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Ministry of Higher Education and Scientific Research
University of Amar Thelidji – Laghouat
Faculty of Letter and Arts
Department of English



Self-Assessment of Writing in Learning English
as a Foreign Language
The Case Study of Second Year LMD Students of English at University
of Laghouat.

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Submitted by:

DOUB NOURELHOUDA
BAADACHE FADHILA

Supervised by:

Ms. BOUMEDIENE HOUDA

Members of the Jury:

1-Mr. BENAICHA DJALALEDDINE

2-Ms. CHERFAOUI SAMIA

3-Ms. BOUMEDIANE HOUDA

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I dedicate this work to all my family, especially my beloved parents and my lovely sisters who provided me with advices and encouragement in difficult time.

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To my lonely and lovely sister, her daughter and her husband

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List of Abbreviations

EFL : English as a Foreign Language

SA : Self-Assessment

AA : Alternative Assessment

WT : Writing Test

% : Percentage

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Abstract

The present study is an attempt made to investigate a possible way of using self-assessment method in English as a Foreign Language (EFL) writing classroom. The main objective of this study is to explore the role of self-assessment in developing students' skills and abilities in their writing process. This research also explores how 50 second year students at the English Department- University of Laghouat perceived their own writing skills and whether this perception is affected by self-assessment practices. To achieve this model, Pre/Post test and questionnaire were administrated to the sample of the study. These tools were used to test EFL learners' level and to measure what they have learnt from using self-assessment strategy. The work is divided into two parts: A theoretical part with two chapters about assessing writing and self-assessment strategy, and a practical part that involves the research design and interpretation of the results. The findings showed that learners lack the competence of evaluating their pieces of writing; however, it can be developed through applying self-assessment tool in writing classroom. Additionally, the present study emphasized the importance of building learners' autonomy and interaction in their own learning process which aid them to be successful lifelong learners.

Key words: Self-assessment, EFL learners, writing skills.

المخلص

في هذه الدراسة تم تطبيق طريقة فعالة تسمى منهج التقييم الذاتي بغية تحسين مهارة الكتابة عند طلبة السنة الثانية قسم اللغة الإنجليزية بجامعة عمار تليجي - الأغواط. ولأجل الوصول الى النتيجة المرغوبة، تم اجراء اختبارات نموذجية قبلية وبعدية للطلبة المعنيين بهذه الدراسة بالإضافة إلى استبيان. هذه الاختبارات التي اجريت خلال السداسي الثاني من السنة الجامعية 2016-2017، كانت تهدف الى معرفة المستوى الحقيقي للطلبة و تقييم مساره التعليمي. النتائج التي توصلنا اليها بعد اتمام هذه الدراسة اوضحت جليا عدم قدرة أغلب الطلبة المعنيين على تقييم كتاباتهم الخاصة، لذا استعملنا التقييم الذاتي كحل، كما توصلنا إلى أنه يجب إدماج التقييم الذاتي خلال دروس التعبير الكتابي من اجل تحسسين الاداء الكتابي للطلبة. بالإضافة إلى هذا، فقد أكدت الدراسة الحالية ضرورة تشجيع الطلبة على تعلم التقييم الذاتي لتحقيق نتائج أفضل مستقبلا.

Abstrait

Dans la présente étude, on tente d'enquêter sur une méthode possible d'utilisation de la méthode d'auto-évaluation en écrivant la salle de classe EFL. L'objectif principal de cette étude est d'explorer le rôle de l'auto-évaluation dans l'apprentissage de l'EFL pour développer les compétences et les compétences des élèves dans leur propre apprentissage. L'étude explore également comment les étudiants de deuxième année à l'université d'Amar Telidji ont perçu leur propre compétence en écriture et si cette perception est affectée par les pratiques d'auto-évaluation. Pour atteindre ce modèle, les questionnaires ont été administrés à l'échantillon de l'étude. Les questionnaires ont été utilisés pour tester le niveau des apprenants et pour mesurer ce qu'ils ont appris durant la phase de formation. Les résultats de l'étude ont montré que les lecteurs de l'EFL ne sont pas compétents pour évaluer leur écriture et cette compétence peut être développée grâce à l'application d'un outil d'auto-évaluation en cours d'écriture. En outre, la présente étude a mis l'accent sur l'importance de renforcer l'autonomie et l'indépendance des apprenants dans leur propre processus d'apprentissage qui les aide à être des apprenants permanent éternel.

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General introduction

Traditionally, the role of assessor usually falls to the lecture. It is often worthwhile to consider involving students in the assessment process. Effective and appropriate use of involving students in the assessment practice can enhance the learning and teaching experiences. One way of increasing the efficiency of assessment is to ask students to work independently of the teacher. The most appropriate tool to assess student,'s writing is self-assessment (Lopes, 2015).

Self-assessment leads a student to a greater awareness and understanding of him/herself as a learner. In classrooms where self-assessment practiced, students are encouraged to be more active in their learning. The purpose of the assessment for learning is to create self-regulated learners who can leave school able and confident to continue learning throughout their lives. The teacher works with the student to understand and identify any gaps or misconceptions, as well as to assess the student's knowledge, what she or he needs to learn to improve and extend this knowledge, and how the students can best get that point. In other words, the term assessment refers to all those activities undertaken by the teachers, and their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.

Some scholars define self-assessment as students judging the quality of their work. This judgment is based on evidence and explicit criteria, for the purpose of doing better work in the future(Oscarson, 2009). Self-assessment plays an important part in the development of students'learning. Students can achieve a learning goal only if they understand that goal and can see what they need to do to reach it. Students who have the opportunity to self-assess are seen as active learners, who are responsible for their own learning, and who are aware of when they are learning and when they are not. The students saw self-assessment as a continuous cognitive process, as well as a product either explicitly or implicitly(Assis, 2012)

There are three kinds of students' benefits that have been observed in studies conducted by the researchers. The first benefit is cognitive achievement, especially when it comes to evaluate narrative writing skills. Students want to be came better writers and they learn how to evaluate their piece of writing. The second benefit is the students'motivation. With this benefit students became more confident about their

abilities. Student who evaluate themselves have more opportunities to complete and succeed in difficult tasks. The third benefit comes when teachers give the opportunity to participate in their evaluation, and their attitudes toward evaluation became more positive. Self-assessment is a learning tool, not just an assessment tool for the students. It helps students to develop a growing awareness of how to assess a written work (Creswell & Miller, 2000).

Many students assume that writing is the most difficult subject among the other language skills because the process of writing not only write what we feel, but also convey a message to the readers. Assessment of writing is considered as a problematic area, especially when it comes to evaluating the writing of English as Foreign Language (EFL) students.

The main aim of this study is to explore whether the use of self-assessment in the subject of EFL in school can help to develop language learning skills, and how students perceive self-assessment as a tool to promote their learning process, to set out that the task of self-assessment is a reliable and valid tool in an EFL classroom.

The question of how students can develop a more active and responsible role in their own learning is the starting point to discuss self-assessment as appropriate method to get students independent learners. Moreover, many students continue to feel mystified by teacher assessment practices. Teacher's editing marks, vague comments, or complicated rubrics that contain confusing detail which give to the student a little information on where they stand and few insights to the steps they need to take to improve.

The motivation for the study, which concerns the students' own assessment of their EFL writing performance, is important for our deeper understanding of the students' own role in assessment: a more active, independent, responsible and autonomous one in language learning. Self-assessment practices need to be investigated if the implementation of this lifelong learning skill is to become a reality, there is also a need to understand the role and use of self-assessment in the language learning process.

The focus in this study is on writing, because it is related directly to thinking and the ability to express one which is very important in learning and teaching process. As the role of writing in EFL learning increases, the students' ability to self-assess their EFL writing skills also become progressively important. The purpose of the study, is to inform the learners about their areas of strength and weakness through using self-

assessment, as well as to investigate the impact of this method on students' writing performance and their achievements.

This research is guided by three major questions: If the students receive enough training in self-assessment process, will it be an effective tool to assess students writing? Are there alternative assessment tools available which might be used by EFL teachers? Is self-assessment a reliable and valid tool? To reach the answers of these questions we formulate the following hypothesis: Maybe the use of self-assessment will be an effective tool to improve students writing.

In an attempt to answer the research questions, we are going to test the effectiveness of self-assessment in developing EFL students' writing performance through an experimental study taking 50 second year students of English at Amar Thelidji-Laghouat as a sample. This study involves two tools: pre-post writing tests and a questionnaire. The aim behind pre-post writing tests tool is to know the level of the student, as well as to measure the ability of the students in correcting their mistakes of writing. Whereas, a questionnaire tool devoted for further understanding of the use of self-assessment in writing.

This thesis is divided into two parts. The first part consists of two theoretical chapters that serve as a background of the study as it includes theoretical concepts and review of literature. The second part consists of the field work chapter that deals with methodology, analysis and interpretations of the findings. Thus, the first chapter offers a theoretical frame work that helps to define the concepts about assessing writing and detailed information about the process. The second chapter is about the core of this study: effectiveness of self-assessment in developing writing performance. The third chapter is devoted to the practical part of this research work. It covers the research design and methodology through presenting the sample and the tools that are used in the study with the analysis and interpretations of the obtained data with the final results.

Chapter One:

Assessing Writing

Introduction

1-1 Definition of Writing

1-2 Purpose of Writing

1-3 Importance of Writing

1-4 Approaches to teach writing

1-5 How to assess writing

1-6 Qualities of Grading Method

1-7 Rating Scales Scoring

Conclusion

Introduction

Writing skill is one of the productive skills that should be mastered in using a language. It is essential for professionals to understand how to assess a student's ability to write in the classroom. Learning writing skills is important, because writing skill has significances in improving a communicative competence of learning the language, as well as its parts are the foundational skills of literacy. Improving writing skills is done through focused lessons and daily practice. Writing skills allow the students to communicate about their feelings and emotions with clarity and ease. In this chapter, I will discuss the main points concerning writing skills. .

