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The Importance of Self Assessment in Improving Learners'

writing proficiency:

The case of Master One Students of English at Biskra

University

Dissertation submitted in partial fulfillment of the requirements for
the Master degree in Language Science s

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2019/2020

Dedication

I dedicate this work to the most precious people to my heart:

My mother who gave birth and meaning to my life.

To all my family members.

My kind friends whom I shared nice times, khadija, Ines and Hamza

Acknowledgment

*Praise to Allah for giving me strength and capacity
to complete this dissertation.*

I would like to thank my supervisor Mrs. Bekhouch for her support, guidance, and patience.

*My deepest respect and sincere gratitude to the board
of examiners for accepting to evaluate my humble
work.*

*Huge thanks to all students and teachers who actively participated in the completion of this
work.*

Abstract

This study aims at investigating the significance of self assessment in improving learners' writing proficiency at the division of English in Biskra University. To give consistency to the research, a descriptive method has been applied, in which both a questionnaire and an interview were administrated; the questionnaire was designed for master one student of English who were assigned randomly, and the interview was addressed to English teachers of written expression. The aim of both of these qualitative tools is to get insights about the importance given to self assessment by both teachers and students, and their perception towards using self assessment as a strategy to improve their writing skill. Moreover, the findings obtained from the students 'questionnaire and teachers' interview aided in validating our research hypothesis that suggests the increasing learners' writing proficiency through self assessment. In the light of this, students should consider self assessment as one of the essential component in their writing learning process.

List of Abbreviations

SA: Self assessment

EFL: English as a Foreign Language

LMD: License Master Doctorate

COVID-19: Corona virus disease 2019

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GENERAL

INTRODUCTION

Introduction

The educational context receives great attention about different perspectives of autonomous learning skills. Independent writing and revision are the most targeted skills intended to be developed in the teaching and learning process. A skill like writing necessitates the teacher's evaluation and correction. However, sometimes the teacher's intervention in the writing assessment can be delayed, so that students are engaged in the writing process to reflect their own productivity; therefore, learners understanding of their own assessment of writing abilities typically involved within their own assessment of writing, this form of assessment is defined as self reflection of the learner's writing performance. Regardless of the traditional form of assessment which is usually done by the teacher, learners nowadays are becoming more aware of the need for self monitoring of their own writing, so that they are no more independent on their instructor. Previous studies undertook researches on this area in attempt to investigate the impact of self assessment on the learner's writing competence, the current study seeks to provide some insights about the integration of such practice in EFL classrooms and its contribution in regulating the writing skill, more focus will spotlight the importance of self assessment in improving learner's writing proficiency.

1. Statement of the problem

Learner's performance is usually associated with the teacher's feedback; the same issue is relied on when it comes to the evaluation of the learner's potentials in a given task. However, learners should be able to practice in a way that involves them to give their own

judgment about their writing process. Furthermore, they will be encouraged to monitor their performance by discovering the strengths and weaknesses of the written production. This major concern will be clearly described in this study aiming to give a better understanding of what learners go through in the writing process, in order to have a successful self assessment of writing focusing on how this would contribute in improving the writing proficiency.

2. Significance of study

The first recipients of the output of this research are the learners of higher education who are supposed to be proficient academic writers. Accordingly ,this presented study will be beneficial in terms of identifying some based criteria or techniques used in the writing self assessment as well as they will be more aware of their ability of judging their own written production ,this latter will play a significant role in improving the learners writing proficiency.

3. Aims of the study

The investigation on learner's self assessment and the improvement of writing proficiency aims at:

- 1) Defining the concept of self assessment and its use in EFL classrooms
- 2) Identifying the techniques learners use for assessment of their writing.
- 3) Evaluating the impact of learner's self assessment in improving the writing proficiency.

4. Research questions

- 1) What is self assessment and its implication in EFL classrooms?
- 2) What are the techniques that learners should use for assessing their own production?
- 3) How does self assessment practice improve the learner's writing proficiency?

5. Research hypothesis

In an attempt to investigate the significance of self assessment in the writing skill, we hypothesize that students are aware about self assessment of writing as an effective practice for developing their written production and improving their writing proficiency.

6. Research Methodology

6.1. Research approach and data collection method

The investigation on the effect of self assessment in improving the learner's writing proficiency will be descriptive in nature. In order to answer questions that are concerned with the use of self assessment practice, the present study will be relied on two kinds of instruments. Which are, an interview with six teachers of written expression and questionnaire will be delivered to master one students of the English department at Mohamed Kheidher University of Biskra.

6.2. Population and sample

In order to obtain information and reach the findings about learner's self assessment of writing, master one English students are the population that are more qualified to answer the questionnaire since they received a considerable amount of writing instruction, correspondingly a representative sample will be selected randomly from this population.

The English teachers of written expression would be also involved as being participants in this research ,in which six teachers will be addressed in an interview in order to get their opinions about how learners 'self assessment and improvement' of their writing proficiency.

7. Structure of the study

The present research is made up of three chapters. Chapter one and two are devoted to the literature review and the third chapter is concerned with the practical part. In the first chapter, we provide information about the different definitions of writing, its approaches and aspects. Concerning the second chapter, it deals with self assessment, its various definitions, types and advantages on students' learning and achievement. Moreover, the chapter deals with the self assessment techniques and tools that are used to assess learners' written composition. In addition, it reports how self assessment can positively affect learners' writing skill. The third chapter, we have the field work, it consists a detailed analysis of the students' questionnaire and teachers' interview and ultimately the interpretation and discussion of the results obtained in the research, suggestions and recommendations.

Chapter one:

Writing skill

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Introduction

When learning a foreign language, learners are supposed to perceive a great deal of instruction in learning the language four skills. Among them, writing is an active skill that demands abilities from the learners to be learned. The ability to write is generally improved by the learning of the other language skills, especially those receptive ones which mostly go in pairs. However, a skill like writing requires much more time and efforts in order to make an effective writing instruction, and having learners to develop their level and enhance their writing. Usually writing takes place in a course of study, whereas nowadays it evolves to be a crucial element in communication whether in the learning environment or even in workplaces. Therefore, wherever writing is integrated, it is viewed in the incorporation of intelligence with ability to hold knowledge so as to communicate it through any form of writing. In this chapter, more focus will be given about writing as a notion and that by presenting its definitions, giving different views about the significance of teaching writing and why it is an important component in today's teaching classrooms that needs to be intensified. In addition to that, it will present the writing processes that include four basic steps, as well as the writing approaches such as: the process approach, the genre approach and the product approach. Lastly, the chapter will shed light on the various aspects or elements that shape a good writing.

1. The Notion of writing

From a general perspective, writing is the act that involves interaction. That is to say, writing regarded as a communicative system used in everyday life, and through which individuals express themselves, discover and explore knowledge. This view has been

reinforced by Nunan (2003) where he confirms that writing is the act of processing ideas from mind, and expressing them through a readable form to be received by readers .In the same regard, Hyland (2009) adds that human thoughts are reflected by the act of writing, in which words are composed to convey meaning that audience will presume, and especially when the language used is shared by both writer and reader, and they are aware of its linguistic conventions.

Furthermore, Pincas (1992, Cited in Ghothbene, 2010) claims that “writing is a system of graphic symbols, i.e., letters or combinations of letters which are related to the sounds we produce while speaking” (p.125). This statement argues that speech can also be recorded through writing which is composed of written signs, and structured by a certain conventional system. However, regardless of the graphic representation of ideas, writing is the process approached by different cognitive functions, by which individuals exercise their ability to think critically, commit mistakes, identify gaps and look for improvement (Scrivener, 1994).

Moreover, when language is being taught, writing is an important component in language teaching. It has been always the supporting system for practicing language being learned. In academic setting, writing is the vital skill teachers tend to spotlight on, and get language learners to think about that language, thus it cannot be seen anymore as an ordinary activity of the teaching classroom ,as it also offers opportunities for learners to experience language in real life contexts (Harmer,2004).

Hence, based on the definition mentioned above, we reach to conclude that writing is the medium of organizing ideas and applying knowledge by a set of symbols and constructed texts, which are expressed meaningfully. In fact, it is the most convenient system for

language learners that enable them to retain information, and improve language in a relation to other skills.

2. The significance of teaching writing

According to Alves (2008), developing the learner's communicative competence is not limited only by acquiring listening behaviors; rather it requires the learner to have all the communicative skills. Furthermore, in relation to these competencies, learner should have the knowledge of how to use vocabulary and grammar, so that to communicate properly in language, which can be reflected by a piece of writing. Consequently, language classrooms should imply writing to be taught adequately; in view of regarding it as process the student learns more than acquires (Harmer, 2004). Along with that, he attempts to provide multiple reasons of teaching writing, and its valuable position in the setting of language learning and teaching such as:

- In producing language, learners regard writing as the appropriate device that offers time and opportunity to think about the language, rather than an activity taken with no prior knowledge.
- The language aspects that have been learned are practiced through writing. In other words, teachers are in the position of integrating learners to write in a certain task using the knowledge they have just studied. Hence, it is a useful tool for assessing the quality of instruction.
- A part from being a good user of language, the teachers teach writing for the sake of preparing learners to experience it in the real world like: writing reports, documents, emails, etc.

- Getting learners in writing process will urge them to use their cognitive skills, and which clearly enable them to learn how to construct different written texts.

3. The processes of writing

An effective piece of writing is based on the writers going through multiple writing processes which are: Prewriting, drafting, revising and editing. In fact, a good writer understands the importance of working through each of these steps in order to ensure that they produced a presentable content.

3.1. P rewriting

At the beginning of the writing process, the writer follows a certain plan that includes a set of acts, for instance: the topic should be identified and the writer should think about it, and in doing this, mainly he relies on his schema .that is to say, he uses prior knowledge in what he already knows about the topic (Alves, 2008). Another useful technique can be brainstorming, including the use of mind maps, lists, and this is usually done in classrooms. Harmer (2004) recommends that the prewriting process is based on the identification of three issues: the purpose of writing, audience and content structure .the writer must ask himself about the reason why he writes, in order to facilitate the choice of style and language forms. Also being aware of the audience will limit the language whether to be formal or informal, taking into consideration the way in which the text is structured and organized.

3.2. Drafting

At this level, the prewriting plan guides the writer in producing the first draft, and to make sure of the clear direction of the assignment. Kane (2000) clarifies that:

As you think about a topic you are already beginning to select words and construct Sentences. In other words, to draft. As you draft as you revise, the thinking goes on: you discover new idea, realize you have gone down a dead end, discover an Implication you had not seen before. (p.17)

During this stage, the writer is expected to put his information into a complete thought. It means that the ideas have been generated at the planning stage; they should be developed and composed in readable manner in form of sentences and paragraphs. So that the writer is giving a limitation for the topic (Coffin et al, 2003). Moreover, in attempt to attract the reader's attention, the writer should compose an introduction with clear and well precise topic sentence, as a mean to lead the audience into the major points he is addressing. In addition, expanding the body of the text demands supporting sentences which provide further information about the main topic (Alves, 2008)

3.3. Revising

It is the process where the writer may make some changes in the overall structure of the text; he starts revising his work and may repeat this process many times before getting the final version of the work. Elbow (1973) insists that the revision step is the reviewing of what has been written, and reconsidering some points to be removed or replaced, as well as the writer may change the order of paragraphs and include new information. Along with it, Kane (2000, p.36) advocates that “both drafting and revising are creative. But they differ in emphasis. Drafting is more spontaneous and active; revision, more thoughtful and critical”, and this implies that revising process requires the integration of different linguistic and cognitive abilities. On another note, in a comparison of this stage with the other once ,Terrible (as cited in Benzoughbi and Attik ,2016) believes that the act of revising usually

deals with mechanical issues of the paper ;whereas, editing is concerned with the sentence level such as ,grammar and punctuation.

3.4. Editing

As a last stage of the writing process, it involves rereading of the final work in the proper order of checking errors like spelling, punctuation and grammar, also making sure that the sentences are complete (Kane, 2000). Additionally, Harmer (2004) insists that careful reading is demanded, so that it possible to make revision to the content and see whether words are clear and leave no room for ambiguity, or there is a need to rearrange paragraphs in different sequence .this latter tend to be the first concern of an experienced writers before they shift focus to the surface errors such as misspelling and grammar. In the teaching settings, sometimes the process is continued, when the learners are motivated to edit their papers by the aid of their peers, in which they provide feedback for each other’s work, and this encourages cooperation between them, where they get used to the idea that they learn from each other. Hedge (as cited in Alves, 2008). Over and above, the learner himself should be a strong self editor as the idea supported by Nunan (2003) when he argues that “In developing independent writers , it is important that student learn how to proof read and edit on their own as much as possible ”(p.98).

4. Approaches in teaching writing

Before writing was independently invented, humans grew up using their mother language in its spoken form rather than written one. Over time, the need for writing becomes more significant, on the grounds that it is used throughout individual’s life to accomplish academic or personal purposes. When the first time writing skill was introduced in the teaching context, it was regarded as a tool the learner uses to fulfill a set of communicative

needs, however, teachers first, learners then, are more aware that writing is in principal the instrument of presenting language in a visual way more than representing thoughts. Therefore, this is one indication of how language is being reinforced (Raimes, 1983).

Since writing arrived to be included in language teaching curriculum, as being a crucial component in any language course, it was necessary to improve the language teaching through implementing methods and approaches that facilitate the writing instruction ,as well as teacher can incorporate items of different approaches in his classrooms practices .In the fact, the major ones that have been greatly adapted in the classrooms are as follows:, the product approach ,the genre approach and the process approach.

4.1 The product approach

One of the traditional ways to approach writing is the product approach, which involves the use of model that is mainly provided by the teacher and analyzed by the learner .Based on this model; they will look for features to be practiced in certain activity (Kilmova, 2014). Therefore, Pramila (2017) states that “there is no room for students to be innovative in their writing because the product is more important than the process of learning to write” (p.142). This provides evidence that since the approach imposes learners to copy the model text, it will discourage their creativity.

