assessment is intended to promote further improvement of student attainment ”.

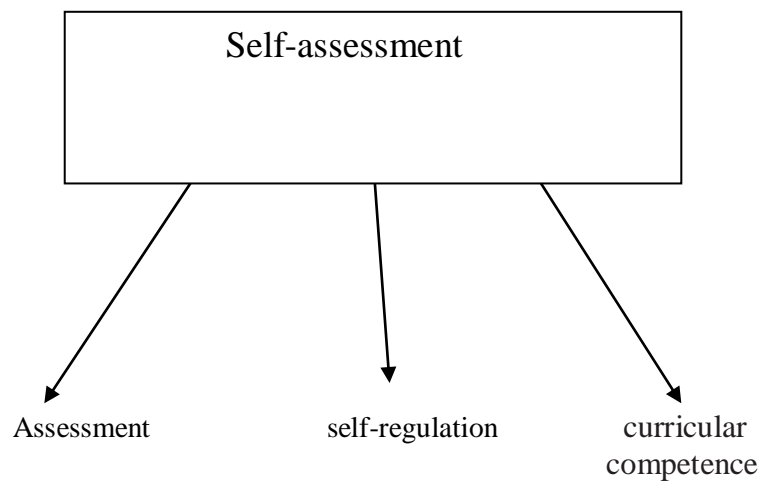
In the other perspective, while this two types seems to appear different. Taras (2005) argues that the line between them is not that clear . She believes that formative assessment is just a summative assessment that requires a feedback. On her discussion about the relationship between both types, Tara (2005 :476) assumes that making difference between both may lead to tensions in the assessment process ; therefore, it should not be seen as separated processes .

### **1.3.Self-Assessment**

#### **1. 3.1 Definitions**

In classroom activities; student’s engagement as active participants in their own evaluation is very crucial element in the learning process. This notion is called classroom self-assessment of students that have been defined by many scholars such Brown&Harris (2013:368) that have defined self-assessment as “a descriptive and evaluative act carried out by the student concerning his or her own work and academic abilities”

According to (Brown & Harris, 2014) student’s self-assessment can be defined from three perspectives: as an assessment, self-regulation and a curricular competence.



**Figure1.1: Self-assessment's Meaning**

### **1. Assessment**

Assessment practices, which contribute to decision-making, need to be demonstrably valid and reliable (Messick, 1989). The usefulness of self-assessment for decision-making seems to depend, in part, upon whether the student can accurately or realistically judge the qualities of their own work.

### **2. Self-regulation**

The use of self-assessment within assessment for learning policies draws on self-regulation of learning theories which identify student capabilities to set targets and evaluate progress against criteria as a basis for meta-cognitively informed improvement of learning outcomes (Zimmerman, 2008). Self-regulation refers to self-directive and self-generated metacognitive, motivational, and behavioral processes through which individuals transform personal abilities into control of outcomes in a variety of contexts (Zimmerman, 2001).

### **3. Self-Assessment as a Curricular Competence**

Brown & Harris (2014:25) have confirmed that While the assessment for learning policy reforms have tried to move increasingly away from formal testing towards a more pedagogical understanding of ‘‘assessment’’, and despite

advocacy for the use of self-assessment as a component of self-regulation, little attention has been put into formalizing a self-assessment curriculum, in light of well-established research findings. Insufficient attention has been given to curricular concerns, such as:

- (a) What self-assessment skills should be taught?
- (b) What is the developmental sequence for teaching self-assessment skills?
- (c) How should self-assessment skills be taught?
- (d) What are appropriate goals for teaching student self-assessment competence according to student age and ability?
- (e) What are useful criteria for evaluating student competence in self-assessment?
- (f) What are appropriate mechanisms by which student self-assessment reports could be evaluated, if required?

### **1.3.2 Importance of Self assessment**

The importance of self-assessment is related to the benefits and the advantages that can be assured in the learning process. These advantages are the positive changes can be observed on the different aspects of language learning of English as Foreign language (EFL) learners . These benefits can be categorized as the following:

#### **1. .Learner's Motivation:**

Self-assessment has a positive impact on learner's motivation towards learning ; that has been cited by different scholars in different sources . For instance, Motivation has been defined by Baloto (1996:31) as “what makes us

act ; it is a desire to work towards a goal or to reach an objective” . This desire to work can be enhanced by the process of continuous self assessment. That what have been argued by Todd (2002:17) “self-assessment increases motivation and goal orientation in learning”

## **2. Learner’s Reflection and metacognition.**

Student’s self assessment improves students reflection and metacognition .That is what Weisi&Karimi (2012) argue and confirm considering self-assessment as having the key role in student’s metacognition. For other scholars such Richards & Schmidt (2002) self-assessment was considered as being a metacognitive strategy in language learning. The important issue in this is that self-assessment is a required element that have a positive impact on student’s metacognition. About reflection, according to Barrett (2005)self assessment develops it ins sense that the ability of students to assess themselves helps them to become reflective and self-managing ; so reflection can be increased through the use of self assessment . Likewise, several researchers (Andrade &Valtcheva, 2009; Campillo, 2006; Graham, Harris & Hebert, 2011) have agreed in the idea that many instructors find self-assessment an effective way to develop metacognition. (cited in Nielsen, 2012 :2).

## **1. Learner’s Autonomy**

Autonomy is an important feature in the process of learning especially when it comes to the new policy of learners centered education. Dam (2011) argues that Besides to all the standard ways of evaluation such tests, markings and exams, self-assessment has a major role in making an autonomous classroom because of students ability to evaluate their own works before they get the results. Furthermore, self-assessment plays an important role in making the

learner independent in his own learning that what Hedge (2000) claims that Having The competence to assess one's own learning has a positive impact on the student independence on working and being independent learner relies on self-assessment skill .

#### **1.4 Strategies for Self –Assessment**

When assessing themselves, students should be aware that this is not able to be done randomly. In order to get the required results and see the effectiveness of self-assessment practices students should follow certain techniques and strategies to control this practice. According to McCann and Harris (1994:66-67) here are some strategies as follows:

##### **1.4.1 Descriptions**

- **Profiles:** when they write reports of their language use and give them to their teachers.
- **Learning diaries:** through keeping writing diaries, students may record what they have done in classroom, and the problems that they have done.
- **Counselling sessions:** The teacher may rely on this technique to talk to their students individually about their progress.

##### **1.4.2. Rating**

- **Rating scales:** students can rate their own progress using a rating scale, for example., a scale of 1 to 10.
  - **General rating:** when students evaluate themselves through a mark for different areas e.g., writing skill.

- **Graphs:** student may rate their amount of understanding using graphs.
- **Adjective:** using a list of adjectives, (e.g., hard, good...) can describe their own attitudes.

#### 1.4.3 Monitoring

- **Self-editing:** this happens when students correct their own language production, e.g., when correcting errors in their own compositions.
- **Correction codes:** students use correction code, eg., Pr = preposition, to try to correct their own mistakes.
- **Taping:** students listen to the recording of them and try to correct mistakes.
- **Grading mistakes:** students grade mistakes in order of seriousness.
- **Test yourself:** students do short tests to find how much they know.

#### 1.4.4 Questionnaire

- **Listing:** students can make a list of difficult words in pronunciation.
- **Ranking preference:** students rank activities in terms of which they enjoy, e.g., 1= writing, 2= reading, 3= listening to songs.
- **Ranking problems:** students rank areas that are difficult for them, grammar: tenses.

#### 1.4.5 Survey

- **Group survey:** students find out about each other's learning problems and then report the group results for the rest of the class.
- **Class survey:** students ask questions about learning to the others, and then they report the results to the whole class