1.1. Definition of Writing

Among the four skills in language learning, writing has gained much interest recently due to the need of communication from different points and geographical spots of the globe. Writing is a mean of representing language in visual form. In most languages writing is a complement to speech or spoken language, writing is not a language but a form of technology that developed as tools with human society.

Writing like all the other skills, is taught and practiced from the very beginning levels and it must be rated and assessed. In other words, writing began at the time when man learned how to communicate his thoughts and feelings, not only to himself but also to all other persons. Based on the definition above, writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thoughts and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts .The writing productions are in the forms of readable texts which should be meaningful to everyone who read these texts .

The definitions of writing are variously stated by some experts. Nunan (1999,p.271), writing is a complex cognitive process that requires sustained intellectual effort over a considerable period of time. Writing is not a spontaneous skill or acquired easily, in fact, it is viewed as "the most difficult thing to do in language ".While speech allows the user to exploit various devices such as body movement, facial expression and tone of voice to facilitate communication, this is not available to the writer.

Writing is an essential skill that allows people to participate fully in society. It is a complex process that is essential for extending learning, thinking and communicating with others. .

Another definition of writing skill is also defined by Brown ,(2001,p336) also claimed that writing is a thinking process, it represents what we think. It is because the writing process reflects things, which stay in the mind. In general, writing process is done through two stages : exploring ideas and processing the ideas into readable texts .

According to Hedge (2005), there is a need to organize the development of ideas or information ; ambiguity in meaning must be avoided through accuracy. The writers must pay attention to the choice of vocabulary, grammatical patterns and sentence structures to create a feasible meaning and an appropriate style to the subject matter.

1.2.Purposes of Writing

According to Oscarson (2009), the objective behind writing process is to improve students achievement and learning by strengthening the teaching of writing. According to him, the main purpose of writing is to give information or knowledge. It is considered as an aid to critical thinking. It is also helps students to improve their communication skills and to train students as future professionals in particular disciplines. It leads to the level of cognitive engagement that students need to demonstrate in order to be successful. There are different types of writing purpose. In expressive writing, the writer's purpose is to put thoughts and feelings on the page. Expressive writing is personal writing .Usually, expressive writing is informal. Descriptive writing portrays people, places, things and moments with enough vivid detail to help the reader create a mental picture of what is being written about. Descriptive writing allows the audience to feel as though they are a part of the writer's experience of the subject. In exploratory writing, the writer's purpose is to ask key questions and reflect on topics that defy simple answers. In those topics where intuition and reflection are more important than rational analysis or argumentation, writers focus more on their journey of discovery than on any definite answers. As a purpose of writing, entertaining is often used with some other purposes to explain, argue, or inform in a humorous way. It may take the form of a brief joke. Writing to inform is one of the most common purposes for writing, most journalistic writing fits

this purpose. Writers attempt to convey information as accurately and objectively as possible. Other examples of writing to inform include laboratory reports, economic reports, and business reports. Writing to explain is also the most common of the writing purposes. The writer's purpose is to gather facts and information, combine them with his or her own knowledge and experience. Problem solving is another writing purpose. The writer's purpose is to persuade his audience to adopt a solution to a particular problem. If the readers follow the suggested recommendations, the problem will be reduced or eliminated. The essay must support the policy claim by persuading readers that the recommendations are feasible, effective, efficient, relevant to the situation, and better than other possible alternative solutions. In this way, writers become strategic in the service of their craft and the writing they produce grows closer and closer to the highest degrees of success.

1.3.The Importance of Writing

Writing is important because it improves communication skills, creative thinking and creativity. Writing is necessary for both school and work. It also helps the writer to express ideas, beliefs and feelings. The importance of writing stems from the fact that writing is the primary basis upon which communication, history, record keeping, and art is begun. Writing is the frame work of our communication. In writing, the words you use can show who you are as a person. .

The importance of writing skill is growing in tandem with increasing international interactions and opportunities to study abroad. Writing is an important part of life, whether in the work place or school, as a hobby or in personal communication. This skill helps the writer to express feelings and thoughts to other people in a relatively permanent form. Writing skill builds a connection between the writer and the reader in different ways. It also helps people to organize their thoughts and ideas. Formal writing encourages critical thinking in the form of essays, research papers, and articles, which helps the writer learn how to interpret the world around him in a meaningful manner. Writing about a topic improves the writer's understanding of the topic, and papers with a slant help the writer understand how to successfully construct professional arguments and debates about a topic. It also develops integration of process, content, and skills. It is also develops the skill of inquiry, which includes collecting and evaluating information, comparing and contrasting, imagining

situations from another perspective, and building argument for a particular position or point of view.

1.4. Approaches to Teach Writing

Teaching writing has seen different approaches crossing its way since the early eighties. The focus had shifted from sentence structure and grammar drills to usage text organization. There are many approaches that can be considered as ideal, they have all proved to be successful in one period or another. According to Harmer (2001, p.25), there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on the writing process itself. They are enabling the students to understand the materials that helping them to express their ideas grammatically and orderly in English. The process approach developed through writing practices routinely with effective activities also a better input to improve the students' writing skill. Teaching writing must involve both process and product. Teachers should first focus on the organization of the writing process. They should deal with grammatical problems seen in writing.

1.4.1. The Product –Oriented Approach

The product approach to the teaching of writing emphasizes mechanical aspects of writing, such as focusing on grammatical and syntactical structures and imitating models. This approach is primarily concerned with "correctness" and form of the final product. Product –oriented approaches to writing largely concern the forms of the written products that students compose. This is a traditional approach, in which students are encouraged to mimic a model text, which is usually presented and analysed at an early stage.

Broadly speaking, a product-oriented approach is concerned with the final result of the writing process. It gives precedence to classroom activities which require from the learner to be engaged in imitating and transforming model texts. In other words, the product approach has its origin in the traditions of rhetoric and focuses its study on model texts in order to make students aware of the text features. It leads to accuracy. In fact, it attempts to make the student familiarized with the conventions of writing through a model, before he gets his final draft. The model text is always taken as the starting point. It is studied and analysed from all points of view, structures of

grammar, content, sentences organization, and rhetorical patterns. The interest of such an approach is in the correct use of form. Naturally, the role of the model is important in the sense that it leads the students from a point of departure to an end with a task to replicate.

In the product approach the learners are encouraged to mimic a model text which is usually presented and analysed at an earlier stage. The main objective of such writing approach is on the written product rather than on how the student should see the process of writing. Writing development is mainly the result of the imitation input in the form of texts provided by the teacher (Badger and white , 2000, p.154). This approach is considered as teacher –centered, as each teacher becomes the arbiter of the models used (Brakus ,2003).

This approach often referred to as the current traditional rhetoric (Matsuda, 2003). We cannot deny the advantages of the product approach. It recognizes and satisfies the students's needs in terms of rules and structures. A model text gives a clear idea about the organization of words and sentences.

1.4.2 The Process Approach

Earliest works in teaching writing were based on the notion of controlled or guided composition. In the 1960, teachers began to feel that controlled composition was not enough. Until the 1970, most studies of writing were about the written product. During this decade, the focus shifted from product to process, and the main reason for this change was the new awareness that each piece of writing had its own history and followed its own developmental path. The objective of the process approach is to make the student aware of, and gain control over, the cognitive strategies involved in writing. It operates at the level of the individual's specific needs.

The process approach treats all writing as a creative act which requires time and positive feedback to be well done. In this approach, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself. The teacher is concerned with the final product of writing an essay, a report, an article or a story, based on standard models ;that these meet the standard English rhetorical style; and are grammatically correct and organized in a conventional manner (Brown, 2001, p

335). Thus writing is used to promote language learning, through models, rather than to encourage creativity and communication. The writing process approach is more effective method of teaching writing as it helps students to focus on the process of creating text through the various stages of generating ideas, drafting, revising, and editing.

The process approach is a process for writing that includes five steps. The first stage is prewriting when the writer gathers information and plays with ideas during this stage .Prewriting activities may include drawing ,talking, thinking and reading. The other stage is called drafting, in this stage the writer develops his topic on paper during this stage. This approach treats all writing as a creative act . This means that no matter how formulaic the structure might be, learners are encouraged to go through the stages of writing. The process approach focuses on how a text is written instead of the final outcome (product).

According to Weigle (2002, p.1) the skill of writing "once considered primarily as the domain of the well educated is today essential for everyone.The process of learning to write in another language also implies that the learner needs to know something about the structures and vocabulary of the language (Weigle ,2002,p.7). Writing is not only a simple matter of transcribing language into written symbols, it is a thinking process. Hyland (2003) mentioned that the process approach dose have a major impact on understanding the nature of writing and the way writing is taught. It is also tends to focus more on the varied classroom activities which promote the development of language.

The writing process approach requires that teachers give students greater responsibility for their own learning. With the process approach, the student needs to realise that what he considers as a final product is just a beginning in the process of writing. In fact ,he must always keep in mind that it is possible to improve his writing, and he needs to go through different stages like finding new ideas ,new words or new sentences. With the process approach, the learner is not expected to write on a given topic in a restricted time, and wait for the teacher to correct his paper. He rather writes a first draft, shows it to the teacher or to another student, reads it again, enriches it, and revises it before writing the final draft. So, when adopting this approach, the teacher gives his students enough time to not only get more ideas but to express them

in new language forms as well. Moreover, it gives them opportunities to review clarify and reorganize what they have written on their own.

1.5. How to assess writing

Writing assessment can be used for a variety of appropriate purposes, both inside the classroom and outside. It is providing assistance to students, awarding a grade, placing students in appropriate courses. Writing assessment is useful as a mean of improving teaching and learning. The primary purpose of any assessment should govern its design, its implementation and the generation and dissemination of its results. Best assessment practice is informed by pedagogical and curricular goals . Teachers designing assessments should ground the assessment in the classroom. Writing assessment practice provides regular professional development opportunities. colleges ,universities , and secondary schools should make use of assessments as opportunities for professional development and for the exchange of information about student abilities and institutional expectations. Best assessment practice engages students in contextualized, meaningful writing. Assessment must be contextualized in terms of why, where, and for what purpose it is being undertaken.