According to Thanatkun (2008), the product based approach has prompted the development of second language teaching, throughout the doing of exercises that for the most part spot light on language. Meanwhile, from the emergence of this approach, it has been also named by the controlled to free writing approach. This latter entails learners to start writing from a highly controlled basis; hence, they will find no difficulty or a way to make mistakes in their expected written product. Eventually, after getting familiarity with the context, Learners are supposed to compose freely and manipulate language using their thoughts and

ideas (Nimehchisalem et al., 2014). As it has been claimed by Nunan (1991), before learners are engaged in the process of imitating model texts and paragraphs through which knowledge is transferred, it is very important firstly to expose them to a model sentences to be transcribed

, focusing on grammar exercises that address distinctly the use of vocabulary, cohesive devices, etc.

4.2. The genre approach

According to this approach, writing is seen as a social activity. As the idea has been developed by Vygotsky (as cited in Nurfaidah, 2018), who proposes that language is used to achieve a social purposes where interaction is taking place between individuals of the discourse community, it collaborates in the construction of ideas and texts composition .In the definition of concept of genre approach, then, Swales (1990) defines genre as a communicative vehicle by which the social and linguistic conventions of various text are identified. In addition to the above mentioned, it would be necessary to add Lynch's view in his attempt to define genre as follows:

A genre is a type of text (e.g. recipe, prayer, advertisement), which is recognized as a type by its overall content, structure, and function. The notion of genre is closely connected with that of an audience, and in particular, with the idea that readers (and writers) of a specific genre are members of a community of people sharing interests and expectations about its communicative purpose. (Lynch, 1996, p.148)

Furthermore, the genre approach has a specific interest in the teaching of writing skills; accordingly, teachers in classrooms tend to use sample texts of different genre in their written and oral form, and which they vary in terms of linguistic features and according to their purpose and social function.; in contrast, full range of texts constructed by the same

genre, they imply the same goal, therefore, they commonly share the same language structure Hyland (as cited in Dirgeyasa, 2016).

Within the same field, In a genre approach to writing, learners are integrated to construct a purposeful written or spoken text, the teacher is getting them to understand how the text is operating in real context, for that matter, the patterns are identified after the text is being analyzed by the teacher, whose aim is providing learners with insights of how language is used and texts are composed (Harmer, 2004).

4.3. The process approach

As the term indicates, writing is regarded as a set of processes, where learners stressed more on the writing process to produce a written product rather than the product itself. By this way, learners are taught to do linguistic skills, such as planning, drafting, revising and editing, and apparently, the focus on the linguistic knowledge is somehow minimized (Nunan, 2003). The exact same view is highlighted by O'Brien (as cited in Thanatkum, 2008, p.4) who notes that "is an activity in which teachers encourage learners to see writing not as grammar exercise, but as the discovery of meaning and ideas".

Again, Nunan (1991) agrees that the approach for most notably enhances learning with collaboration. That is to say, the text is improved by reflection and discussion; therefore, getting feedback through peer reviewing as early as the drafting stage, will make learners produce better, as it would be an important aspect in this approach.

The following figure 1 will show the different processes the learner goes through in producing a text:

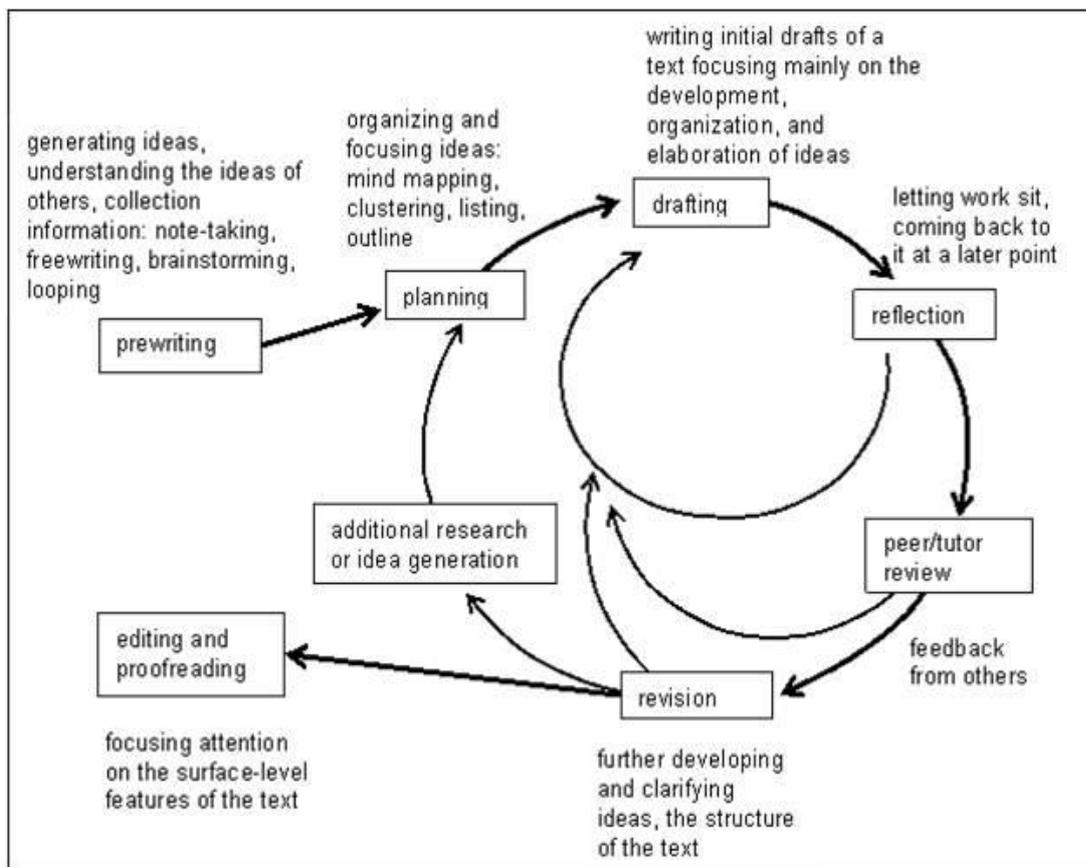


Figure 1. The writing process approach (Coffin et al., 2003, p.34)

From the first time, it seems that writing goes through a circular process, and despite of the fact that the writer divides the act of writing into different steps, yet the process cannot always follow a straight line, for instance, the writer at the moment he revises his draft, he may move backwards to the planning stage to add something missed or fix it, and this is how each step he takes in his writing will feed into other steps (Coffin et al., 2003).

Despite all of that, the approach has been strongly criticized for its defects. Badger & White (2000) insist on one of the main serious problem which is the neglecting of the social context, and where writing is taking place. Although it encourages interaction between the teacher and his learner and both are concerned in the cycle of writing, but this is time and effort consuming.

Indeed, all the mentioned approaches have received a great number of criticisms, such as the genre approach that ignores the linguistic skills, likewise the process approach does not provide the learner with genre knowledge required to produce a text, and thereby a new approach arrived to include multiple elements of the previous traditional approaches, it is the so-called the process genre approach. Handayani, Hamzah and Jufrizal (2013) explains how the approach is a such modern and valid teaching method in teaching writing, initially, it allows learners to see how texts are written in relation to their audience purpose, right after, they will go through key processes including, planning and drafting, and before the final draft is achieved, they move backwards and forwards between the steps as it is illustrated in the following figure:

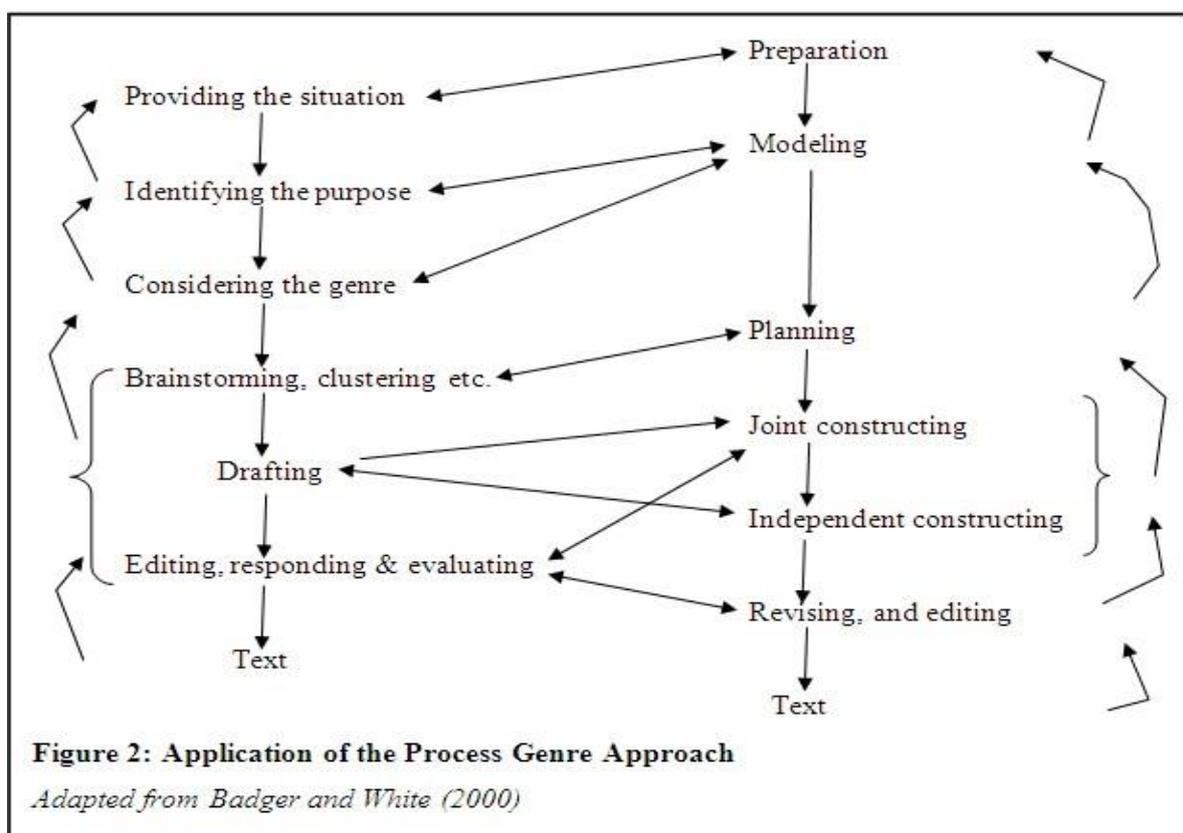


Figure 2.The application of process genre approach (Xhevdet & Rusinovci , 2015)

5. The aspects of writing skill

A challenging task like writing requires the learner to compose a text that needs careful structuring by using language correctly according to the grammatically correctness. It is likely to say that writing is the process of generating and composing ideas into a written communication, then, communicating those ideas with clarity and ease to the reader. In short, the process depends on the writer's ability in writing to meet the reader's expectation, by considering and paying attention to all the aspects of writing such as, organization, clarity, mechanics, etc.

5.1. Organization

One of the requirements of producing a written material is the writer to keep his reader oriented to the central idea of the text. In fact, all writings should have a structure in an organized format, and it is very crucial to understand this structure for the sake of fully comprehending the written text. The organization in writing is concerned with how ideas are presented in orderly manner, and mainly it affects how the reader interprets ideas, especially if the organization does not provide the information he is looking for. Therefore, Starkey (2004) correctly cites:

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 essay work together and how they support your thesis. The direction and purpose you get from organization helps your reader to believe what you are saying, and to willingly follow your lead. (p.2)

Correspondingly, this can be thought of certain steps that precede the act of writing to guarantee the organization of a written text, Starkey (2004) once more introduces some techniques involved in the prewriting stage that can be used effectively in shaping thoughts in

better product. The free writing is probably the key in prewriting techniques which increases the flow of ideas without stopping or editing thoughts. In the same token, brainstorming and listening are similar to free writing where the writer comes up with many ideas as possible by listing them, once the list has been organized, it can be put in a comprehensive outline.

Yet, the writing organization does not stop. Communicating an idea in a clear and intelligible manner requires a range of strategies that facilitate the organization, so that the readers can absorb the intended message, and here is a brief explanation of each as it has been declared by Galko (2002):

- Chronological / sequential order: putting ideas in the order of their occurrence of time.
- Cause and effect: another way to organize ideas in which writer explains how particular causes happened and how may produce particular effects.
- Compare and contrast: it describes ways in which two or more subjects are similar or different.
- Order of degree: ideas are ranked according to their degree of importance.

5.2. Clarity

Having text strong ideas is not enough, they needs to be clear and well concise. Although being clear and straightforward in writing is somehow difficult, writers must think of their audience struggling to understand the message. Kane (2000) sees that writing with clarity is the writer's attempt to choose the exact words that serve the purpose of the text and get the point across the reader. Identically, Murray and Hughes (2008) present an argument to emphasize that "clarity is essential, so you need to make your writing as easy to understand and accessible to your reader as possible" (p.86). Then, Starkey (2004) advocates that writing

for impressing is not the writer's aim, rather he should keep the audience to read through the text effortlessly with successful understanding of the message. Moreover, aiming for clarity and conciseness demands some principles which are stated below:

- Eliminate ambiguity: many words have several different meanings that can affect the clarity of writing. For that reason, one must think of the appropriate selection of words, and the more they are precise, the fewer the number of interpretations for message.
- Use powerful, precise objectives and adverbs: there are a certain adjectives and verbs leads the writer to communicate the message more strongly and confidently, in a way that leaves no room for the reader to guess the meaning of being confused.
- Be concise: Important tip, this. Concise writing must communicate information and clearly convey message in as few words as possible. Therefore, it is advisable to eliminate the unnecessary words, avoid meaningless modifiers and prefer active voice over passive voice. (Starkey,2004,pp.12-13-14)

5.3. Mechanics

Apart from the writing being concise and grammatically correct, the writer should consider the conventions that govern the technical aspects of writing such as, punctuation, spelling, quotations, etc; they all come under the broad heading of mechanics (Harmer, 2004). In the understanding of mechanics, Kane (2000) confirms that the mechanics of writing is the specification of how words should be appeared when used in a document, he added that sentence construction is governed by certain rules including , punctuation which clarifies the sentence structure. What is important also is that writer must be aware of how the spelling rules operate when words change their grammatical form. Brooks and Penn (1970) emphasize on grammar as an integral part of writing, it means knowing the rules of grammar

allow the writer to communicate language to a great variety of readers from different situations, in addition to having knowledge about capitalization and practicing the use of capital letter like at the beginning of each sentence is usually capitalized.