## **1.5 Self-Assessment in Writing**

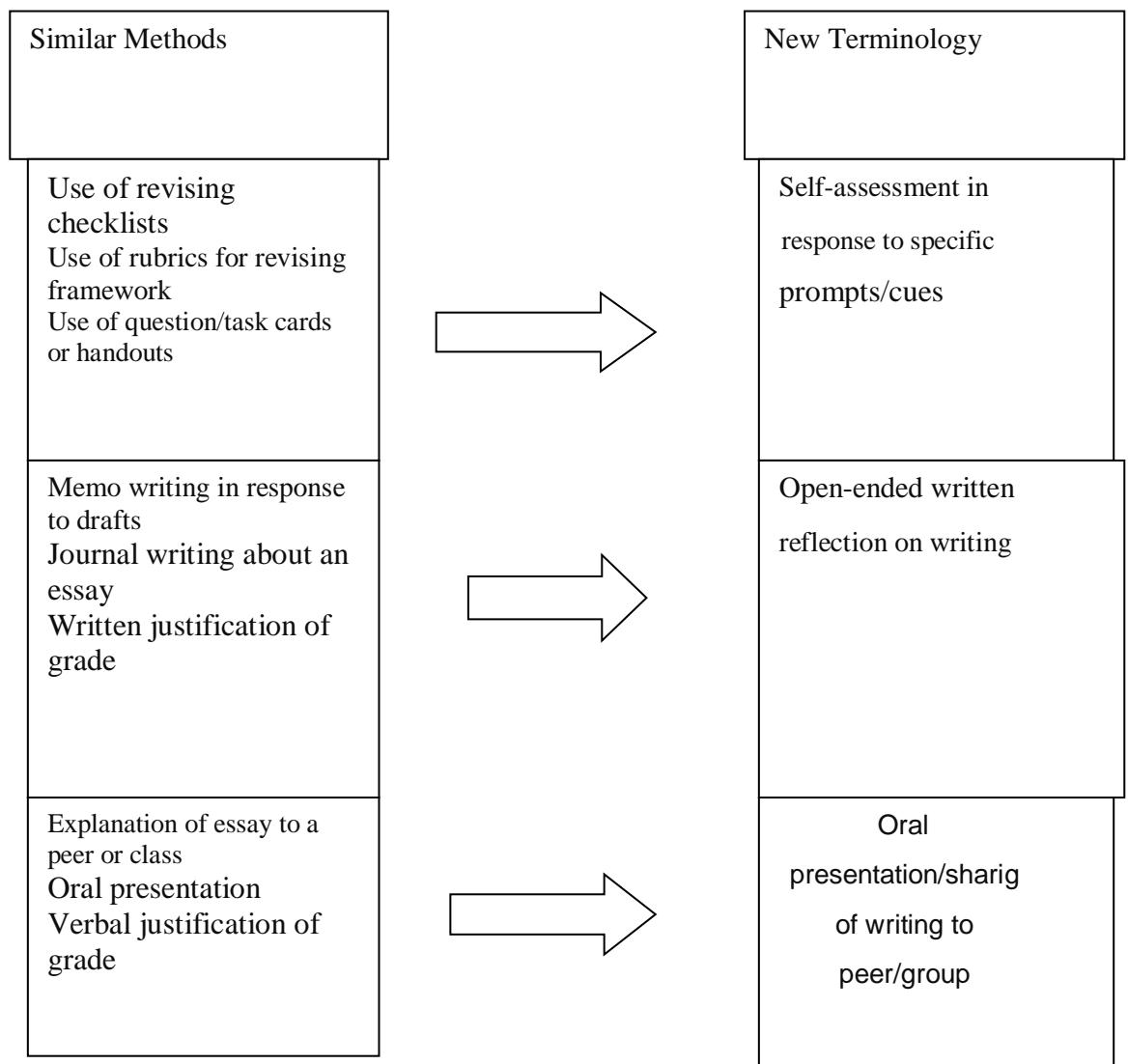
Since the topic of our research is about self-assessment effectiveness towards writing capacity .it would be more beneficial to talk about self-assessment in writing and what is the different opinions of scholars about it .

### **15.1 Definition of Self-Assessment in Writing**

Previously in the present review of literature we have dealt with the concept of self-assessment in general, but when putting this term into more specific setting which is the writing skill the meaning becomes somehow different than it with other skills of languages. like reading, listening and speaking. According to Nielsen (2012:1), self-assessment in writing is about any teaching method that needs writers thinking about evaluating and responding to their own writing, this teaching method relies on a “number of writing exercises intended to encourage reflection in order to foster improvement”. Self-assessment in writing also requires “one’s revision of written work on his own” (Brown, 2001:416)

### **1.5.2 Self-Assessment Implementations in Writing**

Self-assessment is a technique that can be applied in writing differently comparing to when it is applied in other skills. It is applied to make students know their weaknesses and make their own achievement based on learning from them .The following figure presents the most common methods of self-assessment, and thus, the types of exercises that specialists find most effective in the classroom:



**Figure 1.2. Self-Assessment : a regrouping of similar methods to classify three essential practices by exercise type( Nielsen, 2012:8).**

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

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

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

**2. Open ended written reflection on writing.**

This category requires from the writer to consider their writing holistically, i.e. they need to pay attention to the overall quality of ideas, content and success

in conveying their message to the reader rather than focusing on particular points in their writing.

### **3. Oral presentation of writing.**

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

### **Conclusion**

To conclude, the first chapter has dealt with the concept of assessment from general perspective. It was started by citing different definitions, types of assessment moving to the investigation of the core of the current study which is self-assessment. The researcher has highlighted on the discussion of this element the different definitions, advantages that makes self-assessment an important element and it's strategies. Moving to more specific perspective in which self-assessment stand , the research has dealt with the concern of this investigation which is self-assessment in relation to writing including definitions and some of the applicable strategies that may be used by students to assess their writing works.

In the following chapter, the focus is going to be on the dependent variable of the present research which is the writing skill. The aim is to see what has scholars include about it in their works from different perspectives in different aspects.

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## **Introduction**

In the second chapter, the researcher is going to discuss more information about the second variable of the investigation which is the writing skill. Based on different sources, the writing skill will be presented from different angles; starting by definitions, going to the process of writing to see the steps the writer should follow to write. Then, the chapter is going to include a part for the teaching of writing and its approaches, to see what strategies have been and still used by teachers to teach writing. After that, this chapter will include four other elements; which are the aspects of writing, its importance, reasons, and finally purposes of writing.

### **2.1 .Definitions of Writing**

Writing is one of the important skills EFL students should develop through their learning process in order to master a great deal of the language. The term writing skill has been defined in many books and sources , each of them has use its own terminology ; however , they have agreed in some points most importantly in that writing is an important skill of language like reading, listening and speaking .

Other scholars have added that writing is a thinking process that enables the person to make a written production. Brown (2001: 36) for example cites that writing is a thinking process, “a writer produces a final written product based on their thinking after the writer goes through the thinking process” Demirel (2011) supports this idea adding that writing is an important element in the improvement of thinking and organizational skills of second language writers. Moreover, it enables them to test hypotheses about the new language in a suitable time for the process in less stressful manner comparing to oral production.

Writing has been recognized for other scholars as a matter of developing symbols into meaningful utterances; for instance, Byrne (1988) argues that writing is the act of forming and organizing graphic symbols into words or sentences in some order that was made according to certain conventions, those symbols may be the letters that have a relation to the sounds we speak. Another scholar has also introduces writing as matter of symbols production adding the important role the mind plays in this operation stating that “Producing visual symbols for the reader, expressing ideas using letters , words , art or media something that can happen only if mental operations are mobilized to express ideas”(Usen,2006:7) . So, writing is a process that requires mental abilities to be present in order to be made appropriately. That is what Dion (2002:65) confirms citing that “writing is a task that entails tremendous cognitive operations .Many of them are constrains on working memory such as , on the larger scale, voice , genre , structure , paragraph , and sentences ; and , on the narrower scale but no less challenging , lexicon , grammar and mechanics”.

In the other hand, writing is seen by many scholars as a complex activity that requires not only the understanding of grammar rules and rhetorical devices but also the grasping of conceptual and judgmental element. That was explained by (Heaton, 1975:135) stating that:

Writing is called as complex activity because it requires students’ comprehensive abilities such as mastering grammar, vocabulary, punctuation, and so forth. Besides that, the students also have to be able to express their ideas and opinion in a good written form so that the readers can understand well.

In addition to that, Jozsef (2001) claims that writing is among the most complex human activities. It involves the development of the design idea, the capture of mental representation of knowledge, and of experienced with subject. Those elements are crucial within the writing.

Furthermore, Peha (2003: 58) defines writing as “the communication of content for a purpose to an audience”. The content refers to what the writer want to say consisting main idea and key details. The purpose refers to the reasons of the writer to write. The reasons might be the writer wants the readers to think of something after they have finished reading, or to do something, or both.

## **2.2 The Process of Writing**

Since it is a process, writing needs some steps and stages to be followed in order to be done appropriately. Scholars have confirmed this on their different publications about writing. Richards and Renandya (2002: 316-317) describe that there are four basic stages that are required on classroom writing consists of planning or prewriting, drafting, revising, and editing. Also other scholars Urquhart & McIver (2005: 11) give a brief description of each stage of writing process as follows:

- 1) Prewriting: the period where writers get ready to write—gathering information, organizing ideas, identifying audience and purpose, and selecting genre, (2) Drafting: the production stage of getting ideas down using complete sentences and reflecting the general conventions of writing, (3) Revising: the time when writers review their work, checking for clarity of message, word choice, and organization, (4) Editing: the process of checking written work for the conventions of writing and any lingering concerns with voice, tone, and style.

From another perspective, Tompkins (2004: 150) states that there are five stages of the writing process as follows:

- 1) Prewriting is planning stage for writing. Planning is important step of writing process; it allows the writers to organize their writing before they even begin; (2) Drafting is stage where students are expected to put arrangement they did in the planning stage on the paper; (3) revising is stages where students review the written draft; (4) editing is stages where mechanical aspect of writing are checked; (5) the last stage is publishing. In this stage, the students share the text they have written with the readers they determined in the prewriting stage.

From what have been seen above, it can be observed that writing is a process that must be done following some stages. Some experts said that there are four basic stages of writing

process whereas others believed that there are five stages of writing process. In fact, it is relatively similar one to the other. The stages will help the students to facilitate the task of composing a text because it is going to be done step by step. It also helps the students to be more confident in writing their productions.

## **2.2 Teaching of Writing Skill**

Writing as the other skills needs to be learnt through the guidance of teachers; that is what they gave to their students as instructions. These instructions are the techniques and strategies teachers provide their students with during the writing process. Some scholars have made some explanations about how teaching of writing skill should be and how teachers should act in the classroom.