There are several ways to assess writing. The teacher is not the only one who can assess writing process. Students can assess their own writing by working in pairs or small groups. Small groups of students can meet and conference about one piece of writing. They can also bring a piece of writing to exchange and have reviewed.

Writing assessment refers not only to evaluating a student's final paper and assigning it a grade, but also to measuring a student's knowledge of the elements of writing we have taught him. Assessment is a crucial part of the writing process and of a student's growth as a writer. Evaluating student writing can be one of the most daunting tasks an instructor can face. It takes time, and above all, it takes mental energy.

Student writing can be evaluated on five factors : fluency, content, conventions, syntax, and vocabulary. Writing samples also should be assessed across a variety of purposes for writing to give a complete picture of a student's writing performance across different text structures and genres. This is help in identifying strengths and weaknesses, planning instruction, evaluating instructional activities, giving feedback

and reporting progress. Assessment, therefore, is an essential component of effective instruction .

1.6. Qualities of Grading Method

1.6.1. Reliability and Validity

For teachers to make good educational decisions, the assessment information that is collected must be sufficient in order to give usable feedback to the student progress and strengths. For example, validity and reliability are two key concepts that help teachers to determine whether assessment information is appropriate to report a decision or not.

Mabry (1999) defined validity as an "integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores or others modes of assessment ". She also added that "validity is an inductive summary of both the "existing evidence for and the potential consequences of score interpretation and use (p.83). It refers to the evidence we have to support a given use or interpretation of test scores .The importance of validity is so widely .It finds its way into laws and regulations regarding assessment (Koretz,2008). According to Casanave (2014), a fair and valid assessment treats all students equally without bias or racism against students' different cultures or background knowledge of content .validity is high when assessment provides motivation for future learning.

A fair and valid assessment as method by Casanave (2014), treats all students equally without bias against students. Validity is not an inherent feature of a test. It is the reasonableness of using the test score for a particular purpose. The traditional criteria for validity find their roots in a positivist tradition .Within the positivist terminology validity resided amongst, and was the result of other empirical conceptions : universal laws, evidence, objectivity, truth, actuality, deduction, reason and fact . Creswell and Miller (2000), suggest that the validity is affected by the researcher's perception of validity in the study and his or her choice of paradigm assumption. As a result ,many researchers have developed their own concepts of validity and have often generated or adopted what they consider to be more appropriate terms, such as, quality, rigor and trustworthiness. Weigle defines

reliability as consistency of measurement across different characteristics or facets of a testing situation such as different prompts or raters (2002,p 49). The reliability of a test is important, specifically when dealing with psychometric tests; there is no point in having a test that will yield different answers each time measured.

According to Airasian (2008), reliability refers to the "stability or consistency of assessment information ,i.e.,whether it is typical of a student 's behavior ". Reliability is increased when the teacher is very explicit about instructions to students. While validity refers to the accuracy of an assessment. Reliability depends on several factors, including the stability of the construc, length of the text, and the quality of the test items. Reliability also applies to individual measures. When people take a vocabulary test two times, their scores on the two occasions should be very similar. Then, the test can be described as reliable. To be reliable, an inventory measuring self-esteem should give the same result if given twice to the same person within a short period of time. In general, reliability thought to be necessary for validity, but it dose not guarantee validity.

1.6.2. Test Reliability

Test reliability is the definition of how consistent a measure is of a particular element over a period of time ,and between different participants . For example, a test measuring personality traits should yield the same answers for a subject after several times completing the test, and with a short period of time.

1.6.3. Rater Reliability

Rater reliability represents the extent to which the data collected in the study are correct representations of the variables measured. Measurement of the extent to which data collectors (raters) assign the same score to the same variable is called interrater.

To conclude on this matter, Brown and Hudson added "the issues of reliability and validity must be dealt with for alternative assessments just as they are for any other type of assessment reliability an open ,honest ,clear ,demonstrable ,and convincing way "(p.656).

1.6.4. The Relationship between Reliability and Validity

Reliability and validity seem to be synonymous ,but they don't mean the same thing. They are actually different things and different terms when they are explained in a technical manner. These terms are often used on scholastic outputs such as thesis studies, and research papers. So to avoid confusion ,here are the main differences of the two. There are two ways in estimating whether a certain thing is reliable or not. The first way is the test or retest and the other is the internal consistency. The test and retest is quite easy you simply test an idea twice, test 1 and test 2. It must be measured twice in different times, then compare the similarities of the results of the two tests. Then, if the results of the two tests are the same, it means that certain measurement is reliable. The next way in estimating reliability is internal consistency, this can be done by questioning, make different sets of questions that can measure the same factor. Let this be answered by different people or different groups. And even if different people answered these different questions, but still came out with the right thought ,then it must be reliable.

If reliability is more on consistency, validity is more on how strong the outcomes of the hypothesis are. The strength of the conclusion is very strong. This means the validity too is strong .Validity is categorized into four types, the conclusion, internal validity, construct validity, and external validity. The conclusion validity is focused more on the relationship between the outcome and the program. Internal validity is more on asking what kind of relationship is there between the outcome and the program .Construct validity analyzes how strong the outcome is. External validity is focused more on the general concept of the outcome .In conclusion, reliability and validity are two essential aspects in evaluating an assessment process .

1.7. Rating Scales

A rating scale is a set of categories designed to elicit information about a quantative or a qualitative attribute .It is one of the oldest and most versatile of assessment techniques. Rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and to make judgements about what students know and can do in relation to the outcomes. They offer systematic ways of collecting data about specific behaviours, knowledge and skills. The quality of information acquired through the use of rating scales and rubrics is highly dependent

on the quality of the descriptors chosen for assessment. Their benefit is also dependent on students' direct involvement in the assessment and understanding of the feedback provided. Writing can be assessed in different modes, for example holistic scoring and analytic scoring. If evaluating the same piece of writing, each mode of scoring should result in similar scores.

1.7.1. Holistic Scoring

Holistic scoring is a method by which trained readers evaluate a piece of writing for its overall quality. The holistic scoring requires readers to evaluate the work as a whole. In this type of scoring, readers are trained not to become overly concerned with any one aspect of writing but to look at a response as a whole. Holistic scoring results in a more general description for categories, but includes the different elements of writing implicitly or explicitly. It gives students an overall assessment score for the paper as a whole. It is an efficient means of scoring a large number of papers quickly, but it does not provide detailed feedback for the writer.

In holistic scoring the rater takes a piece of writing and either (1) matches it with another piece in a graded series of pieces, or (2) scores it for the prominence of certain features important to that kind of writing, or (3) assigns it a letter or number grade. The placing, scoring, or grading occurs quickly, impressionistically, after the rater has practiced the procedure with other raters. Holistic scoring is at times conducted using scoring guides, or rubrics. Some practitioners of holistic scoring distinguish it from impressionistic scoring, since the latter is viewed as a haphazard, noncontrolled, and unmonitored procedure. Holistic scoring is the most widely used evaluation procedure.

1.7.2. Analytic Scoring

It is a method of evaluating written text that assigns individual scores to separate aspects of writing quality, such as organization, ideas, sentence structure and word choice. Analytic scoring guides are designed to rate papers on separate criteria. It might assign a high score to one factor, such as "structure" and a lower score to another, such as "conventions". Analytic scoring may be slower than holistic, but provides more feedback. It identifies and assesses components of a finished

product. In this mode, students' writing is evaluated based on detailed grades for elements of writing such as vocabulary, grammar or composition .

An analytic scoring breaks down the characteristics of an assignment into parts allowing the scorer to itemize and define exactly what aspects are strong ,and which ones need improvement. It gives students a clearer picture of why they got the score they got. It is also good for the teacher, because it gives him the ability to justify a score on paper, without having to explain everything in a later conversation. In other words, it is based on depth analysis of aspects of writing .

This evaluation procedure is best exemplified by Diederich (1974). The Diederich procedure is based on a factor analysis of writing samples scored by experts representing several different academic disciplines .The factors derived were ideas, organization, wording, flavor, and mechanics. In some versions of the method, mechanics is further divided into usage, punctuation, spelling, and handwriting .Each factor is rated on a scale from 5 (high) to 1 (low), and two of the scales (ideas and organization) receive a double weighting. Thus it is possible to obtain a score as high as 50, or as low as 10.Other analytic procedures are described by Odell(1981).

Teachers can use rating scales to record observations and students can use them as self –assessment tools. Rating scales also give students information for setting goals and improving performance.

Conclusion

As a conclusion, an effective writing process should lead to a successful product . It is important that you pay attention to the basic rules for good written English such as accurate spelling and correct use of grammar. In other words, it is a response prompted by various needs, desires, and demands from both inside and outside.The fact that writing is an individual response to specific circumstances has many implications.

Chapter Two:

Self-Assessment

Introduction

2-1 The change to Alternative Assessments

2-2 Advantages of Using Alternative Assessment Tools

2-3 Postive Effects and Challenges of Authentic Assessment

2-4 Self-Evaluation as a Form of Authentic Assessment

2-5 Self-Evaluation as a Assessment for Learning

2-6 Definition of Self-Assessment

2-7 Theories Supporting Self-Assessment

2-8 Procedures to Teach Students Self-Assessment

Conclusion

Introduction

In order to engage students and become more centered in learning process, the teachers have shifted towards a more balanced approach to assessment which marries instruction and evaluation and shares authority with the students. In this vein, i will give an overview about this mehod in the following chapter which also tends to explain the change from traditional assessment to authentic assessment practice such as self-assessment. In addition, it shows the advantages and positive effects of the substitutional method on students' performance of writing.

2.1. The change to Alternative Assessments

Some educators found difficulties in serving the needs of individuals, specially students in their own learning. For a purpose of making a student a lifelong learner, and develop his or her own critical thinking, and be able to evaluate his/her own performance, according to Darling-Harmond (1993, p.20, the individuals must have the ability to shape problems, as well as to find the possible ways to solve these problems, these helps them to be productive and creator to new ideas(as cited in Zapitis,2015, p.7). To achieve these demands assessment tools are the appropriate method to improving students learning and development, as well as it is advised as a reform to teaching process. The term alternative assessment can be broadly defined as any assessment method that is an alternative to the traditional standardized tests.