5.4. Cohesion

As a fundamental feature of good writing, cohesion tends to give a written work a unity and purpose. According to Crème and Lea (2008), cohesion refers to the different connective devices that help to stick ideas together, so that easily language flows. Besides to that, using these linguistic devices make a link between paragraphs and establish a grammatical and lexical relationship between all parts of the text .Likewise, Bailey (2011) states that “cohesion means joining a text together with reference words (e. g . He, theirs, the former) and conjunctions (e.g. but, then) so that the whole text is clear and readable”. In other words, achieving the unity and organization of a text can be through the use of linguistic features such as repetition, reference, or other linking words including conjunctions. Harmer (2004) also puts an emphasis on the linguistic devices by classifying them into two main categories:

1. Lexical cohesion: such as, repetition of words, lexical set chains, i.e. a sequence of related words for instance; 1) grandparents, daughter, sons; 2) work, employers, retired.
2. Grammatical cohesion: including pronouns and possessive reference, tense agreement which involves keeping the same tense through the sentence, also the use of linkers for example words of addition (e.g. moreover , furthermore) words of contrast (e.g. however , but , yet)and finally substitution and omission , that are concerned with omitting an item or replacing an item with a substitute. (pp.22-23-24)

5.5. Coherence

A piece of writing is not formed only with structured cohesive chains, but also with a contextual appearance of the sentences. As Murray and Huges (2008) , coherence is one of the good characteristics of a written work , it is concerned with all the parts of a text fitting together where ideas are organized , flow smoothly and logically .It is therefore , despite of the importance of cohesion, it is not sufficiently enough to make a text unified , regardless of how many cohesive devices appear between the sentences , it needs to create a meaningful, logical connection that is not expressed by the words or utterances (Harmer, 2004).

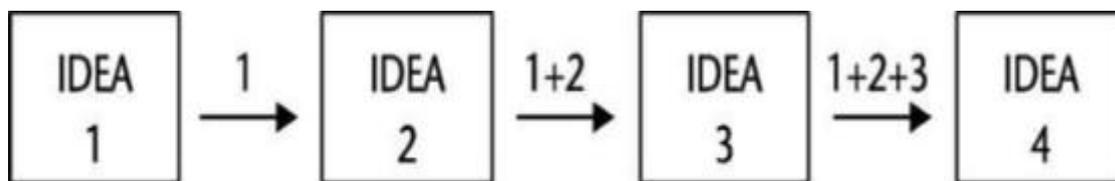


Figure 3. A sequence of ideas (Murray & Huges, 2008, p.46)

Murray and Huges (2008), Crème and Lea (2008) among others, agree that in order to achieve coherence in writing, utterances should hold together. That is to say, the movement from one sentence to another must appear in a logical link without sudden jump, in order to establish meaning for the reader. Correspondingly , coherence , is at the end, a matter of perception, because only the reader can decide whether a text is coherent and if it hangs together in a way that it makes sense not just a jumble of sentences .

Conclusion

From what has been mentioned before in the chapter, we come to conclusion to say that writing is a cognitive activity that engages learners communicating their understanding of core curriculum and learning standard. The chapter explored the nature of writing as a complex process that contains several stages rather than a product of accurate use of vocabulary and grammar. Besides, it highlighted the main significant approaches to teaching writing that would reinforce and make the teaching /learning of the writing skill much easier. As a language skill, it was extremely important to outline the elements of good writing or a variety of variables used to measure quality of writing; therefore, all comes under the belief of increasing the learners' awareness of the writing process and get them to overcome the obstacles they face in writing a product.

Chapter two: Self assessment

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Introduction

In the light of the development in language learning and teaching, teachers always make sure of learners understanding of their progress towards course goals, the application of goals, content selection, assessment and reflection. In other words, teachers would make judgment for the amount of learning took place as a result of teaching and learning, this is regarded as an act of assessment which is considered as an inseparable part of teaching and learning; furthermore, assessment supports learners' learning and improve their achievement and the quality of education.

As it is important to assess learners' progress in learning, it might be a great idea to involve them in the process of assessment; thus, teacher not only transmits knowledge, but also urges learners from being passive recipients of people's knowledge into constructors of their own. With the increased attention on the learner –centered approach, learners are dependents in exploring the very best of abilities through self assessment of their own performance .Apart from this, teacher can introduce learners to the concept of self assessment at different levels of the language skills including writing, it is likely to be become aware of the writing strengths and challenges. As an essential requirement to lifelong learner success and as a new trend in writing instruction, self assessment of writing presents a meaningful way to encourage reflection and improve learners' performance (Oscarson, 1989)

Since it was a little interest in self assessment especially in second language education; therefore, this chapter will define the notion of assessment, then it will provide an overview of self assessment and its types, in addition, it will review the advantages of self assessment: on learner's autonomy, on learner's reflection and meta-cognition, and on learner's motivation, more importantly, the chapter will focus self assessment of writing, its Definition and the main techniques or tools of writing self assessment.

1. Assessment

Assessment is an integrated part in classroom instruction that enables teacher to evaluate how learners are doing. In the same way, teacher can identify learners' strengths and weaknesses according to evidence gathered from the process of assessment .According to Richard and Schmidt (2013), assessment is the act of gathering information systematically about learners' achievement and examining what they know and can do, as well as the authors relate assessment to a set of criteria that are concerned as the basic for judging learners 'performance in an openly and objectively particular tasks. Grammatical range and accuracy, the organization of ideas can all be a good example of writing assessment criteria. Black and William (1998) claim that any form of assessment took place in the teaching and learning setting as a classroom practice ,it demonstrates a contribution to the adjustment of teaching and learning .Along with that, assessment for learning involves supporting the individual's learning and provides information to the teacher for future improvement in learning and teaching (Stefani ,2004).

In the same manner, Ur,P (1991) adds to say that “the most common way of gathering information for assessment is through texts” (p, 245). It implies that learners need to be tested at the beginning or at the end of the course to assess the quality of teaching; however, there are still other instruments for assessment that can be used to collect evidence about learner's competence including oral questionnaires, classroom conversation. Additionally, assessment in a relation to other teaching – learning processes such as evaluation which is viewed as process that focuses on the final production, yet, assessment is the primary measurement tool that tends to document measurable terms for the learner's language proficiency (Sarosdy, Bencze, Poor &Vadnay, 2006)

2. Self assessment

2.2. Definition of self assessment

Where different kinds of assessment are taking place, usually learners play a passive role, by contrast, self assessment is a powerful skill that enables learners to become autonomous, responsible learners. As an alternative in assessment that its main goal is to urge learners develop into reflective ones. Therefore, self assessment is concerned with the learners themselves reporting judgment about their own learning (Moerkeke, Dochy & Suijsmas, 1998). In the same token, Paradero, Brown and Courtney (2014) believe that self assessment is a self regulated learning which can be associated with the formative assessment in terms of regulating the different aspects of motivation and thinking in the learning process and having learners to be self regulated ones. In connecting with definitions, Saputri (2018) insists that learners in self assessment seem to be involved in the teaching and learning process by contributing in the effectiveness of the learning quality and constructing their own knowledge.

Penny Ur (1991) argued with the view of Christine, Dearnley and Medding (2006) who assert that the learner having self assessment skill is advantageous for future professional development and in other life context. Additionally, Harris and McCann (1994, p.5) (as cited in Elgadal, 2017) define self assessment as “useful information about student’s expectations and needs, their problems and worries, how reactions to the materials and methods being used, what they know about the course in general “. the definition highlights the significance of the learners being involved in the learning process , as well as being capable of reflecting their own work which meets the goals have been set for learning. Again, the learners’ contribution in the assessment process targets a set of benefits such as: the learners become more motivated and responsible for their learning in a way that they learn from their previous

mistakes; accordingly, they work towards improving their language performance (Weisi & karimi, 2013).

2.2. Types of self assessment

According to Brown,D (2004), self assessment is classified into five types; therefore, it is significant to make distinction among these types which are enumerated as follows:

2.2.1. Assessment of specific performance

As a first type introduced by Brown, D (2004), assessment of specific performance is concerned with the learners in the process of observing themselves in oral or written production, in particular, they perform a kind of evaluation which is usually conducted during or after the performance is completed. Then, after the student having an oral presentation, they may refer to a checklist that rates performance, or in having a video recorded lecture, journal is regarded as a reliable tool for such self assessment which helps also learners to accomplish their self corrected comprehension quizzes.

2.2.2. Indirect assessment of general competence

On opposed to direct assessment of performance, indirect assessment of general competence targets the whole evaluation of the general ability, it has to do with larger slices of time unlike the self assessment of performance that is apparently defined with specific time and one performance. In the same token, the evaluation of the general ability may imply assessment of competence in a lesson or maybe whole term of the course. In this case, Brown ,D (2004) suggests the use of scored rating sheets or questionnaires through which learners can evaluate themselves, in addition to that, journals can also be more convenient where learners can find themselves in ease of making comments of the completed checklists. Regarding indirect self assessment by using rating scale can be illustrated as these:

I demonstrate active listening in class.	5	4	3	2	1
I volunteer my comments in small-group work.	5	4	3	2	1
When I don't know a word, I guess from context.	5	4	3	2	1
My pronunciation is very clear.	5	4	3	2	1
I make very few mistakes in verb tenses.	5	4	3	2	1
I use logical connectors in my writing.	5	4	3	2	1

Figure 4. Indirect self assessment rating scale (Brown, D, 2004, p.272)

2.2.3. Metacognition assessment for setting goals

It is the type of assessment that focuses on personal goal setting; it has a positive impact in fostering the intrinsic motivation. Besides to that, learners are urged to have a set and accomplished one's own goals rather than viewing past performance or competence. Moreover, the purpose of metacognition assessment for setting goals is engaging learners to think about the extent to which they accomplish a desirable competency level they have been working on in a specific objective of the unit. Newman, Wathen and Lee (as cited in Brown, 2004) illustrate a goal setting self assessment in which students of middle school wrote in an assignment of making goal cards before and after the setting goal in the same week:

1. *My goal for this week is to stop during reading and predict what is going to happen next in the story.*
2. *My goal for this week is to finish writing my Superman story.*

Figure 5. A front of goal card written by middle school student (Newman, wathen & Lee, 1995, as cited in Brown, D, 2004, p.272)

*The first goal help me understand a lot when I'm reading.
I met my goal for this week.*

Figure 6. A back of goal card written by middle school student (Newman, wathen & Lee, 1995, as cited in Brown, D, 2004, p.273)

2.2.4. Socioaffective assessment

Improving motivation, self esteem and anxiety are some affective factors in learning that socioaffective assessment deals with. Such type of assessment entails the learners looking through a psychological view that takes part in the learning aspects, and in which learners involve themselves in a way to find the emotional obstacles and work to get better of these barriers .Additionally , Brown,D (2004) argues that learners can develop any aspect of intelligence that reaches achievement due to the motivational influence .Thus, multiple intelligences are self assessed on a scale of definite agreement (4) to definite disagreement as presented in the following figure:

4	3	2	1	I like memorizing words.
4	3	2	1	I like the teacher to explain grammar to me.
4	3	2	1	I like making charts and diagrams.
4	3	2	1	I like drama and role plays.
4	3	2	1	I like singing songs in English.
4	3	2	1	I like group and pair interaction.
4	3	2	1	I like self-reflection and journal writing.

Figure 7.self assessment of multiple intelligences (Brown, 2002, p.37 as cited in Brown, D, 2004, p.275)

2.2. 5. Student- generated tests

As the name indicates, this type of assessment deals with the involvement of learners in the process of test construction including designing test items. Furthermore ,this technique is not in the line with the traditional view of testing ,rather it is quite productive, motivating and process of fostering learners' independence .Like any tests objectives ,the goal of generated testing is to integrate learners to review the material they have learned according to what Brown ,D, (2004) states :

I have seen a number of instances of teachers successfully facilitating students in the self-construction of tests. The process engenders intrinsic involvement in reviewing objectives and selecting and designing items for the final form of the test. The teacher of course needs to set certain parameters for such a project and be willing to assist learners in designing items. (p.276)

2. 3. The advantages of self assessment

2.3.1. On the learner's autonomy

Self assessment is more than learners correcting their own paper; it is the mean by which they have the capacity and desire to take charge of their own learning. Besides to that, it leads them to think about progress through which they become self regulated learners. Therefore, they accept responsibility to be independent in language use, and make effective ways of learning. That is to say, learning will be more sustainable since learners are not controlled by their instructors whose workload is reduced in this point (Pinner,2016).Again, to self assess, learners take control for judging the quality of their own interpretation performance , and this is very relevant when working with self directed language learning. Moreover, the concept of learner autonomy in a relation to self assessment gained a great deal of attention by different researchers.

Badrinathan (2015) claims that in autonomous classrooms, learners are responsible and self sufficient to take decisions concerning all the aspect of language learning including setting the learning objectives, selecting instruments and methods to be used in self assessment process, so that they are developing their consciousness to have the desire to go on with learning and to proceed towards autonomous practices. Lee (2005) insists that self assessment is a natural element in autonomous learning which basically concerns the learners wanting and being capable to assume responsibility for their learning development and make learning truly efficient .In addition, they are motivated to develop their sense of making decisions to establish an autonomous learning environment

According to Sierra and Frodden (2017), learners are encouraged to reflect on the learning process as self assessors whose aim is being more active participation by their efforts and beliefs in negotiating and involving in language and knowledge acquisition .fundamentally ,when the idea of self assessment was brought into language teaching and learning, it has been regarded as an initial tool for promoting learner autonomy and making the autonomous learning the more productive approaches in learning (Gholami,2016).

2. 3.2. On learners' reflection and metacognition

The learners' ability to evaluate and revise their texts is an important feature of experienced learners who reflect their own thinking in a way that they develop their metacognitive skills. Indeed, learners self assessment plays a significant role in their perception of metacognition and reflection ,these latter ones are concerned with the critical examination of the learners' thinking , and as self assessors they make critical judgment for an effective thinking to enhance their subject matter ,as it is emphasized by Ambrose and al (as cited in Siegesmund,2017) “because the process of self assessment increases metacognition , students also become more proficient at evaluating their progress towards completing a task, a key facet of self regulated learning”(p.2).