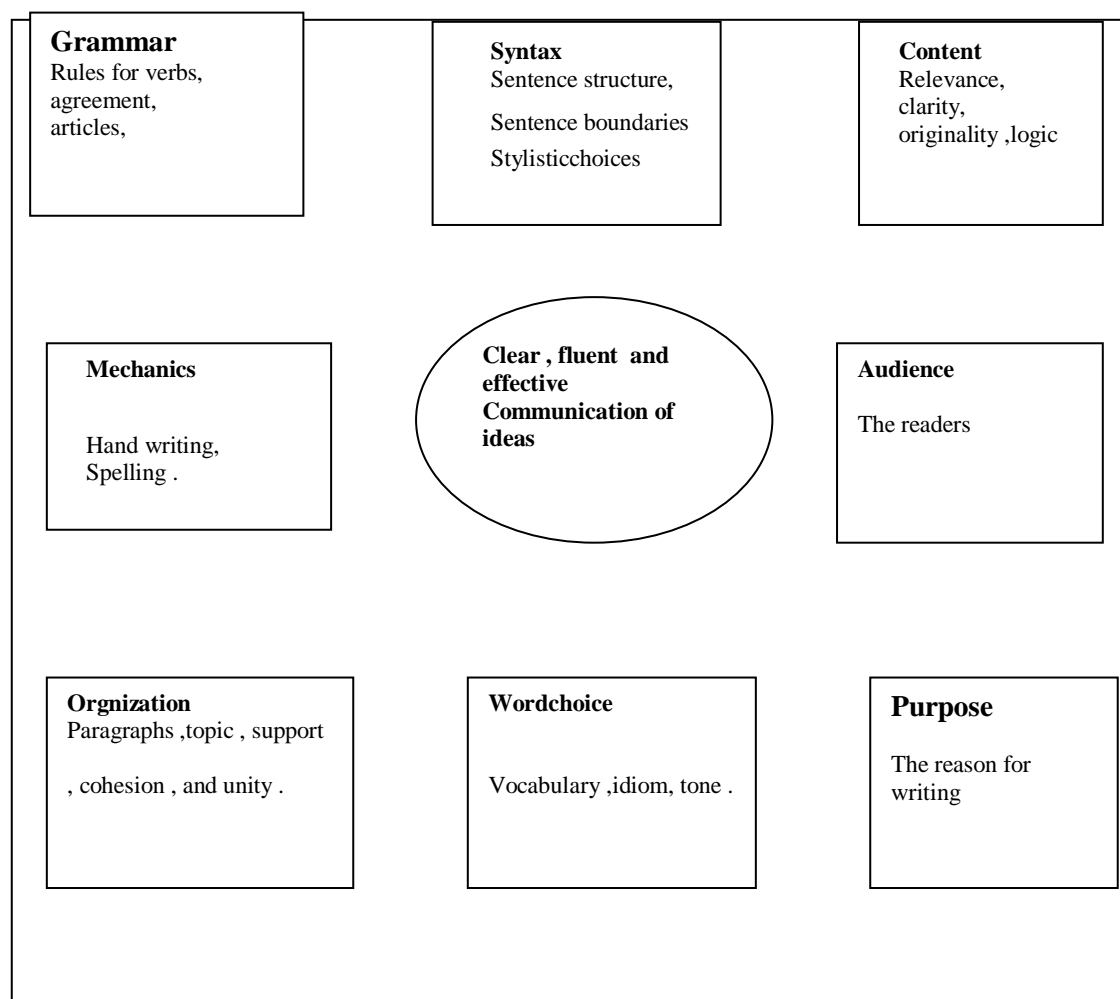
According to Hayland (2003), an effective teacher of writing expression is the one who knows how to choose the methods, materials and the procedures to be used in the classroom relying on their understanding of the present attitudes and practices on their work. Adding that the quality of teacher's training is the responsible behind how good writing has been taught. Also, Harmer (2004) notes that teaching writing starts when a competent speaker of English decides to write a piece of text, and at how our understanding of this has implications on the way one should approach the teaching of writing.

In addition to that, it was also explained that communication is the basis of foreign language learning and teaching and that is the case of writing. In other words, teaching the writing in a foreign language means learning the effective use of that language to whether reading or listening to what people have written and that the correct meaning is able to be conveyed through writing (ibid, 2004).

When comes to teaching writing teachers can provide students with various techniques. Raimes(1983) has confirmed this idea providing the example of students that study in elementary classes. These latter mainly learn how to write sentences using a technique in which they repeat or complete given sentences to apply the structure, grammar and vocabulary they have learnt.

Thus, the aim of teaching the writing skill is to make it possible for EFL learners to make a correct and meaningful piece of writing using certain rules of language, as: grammar, vocabulary and punctuation.

The following figure cited in ( Raimes, 1983 :6)presents what should be involved when writing a piece of writing :



**Figure3.Factors involved in the fluent communication of ideas in writing**

Therefore, the teachers' role is crucial in the process of writing to guide the students to pay attention to each factor that can effects the well understanding of the piece of writing in a way or another .

## **2.4 Approaches to Teaching Writing**

The teaching of writing is not an easy task, this is why teachers need to follow some of the methods that will facilitate this task for them and for them. Researchers and linguists have suggested different methods or approaches that can help the teachers in teaching writing. Some of the common ones can be listed as the following:

### **2.4.1.The Controlled- to- Free Writing**

The controlled –to-Free writing approach or the sequential approach according to Raimes (1983), is an approach of teaching writing where the students are given sentences to be exercised at first, then paragraphs to be manipulated or copied grammatically. As an example of that they practice on transforming plural to singular , questions to sentences, present to past based on a given material that they perform operations on it .

Moreover, Raimes (1983) claims that students have a limited opportunity in making mistakes when using this approach and teacher's job on evaluating papers is quick and easy . On the other hand, students are also allowed to write some free compositions to express their own ideas. This often occurs after reaching a high, or intermediate or advanced level of proficiency.

### **2.4.2. The Free-writing approach**

In this approach, the focus of specialists and teachers was on the quantity of writing rather than its quality. According to Raimes (1983) in this approach, teachers pay attention to the amount of writing providing different topics with minimal correction of errors .That is because the aim is to achieve fluency in writing rather than obeying the rules of the form .In the Free-writing approach, some teachers for the sake of achieving fluency; they ask their students to write freely about a topic without any worries about grammar or spelling .Then , after the students finish the operation, teachers do not correct these pieces of writing but they only need to

read them and perhaps make comments on the ideas the writer expressed (Raimes,1983).

#### **2.4.3. The Paragraph –pattern approach**

The paragraph-pattern approach is an approach of writing that focuses on organization according to (Raimes,1983). When using the paragraph-pattern approach students the learners copy paragraphs, analyze the form of the model paragraphs, and then imitate model passages. It was explained that learners are able to make sentences in the correct order, identify general and specific statements. In addition to that, they can choose or make a suitable topic sentences, insert or delete some of sentences (Raimes,1983). Thus, this approach emphasizes on the order the sentences are made on the paragraphs and the piece of writing in general rather than putting attention to the grammar or the fluency of content.

The basic concept that is followed on this approach is that communication is organized differently in the different cultures in term of patterns and sentences constructions. Students are able to express themselves in their native language with the exact structure of words; but, they still need to see, analyze and practice the particularly of English features as foreign language learners (ibid).

#### **2.4.4. The Grammar-syntax-organization approach**

In contrast to other approaches that focus on teaching writing either as a matter of form, content, or a specific skill to be learnt; this approach called the Grammar-syntax-organization approach has dealt with all this aspects together without neglecting anyone of them.

According to Raimes (1983) , learners in this approach do writing tasks that make them care about the organization while they also work on the accurate grammar and syntax; for instance, writing a piece of writing on instructions about doing a specific process needs more than the appropriate vocabulary to be done .

This approach adopt a way of teaching in which learners make connection between what they are trying to write and what they need to write ; in other words , this approach links the purpose from the piece of writing to the form the conveyed message should be at (Raimes.1983).

#### **2.4.5. The Communicative approach**

The communicative approach is an approach that focuses on the purpose of writing as well its audience. According to Raimes (1983) when students write they behave as if they are in real situation and contexts. In the past, teachers were the only audience for the students; whereas in recent time, students when they write they address a wider range of audience including, teachers, learners, and other professions that is because it is a communicative act.

In addition to that, he explained that using CA may be extended into other tasks ; for instance, students have to do more things with pieces of writing than only reading them , they also have to practice summarizing , responding , making comments without correcting. Or even some teachers may specify some readers from outside the classroom, on providing the students with context in which they should choose the appropriate content, language, and levels of formality.

#### **2.4.6. The Process approach**

In this approach, teaching of writing has moved from focusing on writing as a product to writing as a process that is done through following a set of steps. According to Raimes (1983) , in the process approach writing is not about providing students with topics to write about in a limited time than hand it back to teachers to correct their errors , however , it is about generating a topic while writing , showing drafts to the teachers and classmates , reading and thinking in order to move to new ideas .

There are two elements that are provided when using the process approach. The time needed to have and try new ideas and the feedback students receive from the drafts they have made (Raimes,1983). As result, it can be said that the process approach is an approach that its aim is to make students discover new ideas based on what have already be done.