The terms alternative assessment, authentic assessment, and performance assessment are all used in discussion of assessment reform. According to Lenite Silva Lopes (2015) the term alternative assessment applies to any and all assessments that differ from the multiple-choice, timed, one-shot approaches that characterize most standardized and classroom assessments. This kind of assessment is on growing via the three main principal reasons, such as the dissatisfaction with the objective tests, the influence of cognitive psychology, and the instructional impact of conventional tests.

2.1.1. The Dissatisfaction with the Objective Tests :

the dissatisfaction with traditional objective tests is one of the reason that support alternative assessment, because these tests do not assess the skills and abilities teachers want students to develop during their school years, and often fail to measure higher-order thinking skills and only measure basic skills such as recall or recognition of information. These kind of tests usually fail to enhance the learning process.

2.1.2. The Influence of Cognitive Psychology :

Cognitive psychology and constructivist about learning assume that we must assess the performance as a whole. One must look at the progressive construction of knowledge. Integrating assessment in the learning activities gives students the tools to monitor their own learning process. This allows for the development of cognitive and metacognitive strategies.

2.1.3. The Instructional Impact of Conventional Tests :

Finally, the use of objective tests has a harmful instructional effect on teaching and learning practices. Because traditional tests evaluate discrete points of knowledge and specific skills, instruction may also look narrow, decontextualized, and limited.

2.2. Advantages of Using Alternative Assessment Tools :

There is growing interest on exploring the alternative forms of assessment for many reasons. In the article entitled “The alternatives in language assessment”, Brown and Hudson (1998) presented some characteristic that make alternative assessment special and different. According to different authors view, such as Aschbacher who is one of the authors who have listed several common characteristics of alternative assessment stating that they :

- 1- Require problem solving and higher level thinking.
- 2- Involve tasks that are worthwhile as instructional activities,
- 3- Use real-world contexts or simulations,
- 4- Focus on processes as well as products, and
- 5- Encourage public disclosure of standards and criteria (as cited in Derakhshan, A., Rezaei, S., & Alemi, M. 2011).

2.3. Positive Effects and Challenges of Authentic Assessment

2.3.1. Positive Effects

The term authentic assessment conveys the idea that assessments should engage students in applying knowledge and skills in the same way they are used in the world outside of school. This idea led it to have some positive effects on students on their own learning and teachers on their own teaching process. As well as, it is simply testing an isolated skill or a retained fact does not effectively measure a student's capabilities. To accurately evaluate what a student has learned, an assessment method must examine his or her collective abilities. The term authentic assessment describes the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally relevant classroom activities.

Stiggins et al., (1994) stated " a shift from traditional to authentic assessment might increase student achievement "(as cited in Zapitis 2011). It encourages teachers to focus on the objective to be measured, because of giving to the teachers a precise information unlike traditional one. In addition, some scholars show its effects such as Baron and Boschee (1995) list four different advantages of authentic assessment techniques. According to them, the first advantage is to measure directly what educators want students to know. Second, they also emphasize higher thinking skills, personal judgment, and collaboration. It is designed to create an environment in which students can show what they know, leaving the power in their hands and allowing them to utilize higher thinking skills. Third, authentic assessment urges students to become active participants in the learning process. It helps students to become more involved and responsible for their own learning process. Eventually, it allows tests to be instructional rather than being an after-the-fact check-up on students' learning.

2.3.2. Challenges of Authentic Assessment

Authentic assessment gives to the students a complete freedom in interpreting , responding, and designing the tasks which led it to have certain challenges and difficulties to ensuring reliability.

Among these difficulties, is to accurately identify what students abilities are or which skills and knowledge are possessed, because the aptitudes of the students are

different from one student to another which appeared in their performance of the tasks. As stated by Marina Zapitis (2015), there is undemonstrated reliability and comparability of the more subjective scoring systems and their results. Assigning a specific, adequately discriminating scaled score or percentile to a “more authentic” assessment is difficult.

According to Kerka (1995), the implementation of authentic assessment tool requires a good preparation of the lesson or courses by teacher. Both teacher and student must share the responsibility of assessment, as well as engage student in it.

2.4. Self-Evaluation as a Form of Authentic Assessment :

The term assessment and evaluation are often used interchangeably. More precisely, the term self-evaluation or assessment is considered as a form of assessment and it is related to its family. It is defined as a process of making overall judgement about one's work, as part of nucleus of the personality. It leads a student to a greater awareness and understanding of himself or herself as a learner. Self-evaluation determines his relationship with others, his critical faculties, the demands he makes on himself, and his attitude toward success and failure. Self-evaluation is linked with the level person's aspiration, the degree of difficulty involved in attaining his goals. According to Ontario Ministry of Education (2003), it leads a student to a greater awareness and understanding of himself or herself as a learner (2002).

Students in this case, become more responsible to their own learning for developing lifelong language learning skills that requires the individual not only be able to work independently, but also to assess their own performance. Assessment makes students more involved in developing own learning without relying on the teacher in most cases, such involvement has the potential to impact many facets of a student performance, including achievement in a specific performance task, self-efficacy, and intrinsic motivation. In this vein, Stiggins claims “our comprehensive re-examination of achievement targets over the past decade has revealed that students’ self-assessment is not just an engaging activity. Rather, it turns out to be the very heart of academic competence” (1994, p33).

The evaluation by oneself has certain effects in improving educational level. According to Cutting (1991), "self-evaluation system is the only way for students to visualize their own success. However, Perrone claims that students "have become increasingly more articulate about their progress and what they need to work in to improve their performance and enlarge their understandings" (p. 166). Furthermore, Boud (1989) finds that:

frequent self-assessment produces a greater impact on children's thinking and behaviour, carries an important practice effect, may influence pupils towards a better organization of the previous learning upon which future learning is based, and may serve to sharpen their perceptions of the objectives to be achieved. (p. 415). Whereas, other critics such as Wolf et al., (1991) criticize the current testing system for not allowing students to participate in discussions about the standards that are applied to their work, and argue that "assessment is not a matter for outside experts to design; rather, it is an episode in which students and teachers might learn, through reflection and debate, about the standards of good work and the rules of evidence" (p. 52).

2.5. Self-Evaluation as Assessment for Learning :

Self-assessment is classified as a form that derived from assessment family which means a judgment made by employees about their own work, and abilities. It aims to shape and improve the student's competence, skills to be a lifelong learners, because when students evaluate themselves, they are assessing what they know, do not know, and what they would like to know. They begin to recognize their own strengths and weaknesses.

In formative assessment, the term feedback plays important role in correcting error and identifying specially in writing, is define as the return of information to the learners. Feedback is argued by Taras (2003) to be important in the self-assessment process. Thus, both of the teacher and the student need feedback in their own learning and teaching process. For the teachers, they use feedback to make programmatic decision with respect to readiness, diagnosis, and remediation, while the Students use it to monitor the strengths and weaknesses of their performances.

Formative and summative assessments are contrasted to each other. The first one is for learning while summative assessment is of learning. Formative assessment refers

to variety of methods that the teachers use to conduct in process evaluations of student comprehension, and learning needs. It includes all activities that provide information that is used as feedback to adapt teaching and learning in the classroom to student needs, and to promote student learning (DragemarkOscarson, 2009, p.62). However, summative assessment used to evaluate student learning progress and achievement at the conclusion of a specific instructional period usually at the end of a project, unit, course, or a semester. According to Gipps(1994,p.125) the most distinguish difference between the two is in their purpose and effect.(as cited in DragemarkOscarson, 2015,p.82).

Assessment for learning and assessment of learning are two approaches to assessment. The two differ in how the adult uses the information he/she collects. The main purpose of assessment of learning is to inform others, like parents and professionals, such as therapists, about student's achievement. Whereas, Assessment for Learning focuses on using assessment information to help students with the next steps in their learning and development. Both approaches are important, these guidelines focus on the adult using assessment on a daily basis to help children progress in their learning and development.

Self-assessment or evaluation is an essential component of formative assessment. Black and William (1998), for self-assessment to be productive, students should be trained in it so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve.

2.6. Definition of Self-assessment :

There are varied opinions among the scholars about the definition of self-assessment. For instance, Hargreaves & Fullan (1998) defines self-assessment as students judging the quality of their work, based on evidence and explicit criteria, for the purpose of doing better work in future (as cited in Silva Lopes, 2015,p.27). Another definition is stated by Orsmond et al.,(1996,p.303), self-assessment "develops ways in which students can become more critical and perceptive about their learning." According to Richard and Schmidt (2002, p. 475), self-assessment helps the learner to check and revise his or her own performance of the task after it has been completed(as cited in Tuti Purwanti, 2015, p.98). They claim that self-assessment is an example of metacognitive strategy in language learning. Another scholar, Brown (2004) asserts

that self-assessment is any assessment that requires students to judge their own abilities or performance. In line with Brown's opinion, Bachman (2000) claims that self-assessment provides an approach in which learners typically rate themselves according to a number of criteria or dimensions.

Andrad and Du defined it as, " is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judging the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly"(2007, p.160).However, there are many other definitions given to self-assessment by scholars such as Richard and Schmidt who define self-assessment as" checking one's own performance on language learning task after it has been completed" (2002, p.475).

All assessment, according to Boud (1995), including self-assessment comprises two main elements : making decisions about the standards of performance expected and then making judgements about the quality of the performance in relation to these standards. When self-assessment is introduced, it should ideally involve students in both of these aspects.

In higher education, the progressive shift from teacher-centered to learner-centered classroom has forced the teacher to help learners take charge of their own learning. To do so, the main goal of education in college and university contexts should be directed to "help students learn effectively and efficiently than they could on their own" (Angelo and Cross, 1993, p. 3). Therefore, learners should be continuously involved in the process of goal setting and taking responsibility for the learning outcome.

Table 1 shows that students are involved in observing their learning progress by identifying what they can achieve in completing a certain task.

Table 1.Elements of Self-Regulation (Zimmerman 2001, p. 5).