McMillan and Hean (2008) agree that self assessment is an effective mean for developing learners' metacognition since it is made by giving a judgment about object level or performance, and then to think deeply about the learning in which the learners engage intelligently in the process of monitoring and self reflect their own development .Weisi and Karimi (2013) in their study, they point out on how much is significant for learners who make a good use of their metacognitive skills so that they understand their abilities in performing better from those who are unconscious about theirs .

2. 3.3. On learners' motivation

Before implementing the self assessment approach in language teaching and learning, such tool was needed to be introduced to empower the learners and evolve their capacities to be assessors of learning and urge them to have the stimulus to reach the learning goals, and to be highly motivated in the process of acquiring and developing knowledge. The learners being motivated is one of the advantages that self assessment can offer ,and which is defined as the individual's intention to do something based on a set of goals and attitudes (Ryan and Deci , 2009, as cited in Dvronick Clift, 2015). When self assessment was integrated as an instructional strategy to encourage learners self monitoring their learning, it enhances their achievement and motivation to assess themselves in different phases and set their appropriate goals .More importantly, having the goals to be achieved, will also foster their motivation towards their performance (Ifadah & Aimah, 2016).

According to Pinner (2016), motivation is a fundamental feature that language learners should have, and which mainly acquired and maintained through self assessment practice, as well as, it is the process that involves learners to believe that they can accomplish the task , therefore , this implies the ongoing impact between the learning environment and the learner factors. Accordingly, the perception is more exemplified when McMillan and Hean (2008) comment that "self assessment fosters students 'ability to make these connections

themselves; provides a mechanism to enhance learning in a meaningful, rather than rote, manner, and result in greater student motivation and confidence” (pp.42-43).

3. Self assessment in writing

3.1. Definition of assessment in writing

As a valuable mean that helps learners to transmit knowledge, writing is the tool that guarantees the learners’ understanding of the concepts and principles under study. In teaching classrooms, instructors highlight the need to provide a reliable and valid judgment about learners’ writing production (Drid, 2018). In the same way, Ketabi (2015) claims that “ in assessing writing , like assessing other skills, first the objectives should be identified and then the task should be designed based on the objectives”(p,2). Accordingly, Brown,D, (2004) brings into line four writing types which have been classified based on some general objectives and they are as follows:

Imitative: An example of imitative writing task can be in form of words, short sentences.

Intensive (controlled): The type of intensive writing focuses more on the form rather than meaning and context, and it puts emphasis on writing words and sentence with correct grammatical features.

Responsive: In responsive writing, there is much concern about the discourse level, meaning and context .It includes the interpretation of charts, summaries, paragraph construction and brief responses to reading.

Extensive: this type requires the learners to focus on achieving a purpose, and they should demonstrate varieties of syntactic and lexical forms to develop logical, organized and supportive ideas.

According to Narvaez, Salas, Rodriguez, Basqutes and Escobar (2019), before any written task take place ,there are a set of essential elements of the assessment process according to

which the quality of work may be judged .Therefore ,having an effective assessment on process requires the integration of these standards which will be assessed ,and more insights should be provided about them regarding to how they help learners to understand their perform ,as well as they encourage them to adapt an appropriate approach to their writing. In addition, Bloxham (2013) confirms that learners are more likely to pay attention to these standards by which learners can judge their progress towards the required learning goals that have been communicated by the teacher .Thus, a brief description of these aspects is presented as follows:

Content: is the key to writing assessment that describes the measure that the learners use to determine whether a piece of writing is acceptable .That is , it refers to the development and logical consistency between meaning of ideas .Moreover, assessing content through writing comprises other elements of writing such as grammar, coherence, vocabulary, etc.(Bae, Bentler & Lee,2016). A good content should express well consistent and elaborated ideas to be assessed accordingly, and also they should meet the requirement of the written task.

Creativity: it refers to the learners' ability to produce an original and well expressive written production. Humphrey, Walton and Davidson (2014) comment that “defined as uniqueness, idea production, language use and originality” (p, 112). In fact ,a written work is still an expression of creative thinking that most of the time makes audience eager to read and tend to meet their expectations ,consequently the connection is made between the learners and their written task for they freely able to express ideas as they need and want.

Mechanics: when teaching writing, more focus is given on mechanics rather than creativity and content .Mechanics refers to all the technical aspects of writing that

increase the expressiveness of a piece of work and they are: spelling, punctuation, word choice ,etc.

Neatness: It is an essential component of writing that is much more considered as the learner's handwriting skills; many learners find themselves in a situation where their handwriting is totally illegible, therefore, they must learn the basic skills of writing neatly (Narvaez et al., 2019).

3.2. Definition of self assessment in writing

The concept of self assessment in writing is largely included in the process of selecting, reading and feedback (Sadek, 2018), of all the processes in self assessment, a crucial one, is self reported assessment of writing. The issue is seen as an autonomous activity that has become increasingly significant in recent years. Narvaez et al., (2019) believe that in student centered approach to assessment, learners are judging their written production by criteria which have been previously established based on language features that learners should master, so they can learn to reliably judge the quality of their work .In addition to this, the process is not limited to develop the accuracy of learners self grading, rather it helps them to identify weaknesses in their writing and suggest possible remedies for them (Andrade et al.,2010 as cited in Lin-Siegler,shaerifield and Elder,2015). Lasonen (1995) argues that having learners self assess their own production is one of the primary objective of teaching English writing in which learners can treat their work in critical manner. Brown (2005) insists that such critical component in self regulated learning has a great impact on learners' ability to develop effective writing strategies.

In the area of independent learning, El Koumy (2013) considers that self assessment in writing as the trigger to reinforce the learners' thinking skills, and through which they realize the quality of their work as more important than its quantity. Nielsen (2012) indicates that self assessment in writing demonstrates some teaching methods that involve learners to think,

about and keep track of their writing progress. For that matter they come up with an accomplished written production that goes through different revising skills. Generally speaking, the act of self assessment has proven to provide exercises one can do to foster the independent language learning, and using its methods in writing has drawn the learners' attention to the important aspects of a given written task including the varied terminology they are exposed to and which likely helps to foster their writing achievement (Fahimi & Rahimi, 2015).

Nielson (2012) assumes that by developing the learners' capacity to assess their own writing, they are supposedly put in the condition where they can be autonomous and more independent in acquiring and maintaining their writing skills. Furthermore, Lam (2010) states that "a practice as significant and essential as self assessment may have its usefulness in the revising process, be it strengthening students' writing standards or raising their linguistic awareness" (p, 19). This would imply self assessment of writing as being a tool for empowering the learners' writing skills.

3.3. Techniques and tools of self assessment in writing

In the scope of self directed learning, there is a considerable interest in self assessment of writing, for it is recognized as an effective way for improving learners' writing and overcoming passivity. A noted scholar in the field of assessment has presented the most commonly supportive techniques of self assessment and how can successfully be used in language classrooms:

3.3.1. Student progress card

As identified by Oskarson (1989), it is a tool of self assessment that is incorporated in self evaluation and language testing; it defines a set of short term goals that are carefully classified into graded blocks at diverse levels of difficulty. Whenever the learner makes sure he is able to accomplish a defined task, he or she ticks this off in the learner column, as well

as the instructor is integrated to be a part of this process, in which he can tick the teacher column once he feels satisfied that the task has been well performed by the learners whose abilities will be improved based on structured sequence of objectives. So besides to the progress card serves continuous assessment purposes throughout the course, it urges both learner and his tutor to take a mutual responsibility of the assessment.

3.3.2. Learners diaries and dialogue journals

According to Oskarson (1989), these self assessment instruments are regarded as a mean of systematizing self assessment procedures. That is to say, such record keeping tools, learners are supposed to write about the mastery of content, the way they perform with reference to write about the difficulties they face and most importantly what they intent as plans to use their skill for future experience, and teacher can take advantage of that when it is concerned with monitoring the learners' progress.

3.3.3. Rating scales , checklists and questionnaires

The utilization of rating scales, checklists and questionnaires is useful practice within self assessment which provides learners with structured way of evaluating and determining the level of their own piece of writing. Usually the self assessment sheet in these cases outlines a set of criteria learners have to meet when assessing their written work such as, the learners' level of competency and what teacher intents to address in the lesson (Harris, 1997), plus to the agreed instructions and criteria should target different areas for instance, the content, organization, vocabulary and grammar (Diab, 2008).

Concerning the development of self assessment checklist, there have been different views, for instance in checklist developed by Paulus (1999) contends that learner should assess their writing based on the way ideas are developed, word choice, introduction and conclusion. Whereas, Flower et al., (1986) assert on being the learners persuaded to revise more than explain their writing. , likewise Demiral and Enginarlar (2007), they develop self assessment

checklist that encourages learners to read their work after discussing their ideas in attempt to provide possible ways for revising their essays. Nevertheless, Nimehchisalem et al., (2014) have criticized these types of checklists by being concerned only with the writing phase, whereas they should cover all stages of writing including, generating ideas, planning and revising the written work. The following figures are two examples of two forms of assessment that focuses on the introduction, body and conclusion in addition to the content and organization:

<p>Introduction:</p> <ul style="list-style-type: none"> • Includes relevant background highlighting the effects of the problem _____ • Provides a clear-one sentence claim introducing the problem _____ <p>Body:</p> <ul style="list-style-type: none"> • Discusses the causes of the problem _____ • Provides relevant supporting details _____ <p>Conclusion:</p> <ul style="list-style-type: none"> • Restates the claim (the problem) _____ • Sums up the main argument (solution) _____ <p>_____</p> <p>_____</p> <p>What are the specific areas that need to be improved?</p>

Figure 8. Excerpts from editing form (Diab 2008, p.156)

<p>Content (2points)</p> <ul style="list-style-type: none"> • Paragraph 1 introduces the topic and includes relevant background information. • Paragraph 4 includes the third main reason for the writer’s argument _____ and • The conclusion sums up the argument _____ and offers closure. _____ <p>Organization (2points)</p> <ul style="list-style-type: none"> • Each paragraph starts with a topic sentence. _____ • Paragraphs are well- connected using transitional signals. _____ <p>Credibility (2points)</p> <ul style="list-style-type: none"> • The essay has logical fallacies. _____
--

Figure 9. Excerpts from editing form (Diab 2008, pp.158-159)

Other scholars attempted to develop a rating checklist, so they added marks in the assessment sheet of writing as it is illustrated in the following figure:

The opening is written in logical sequence						
b. Yes 2		b. To some extent 1			c. No 0	
Language						
Language component	No mistakes 2 marks	From 1-3 mistakes 1.5 marks	From 4-6 mistakes 1 mark	More than 7 mistakes 0.5 mark	correction	Score
						2

Figure 10. Excerpts from self-assessment form by Aly (2005, pp.122- 124)

3.3.4. Portfolio

Portfolio is considered as a useful guide sheet that helps self-revising one's work. Kathapalia and Heath (2008) define portfolio as a collection of written works that have been produced over a period of time. Portfolio assessment, moreover, is the mean by which learners reflect on and think about what has been achieved throughout the writing process of their individual written work (Weigle, 2002). Lam (2010) quote that "the adoption of portfolio approach in EFL writing classrooms may empower students' active participation in self-evaluating their own work within the writing process" (p, 18). More than that, portfolio not only provides reflection to learner on assessing their writing, but also it provides learners with better understanding of the strategies they have employed in their piece of work, so that they also work to improve their weaknesses. In fact, language teachers attempt to integrate self-assessment along with an overall instruction and predetermined criteria to help learners reflect on what they have written with an already compiled draft, feedback and comments by teachers and peers, and this for mostly aids them to reconstruct their individual writing process (Khodadady & Khodabakhshzade, 2012).

3.3.5. Rubrics

Rubrics are self assessment devices that allow language learners the opportunity to demonstrate their abilities of assessing their work. Alonso-Tapia, Panadero, Juan Antonio and Huertas (2012) explain the term based into three characteristics: a list of predetermined criteria, scale of grading the level of performance and the description of the qualitative level. Once the learner wants to assess their essays, he\she compare it according to the criteria included in the rubrics, thereafter, he or she can give grade accordingly. Despite of the fact that rubrics focus on the final product of the activity, it is advisable to be provided to learners before starting the task for establishing convenient goals (Andrade & Vahcheva, 2009). The following figure depicts a rubric for a persuasive essay rubric given by teacher in which he listed checklist elements and how they look like in a written work that was either advanced (level4), proficient (level3), approaching (level2), or beginning (level1):

Persuasive Essay Rubric				
Name: _____		Essay topic: _____		
	4 - Advanced	3 - Proficient	2 - Approaching	1 - Beginning
Focus/topic/ opening	Strongly and clearly states a personal opinion. Introduces the main points of the opinion/argument.	Clearly names the personal opinion. Makes some reference to the main points of the opinion/argument.	Personal opinion is not clearly stated. Makes little or no reference to the main points of the opinion/argument.	Personal opinion is not easily understood. Makes no reference to the main points of the opinion/argument.
Support for position	Includes three or more reasons for the opinion and each reason is supported by evidence (facts, statistics, examples). The writer addresses potential reader concerns, biases, or arguments and has provided at least one counter-argument.	Includes three or more reasons for the opinion and each reason is supported by evidence (facts, statistics, examples).	Includes two reasons for the opinion and provides minimal evidence for each reason (facts, statistics, examples).	Includes one reason for the opinion but provides little evidence to support the reason.
Transitions	Uses a variety of transitions that clearly show how ideas are connected.	Transitions show how ideas are connected. Uses some variety in transitions.	Some transitions are used; connections between ideas are not clear.	Transitions are unclear or not present.
Closing paragraph	The conclusion leaves the reader clearly understanding the writer's opinion. Author clearly summarizes opinion/argument.	The conclusion leaves the reader understanding the writer's opinion. Author summarizes opinion/argument.	Author is not clear in summarizing opinion/argument.	There is no conclusion.
Grammar and spelling	Contains few if any errors.	Contains few errors and errors do not interfere with meaning.	Contains many errors and errors interfere with meaning.	Contains many errors that interfere with meaning and make essay illegible.