## **2.5 Aspects of Writing**

In academic contexts, writing is something governed by a set of rules. Thus, For the sake of evaluating the quality any piece of writing, many aspects should be taken into account. The main aspects are: content, word choice, organization, mechanics, and grammar.

### **2.5.1. Content**

The content is something that depends on the purpose or the message the writer want to send through his piece of writing.

### **2.5.2. Word Choice**

According to Starkey(2004) The choice of the used words of any piece of writing is the key of writing in which it makes it easy for the writer to express what he/she exactly want to send as a message for the readers and making them understand it's meaning easily. Indeed, the right choice of words is one of the best ways for the writer to can accurately convey ideas in any writing production.

### **2.5.3. Organization**

The organization of writing is about organization words in a sentence, sentences in the paragraph than the paragraphs in the whole writing product to make a coherent and cohesive piece of writing. It also deals with organization of ideas that should be sited in a logical way to help the read understand easily the message. In addition, referring to what organization may result in ; Organization “lets you see how your many developing ideas fit within a framework, and clearly maps out any type of essay you are required to write” (Starkey, 2004:2).

Another scholar, (Manka, 1996: 38) asserts that “Effective writing, therefore, depends on one's ability to structure and organize words and sentences into a meaningful whole”. So, the organization of any piece of writing is a crucial element that the writer needs to avoid any kind of confusion from the reader. Thus, a clear organization following an organized pattern is very

important for the guidance of the readers as well as helping the writer to send the message he wants to while informing, persuading, or entertaining the reader. This point was explained by (Starkey,2004: 2) stating that

By following [an organized method in writing], you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your [piece of writing] work together and how they support your thesis.

#### **2.5.4. Mechanics**

The term mechanics means putting in consideration punctuation, and capitalization while writing. In composition, mechanics means “the appearance of words, to how they are spelled or arranged on paper” (Kane, 1988:15). As an example of mechanism appearance in a piece of writing, there is the use of the indentation before the first word of any paragraph and capitalizing it. The good use of punctuation, capitalization, and spelling is a positive point for the writer that shows the degree of the capacity he/she has in the language in general as well as in writing. Some researchers claimed that mastering or using the mechanics accurately seems to be somehow difficult, As an example (Starkey. 2004: 39) has stated that “The rules of mechanics are complex; in fact, they sometimes confuse even professional writers”.

#### **2.5.5. Grammar**

One of the most important aspects that should be putted in consideration is grammar. According to Kane (1988) grammar is the rules in which we structure our language. These rules can be classified into three categories; word grammar, sentence grammar and text grammar. The word grammar refers to the patterns or the systematic behavior of the words; whereas, sentence grammar are the rules associated with form and syntax relationships within the sentence. The last category is the text grammar which is the rules that examine the inter-connectedness of sentences within larger bodies of text.

In addition to that, when applying grammar rules the writer should respect the writing structures; Collins &Gentner (1980) confirms that the writer should consider the four structural levels which are the word structure, the sentence structure, the paragraph structure and the

overall text structure.

## **2.6 The importance of teaching writing**

As the other skills, writing is one aspect of language learning that is crucial and necessary to be learnt. It is claimed that teaching writing is a difficult task and even more difficult than teaching other skills. One of the scholars that has agreed on this (Qiyi,1993:30) who has reported that “Many people would agree that teaching composition is much more difficult than teaching other language skills”. Also (Byrne, 1988: 6) argues that “writing is a skill which is both limited in value and difficult to acquire, we should be very clear about our purpose in teaching it”. Moreover learning the writing skill requires more attention and consciousness; that what (Harmer.2004:3) has asserted stating that “the ability to write has to be consciously learned”; also, he reported that writing is something that should be learnt not as speaking that can be acquired naturally .

In the past, writing was considered to be a support system for the learning of grammar and vocabulary rather than a skill in its own; however, trainers and methodologists have looked again at it and recognized its importance for the speakers of foreign language as a vital skill as well as everyone using their first language (Harmer, 2004).To prove the importance of teaching the writing skill for EFL learners; many scholars has provided reasons of its necessity. For instance, according to Byrne (1988), learning writing is an important element because it serves a variety of pedagogical purposes like fostering learner’s grammar and vocabulary. Also, writing can be an opportunity for learners to express their feelings and thoughts by exploring them than developing new ideas using their own words (Nibset&Shucksmith, 1986).

## **2.7.Reasons for Writing**

Writers and learners may write for many reasons; however, the main reason they intend to write for is influencing audience in many ways whether by informing, describing, or convincing them about something using claims and arguments. Furthermore, writers may also write for their

own benefit. For instance Barras (2005) argues that writing is a part of our daily life, in which it helps as to remember, to observe, and to think, as well as to communicate.

### **2.7.1 Writing to remember**

One of the reasons that students have to learn writing for is to remember. According to Barras (2005) For example, Students have learned to remember grammar rules or sentences form based on writing either by copying sentences from books or using teacher's dictation. In fact, that is just one side of this aspect; writing is mainly used by the students to make them remember everything has been done in the lecture, they are able to take notes for the sake of a better understanding of the lesson , remembering the homework, or other tasks .

### **2.7.2.Writing to Observe**

Writing enables the students to observe since they are thinking about a specific topic that they want to express feelings and ideas about. When ones observes, he relies on using the five senses that enables him to describe various things. Observation is more important in some subjects than the others but, it is important in the arts and humanities, as well as in sciences (ibid, 2005). Since writing is used in all sciences especially in educational setting, this latter is needed for making observations.

### **Writing to Communicate**

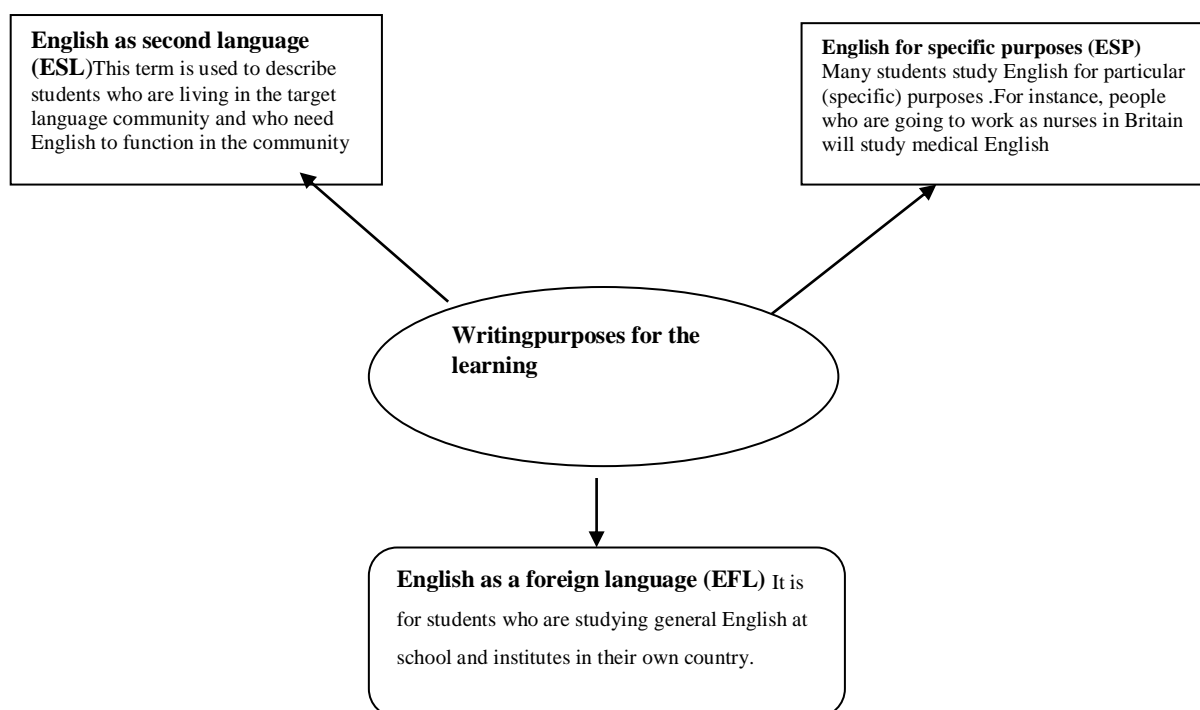
Today people can communicate using many means with the improvement of technology; however, writing remains an important way of communication especially that before the invention of the telephone in 1875, and radio in 1901, verbal communication with anyone out of earshot was possible only by writing (ibid, 2005).

Barras(2005) focuses on the idea that writing ensure the sufficient time for the writer to think about what he/she really wants to say and what is best to be said ; not like a phone call conversation that has a limited and short time for people to think . In other words, the act of communication may not be done appropriately and the message will not be transmitted as it should be without having a considerable time. Writing insures that for the writers to prepare what

is going to be discussed in a verbal communication; as an example of that there are the plays of theatre where the writer write every act, show, or scene before being a play , a message to be transmitted and an effective act of communication .