	Whatstudents do	Reference points for judgements
Self-assessment	Collect evidence of learning and interpret meaning of evidence	Personal goal, external standard

Self-evaluation	Compare their work	Goal, criteria, exemplar, feedback
Self-correction	Make changes or adjustments Set new goals	Goal, criteria, exemplar, feedback
Self-monitoring	Monitor progress towards closing the gap or reaching amended goal	Goal, criteria, exemplar
Self-reflection	Think about processes, thinking, dispositions toward task	Expressed notions of what learning entails

2.7. Theories Supporting Self-Assessment (Learner Autonomy and Self-Assessment, Self- Assessment in Constructivist Classroom)

2.7.1. Learner Autonomy and Self-Assessment

According to Benson(2009), the idea of autonomy is not original to language teaching and learning. Rather, it is an imported and non-linguistic concept that has been into language teaching, via psychology and educational theory, from the field of philosophy. During the 20th century, language teaching theories and methodologies were grounded in theoretical and applied theories. It was only in the 1960s that theories with a greater focus on learner and learning came into the field and a concept like learner autonomy started to attract the attention of the researchers in the field. Nation (2001, p. 394) defines autonomy by stating that “autonomous learners take control and responsibility for their own learning”, however, Benson sees autonomy as “a multidimensional capacity that will take different forms for different individuals, and even for the same individual in different contexts or at different times” (2001, p47).

Learner autonomy enhanced by self-assessment as a tool which Tholin (2008) defines as a natural element of autonomous learning since it gives the learners a sense of consciousness of the learning. He even sees self assessment as tool that can increase motivation and also set some rules for the teacher in this process like raising awareness among the learners of the benefits of self assessment, providing guidance how to self assess and helping learners to understand the results. Furthermore, Gardner and Miller(2000) consider self-assessment as a self monitoring device which provides learners with immediate feedback on their language proficiency and learning strategies. To make the learners capable of self-assessment, the teacher can take different approaches like allowing the students to work in groups in which they give and receive criticism or letting the students together evaluate some texts that they have written; the diaries that the students write in regard to what they have done while being in the class.

Traditionally, curricula have tended to focus on imparting knowledge and skills rather than the teaching of how to learn. Students are different not because of their studying specific books, having the same teachers, or experiences, but because of the ways they have find out about how to learn a language more economically and productively. In fact, the most successful learners are the ones who take the responsibility of their own learning. Thus, there are some techniques for implementing some techniques into the curriculum to enhance this feeling of responsibility in the process of language learning.

2.8.2. Self- Assessment in Constructivist Classroom :

In the constructivist theory assessment is viewed as a part of the learning process in which students play a greater role in judging their own progress. As well as, in the classroom of constructivism the traditional approach to assessment is reduced to minimum in favour of alternative approaches which are considered more developing and reliable for the process of learning. It is essential to note that alternative assessment is **criterion-referenced** so it tells the teacher about what the learner can actually do in the given language. Brown (2004) points out that it provides an accurate feedback on specific course objectives. Alternative assessment is also considered very authentic because it puts an emphasis on the tasks which resemble

real-life situations. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field.

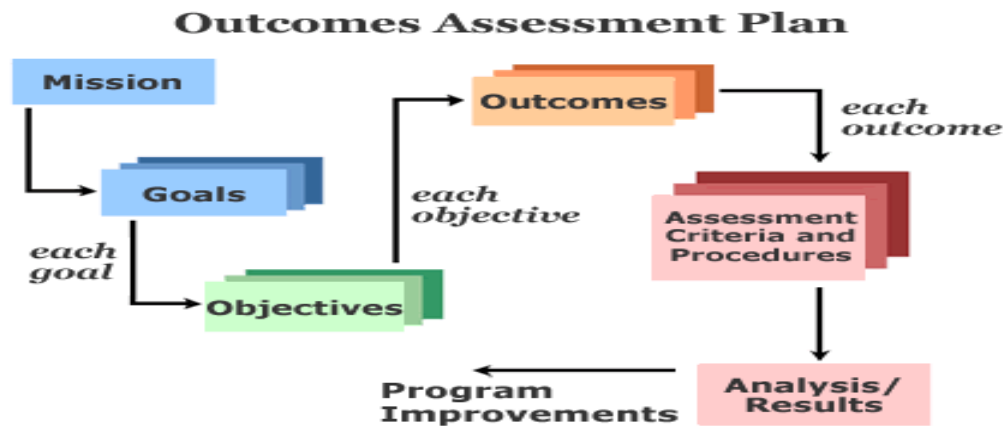


Figure 1 : Assessment Outcomes (Zapitis, 2011, p. 27).

Authentic assessment convinces students to explore while working on solving particular problems or making projects that tend to motivate them to engage in gaining new experiences, and it allows the teachers to investigate learners' integrative language and content knowledge. Constructivist learning fosters active participation of the students in critical thinking and problem solving activities. The learners are encouraged to deal with authentic problems to help them overcome difficulties in the future situations.

2.8.1. Authentic Assessment Tools :

There are many tools to implement authentic assessment in a classroom, such as portfolios assessment , journals, self-assessment or even peer assessment. Each of them requires a lot of work, but at the same time their effects are much more rewarding and productive than in the traditional approach. These methods have some advantages in introducing them in constructivism.

Self-assessment encourages a student to be directly involved in the learning process, as well it underlines the feeling of being autonomous and intrinsically motivated. These students feel proud of themselves and they are capable of determining their strengths and weaknesses. Furthermore, Moreover, self-assessment helps students to learn how to monitor their own process of learning. According to O'Malley and Valdez (), self-assessment and self-management are one of the most

important tools of learning with the use of authentic assessment, and it should be implemented as the regular instruction in the classroom.

Peer-assessment is connected with cooperative learning, this tool authentic assessment allows the learners to teach each other new materials. In addition, it helps them to work in groups, and improve skills in cooperation. In this case, a teacher must be very careful in designing a task requiring peer-assessment in order not to discourage or even block students from participation in the lessons.

A very interesting form of assessing students' performance is portfolio assessment. It requires a collection of different students' works which are gathered for a longer period of time and analysed according to some objectives and criteria established earlier by the teacher. A portfolio is supposed to present certain progress in the process of learning, and it may include drawings, written compositions, video recordings and self-made test samples.

However, journals which are another tool of assessment that refers to a set of thoughts, ideas or reactions written freely by the students and assessed by the teacher later on. According to Brown(2004), who states that " The form of this tool is quite specific as there is no particular attention to the correctness or the style of the written samples". There are many subjects dedicated to the journals in a constructivist classroom e.g. grammar journals, diaries of attitudes and feelings, self-assessment reflections.

2.8.2. Teacher's Role in Constructivist Classroom

The teacher in constructivist classroom plays the role of guider to enable the learner to discover new knowledge or information in different fields. To make the lessons more attractive and interesting as well, the teacher tends to focus on some cognitive strategies to enable the learner to manipulate the language material in direct way e.g. through reasoning, analysis, note taking, summarizing...etc. Moreover, The teacher teaches the students how to make accurate analogies, how to make appropriate conclusions or solve different problems.

2.9. Procedures to Teach Students Self-Assessment

Students and parents need to understand not only what self-assessment is, but also why and how it is being used to support student learning. In order to self-assess effectively develops over time and with experience, there are some tools and strategies used by the teacher to suit the various needs of their diverse student population, and to support student learning. These tools are as follow :

2.9.1 Getting Started

- The teacher or the model intentionally teach critical thinking skills required for self-assessment practices. (as cited in The Capacity Building Series, 2007, p.2).
- Making the students responsible about their own learning, by engaging them in the discussion and the activities that have done in the class.
- Devote a time to learn self-assessment skills.
- Provide students with many opportunities to practise different aspects of the self-assessment process.
- Have students self-assess familiar tasks or performances using clearly identified criteria.

2.9.2 Use of Rubrics

Rubrics are a valuable tool for self-assessment. It provides descriptions of levels of performance, and it enables students to use them to monitor and evaluate their progress during an assessment task or activity. According to the article The Capacity Building Series Rubrics are as guides during the writing process. The teachers in this case, make sure that the student understand the terminology used in the rubric, and provide students with models or exemplars to illustrate relevant aspects of the activity.

2.9.3 Use of Graphic Organisers

The use of graphic organizers assists thinking, and make it visible for both the student and the teacher. For example, empty spaces in graphic organisers reveal gaps in the student's knowledge or thinking. They indicate immediately what still needs to be discovered or learned. When students are asked to explain their use of the graphic organiser there is an opportunity for metacognitive development because they must explain their thought processes.

2.9.4 Setting of Learning Targets

The setting of learning targets, or goal-setting, is an intrinsic part of self-assessment, and the starting point of student self-assessment. It proceeds through the production of work that aims to achieve those targets. The process looks like this:

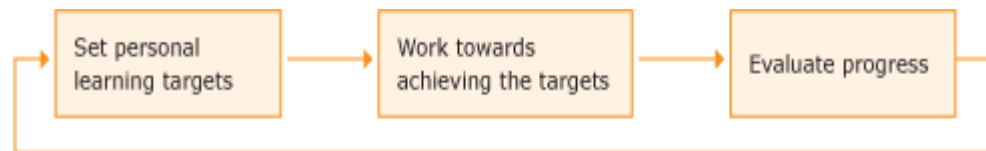


Figure2: The setting of Learning Targets (Oscarson, 2009, p. 50).

2.9.5 Time Management

Crucial aspect of self-assessment is students' ability to manage and organise their own time in order to complete set tasks. Schools recognise this when they institute a variety of structures to support students developing independence in this area; the student diary is one example.

Conclusion

As a conclusion, to know the needs and the wants of the learner which are very interesting in conducting a successful teaching and learning process, self-assessment is one of the most successful method to achieve these demands. Because of the dissatisfaction with the traditional objective tests, many teachers and educators shifted the attention toward the authentic assessment as an appropriate method to involve students in learning process, and become more active and centered in classroom. This authentic assessment has different forms, such as self-evaluation or assessment that encourage the learner to judge their work and performance individually. According to Blanche and Merino (1989, p. 313) self-assessment is precondition for learner autonomy.