Figure 11 .Persuasive essay rubric (Sackstein, 2015, p.161)

3.4. The effect of self assessment on writing skill

It is significant to note that the main reason for the implementation of self assessment in writing classrooms is to develop learners' ability to assess their own written production and examine it critically .Under the umbrella term of self assessment falls a great number of advantages and positive effect on learners' writing. For instance, Moul and Pain (1995) look at how self assessment can have outcomes on the improvement of learners' writing skill and to which extent they can be engaged in the different stages of assessment which are thinking, reflecting and responding, and accordingly learners reflect upon the strengths and weaknesses diagnosed in their writing

In the same way, Ferry (2020) confirms that “self assessment in writing encourages the type of reflection needed to gain increased control as writer” (p, 4269). Furthermore, involving learners in self assessment leads them to think about their purpose in writing as well as to have a future vision of the problems in writing, and as an attempt they respond to solve them. Each time learners are asked to think how to revise their own production, self assessment will always tend to support instruction in revision (Schendel & O'Neil, 1999).

Conclusion

Throughout this chapter, we have introduced self assessment by providing distinctive definitions given by different scholars. In addition, we have presented its five types, advantages on language learners. In this chapter, we also have talked about self assessment in writing, its definition along with its techniques and tools that can be implemented in writing classrooms, as a conclusion we have discussed about how self assessment can affect the learners' writing skill.

Chapter three:

Field work

Chapter Three: Field Work

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Introduction

This chapter is devoted for the interpretation of data collection. It presents a clear description of the research methods, participants, instruments and procedures. Furthermore, it deals with the analysis of data gathered by students' questionnaire and teachers' interview. The interpretation of the collected data and the obtained results enabled us to reveal the students' understanding of carrying out self assessment and its significance in improving their writing proficiency. The participation of teachers is very crucial in this study for they are cognizant of the students writing abilities. At last, the chapter will suggest some suggestions for further researches.

1. Students' Questionnaire

1.1. Aim of the Questionnaire

This questionnaire is designed to gather information about how far the English language students are familiar with self assessment and how it is used in their classrooms. In addition, it investigates the importance of this process in improving learners' writing proficiency.

1.2. Sample Choice

For the questionnaire, we have chosen randomly a sample of 60 students out of those who registered in master one at the English department of Biskra University.

1.3. Administration of the Questionnaire

The questionnaire was designed for master one students of English department at Mohammed Kheidher University of Biskra. Due to certain circumstances beyond our control, the questionnaire was distributed on line to Master one students, but only forty seven students answered back.

1.4. Description of the Questionnaire

The students' questionnaire consists of seventeen (17) questions that are divided into three sections as follows:

Section one: The first two questions (Q1-Q2) include general information about the students' age, as well as it seeks to get an idea whether students are interested in "written expression" course or not.

Section two: The second section is concerned with the students' perception about the writing process (Q3 to Q11). It aims at discovering how students deal with writing taking into consideration the different steps involved in the writing process, in addition to their preferences concerning the writing aspects.

Section three: This section aims at investigating the students' opinion about self assessment of writing (Q12 to Q17). It is about exploring how often they assess their writing and if they are familiar with any of the self assessment techniques, and to what extent it can improve their writing proficiency.

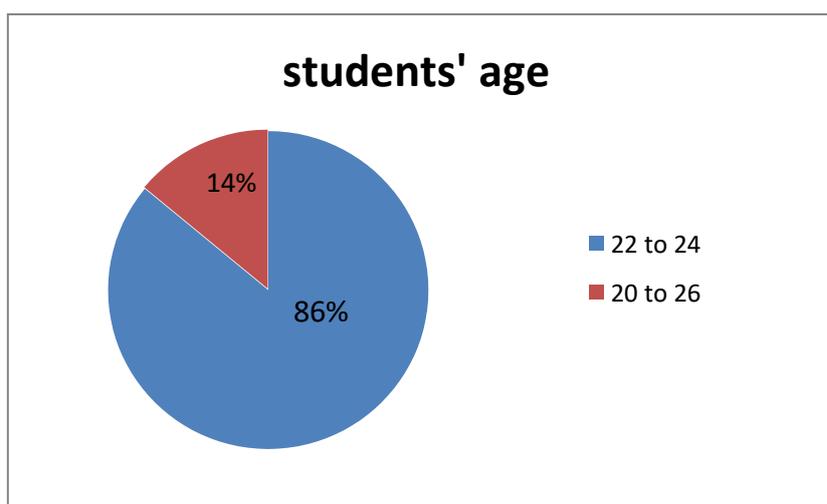
1.5. Interpretation of the Results and

findings Section one: Background

information Question one: How old are you?

Options	Numbers	Percentages
22 to 24	37	86%
20 to 26	6	14%
Total	43	100%

Table 01: Students' Age



Graph 01: Students 'Age

As shown in the table, the majority of the research participants were young students (86%) aged between 22 to 24 years old.

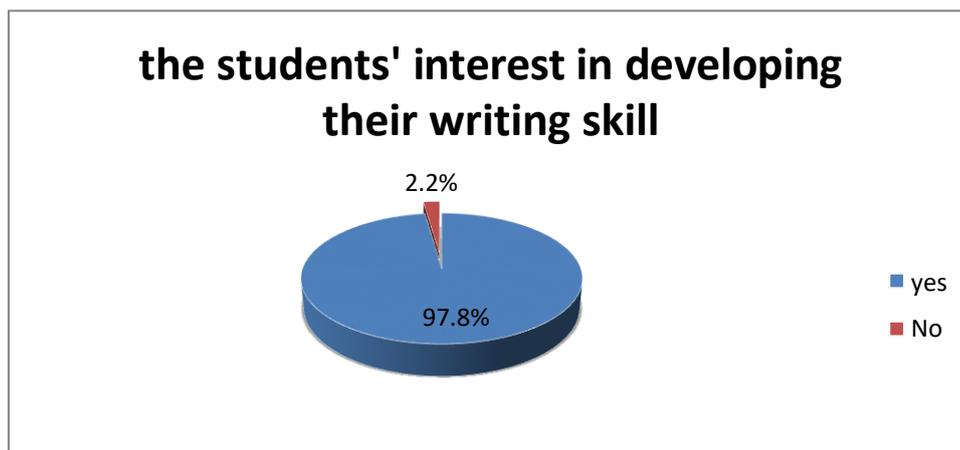
Question two:

How do you find the course of written expression?

- a. Very interesting b. interesting c. not really interesting

Options	Numbers	Percentages
very interesting	13	27,7%
Interesting	25	53,2%
not really interesting	9	19,1%
Total	47	100%

Table 02: Students' opinion about the "written expression" course



Graph 03: Students' interest in developing their writing skill

The table above shows that almost all students answered positively the question, 97.8% of students are interested in developing their English writing skill. However, only one student stated that he/she has no interest to develop his/her writing skill. Therefore, we can assume that the great majority of students are aware and motivated to develop their writing skill for its significance in language learning.

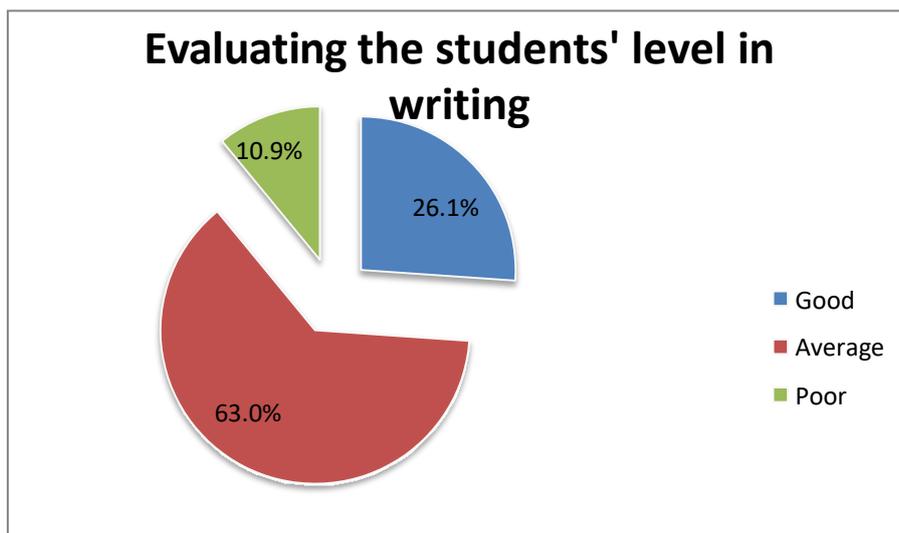
Question four:

How do you evaluate your level in writing?

- a. Good b. Average c. Poor

Options	Numbers	Percentages
Good	12	26,1%
Average	29	63%
Poor	5	10,6%
Total	46	100%

Table 04: Evaluating the students' level in writing



Graph 04: Evaluating the students' level in writing

By this question, we invited students to evaluate their level in writing. The results show that 26.1% of students have a good level in writing .whereas, 63% of them think that their writing is average, we have also 5 respondents who consider their level as being poor.

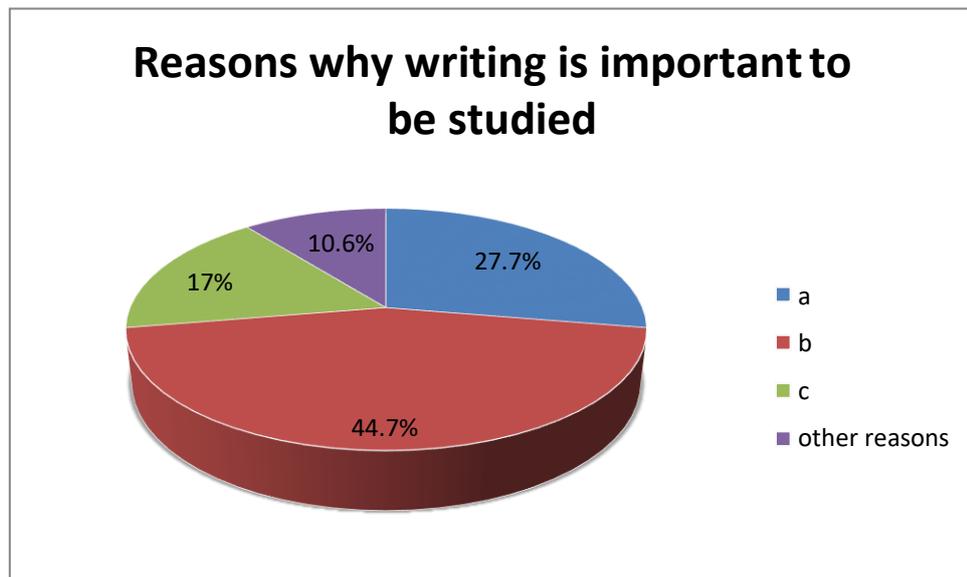
Question five:

Writing is important to you because:

- a. You have to pass an examination in English
- b. You need to write in English for future career
- c. You want to write letter in English to your friends
- d. Others.....

Options	Number	Percentages
a	13	27,7%
b	21	44,7%
c	8	17%
d. others	5	10,6%
total	47	100,0%

Table 05: The importance of studying writing



Graph 05: The importance of studying writing

The graph demonstrate the students 'choices in studying writing which they differ from each other for instance, the results reveals that 27.7% of the students attempt to improve their writing skills only to succeed in their examination and to get a good mark, but according to 44.7% of them, writing skill is significantly needed for their future careers. As another option, 17% of the respondents see that writing is an essential tool for communication by which they write letters in English to friends. Over and above that, 5 students tend to come up with other reasons of studying writing which are:

- They see that by developing their writing, they will be able to write essays, articles and books as a hobby.

- They said that language knowledge and acquisition requires a skillful writer.
- For other students, having them to write the information they receive into their own words will help them to assimilate and consolidate knowledge.
- They attempt to learn writing in English in order to write reviews and blogs in social networking sites.
- They want to write in English because it is the most widely used language in today's scientific researches.

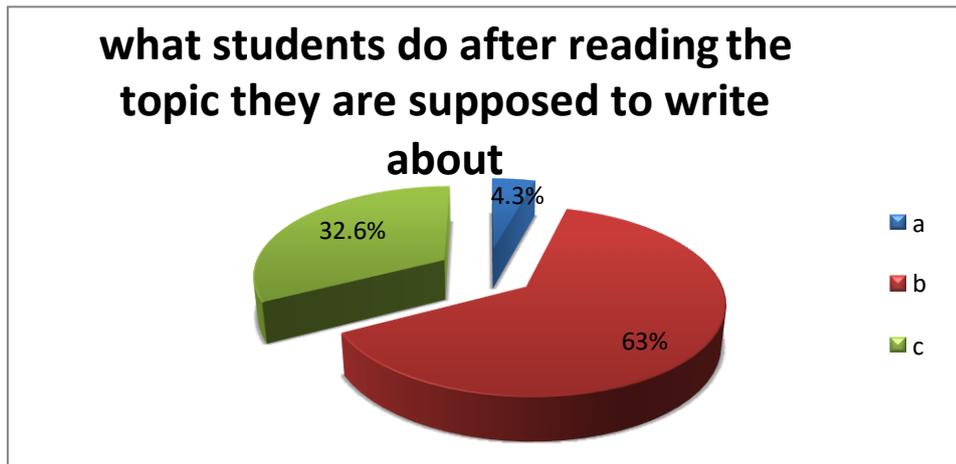
Question six:

After reading the topic you are supposed to write about, what do you do?

- a. Start immediately to write.
- b. Take a moment to think about which ideas to include.
- c. Write down your ideas into sentences or phrases.

Options	Numbers	Percentages
a	2	4,3%
b	29	63%
c	15	32,6%
total	46	100%

**Table 06: What students do after reading the topic they are
Supposed to write about**



Graph 06: What students do after reading the topic they are supposed to write about

According to the above mentioned table, we deduce that the majority of students (63%) would take their time about what to include as ideas, i.e. they get prepared by engaging and focusing their thoughts on the topic in attempt to come up with as much as possible list of ideas. 32.6% have chosen to write down any potential ideas and more closer to the heart of what they think about the topic they are writing about; moreover, they list everything seems to be available about the topic in form of sentences or phrases, whereas the results point out two students who prefer to start drafting immediately without incorporating any prewriting technique that helps them to organize and expand their writing.