## 2.8.Purposes of learning writing

One of the most important requirements for writing is having purpose in mind about what the writer exactly wants or aims to before writing. According to (Harmer.2004:9)“Effective writers usually have a purpose in mind to construct their writing with a view of achieving that purpose. The most effective learning of writing skills is likely to take place when learners are writing real messages for real audience”. That means that writers are judged based on the opinions of the readers or the audience that decide on the amount of the purpose achievement, and not based on their own evaluation and judgments about themselves. Therefore, according to (Harmer, 2004)the main responsible for the choice of the writing tasks depends on why students are studying English; as a second language (ESL), foreign language (EFL), or for specific purposes (ESP). The following figure shows the main categories of learning that direct the purpose of writing:



**Figure 4. Learning writing purposes (source: Harmer,2004 : 39)**

## **Conclusion**

As a conclusion, the writing skill is one of the important skills that need to be learned and improved following the guidance of the teacher. In the present chapter, the researcher has identified this skill based on what scholars have published. First, the researcher has started by the different definitions scholars have provided to the writing skill. After that, she explained the concept of writing as process and the different approaches that teachers may use to teach writing. Then, the review have moved to deal about other sides related to the issue of the writing skill. It was started by dealing with the different aspects that should be putted into account when doing the process of writing, passing by the reasons for both aspects; first, what make students write and why this skill is important. Ending by the different purposes of learning writing which is mostly related to the purpose in which someone studies the language is going to write using it. In the next chapter, there will be the last and most important step of our investigation which is the field work and the data analysis. The researcher is going the use the theoretical background collected in favor of the study hand in hand with the data collection procedures which was the questionnaire in the present case, to facilitate the process of analyzing than discussing the result of both students and teachers' questionnaires.

### **CHAPTER THREE: Field Work and Data Analysis**

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## **CHAPTER THREE: FIELDWORK AND DATA ANALYSIS**

### **Introduction**

This chapter is considered with the data analysis of both questionnaires which are the chosen tools for our study to complete the process of the investigation as well as to test the hypothesis made by the researcher about the present topic. The first questionnaire is a questionnaire for students of second year who studies in the department of English in Biskra University to know their opinion about self-assessment as strategy to enhance their level in writing. The second one is a questionnaire is for teachers' of written expression who teaches as well in the same University to know their opinion about the effectiveness of this strategy as experienced people in the domain of teaching writing.

#### **1. Student's Questionnaire**

In order to see the different opinions of students about our topic of investigation, a questionnaire has been directed to 70 students (two groups) of second year students in Mohamed Kheider university of Biskra. The questionnaire includes four sections; The first one is about general information and background about students, the second is about the writing skill to see who students deal with this skill, the third one is about student's self-assessment use. The aim of this section is to see to which degree students are familiar to this strategy. Finally, a last section which is related directly to the purpose of the investigation which is the implementation of self-assessment in writing to see the opinion of students about it

#### **Q1. A. What is your gender?**

- a. Male
- b. Female

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	25	35.71%
<b>B</b>	45	62.28%
<b>Total</b>	<b>70</b>	100

**Table 2.1: Students' Gender**

The results show that 64.28% that have responded for the questionnaire are females; whereas 35.71% are males. It is observed that the number of females is much more than males simply because the number of females is more than males in classes. That might be because females opt more for English as branch in the university; 104 males comparing to 230 females in second year level and 351 males comparing to 1123 females when comes to general number of students in all levels (university of Biskra. Department of English 2019-2020)

**Q2. B. How do you evaluate your level in English?**

- a. Excellent
- b. Good
- c. Average
- d. Weak

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	1	1.42%
<b>B</b>	42	60%
<b>C</b>	47	38.57%
<b>D</b>	0	0%
<b>Total</b>	<b>70</b>	<b>100</b>

**Table 2.2: Student's level in English**

From table two, it can be observed that the majority of students have considered their level to be either: good, which is the vast majority or, average; except of one that has considered his level in English to be excellent. From these results we can see that the students are objective and honest about their level.

**Q3. What skill do you prefer to perform in English?**

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

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	22	31.42%
<b>B</b>	14	20%
<b>C</b>	12	17.14%
<b>D</b>	22	31.42%
<b>Total</b>	<b>70</b>	<b>100</b>

**Table 2.3: Students preferable skill**

From table 3, it can be observed that the majority of students have agreed on choosing either speaking or writing as their preferable skill. The second place goes to listening with 20%. Finally, students have chose reading as the least preferable skill which means that students are less interested in reading which can be considered as a problem because reading is an important skill as the others.

**Q4.What is your own definition for the term "WRITING SKILL"?**

- a. The ability to write.
- b. The capacity to communicate messages through writing.
- c. The ability to produce something of your own.

<b>Response</b>	<b>Number</b>	<b>Perentage</b>
<b>A</b>	0	0%
<b>B</b>	25	35.71%
<b>C</b>	45	64.28%
<b>Total</b>	<b>70</b>	<b>100</b>

**Table 2.4: The Definition of Writing**

It is noticed that more than half of the students have defined writing as the ability to produce something of their own. The rest which is 35.71% has defined it as the capacity to communicate messages through writing. And no one has answered that writing is the ability to write. On the whole, results show that the students consider writing, mainly, when they write something of their own production. This indicates that most students are aware of the right meaning of writing in classroom since it is not only the ability to write, however it is what is represented in the other two proposed definitions and in their other definitions

➤ **Any other definition of the Writing Skill?**

The majority have escaped from answering this question. Only few students which can be considered as 10% of the population had another opinion and have provided other definitions which are respectively

1. It is the ability of writing something that expresses your feeling and emotions about certain subject in your own way.
2. The ability to write using your imagination
3. The ability to improve your level of writing
4. Writing skill is a gift which people with artistic mind have.
5. The ability to create a written form of ideas and information.

6. The ability to write without doing mistakes
7. Writing is another art and more likely a tool to express ourselves and our opinions

From these definitions, we can see that; all though, the majority of students have defined writing as the ability to produce something of their own; these students have their own way to define writing differently.

**Q5. What is your attitude when you are writing?**

- a. You feel anxious
- b. You feel afraid of making mistakes
- c. You feel motivated
- d. You feel at ease to express yourself

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	11	15.71%
<b>B</b>	17	24.28%
<b>C</b>	30	42.85%
<b>D</b>	12	17.14%
<b>Total</b>	<b>70</b>	<b>100</b>

**Table 2.5: Students attitude towards writing**

The table 5 indicates that the majority of students with 42.85% feel motivated when they write; while 24.28% feel afraid of making mistakes. Then, 17.14% of the population feels at ease to express themselves. Finally, the least number of students feel anxious when they write. From this result it can be concluded that many students feel motivated when they write which is a good sign; whereas, at the same time others still struggling with the fear resulted from mistakes, ignoring that learning may become easier just from learning from mistakes.

**Q.6 How do you manage when you are writing your assignments?**

- a. Ask for your teacher's help
- b. ask for teacher's feedback
- c. depend on your personal schema
- d. Ask for your classmates help

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	12	17.14%
<b>B</b>	15	21.4%
<b>C</b>	26	37.14%
<b>D</b>	17	24.28%
<b>Total</b>	<b>70</b>	<b>100</b>

**Table 2.6: student's writing management**

According to table 6 of results, the percentage of students that rely on their personal schema is the highest with 37.14%. After that, the second rank goes to option (D) which is asking for their classmates help with a percentage of 24.28%. Then, in the third place 21.4% of students have answered that they ask for their teacher's feedback. Finally, the least answer students have answered is that they ask for their teachers help with a percentage of 17.14%. From these results it can be observed that students opt for relying on their personal schema in the first place when they write.

➤ Justify

For students that have choose to depend on their personal schema they justified that People learn from their mistakes so they should start depending on themselves even though they do mistakes. Another answer was that Most of the time they write at home, so depending on themselves is the only solution. Other answer explained that they depend on their personal schema because writing is about putting what you have in mind in term of words and because they are autonomous students that they prefer to work on their own. Other arguments were that they depend on themselves to improve the skill of writing, they enjoy navigating their thoughts on their own, they like to manage their own assignments by themselves, they feel that writing is about personal experiences; and finally , they usually prefer to work alone .because they think they can be their own judge. For answer (b) and (a) , students almost used the same arguments that teachers are more experienced from them so they prefer to ask either for their help or feedback to see if they are in the right path . For answer (d), students have justified their choice with reasons like; they like to ask for other's opinions, When they don't find the right words they choose to ask my classmates' help, and that there is a possibility that their classmates have more information about the topic they are writing about, so they try to benefit from their background and experiences.

**Q7. How do you evaluate your writing skill mastery?**

- a. Very well
- b. Good
- c. acceptable
- d. bad

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	7	10%
<b>B</b>	19	27.14%
<b>C</b>	35	50%
<b>D</b>	7	12.85%
<b>Total</b>	<b>70</b>	<b>100</b>

**Table 2.7 student's level in writing**

The results above show that half of the students 50% have considered their level to be acceptable in writing; while, 27.14% have considered it to be good. The lowest percentages were to the remained choices which are very well and bad with 10% and 12.85. From this result we can deduce that students are objective that the majority answered that they have an acceptable level in writing. In addition to that we can see that students still have difficulties and problems in writing that they need to find solutions for it

➤ Why?