Chapter Three: Field Work

Introduction

3.1 Variables of the Research

3.2 Sample of the research

3.3 Plan of the Research

3.4 Data Analysis and Interpretations

3.4.1 Analysis of the Pre-Test

3.4.2. Students' Questionnaire

3.4.3 Analysis of Post-Test

3.5 Results and Interpretation of data

3.5.1. Results concerning the hypotheses of the study

3.5.2 Synthesis of the Results

Conclusion

Introduction

This chapter is about the practical part of this dissertation. It is divided into two sections; the first section is about the experimental paradigm involving the variables of the research, the plan, the sample of research, and steps of study. Then the second part is about the analysis and interpretation of the findings of the questionnaire and Pre/Posttest. Our main concern is to introduce self-assessment as an appropriate tool to improve students writing, and make the students able to correct their pieces of writing individually.

3-1 Variables of the Research

We have two variables, dependent variable and independent variable. The dependent variable is writing, while the independent variable is self-assessment. Writing involves convey understandable message to the reader, it also helps people to organize their thoughts and ideas. Writing is important whether in the work place , school, as a hobby or in personal communication. Self-assessment is simply a matter of having students identify their strengths and weaknesses in their own learning. It is considered as an effective tool for the learners to compare their work to clear standards and generating feedback for themselves about where they need to make improvement.

3-2 Sample of the research

The participants of this study are 50 EFL second year students at Amar Thelidji University of Laghouat, the age of these students is from 20 to 23 years old, 25 were girls and the others are boys. of students, chosen randomly. The selection of such sample was based on the consideration that the second year LMD students have already experienced in learning English language in the first year, so they know some information about classroom interaction concepts and they aware about evaluating their levels in this language. For those reasons, we think that they are the most appropriate ones who work well with our study.

3-4 Plan of the Research

In order to evaluate students writings, we adopted an experimental method which involves a combination of quantitative and qualitative methods to provide more understanding about how the learners see self-assessment and whether or not it helped them. We formulated pre and post-self-assessment to know better about the participants' level before and after the use of these self-assessment skills.

In the first step, we have pre and post-test. In both pre and post-test, the students are asked to write a paragraph to know about their level in writing, and if they are able to assess their piece of writing independently from the teacher. Then, we use the questionnaire to know more about their attitudes toward the self-assessment strategy.

3-5 Data Analysis and Interpretations:

3.5.1 Analysis of the Pre-Test

In this stage, the students were asked to write a paragraph in which they describe an archaeological area or any other places. The aim of pre-self-assessment is to evaluate students' writing. When we correct students' papers, we found that most of students made mistakes in grammar, spelling, punctuation and handwriting. The following table shows the results of pre-self-assessment test.

Subjects	Grammar	Spelling	Punctuation	Handwriting
Number of mistakes	90	50	80	30
Number of students	50	45	50	50

Table 1 : Result of pre-writing test.

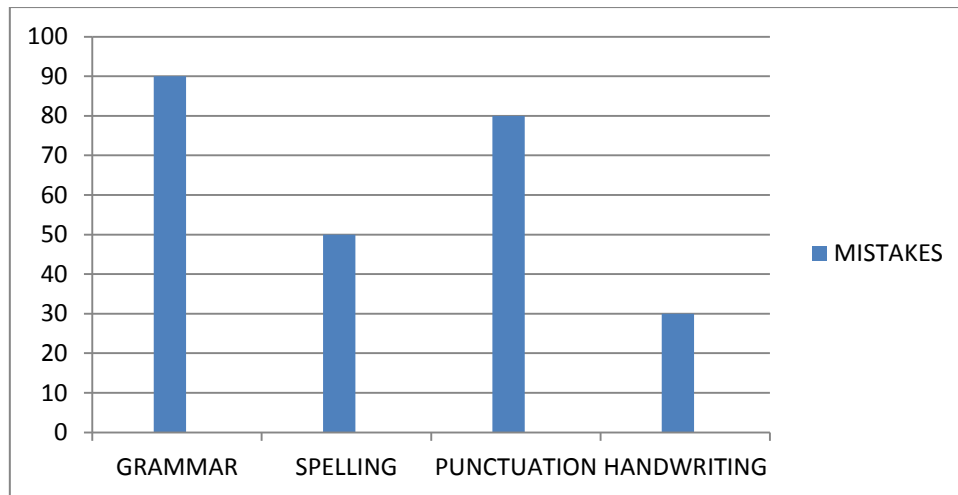


Figure 01 : Results of Pre-test.

To conclude, before starting the treatment, students had no idea of assessing their own writing and the task of assessment was done by the teacher like most of traditional classes. Students faced difficulties in their own pieces of writing, because they did not know how to assess their writing by themselves. They did not feel confident with the way they perceive their own works.

3.5.2. Students' Questionnaire

1. Is your level in English ?

Students' answers	Students' number	Percentage
Good	15	30%
Average	25	50%
Bad	10	20%

Table 1 : Students' Level in English

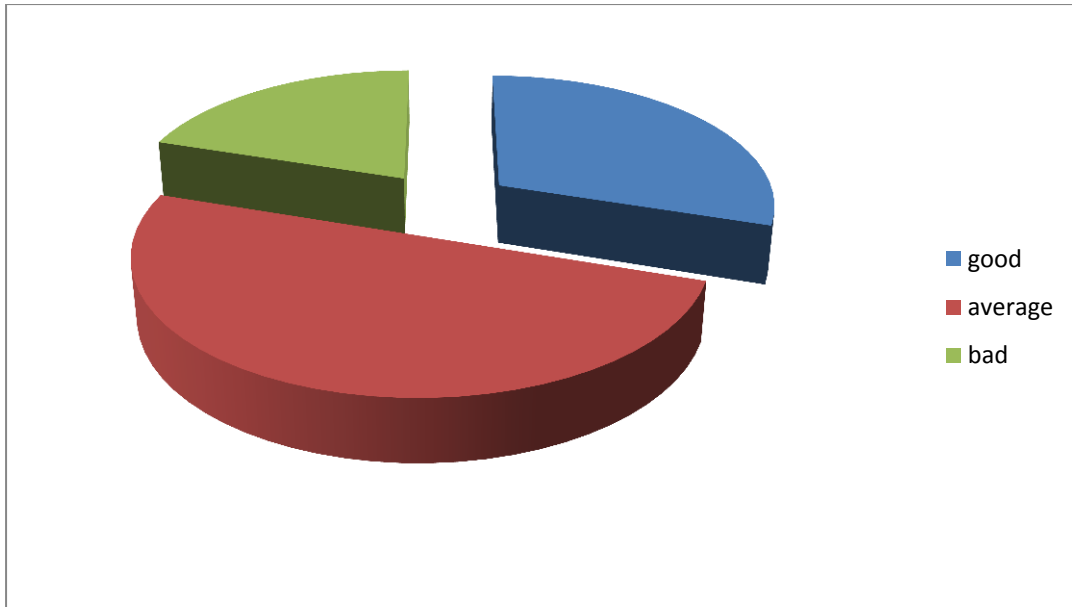


Figure 1 : Students' Level in English

According to the results above , the highest percentage of students (50%) claimed that their level in English is average. Others (30%) they said that they are good in English, while some others (20%) stated that they are not good in English.

2. How often the teacher gives you the opportunity to interact (give and take) ?

Students' answer	Students' number	percentage
Always	40	80%
Sometimes	10	20%
Never	0	0%

Table 2 : Teacher-Students Interaction

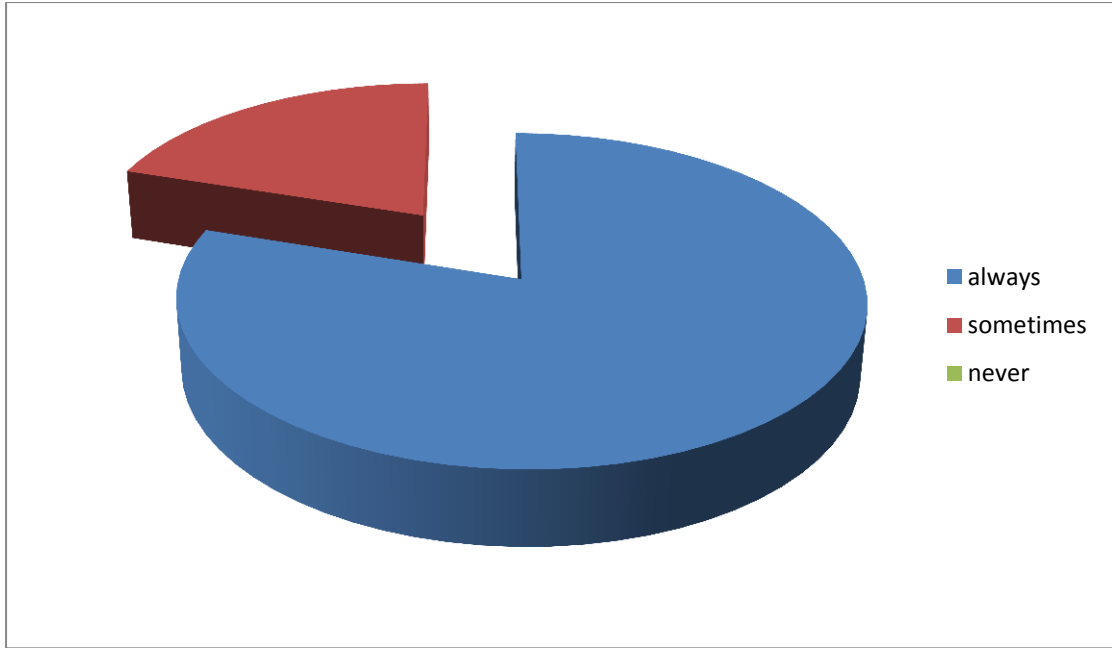


Figure 2 : Teacher-Student Interaction

The table above shows that (80%) of students have the opportunities to interact with their teachers. Others (20%) of students are sometimes interacting with their teachers. However, none of students claimed that the teacher gives them the opportunity to interact with him/her.