Question seven:

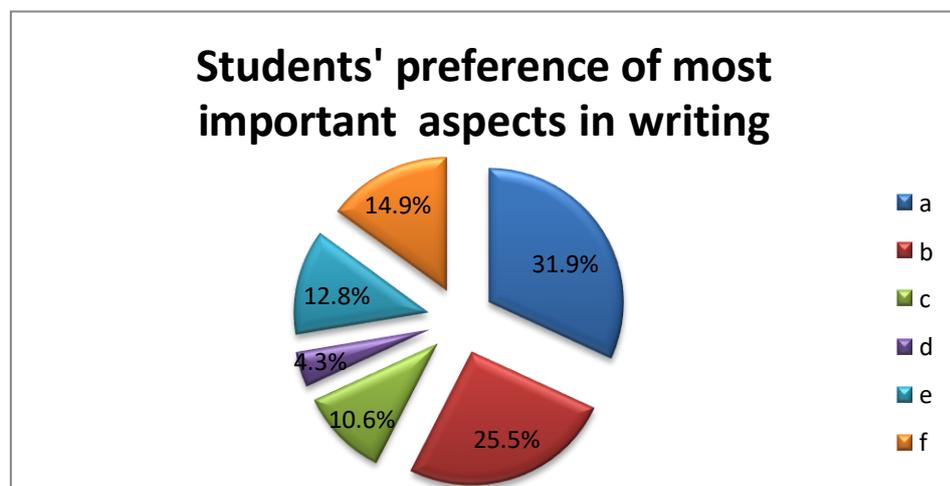
In writing, what are the most important aspects according to you?

(You can choose more than one answer)

- | | | |
|------------|-----------------|--------------|
| a. Content | b. Organization | c. mechanics |
| c. clarity | e. cohesion | f. coherence |

Options	Numbers	Percentages
a	15	31,9%
b	12	25,5%
c	5	10,6%
d	2	4,3%
e	6	12,8%
f	7	14,9%
<i>total</i>	47	100%

Table 07: Students' preference of most important aspects in writing



Graph 07: Students' preference of most important aspects in writing

From the given answers we found that a great number of students (31.9%) went for “content” as the most considerable aspect in writing. 25.5% of students, however, considered writing organization as the crucial component to be taken into account when they write. From the results we also have 14.9% of students who insisted on the “coherence”, we deduce that this category are aware that writing is a difficult task which requires them to achieve logical link between sentences and paragraphs of the text. 10.6% of students said mechanics, and 4.3% chose clarity, also the answers reveals that 12.8% of participants viewed cohesion as the essential quality in writing seeing that it creates meaning within the text.

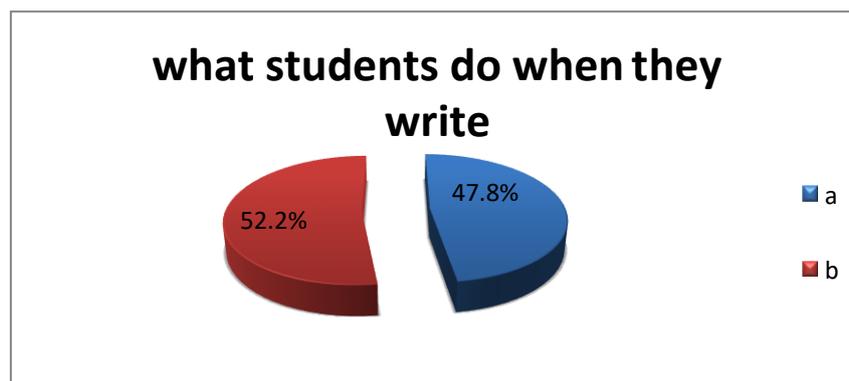
Question eight:

When you write, do you:

- a. Try to make everything perfect from the beginning
- b. Write with non-stop and then you revise and improve your writing

Options	Number	percentages
a	22	47,8%
b	24	52,2%
total	46	100%

Table 08: What students do when they write



Graph 08: What students do when they write

By asking this question we seek to know what students do after they put their ideas into complete thought by starting to create sentences and paragraphs. Therefore, we discovered that most of them (52.2%) see that it is preferable for them to write down everything and then take a look at the work they have created by identifying the weaknesses and see if there are parts that can be eliminated or improved, while the rest of the participants (47.8%) perceive writing as a process that includes several steps, they viewed that it is important to make sure they have produced a complete piece of writing, so they ensure to move back and forth between the steps and make everything perfect from the beginning.

Question nine:

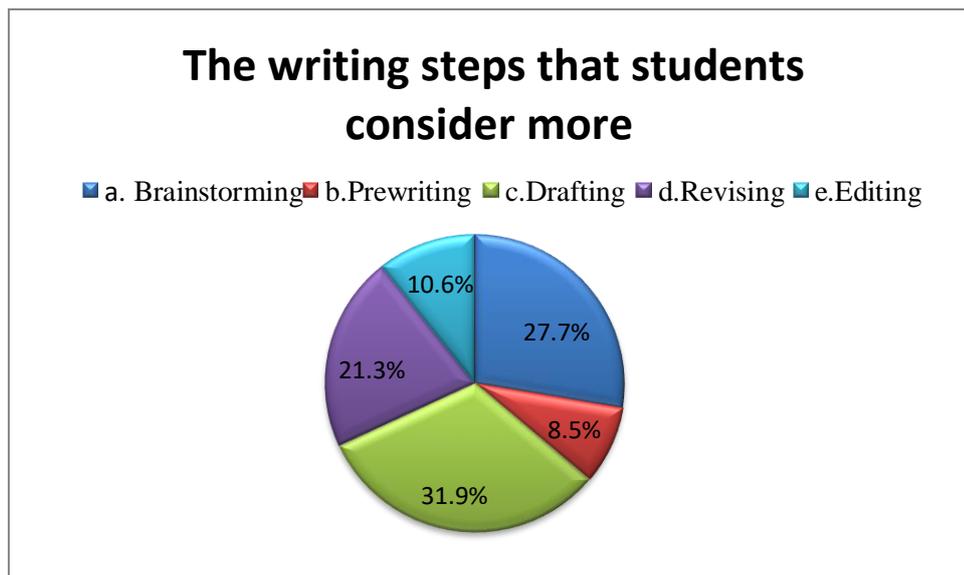
During your writing process, which one of these writing steps you consider more?

(You can choose more than one answer)

- a. Brainstorming b. Prewriting c. Drafting
d. Revising e. Editing

Options	Numbers	Percentages
a. Brainstorming	13	27,7%
b.Prewriting	4	8,5%
c.Drafting	15	31,9%
d.Revising	10	21,3%
e.Editing	5	10,6%
Total	47	100%

Table 09: The writing steps that students consider more



Graph 09: The writing steps that students consider more

From the results shown in the table and the graphic representation, drafting is the most considerable writing step to students by percentage of 31.9% followed by brainstorming with 27.7% as most actual act of writing done by students. In addition to that, the results show that the revising and editing step got 21.3% and 10.6%, while the last percentage (8.5%) went for the prewriting stage. Consequently, we assume that the last stated stages are somehow

neglected by students, whereas they all should be taken into consideration since they all contribute in improving the students 'work.

Question ten:

Do you think that the mentioned writing steps (brainstorming, prewriting, drafting, revising and editing) will help you produce better composition?

- a. A lot b. A little c. Not at all

Options	Numbers	Percentages
a. A lot	36	78,3%
b.A little	10	21,7%
c. Not at all	0	0%
Total	46	100%

Table 10: Students' view about following the steps for better composition

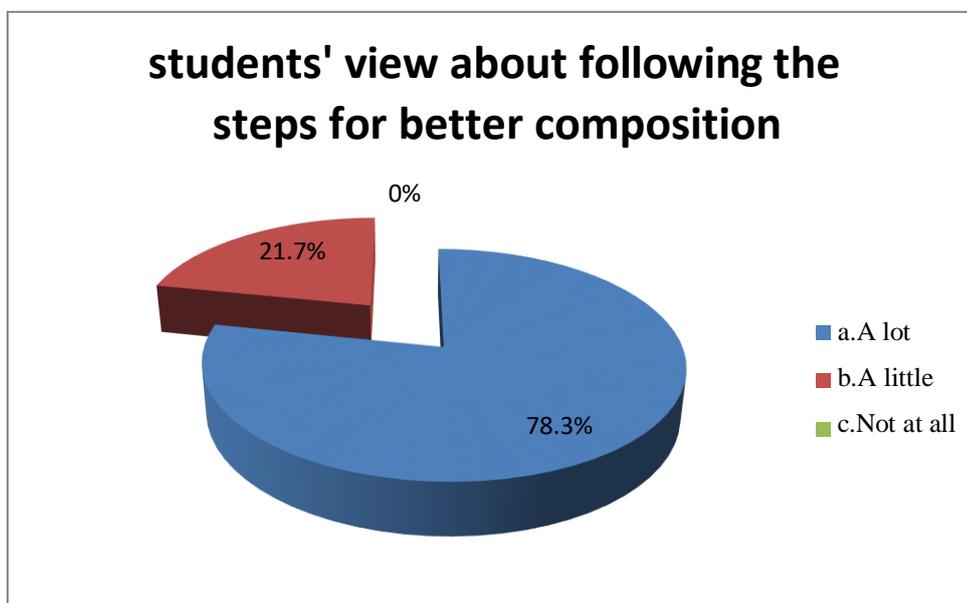


Table 10: Students' v

Graph 10: Students' view about following the steps for better composition

From the results of this question we noticed that the majority of the informants (78.3%) selected the option (a) which means that they are quite mindful of how much it is significant to work through each of the steps for producing better finished composition.

21.7% of students chose to say “A little”, besides to that, there was a zero percentage for option (c). Therefore, the results indicated that the majority of students give importance to these steps and seem to be needful about using them during their writing and this will be proved through the following question.

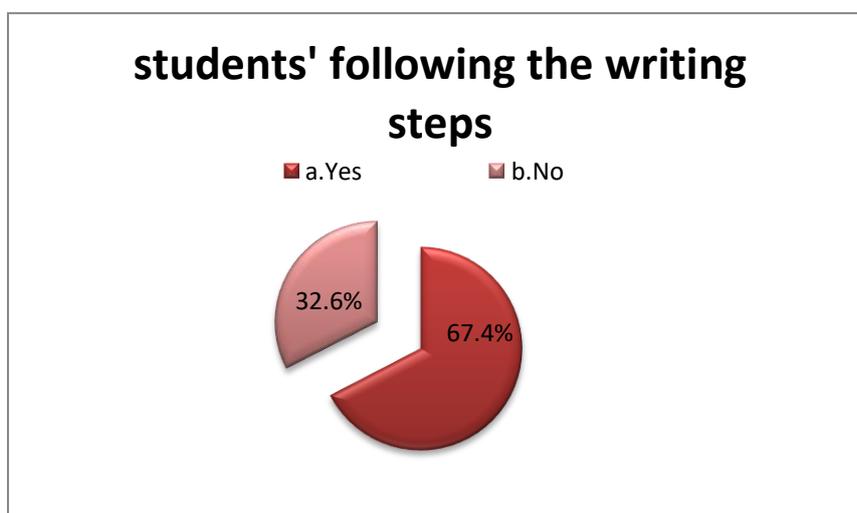
Question eleven:

When writing composition, do you go through all the steps?

- a. Yes
- b. No

Options	Numbers	Percentages
a.Yes	31	67,4%
b.No	15	32,6%
Total	46	100%

Table 11: Students’ following the steps



Graph 11: Students’ following the steps

Despite the fact that this question is related to the previous one, the results to some degree are surprising. Based on the previous question we assumed that a great number of students are aware of the effectiveness of the writing steps, however, in this question we noticed that the percentages of students proceeding these steps decreased to 67.4%, and Students who claimed not following them are around 32.6%. In this case, we see that

Students should perceive an adequate instruction about the writing process, step by step tackling all the writing stages. Along with that, teachers also should increase students' awareness through intensive practice and urge them to go through all these stages by evaluating each step severally.

Section three: Students' attitude about self assessment

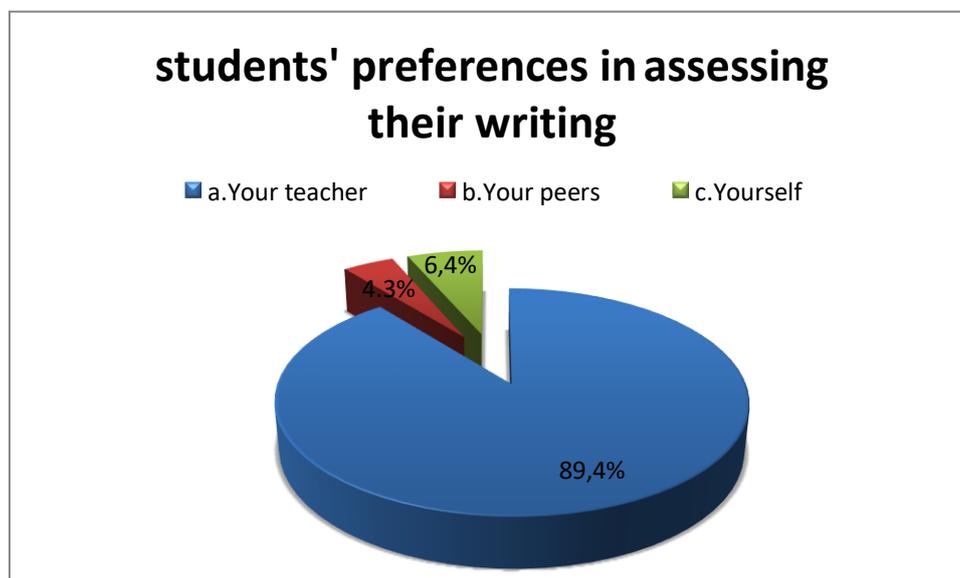
Question twelve:

Who do you prefer to assess your written composition?

- a. Your teacher b. Your peers c. Yourself

Options	Numbers	Percentgaes
a.Your teacher	42	89,4%
b.Your peers	2	4,3%
c.Yourself	3	6,4%
Total	47	100%

Table 12: Students' preferences in assessing their written composition



Graph 12: Students' preferences in assessing their written composition

It seems from the above graph that the majority of the surveyed students (89.4%) like their written composition to be assessed by their teacher, however, 4.3% of them chose peer assessment, it means they like to criticize and review each others' work, while only three of

the respondents prefer to assess their written work by themselves. Moreover, we presume that a considerable amount of students are overly dependent on their teacher, this may be due to the fact that they underestimate their strengths and abilities as compared to teacher assessment. Hence, teaching students how accurately self assess their writing is needed to encourage them assume more responsibility for their own learning.