Not many students have justified their choices, but for those who did the reasons were as follows; first for those who responded that they have bad level in writing according to them reasons were because they do not like writing, they use social media so much that is the reason behind the bad quality of their writing, the lack of practice and vocabulary, they think they have to work on their writing style. Second, those who have chose to consider their level as acceptable, for them it was because; they still have some problems in terms of grammar and vocabulary, they think they are good at writing sentences and putting thoughts in ink but they lack in achieving cohesion and delivery, they have problems in the form of the pieces of writing

in matter of punctuation and organization. Finally, for those who have chose to respond that they have either good or very well level of writing, they justified this based on the feedback and grades they get from their teachers of writing expression.

**Q8. You consider writing as:**

- a. Easy task
- b. Hard task
- c. Complex task

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	22	31.42%
<b>B</b>	25	35.71%
<b>C</b>	23	32.85%
<b>Total</b>	<b>70</b>	<b>100</b>

**Table 2.8: Student's writing consideration**

The results indicate that the first ranked response for the students was that writing is a hard task with 35.71%. Then, second place goes to answer (c) complex with a percentage of 32.85%. Finally the third place goes to answer (a) which is writing is an easy task with 31.42%. Although we have ranked these answers, it is observed that percentages are close to each other. So, each one of students has considered writing to be easy, hard or complex according to his or her individual experience that we could not get a precise answer for this question from the students because the different between the percentages was not so recognizable .

➤ **Justify your choice**

Each of the students has justified his answer in his way. For students who have chose that

writing is an easy task their arguments was turning around the idea that writing is only a matter of practice and expression of ideas following some rules , and that they have sufficient time in writing to think and generate ideas unlike in speaking . Students who have chose to consider writing to be hard task argued that it is hard because they often feel afraid from doing mistakes especially that they are writing using a foreign language, and that they are not free to write on any subject they want to write about but teachers sometimes ask them to write in topics they do not have background and enough information about. Finally, for students that have pick the answer (c) which is writing is a complex task, they have justified that emphasizing on the idea that writing is complex because they should consider many aspects in the same time when they write like grammatical rules, vocabulary, and punctuation; at the same time they need to focus also on the content; in other words, meaning and information they include as well as attracting the attention of the readers.

### **Section three: Students' Use of Self-Assessment**

**Q9.** What does the concept of self-assessment mean to you?

- a. A helpful a technique to assess/evaluate your work.
- b. A chance that enables students to evaluate their own works.
- c. A strategy that it less useful than teachers assessment
- d. A strategy that is more useful than teachers assessment

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	32	45.71%
<b>B</b>	16	27.14%
<b>C</b>	14	22.85%
<b>D</b>	8	11.42%
<b>Total</b>	<b>70</b>	<b>100</b>

**Table 2.9: Student's definitions of self-assessment**

The results show that the majority of students opted for the option (a) with a percentage of 45.71% which is that they consider writing as a helpful technique to assess/evaluate their works. Second option selected by the students is that writing is a chance for the students to evaluate their work with a percentage of 27.14%. With a close percentage option (c) has take the third rank of the selection; so, 22.85% have considered writing to be a strategy that is less important than teacher's assessment. Finally, the least selected option was that self-assessment is more important strategy than teacher's assessment. It is observed from the results that students see assessment as a helpful technique for them to evaluate their works which is less important than their teacher's assessment; which is the right idea because teachers are the most important source of feedback.

➤ Why?

Students have justified their answers to each of the selected options with different arguments. First, for those who have selected option (a) which is that self-assessment is a helpful technique for students to assess themselves because self-assessment makes them figure out their own mistakes and weaknesses and their true level in order to do better in the future. Second, those who have considered self-assessment as a chance to evaluate their own work, it was because they

see it as an opportunity for them to discover their flaws and their true level in a specific task. Then, the third selected option which is that self-assessment is a strategy that is less important than teacher's assessment , it was selected by the students for the reasons that ; the teachers feedback is more important that they are more experienced than them and that they are not qualified to assess themselves. Finally, the last option which is that self-assessment is a strategy that is more important that teachers assessment. It was selected according to the students because they think that they know themselves and their needs better than the teacher do

**Q10. How many times do you assess/evaluate your own work?**

- a. Always
- b. Frequently
- c. Sometimes
- d. Never

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	19	27.14%
<b>B</b>	23	32.85%
<b>C</b>	28	40%
<b>D</b>	0	0%
<b>Total</b>	<b>70</b>	<b>100</b>

**Table 2.10: Student's degree of using self-assessment**

Table 10 indicates that 40% of students assess their own works only sometimes. After that,32.85% have picked the option that they assess their own work frequently. Finally, 27.14% have chose option (a) that indicates that students evaluate their work always. It is observed that

no one has selected answer (d) which is never and the other answers are divided into the rest of option .Furthermore, it is observed that all students evaluate their works but with different degrees for the time dedicated for that.

**Q11. How can self-assessment help you?**

- a. Makes you feel confident
- b. Motivates you to do better
- c. No benefit

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	22	31.42%
<b>B</b>	41	58.57%
<b>C</b>	7	10%
<b>Total</b>	<b>70</b>	<b>100</b>

**Table 2.11: self assessment benefits**

The results above report that more than the half of students selected the option (b) which is that self-assessment motivate them to do better. The second most selected answer was that self-assessment makes them feel confident with a percentage of 31.42%. Finally, the least selected answer was that self-assessment has no benefit. It is observed that students see that self assessment is beneficial by motivating them to do better in the first place than by making them feel confident.

➤ Explain

For students who have chose the first answer which is the first answer that self-assessment make them feel confident; it was either because they see that they have good level after they

assess themselves or to be confident that they will not do mistakes the next time. For those who have chose that self assessment motivates them they explained that each time they assess themselves and see the progress they have made that make them motivated always for doing better each time. For the 10% which have chose the last option that is self-assessment has no benefit; it was because they think they are incapable to assess themselves and that they do not trust their own assessment but they wait for the teacher to assess them.

**Q12. Do you assess and correct your work**

- a. Individually
- b. Asking for teacher's help
- c. I do not assess my work

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	35	50%
<b>B</b>	28	40%
<b>C</b>	7	10%
<b>Total</b>	<b>70</b>	<b>100</b>

**Table 2.12: Student's way of self-assessment**

The results in the table below indicates that the half of students assess themselves individually; whereas, 40% assess themselves with the help of the teacher. Finally, only 10% do not assess their works.

➤ **Why**

Students explained their choice as follows; for those who have chose to assess themselves individually it was mostly because they aim to be independent learners, seven students has

admitted that they have shyness and confidence issues that is why they do it individually. Second, those who have chose to assess themselves with asking for teacher's help they have argued that teachers have more background about how assessment should be that is why they opt for asking their help when they assess their own work. For the rest minority, they have argued that they do not assess their own work because teachers do not give them the chance to do it.

**Q13. Do teachers give you the chance to evaluate your works**

- a. Yes
- b. No

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	56	80%
<b>B</b>	14	20%
<b>Total</b>	<b>70</b>	<b>100</b>

**Table 2.13: The degree teachers ask students to assess their work**

The results show that 80% of students have responded that their teachers are used to gave them the chance to evaluate themselves; while, 20% have responded that their teachers do not give them a chance to do it. We deduce from the results that teachers usually give a chance to students to evaluate their works.

**Section Four: Implementations of Self-assessment in Writing**

**Q14. What is your reaction after assessing your work?**

- a. Very satisfied
- b. Satisfied
- c. Not satisfied

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	9	12.85%
<b>B</b>	43	61.42%
<b>C</b>	18	25.71%
<b>Total</b>	<b>70</b>	<b>100</b>

**Table 2.14. Student's reaction after the use of self-assessment**

According to the table of results, 61.42% of students feel satisfied after they assess their work. After that, there are 25.71% who do not feel satisfied after evaluating their own work. Finally, 12.85% of students feel very satisfied after doing this process. It is observed that the majority feel that are satisfied after they assess their own work.

➤ Explain

To explain their choice students provide different arguments. For those who have selected the first answer which is that they are so satisfied; it was because they think that they have a good level in writing; so, they do not find many mistakes and that they feel that they have understood the lessons after they do the process of self-assessment. Those who have chose second option which is that they feel satisfied; according to them, it is also because they feel that they have grasped the lesson after they have evaluate their work. In addition to that, they feel satisfied because they see the progress they have made each time they do this operation. Finally, those who do not feel satisfied, they claimed that they are always aiming to do better and that makes them feel that they are not satisfied for their current level.

**Q15. How do you feel when you assess your own writing?**

- a. Capable active participant

b. Anxious and incapable

Response	Number	Percentage
A	45	64.28%
B	25	35.71%
Total	70	100

**Table 2.15: Student's feeling during the process of self-assessment**

The results show that 64.28% feel that they are capable and active participants when they evaluate their works, whereas, 35.71% feel that they are anxious and incapable. It is observed that the majority fee that they are capable and active when doing the process of self-assessment.

➤ Justify

For the students that have opted for the option (a) which that they feel capable and active participants; they have argued that when they assess themselves they find that there is not many mistakes; in addition to that, they think they know how to evaluate their works appropriately. In the other hand, those who feel that they are anxious and incapable; it is because they fear of finding so much mistakes because they think that their level in writing is bad.