3. When you interact in the classroom is it your own choice or the teacher who asks you to do so?

Students' answer	Students' number	percentage
You whowant	35	70%
The teacher who asks you	15	30%

Table 3 : The Students' Contribution in Interaction

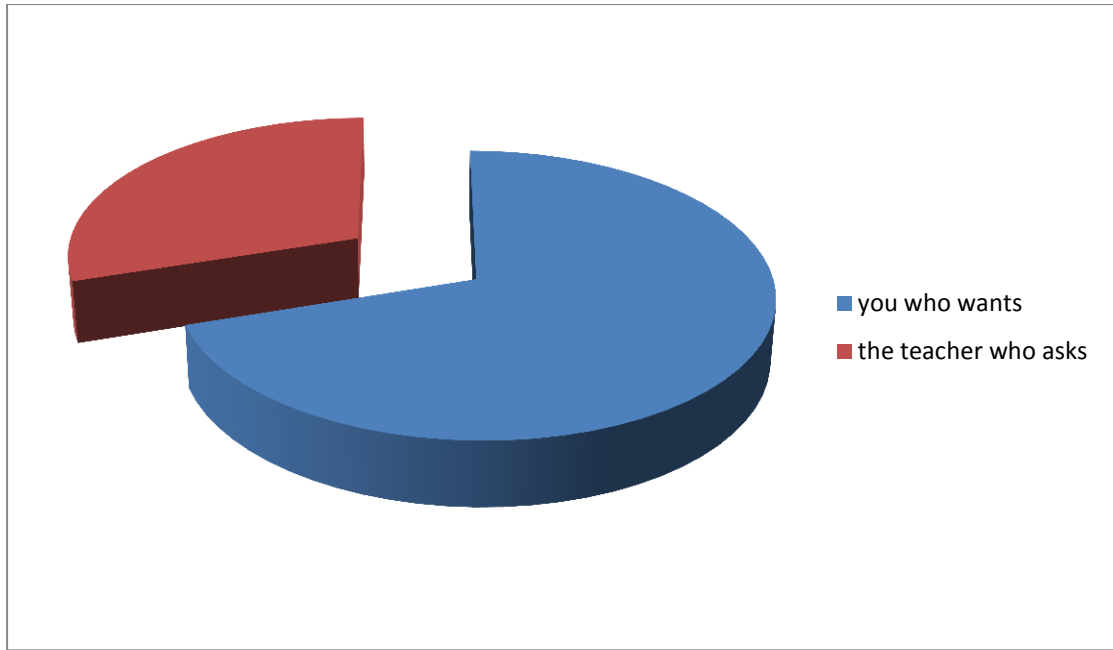


Figure 3 : The Students' Contribution in Interaction

As shown in the table above, (70%)of students want to interact by themselves. Some others (30%) are pushed by the teacher to do the task.

4. Does regular interaction in the classroom help you to assess your ownleveffectively ?

Students'snumber	Students' answer	Percentage
Yes	47	94%
No	3	6%

Table 4 : The Results Interaction as a Help Assess Students' own Writing

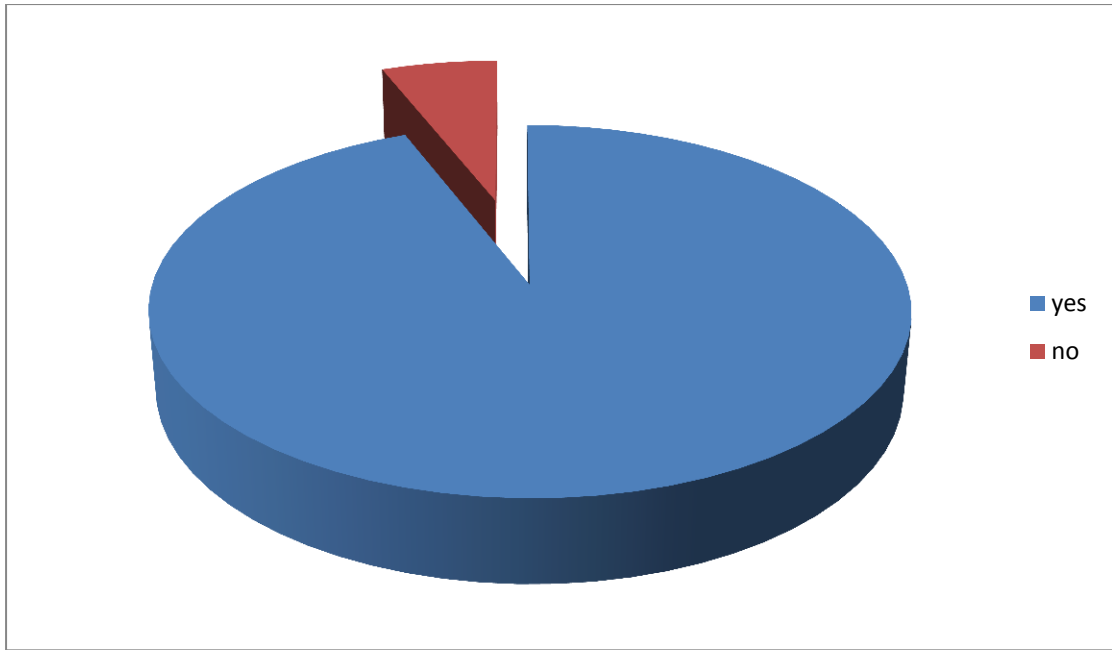


Figure 4 : The Results Interaction as a Help Assess Students' Own Writing

5. Do you know what does self-assessment mean?

Students' answer	Students' number	percentage
Yes	10	20%
No	40	80%

Table 5: Results of Knowing Self-Assessment

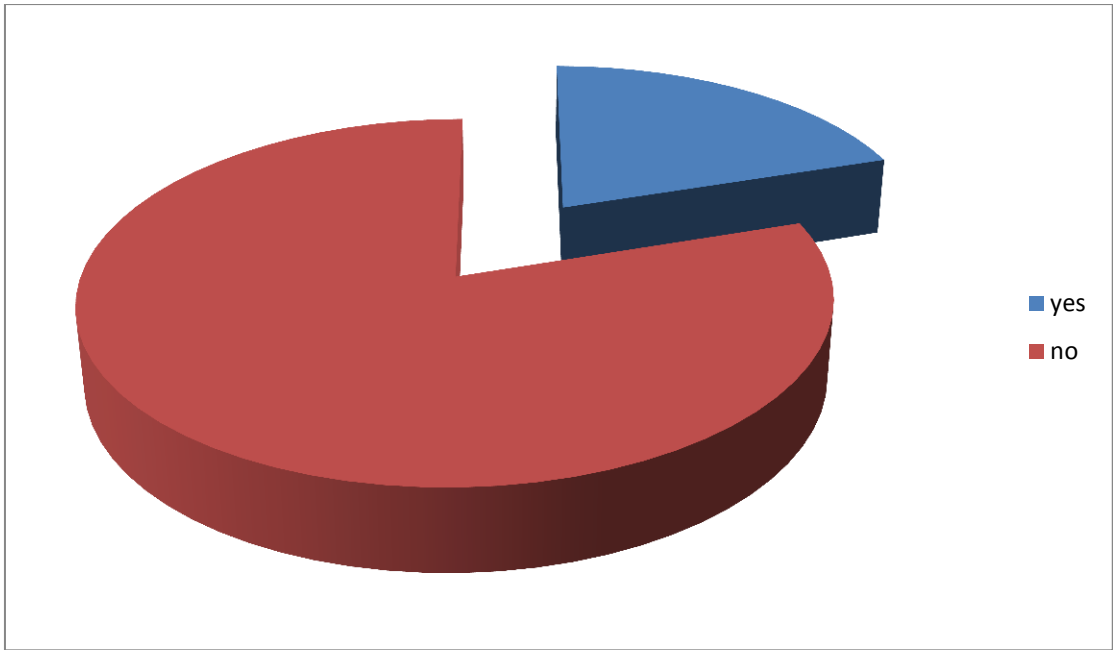


Figure 5: Results of knowing Self- assessment

As shown in the results, the majority of students did not have any idea about the method of self-assessment. Students did not feel comfortable, and confident with the way they perceived their own writing a paragraph.

6. Have you ever self-assessed your writing?

Students' answer	Students' number	percentage
Yes	15	30%
No	35	70%

Table 6 : Students' View About Using Self-Assessment

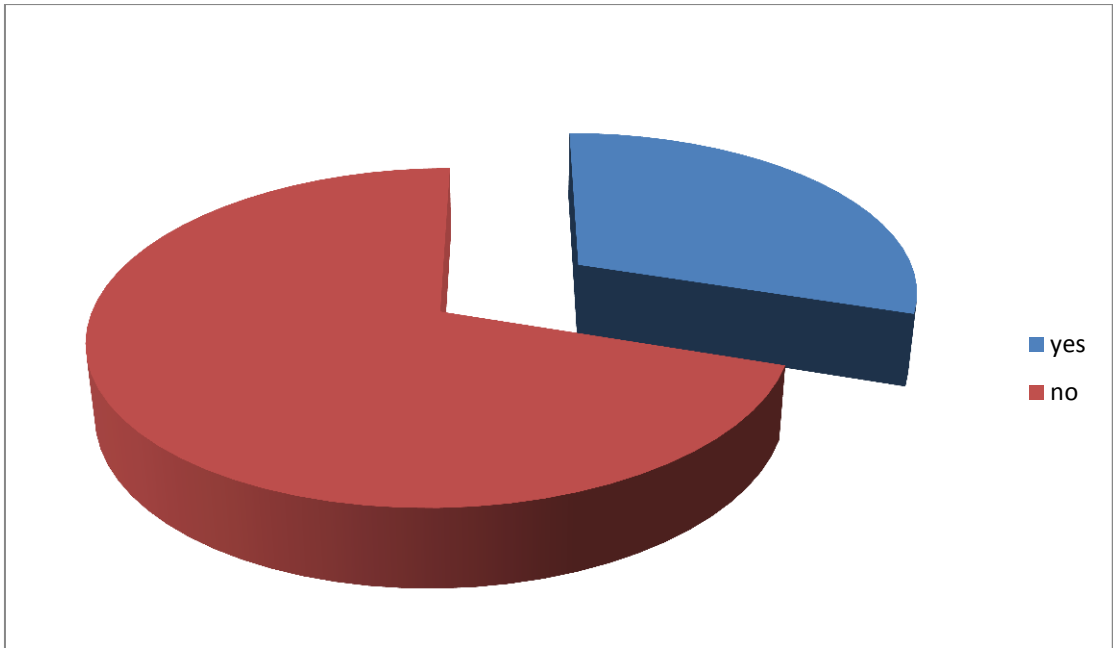


Figure 6 : Students' View About Using Self-Assessment

Through the results concerning students' view of using self-assessment, lowest percentage of students had self-assessed their own piece of writing. They state that the task of assessment is done by the teacher like most of traditional classes. They were not instructed how to do that.