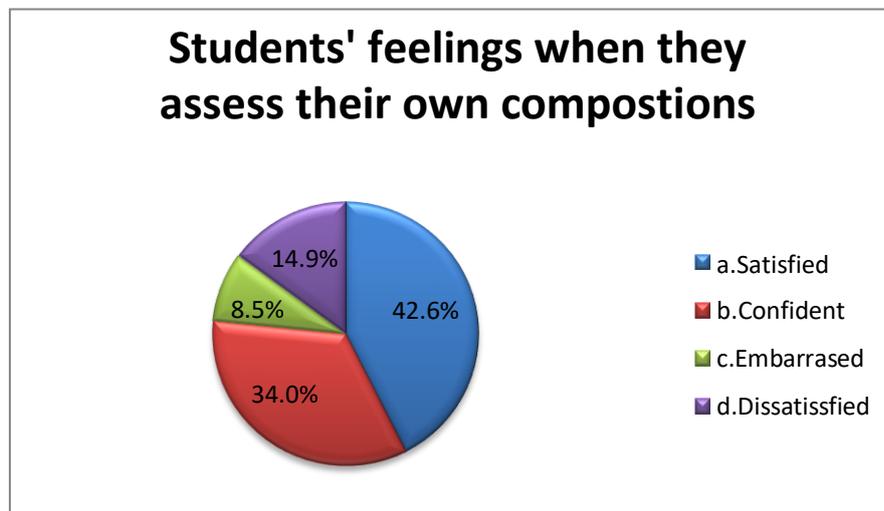
Question thirteen:

When you assess your composition, do you feel:

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

Options	Numbers	Percentages
a. Satisfied	20	42,6%
b. Confident	16	34,0%
c. Embarrassed	4	8,5%
d. Dissatisfied	7	14,9%
Total	47	100%

Table 13: Students’ feeling about assessing their written composition



Graph 13: Students’ feeling about assessing their written composition

The questions seeks to investigate the students reactions when they assess their own composition in order to see if self assessment has a positive effect on students' self regard and self confidence. As it has been stated in the table, we have 42.6% of students who feel satisfied when they assess their writing, and 34% went for those who feel confident, with regard to those who feel dissatisfied when assessing themselves recorded a low percentage (14.9%), while 8.5 % was selected by those who feel embarrassed.

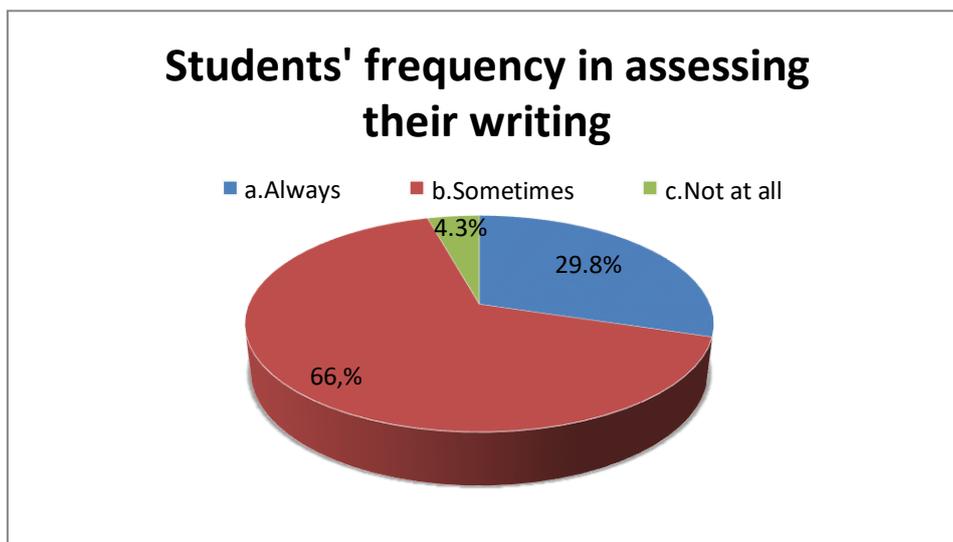
Question fourteen:

How often you assess your written composition?

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

Options	Numbers	Percentages
a.Always	14	29,8%
b.Sometimes	31	66%
c.Not at all	2	4,3%
Total	47	100%

Table 14: students' frequency in assessing their writing



Graph14: students' frequency in assessing their writing

According to 29.8% of the participants, they always assess their writing, this implies that that they are autonomously motivated to assess their own work and they independently keep

tracking their own writing progress, but a great number of subjects (66%) assess their composition occasionally, this indicates that this category of students tend to assess their writing only when they are asked to. The table also recorded two students who never self assess their written work, as they may not be familiar with self assessment as a learning practice.

Question fifteen:

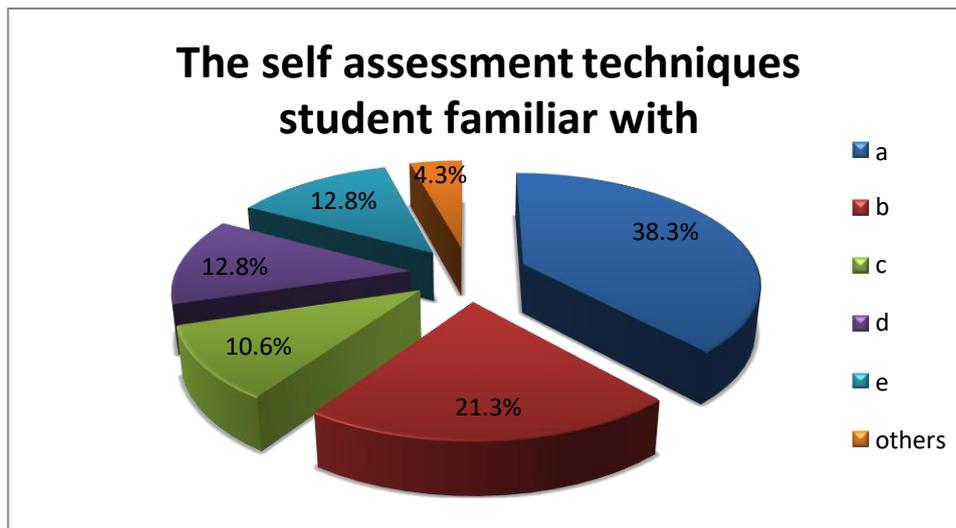
What is the self assessment technique (s) or practice (s) in writing you are familiar with?

(You can choose more than one answer).

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

Options	Numbers	Percentages
A	18	38,3%
B	10	21,3%
C	5	10,6%
D	6	12,8%
E	6	12,8%
Others	2	4,3%
Total	47	100%

Table 15: The self assessment techniques that the students are familiar with



Graph 15: The self assessment techniques that the students are familiar with

The question was designed to seek information about which of the mentioned self assessment techniques students get acquainted with. Therefore, the results indicate that revising checklist is the most recognizable technique according to 38.3% of the respondents, and particularly it is the one students prefer to use whenever they assess their writing. Concerning the use of rubrics, there was 21.3% of the students who consider them more functional and 10.6% of them were familiar with the use of rating scales. Similarly to the written justification of grades, the oral justification of grades gained 12.8%. Besides to that , the question aims at exploring insights if there are other techniques student may know , So the answers was “No” , in fact ,there were two students who did not even recognize any of the stated techniques , and because of the lack of contact between us and them ,we could not provide enough explanation.

Question sixteen:

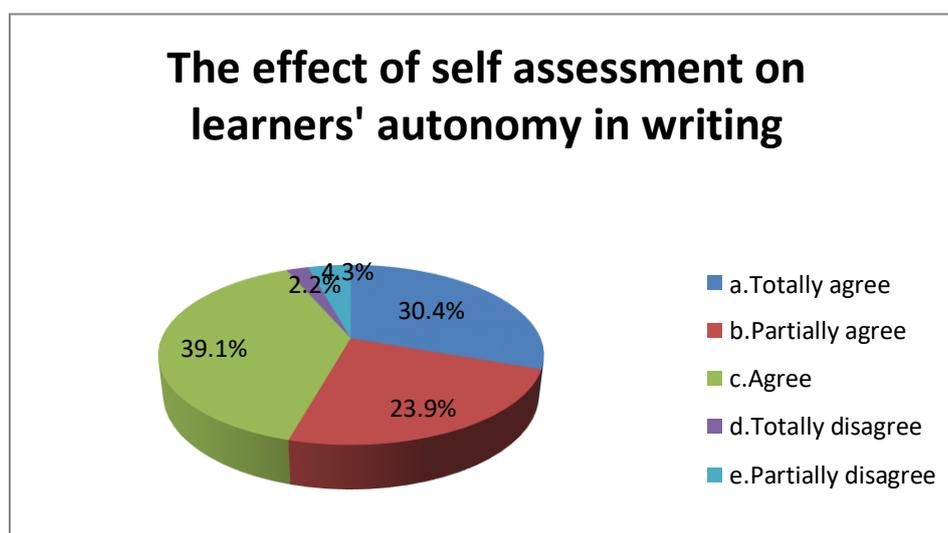
Do you agree that self assessment enhances learners’ autonomy in writing?

- a. Totally agree
- b. Partially agree
- c. Agree
- d. Totally disagree

e. Partially disagree

Options	Numbers	Percentages
a. Totally agree	14	30,4%
b. Partially agree	11	23,9%
c. Agree	18	39,1%
d. Totally disagree	1	2,2%
e. Partially disagree	2	4,3%
Total	46	100%

Table 16: T he effect of self assessment on learner' autonomy of writing



Graph 16: T he effect of self assessment on learner' autonomy of writing

Self assessment is one of the aspects of autonomous learning; perhaps the most effective manner for promoting autonomous learning is through the utilization of self assessment. For this reason, we attempted by this question to know if students agree that self assessment plays an important role in developing their writing autonomy. As shown in the table, we have around 30.4% of participants who totally agree with its effect, as well as there are between partially agreeing (23.9%), agree (39.1%). On the other hand , 2.2% totally disagree followed by 4.3% who chose to partially disagree.

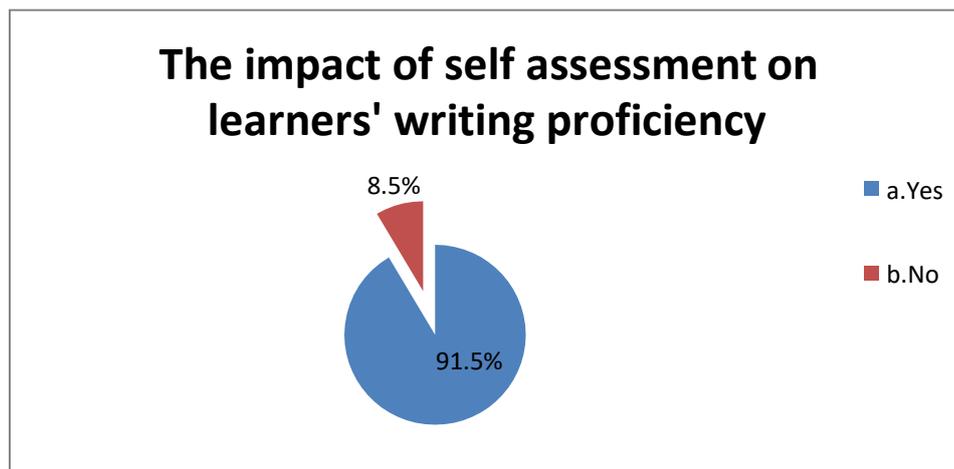
Question seventeen:

Do you think that the use of self assessment techniques in writing has an impact on language proficiency (writing skill)?

- a. Yes b. No

Options	Numbers	Percentages
a.Yes	43	91,5%
b.No	4	8,5%
Total	47	100%

Table 17: Students’ opinion about the impact of self assessment in improving their writing proficiency.



Graph 17: Students’ opinion about the impact of self assessment in improving their writing proficiency.

The results of of this question shows that most of the students (91.5%) acknowledge that self assessment has a great impact on the students’ writing proficiency, while 8.5% of the students answered by “No” which means that they do not regard self assessment as a process that has a great role in enhancing their writing.

In case of “Yes”:

Only 37 out of 43 participants who said “yes “to the question have justified their answers as follows:

- Because self assessment leads the students to monitor his language and be self reliant. It plays a big role in providing the students the chance to know more about his their errors and mistakes as well as the ways of correcting them. (5 students)
- Because it encourages students to critically reflect their own learning progress and performance to be more responsible for their learning .(11 students)
- Because through self assessment, students are practicing in language by which they become more aware of their weaknesses and strengths in writing .(14 students)
- Because when we assess own written work we are given the opportunity to look at our writing from the reader’s perspective. (7 students)

1.6. Discussion of the results and Findings

The interpretation of students’ questionnaire reveals that the majority of the respondents are interested in developing their writing skill, and such finding is very encouraging. Considering that writing is a complex process that cannot be accomplished without going through a series of steps, the findings confirmed that a great number of student see that drafting is the most considerable stage , and stages such as prewriting and editing are minor ones . Within the same section, the findings indicate that when students dealing with the writing aspects, they pay attention to the writing content and the way ideas are developed in relation with the topic. This denotes that students’ interest in creating high quality content is at the expense of meaning making, spelling, punctuation and grammar.

From the analysis of the last section which is concerned with learners’ self assessment, we noticed that a great number of students showed a positive attitude towards self assessment

for it contributes in increasing their sense of self confidence when assessing their composition. Moreover, The obtained results also demonstrated that students at most use the revising checklist and rubrics, and besides to that, they claimed that such type of techniques play a major role in enhancing their writing proficiency. More importantly, they regard self assessment as the tendency towards the autonomous learning. In reference to that, we can say that the participants are aware of the effectiveness of self assessment for providing those structured ways of evaluating and managing their own writing skill more indecently.

2. Teachers' Interview

2.1 Type of the Interview

Generally speaking, the interview is considered as “the elicitation of data by one person from another through person –to-person” (Nunan, 1992, p.231). It comes in three different types used to gather data in qualitative research which are, structured, semi structured and unstructured interview.