**Q16. How do you consider the use of self-assessment as strategy to improve your writing?**

- a. So useful
- b. Less useful than other strategies
- c. Not useful

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	41	58.57%
<b>B</b>	18	25%
<b>C</b>	11	15.71%
<b>Total</b>	<b>70</b>	<b>100</b>

**Table 2.16: Usefulness of self-assessment**

From the table 16, it is observed that 58.57% which more than the half of the students considered self-assessment to be so useful. Then, 25% has considered it to be less useful than the other strategies. Finally, 15.71% of students have considered this strategy to be not useful. It can be concluded that the majority of students see that self-assessment as a useful strategy for learning of writing.

➤ Why?

Students have justified their choice based on their own experience. First, students that have considered self-assessment to be so useful have argued that it is so useful because it makes the students know his mistakes in order to not repeat it in the future , and it make him or her depend on themselves far from the instructions of the teacher; i.e: it enables them to be independent. Second, for students that have chose option (b) which is that self-assessment is less useful than other strategies, they have argued that there are other strategies that can be more useful than self-assessment such as using collaborative learning i.e: working in groups or pair editing. Finally, the majority of those who have selected the last option which is that self-assessment is not useful have escaped to justify this answer, except of five students who have argued that they are not able and qualified to assess themselves.

**Q17. How can you benefit from assessing your own work? To**

- a. Improve their level in writing
- b. Build a critical mindset
- c. Makes you discover your mistakes
- d. Nothing

Response	Number	Percentage
<b>A</b>	30	42.85%
<b>B</b>	22	31.42%
<b>C</b>	18	25.71%
<b>D</b>	0	0%
<b>Total</b>	<b>70</b>	<b>100</b>

**Table 2.17: self-assessment effect on writing**

Results show that 42.85% of students selected option (a) which is that self assessment improves their level in writing. Then, 31.42% of students chose option (b) which is that self-assessment makes them build a critical mindset. Finally, 25.71% have selected option (c) which is that self-assessment makes students discover their mistakes. It is observed that no one chose the last option which is that self-assessment has no benefit. In addition to that, we can deduce that according to the students self-assessment improves their level in writing firstly, makes them build a critical mindset and finally, it makes them build a critical mindset and finally, it makes them discover their own mistakes.

## 2. Teachers' Questionnaire

The Second tool that has been used in this investigation is also a questionnaire, but this time is directed to teachers of written expression. The researcher has sent this questionnaire through emails to ten teachers of written expression to see their opinion about using self-assessment as a tool to improve the writing skill. In this section, teachers' answers to the questionnaire will be analyzed to make a conclusion about their opinions.

### Q1. Have you been teaching written expression?

- a. For 5 years
- b. For less than 5 years
- c. For more than 5 years

Response	Number	Percentage
A	1	10%
B	1	10%
C	8	80%
Total	10	100

### 3.1 Teachers experience on teaching writing expression

Results show that the majority which is 80% of teachers that answered our questionnaire has taught written expression for more than five years; whereas, the rest 20% was divided into the remaining answers in which one teacher has taught it for five years and the other has taught it for less than 5 years. This indicates that the majority of the researcher sample population are familiar with teaching written expression, which may help in getting reliable results to the questionnaire

### Q2.How do u assess your students progress?

- a. Using summative assessment
- b. Using formative assessment
- c. Both

<b>Response</b>	<b>Number</b>	<b>percentage</b>
<b>A</b>	0	0%
<b>B</b>	0	0%
<b>C</b>	10	100%
<b>Total</b>	<b>100</b>	<b>100</b>

### **3.2 Teachers way of assessment**

It is observed that all the teachers have answered that they use both summative and formative assessment to assess their student's progress.

➤ If others, cite it please

No one has responded to this question. It can be because teachers consider these methods as the main and the most effective and applicable ways of assessment that can be used in the classroom.

### **Q3. In what way the word "self assessment" correspond for you as a teacher?**

- a. A helpful technique to assess student's work
- b. A chance that enables students to evaluate their works
- c. A strategy that is less useful than your assessment as a teacher

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	5	50%
<b>B</b>	5	50%
<b>C</b>	0	0%
<b>Total</b>	<b>10</b>	<b>100</b>

### **3.3 Teacher's definition for self-assessment**

The table of results show that half of the teachers that have answered the questionnaire have selected the first definition which is that writing is a helpful technique to assess student's work ; whereas, the other half have responded selecting the second option which indicates that writing is a chance that enables students to evaluate their works . In addition to that, it is observed that no one has selected the last option which says that self-assessment is strategy that is less useful than teacher's assessment.

#### **➤ Do you have other definitions?**

Only two teachers have responded to this question. The first one has defined self-assessment as a chance for students to self-evaluate their progress and make relevant adjustment; while the second has introduced it as a means or a support for learning.

#### **Q4. Do you give students the chance to assess their own work?**

- a. Yes
- b. No

<b>Response</b>	<b>Number</b>	<b>percentage</b>
<b>A</b>	8	80%
<b>B</b>	2	20%
<b>Total</b>	<b>10</b>	<b>100</b>

### **3.4 Teacher's use of self-assessment on classrooms**

Results show that the majority of teachers have chosen option (a) which is that they do give the chance to students to evaluate themselves; while the rest which are 20% have selected option (b) that they do not give students the chance to assess their works.

➤ If yes, how often?

For this question teachers have responded differently, from eight teachers that have answered with yes five have responded for this question .First one said that he gives them the chance many times , the second said rarely , the third often . The two remained answers were more explained; the first said that he gives them the chance through checking out their responses and hence evaluating their performance and progress which means after each time they do a task, the last one said that give them the evaluation grid and ask them to assess their work after each practice. It is observed that teachers' answers are different which means each one has its own way to dedicate the time for the students to evaluate their works, and that is maybe according to their own believes about the importance of this strategy.

### **Q5.What strategies you provide students with to assess their own work?**

- a. you provide them with them with the flaws that they should pay attention to then ask them to assess themselves according to it
- b. you provide them with the right form the piece of writing should be than ask them to assess their work.
- c. You ask them to do it based on what they have learn in the lecture

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	3	37.5%
<b>B</b>	2	25%
<b>C</b>	3	37.5%
<b>Total</b>	<b>8</b>	<b>100</b>

### **3.5 Teacher's strategies of self-assessment**

The table shows that the teachers have selected two options with the same percentage which is 37.5%; the answers were (a) that they provide students with the flaws that they should pay attention to them then ask them to assess themselves according to it, and (c) teacher ask them to do it based on what they have learn in the lecture. Then, with a percentage of 25% teachers have selected answer (b) which is that teachers provide students with the right form the piece of writing should be , after that , they ask them to assess their work. It is noticed that two teachers have not responded to this question, it may be because they do not give the chance to students to assess their works.

#### **➤ Other strategies**

Four teachers have responded for this question ; two have cited that they use the technique of peer editing for writing , one have cited that he selects ones from student's writing productions , finally, a teacher has answered that he does not give chance to students to assess their work. From this, it can be concluded that teachers may use other strategies to make students evaluate their works like pair editing and selections of a model for them to assess themselves based on its feedback which are also considered as strategies of self-assessment that may have a good effect on students progress.

**Q6.Do you think student's assessment to their own works?**

- a. Beneficial strategy to improve their writing
- b. Not beneficial and a waste of time

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	9	90%
<b>B</b>	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>

### **3.6 Teacher's opinion about self-assessment**

The results show that 80% of teachers consider self-assessment as a beneficial strategy to improve writing; whereas, 20% of them think that it is not beneficial and a waste of time.

#### **➤ Why?**

For the teacher that have selected option (b) which that self-assessment is not beneficial and waste of time for him, it was because students are not qualified enough to assess their own works.

In the other hand, for the teachers who have selected answer (a) which is that self-assessment is beneficial strategy that improves student's writing ; they had many arguments about this . First teacher argued that Students' self assessment makes them autonomous and take more responsibility over their learning. Students learn how to diagnose their strengths and weaknesses. This requires from them to have a more critical view on their production. This, consequently, will teach them to focus on all the steps of the writing process especially revising and editing. Students learn, through assessing themselves, the importance of submitting a polished piece of writing to the teacher. SA also shows them how to use certain strategies and follow certain criteria to evaluate their work and rely less on the teacher's help. Second teacher have justified his answer citing that self-assessment helps students to discover

their weaknesses and give them the opportunity to learn from their mistakes. Sometimes, teachers do not have time during class to assess every student, so when encouraging them assess their own work of course it is helpful especially if it works under the teacher's guidance. So, here the teacher has pointed out an important element that should be present which is teacher's guidance. The third teacher claimed that self-assessment has advantages as it has drawbacks; it is indeed a chance to reflect on one's weakness. However, sometimes, students are unaware of their mistakes and need orientation from an expert. The fourth teacher has argued that Self-assessment is beneficial for learners because it gives them the opportunity to revise, edit and proofread their first draft. Finally, the rest of teachers have focused on the idea that self-assessment is beneficial because it raise the awareness of students to do better in the future, learn from their mistakes; as well as, it helps them to be responsible and autonomous in writing far from depending only on teacher's feedback.

## **Conclusion**

In this chapter, the researcher has analyzed the answers of both questionnaires which are students and teachers' questionnaires. The aim of making both is to collect data related to the purpose of this investigation. The data collected which is mainly the answers of the questionnaires show that students and teachers have a positive attitude towards the use of learner' self-assessment to improve the writing skill. Concerning teachers' questionnaire, teachers have emphasized on the importance of using self assessment to make from students autonomous and responsible individuals for their own learning of the writing skill and its development; which means that this strategy enables students to reduce the errors they have are used to make and consequently it improves their level on writing.

## **General Conclusion and Recommendations**

Improving the level of EFL learners on writing is a crucial task that its responsibility is shared between the teacher as a responsible for the teaching of his/her students and their progress in learning as well as students where they should be independent and autonomous in the current stage of learning which is university level.

Working on this research it has been recognized that it is needed to apply new strategies to enhance students' level in writing because many of students consider that the learning of writing in traditional ways is boring and non-effective. In recent years, the learner-centered approach has made a revolution in teaching and learning that aims to make from students independent learners and from teachers the element of guidance to them; that is what makes the researcher think of self-assessment as the right strategy for developing student's writing ability.

The results of the present research has shown that self-assessment is a suitable tool for enhancing student's level in writing , reducing their errors and many other positive effects such as building a critical mindset and being autonomous in writing . these points can lead us to the conclusion that self-assessment has a positive impact on learning especially in writing ; Furthermore, it can b deduced that the hypothesis the researcher has made are confirmed .

Finally, from what it has been received as answers from students and teachers some recommendations might be set:

❖ For teachers:

- Teachers should rise the awareness of students about self-assessment as a concept and explains how it should be applied in classroom in order to be beneficial.

- Teachers should dedicate enough time for this strategy to be applied on classrooms.
- The presence of the teacher as a guide is so crucial in order not to be used randomly by students.
- Teachers should know what effective way to use this strategy on the classroom.

❖ For students:

- Students should have a positive attitude towards this strategy by following the instructions of teachers.
- Students may use teachers' feedback to assess themselves; it is a way of self-assessment.
- Self-assessment and teachers' feedback should go together because both are important in making progress.
- After the process of self-assessment students should discover what are their weaknesses and the difficulties they are facing in order to make the improvement in the future through making self-judgment about it.

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# **APPENDICES**

## Appendix 1

### Student' Questionnaire

**Dear students,**

You are kindly asked to answer this questionnaire about our topic which focuses on the use of EFL learners' self assessment as a tool to improve writing skill. We wish that you answer this questionnaire genuinely in order to assure the effectiveness of our investigation. Thank you in advance for your help and collaboration.

**Please choose the appropriate answer**

#### **Section one: General Information :**

**A. What is your gender:**

a. Male ☐

b. Female ☐

**B. How do you evaluate your level in English**

a. Excellent ☐

b. Good ☐

c. average ☐

D. weak ☐

**C. What skill do you prefer to perform in English**

A. Speaking ☐ B. listening ☐ C. Reading ☐ D. Writing ☐

Why so ?

.....

.....

.....

#### **Section Two: Overviews**

##### **Student's opinions towards writing**

**A. What is your own definition for the term WRITING SKIL**

- a. The ability to write ☐
- b. The capacity to communicate messages through writing ☐
- c. The ability to produce something of your own ☐

any other definition of the Writing Skill?

.....

.....

.....

**B. What is your attitude when you are writing?**

- a. You feel anxious ☐
- b. You feel afraid of making mistakes ☐
- c. You feel motivated ☐
- d. You feel at easy to express yourself ☐

**C. How do you manage when you are writing your assignments?**

- |   |   |
|---|---|
| a. You ask for your teacher's help <input type="checkbox"/> | b. Ask for teacher' feed back <input type="checkbox"/>        |
| c. Depend on your personal schema <input type="checkbox"/>  | d. You ask for your classmates' help <input type="checkbox"/> |

Justify

.....

.....

.....

.....

**D. How do you evaluate your writing skill mastery?**

- a. Very well ☐
- b. acceptable ☐

c. bad

☐

Why so?

.....

.....

.....

**E.** You consider writing as a:

a. Hard task

☐

b. Easy task

☐

c. Complex task

☐

Why

.....

.....

.....

### **Section Three: Students' Use of Self-Assessment**

**A.** What does the concept of self-assessment mean to you?

1. A helpful technique to assess/evaluate your work
2. A chance that enables students to evaluate their own works
3. A strategy that is less useful than teacher's assessment
4. A strategy that is more useful than teachers' assessment

☐☐☐☐

Why so?

.....

.....

.....

**B.** How many times do you assess/evaluate your own work?

a. Always

☐

b. Frequently

☐

c .Sometimes

☐

d . Never

☐

**C. How can self-assessment help you?**

a. makes you feel confident

☐

b. Motivates you for doing better

☐

c. No benefit

☐

Why so?

.....

.....

.....

**D. Do you assess and correct your work**

a. Individually

☐

b. Asking for teachers' help

☐

c. I do not assess/evaluate my work

☐

Why so?

.....

.....

.....

**E. Do Teachers ask you to assess yourself ?**

Yes

☐

No

☐

Sometimes

☐

**F. Do you know the suitable strategies to assess your own work**

Yes

☐

No

☐

If yes, cite some of the strategies you know

.....

.....

.....

#### **Section Four: Implementations of Self-assessment in Writing**

**A. What is your reaction after assessing your work?**

- a. Very satisfied ☐
- b. Satisfied ☐
- c. not satisfied ☐

Justify

.....

.....

.....

**B. How do you feel when you assess your own writing?**

- a. Capable active participant ☐
- b. Anxious and incapable ☐

Why so?

.....

.....

.....

**1. Do you consider the use of self-assessment as strategy to improve your writing is**

- a. Necessary ☐
- b. Less necessary ☐
- c. Not necessary ☐

Why so?

.....

.....

.....

**3. How can you benefit from assessing your own work?**

to

- a. Improve your level in writing ☐
- b. Build critical mindset ☐
- c. Makes you discover your own mistakes ☐
- d. Nothing ☐

## Appendix 2

### Teacher's Questionnaire

Dear teachers,

You are kindly asked to answer this questionnaire which focuses on the use of EFL learners' self assessment as a tool to improve writing skill . Thank you in advance for your collaboration and help.

Please choose the appropriate answer and try to explain your stand briefly : \_\_\_\_\_

A. Have you been teaching written expression?

a. For less than 5 years

☐

b. For more than 5 years

☐

B . How do you assess your students progress :

A. Using summative assessment

☐

b. Using formative assessment

☐

c. both

☐

If others ,please cite it

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

C. In what way the word "self assessment" correspond for you as a teacher :

a. A helpful technique to assess student's work

☐

b. A chance that enables students to evaluate their own works

☐

c. A strategy that is Less useful than your assessment as teacher

☐

other definitions ?

.....  
.....

**D.** Do you give students the chance to assess their own work :

**A.** yes ☐

**B.** No ☐

If yes, how often ?

.....  
.....

**E.** What strategies you provide students with to assess their own work?

a. You provide them with the flaws that they should pay attention to then ask them to assess themselves according to it ☐

b. You provide them with the right form the piece of writing should be then ask them to assess their work ☐

c. You ask them to do it based on what they have learned in the lecture ☐

Other strategies :

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

**F.** Do you think students assessment to their own works: is

a. A beneficial strategy to improve their writing ☐

b. Not beneficial and is a waste of time ☐

other answers

Why so?

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

## الملخص

من اهم الاهداف في ميدان الابحاث المتخصصة بالدراسات اللغوية هو ايجاد استراتيجية بامكانها ان تؤثر ايجابيا على قدرات الطالب و مهاراته من ثم اختبار فعاليتها . في هذا البحث،اختار الباحث العمل على استراتيجية مرتبطة بالنظام المتمحور حول الطالب الذي عرف ثورة في ميدان التعليم و التعلم . هذه الاستراتيجية تدعى بالتقييم الذاتي التي من الممكن شرحها بتقييم الطلبة لاعمالهم الخاصة. فرضيات البحث كانت ان اذا استخدم دارسوا الانجليزية كلغة اجنبية تقنية التقييم الذاتي بالطريقة المناسبة،ستقل اخطائهم الاملائية، كما ان استخدام التقييم الذاتي قد يؤثر ايجابيا على مهارة الطلاب في الكتابة اذا وجههم اساتذة التعبير الكتابي الاستراتيجية المناسبة لتقييم الذاتي . لاختبار فرضيات هذا البحث اختار الباحث القيام باستبيان كوسيلة لجمع البيانات لاكتشاف اراء الطلبة و الاساتذة بناءا على تجربتهم الشخصية. استبيان الطلبة قدم لسبعين طالب ما يساوي المجموعتين منتسبين الى جامعة محمد خيضر بسكرة،اما استبيان الاساتذة فقد ارسل الى عشرة اساتذة من نفس الجامعة عبر البريد الالكتروني .نتائج الاستبيانين اظهرت ان كل من الطلبة و الاساتذة لديهم انطباع ايجابي فيما يخص هذه الاستراتيجية ذاكرين انها تطور من اعتماد الطالب على نفسه و كذا موضوعنا الاساسي انها تطور من مهارة الطالب على الكتابة و تقلل من الاخطاء التي يرتكبها دون تجاهل ضرورة توجيه الاساتذة .