In this study, we used the semi structured interview to get more information about the subject study and to complete the data obtained previously from the questionnaire. One of the main advantages of this type of interviews is that it is prepared ahead so that to provide relevant and meaningful semi structured questions, and get as much as possible reliable qualitative data.

2.2 Aim of the Interview

As it was mentioned earlier, the aim of this study is to identify the significance of self assessment in improving learners' writing proficiency, moreover, to achieve this aim, we used the teachers' interview to identify the existence of this research problem from their perspective, i.e., to get an in depth understanding of the teachers' opinion about the role of

self assessment in improving students' writing proficiency. In our attempt to collect consistent information about this issue, we got different point of view from teachers having different teaching experiences with students' writing instruction.

2.3. Administration of the Interview

During the conducting of the interview, we opted to carry out it with six teachers of written expression as a chosen sample for the study; taking into our consideration certain precautions such as the teachers' preference on how their answers will be recorded whether vocally or just by note taking. The interview was supposed to be undertaken on April; however, because of specific circumstances related to COVID 19 crisis, we were inhibited to carry out the research. For that reason, we were obliged to make an online interview questionnaire, therefore, we contacted six teachers via their email in order to answer the interview, but only three of them accepted to fill up the questions. Unfortunately, we did not have the opportunity to ask for further information as well as to ensure a full understanding and clear description.

2.4. Description of the Interview

For the teachers' interview, it comprises three major sections, and it is made up of nine (9) questions that are summarized as follows:

Section one: The section seeks to gather general information about the respondents, it consist one question about the teachers' qualification.

Section two: It aims at gathering information about the teachers' role in teaching writing, including the teaching approaches they use and the possible difficulties that students face when they write; it includes two (2) questions.

Section three: The section involves six (6) questions which aim at investigation the teachers' perception about the implementation of self assessment and its effect in improving students' writing proficiency.

2.5. Interpretation of the Interview

As stated before, this interview is a complementary instrument used to gather information and clarify some aspects of the topic in order to draw a conclusion for the research study.

Therefore, teacher's answers to the questions are as follows:

Section one: General information

Question one:

What degree do you hold?

Teacher A: (MA)

Teacher B: (PhD)

Teacher C: (MA)

To begin with, all the participants are highly qualified for teaching, two of them have a magister degree (MA), and one teacher has a doctorate degree (PhD) which is one of the highest qualifications required in the Algerian higher education.

Section two: The writing skill

Question two:

When teaching writing, what is the approach you use? Explain why?

When asking this question, we got three different answers. Teacher A claimed that he uses the process approach because it is methodical and gradual; he explained the approach being efficient in helping students to enhance their writing, at the same time it gives the teacher the opportunity to check the students' understanding as well as to provide feedback whenever necessary, while teacher B emphasized on using the product approach seeing that it allows students to practice the different steps and techniques of writing, as it allows them to compare their own draft to the models written by professional writers. Teacher C declared that for the effectiveness of each approach, it is preferable to use all of them and incorporate the components of each of them particularly in writing instruction.

Question three:

What are the most common difficulties your students come across?

According to teacher A, his students' most difficulties lie at the level of brainstorming, that is to say, they face difficulty in getting ideas to flows due to the fact that they focus more on the mechanical details ,such as spelling and grammar rather than the content itself, trying to do too much at once. However, the two other teachers agreed on students facing difficulties in the appropriate use of the writing conventions as they mentioned, mechanics, coherence and punctuation, this implies the students lack the ability to creatively develop thoughts and manipulate sentences and paragraphs maybe because of the lack of practice too.

Section three: The role of self assessment**Question four:**

Do you provide assessment for your students? And what form of assessment you provide for them in the writing instruction?

Teachers were asked to report which type of assessment they provide. The responses indicate that two of them (Teacher A&B) provide formative assessment as an ideal strategy for improving teaching and learning. These answers in fact highlight that the teachers opt for monitoring students' learning progress and adjusting instruction to guarantee an ongoing improvement; and besides, encouraging students' self reflection through evaluation of their own or their peer's work, while Teacher C showed a different response where he opted to use self and peer assessment. As a matter of fact, the teacher tend to invite students to take ownership of their learning , as he stated that they become encouraged to assess their knowledge and skills in which they identify where they are having obstacles mostly in their written compositions .

Question five:

What do you think of learners' self assessment in writing?

For this question, we tend to open the scope for the interviewees to give their opinions about the integration of self assessment in EFL writing classrooms. All of the teachers developed a positive attitude about this practice, they asserted that the efficient and proper use of self assessment make it an effective strategy to reflection on EFL language learners. In addition to that, they agreed that being learners assessors of learning will support their lifelong learning and professional development. For successful self assessment, the interviewees insisted on being students qualified to assess themselves, and this can be through developing their understanding of the assessment standards. In our attempt to ask teachers on how they perceive this practice in their daily teaching career, we come to say that it is method for language assessment that has a positive impact on students for it becomes an empowering tool for promoting their engagement with learning.

Question six:

How do you encourage self assessment practices among learners?

The objective of this question is to find out the way teachers of written expression encourage students to self asses their written work. The responses revealed that teacher A prefers to provide students with a form to fill in order to help them correct their writing by identifying the mistakes; therefore, they will be guided to discover the nature of their errors. On the other hand, Teacher B asserted that before students carry out the self assessment process, they should have a little exposure to peer assessment so as to acquire the necessary skills and judgment to manage self assessment. The third teacher commented that increasing students' participation is urging them to critique their own written work by using rubrics, so that they gain both understanding in making judgment and criteria for assessment.

Question seven:

Do you think that students need to be taught strategies for self assessment of writing?

Explain why?

Answers to this question showed that all the teachers advocate the necessity for implementing the self assessment practice, in which they claimed that have to be aware of their actions and be able to adjust their writing with less help from the teacher considering that writing should be learner driven act. This denotes that teachers are aware of the students' need to take responsibility in clarifying and interpreting their writing by introducing them to the concepts and elements of assessment; it is recommended as being a useful practice to develop students' interest in assessing their progress in language learning.

Question eight:

What are the self assessment practices in writing you are familiar with? And which of these practices you find very useful?

The question seeks to get insights about the most convenient procedure of self assessment teachers find useful. Generally, the answers expressed one view; it means all teachers prefer using the rubrics because they are the suitable tools that provide a set of achievement criteria for students' assignment, as they allow students to observe the product that is the result of their work.

Question nine:

According to you, how can self assessment enhance learners' writing proficiency?

The responses given by the interviewees allowed drawing a summary about the topic that seems to be of interest to teachers. Moreover, according to their point of view, self assessment can enhance students' writing proficiency if it is applied frequently and tracked via journaling so that students follow their process of improvement. Also the teachers stressed on the role of this practice in encouraging students to rely on themselves and be

autonomous when writing, and by which they discover their needs; hence, they become aware on how to act accordingly.

2.6. Discussion of the results and findings

On the whole, the interview was conducted for two main reasons:

Firstly, to gain a deeper understanding of the teachers perceptions on the importance of self assessment in improving learners' writing proficiency. Secondly, to validate the results obtained previously from the students' questionnaire.

The analysis of the interview supplied by teachers of written expression allowed drawing certain inferences:

- We discovered that teachers adopt different approaches to teach writing, believing that the combination of these approaches play a significant role in developing students' writing skill.
- According to teachers' responses, the common difficulties students face in their writing were at the level of content, mechanics, spelling and coherence. For this very reason, teachers should take into account how to overcome these problems.
- The findings also revealed that our interviewees rely on incorporating the formative assessment as an integral part of their classrooms teaching of writing. Along with that, they believed on motivating students to reflect on their own learning and performance by giving and receiving feedback from each other. Therefore, the impression given by teachers is that they aim to prompt students' interest in making peer and self assessment decisions on various assessment forms.
- All the teachers expressed their opinions regarding the importance of implementing self assessment in teaching classrooms. It was argued that it is the key element of the adjustment of students' learning and achievement. Furthermore, they showed

awareness on being self assessment an effective method that provides teachers with clear and in-depth perspective on weaknesses and strengths of the students 'writing.

3.Suggestions

In is convenient to say that the findings of the current study might be regarded as a commencement of a new research investigation. Future Investigation may explore the impact of self assessment on other aspects or areas of foreign language teaching and learning that are in need for exploration; moreover, the future investigation may involve more than one variable to be examined on large samples with different learning levels, it would be so good to expand students' understanding of self assessment skills.

Conclusion

In this chapter, two research tools have been analyzed. The findings gathered from the students' questionnaire revealed that students have a positive impression towards self assessment; their responses were complemented by the ones obtained via the interview. Furthermore, through the teachers' interview, we fulfilled the aim of getting further insights about teachers' perspectives, in which they emphasized on the necessity of introducing students to such practice as well as insisted on the need for integrating it in EFL classrooms. So, it is worth mentioning that the confirmation of our hypothesis is obtained through both teachers' and students' responses.

GENERAL CONCLUSIO

General Conclusion

Through this study, we have shed light on learners' self assessment of writing, it aims at identify two based concepts in language learning and teaching: self assessment and students' writing skill. This study was an attempt to describe the significance of self assessment in improving learners' writing proficiency, trying to prove that learners' self assessment is one of the crucial elements in language assessment in general and writing assessment in particular. Another aim behind conducting this study was to highlight a set of different self assessment techniques which help learners assess their written performance and improve their writing skill.

To treat this research problem, a descriptive study was followed, where we have used two tools: a questionnaire addressed to master one English students and an interview with teachers of written expression at the University of Mohamed Kheidher- Biskra. The research is a total of three chapters: the first two chapters represent the theoretical part, whereas the third chapter is concerned with the practical part of the research study. The first chapter includes key concepts and elements related to writing, while the second chapter presents a detailed description of self assessment, and the practical part provides the interpretation of students' questionnaire and teachers' interview.

Through the descriptive interpretation of the obtained data from the qualitative tools, we achieved an interesting findings related to our study. Firstly, self assessment is an effective practice that promotes students learning and enhances their writing. Secondly, the results of the interview confirmed that the stated hypothesis which assumed that self assessment has a positive impact on learners' writing proficiency, as well as through the interview, it was approved that learners should be guided to use self assessment and given the chance to manage their own learning starting with evaluating their own written composition. Finally, self assessment should be given more importance in EFL teaching classrooms and particularly during the writing instruction because of students' and teachers' appreciation of its positive impact on learners' writing skill.

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APPENDICES

Appendix N° 01:

Students' Questionnaire

Dear students,

We will be very thankful if you take part in this research which investigates the importance of self assessment in improving learner's writing proficiency. Your answers are very significant for the validity of the research we are undertaking. As such, you are kindly requested to tick (✓) the choice that corresponds to your answer.

Thank you, in advance, for your collaboration

Section one: Background information

1. How old are you?

.....

2. How do you find the course of "written expression"?

a. Very interesting

b. Interesting

c. Not really special

Section two: students' attitude about the writing skill

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

a. Yes

b. No

4. How do you evaluate your level in writing?

- a. Good
- b. Average
- c. Poor

5. Writing is important to you because: (you can choose more than one answer)

- a. You have to pass an examination in English
- b. You may need to write in English for future career
- c. You want to write letters in English to friends

Others.....
.....

6. After reading the topic you are supposed to write about, what do you do?

- a. Start immediately to write
- b. Take a moment and think about which ideas to include
- c. Write down your ideas into sentences or phrases

7. In writing, what is the most important aspect according to you?

(You can choose more than one answer)

- a. Content
- b. Organization
- c. Mechanics (e.g, punctuation, spelling)
- d. Clarity
- e. Cohesion
- f. Coherence

8. When you write , do you:

- a. Try to make everything perfect from the beginning
- b. Write with non-stop and then you revise and improve your writing

9. During your writing process, which one of these writing steps you consider more?

(You can choose more than one answer)

- a. Brainstorming
- b. Prewriting
- c. Drafting
- d. Revising
- e. Editing

10. Do you think that the mentioned writing steps (brainstorming, Prewriting, drafting, revising and editing) will help you produce better composition?

- a. A lot
- b. A little
- c. Not at all

11. When writing composition do you go through all the writing steps?

- a. Yes
- b. No

Section three: student's attitude about self assessment of writing

12. Who do you prefer to assess your written composition?

- a. Your teacher
- b. Your peers
- c. Yourself

13. When you assess your composition, do you feel?

- a. Satisfied
- b. Confident

- c. Embarrassed
- d. Dissatisfied

14. How often you assess your written composition?

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

15. What are the self assessment technique(s) or practice(s) in writing you are familiar with? (you can choose more than one answer)

- a. Use of revising checklists
- b. Use of rubrics for revising framework
- c. Use of rating scale
- d. Written justification of grade
- e. Oral justification of grade

Others.....
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16. Do you agree that self assessment enhances learner's autonomy in writing?

- a. Totally agree
- b. Partially agree
- c. Agree
- d. Totally disagree
- e. Partially disagree

17. Do you think that the use of self assessment techniques in writing has an impact on language proficiency (writing skill)?

a. Yes

b. No

Because.....
.....

Miss.MEZINE

Appendix N° 01:

Teacher’s interview

Dear teacher,

This interview is designed together data about the importance of self assessment in improving learners’ writing proficiency; therefore, it would be very grateful if you could share with us opinions, ideas and experiences about this subject matter .You are kindly requested to answer the questions, and all the information you provide will be kept strictly confidential and only for an academic purpose.

Thank you in advance for your collaboration.

Section One: General Information

Question n°1: What degree do you hold?

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Section two: the writing skill

Question n°2: when teaching writing, what is the approach you use? explain why?

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Question n°3: What are the most common writing difficulties your students come across?

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Section three: The role of self assessment

Question n°4: Do you provide assessment for your student? And what form of assessment you provide for them in the writing instruction?

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Question n°5: what do you think of learner’s self assessment in writing?

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Question n°6: How do you encourage self assessment practices among learners?

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Question n°7: Do you think students need to be taught strategies for self assessment of writing? explain why?

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Question n°8: what are the self assessment practice(s) in writing you are familiar with, and which of these practices you find very useful?

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Question n°9: According to you, how can self assessment enhance learner's writing proficiency?

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