7. For those who self-assessed themselves, do you find self-assessment beneficial or useless?

Students' answer	Students' number	percentage
Yesbeneficial	15	30%
No useless	0	0%

Table 7 : Students' Opinion towards the Use of Self-Assessment

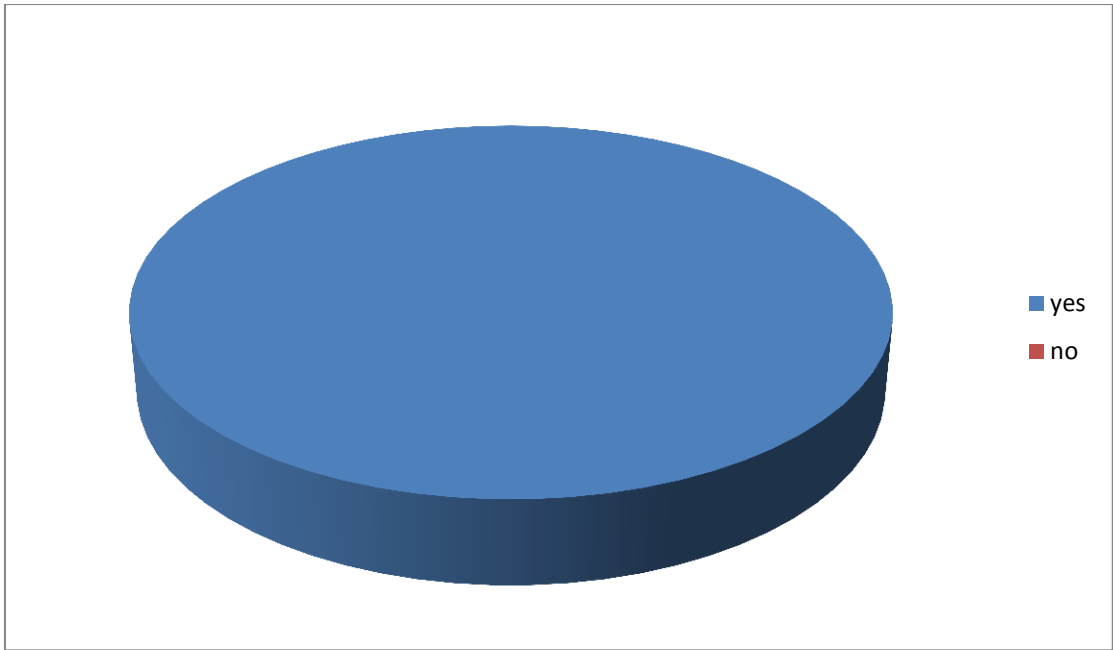


Figure 7 : Students' Opinion towards the Use of Self-Assessment

This question shows that all students who self-assessed themselves found self-assessment is an important in improving writing. For them, it is the preferable tool to find and correct their mistakes, as well as to work independently from the teacher. They believed that this tool enhances their awareness of learning development.

8. Have you ever written a paragraph?

Students' answer	Number of students	Percentage
Yes	30	60%
No	20	40%

Table 8 : Students' Opinions about Writing a Paragraph

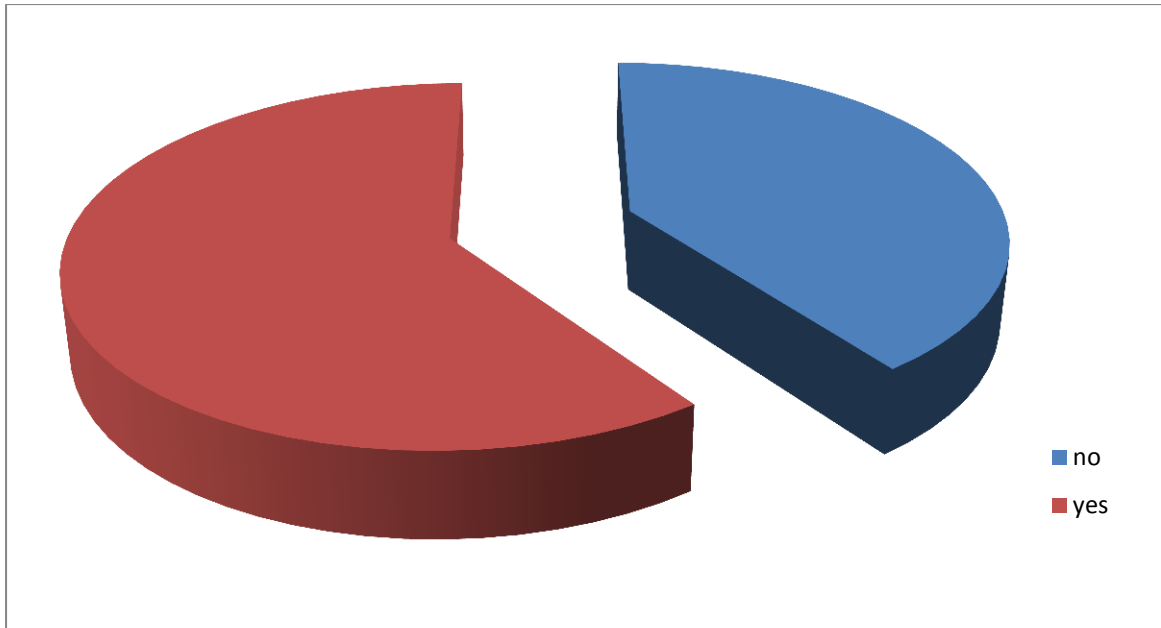


Figure 8 : Students’ opinion about writing a paragraph

According to the results above, the highest percentage gave an affirmative answer. The majority of students had written in which they express their ideas and thought, this means that they have an orientation towards writing skills. However, (40%) of the students said they have not written a paragraph, because of the difficulties they faced in transforming their ideas to a written paragraph.

3-5.3 Analysis of Post-Test

After pre-self-assessment test, we introduce self-assessment tool to the students for the purpose of improving their own writing .Then, we asked them to write a paragraph.The number of mistakes havedecreased, because the use of self-assessment is effective in making the students identify the areas of their weaknesses and strengths in writing .The following table shows the results of post-test self-assessment.

Subjects	Grammar	Spelling	Punctuation	Handwriting
Number of mistakes	6	5	0	3
Number of students	5	4	0	6

Table 2 : Results of WT.

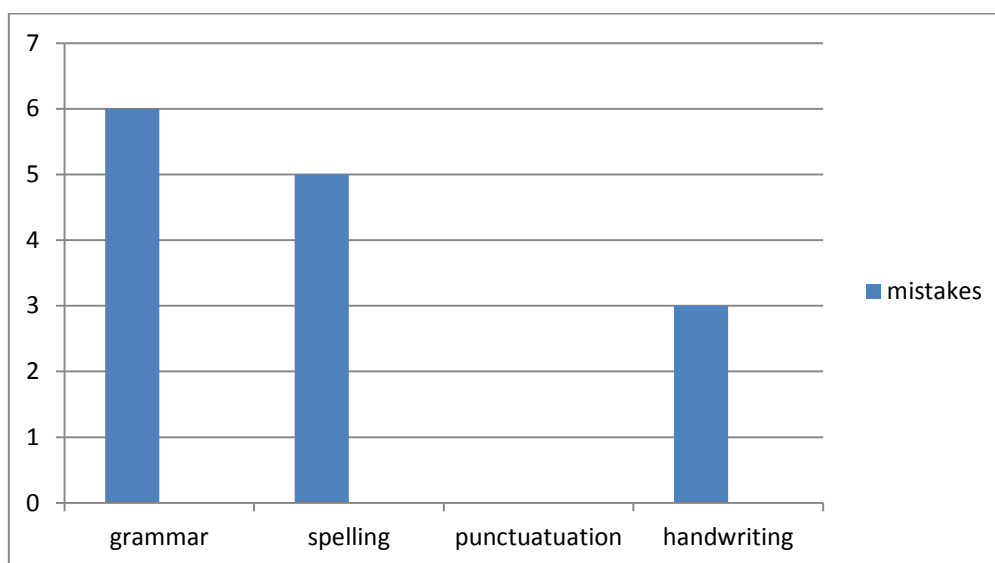


Figure 02 :Results of post test

To conclude, after introducing self-assessment tool in writing classroom, we found that most students improve their writing . Self-assessment has a significant effect in making students identify and correct their piece of writing.

3.6.Results and Interpretation of data

3.6.1.Results concerning the hypotheses of the study:

We hypothesize that maybe the use of Self-assessment has effectiveness in writing classroom or not. From the results of pre-self-assessment test and post-self-assessment test, we found that the use of self-assessment is a successful to improve students' writing. These results confirmed the hypothesis of the idea that SA is an effective, valid, and reliable tool to assess students' writing.

3.6.2 Synthesis of the Results:

According to the results obtained, it is possible to state that SA of writing skills is a reliable and valid tool in the context of this specific study, it improved gradually in the treatment. The results of the pre-test showed that most students who never had a chance to use self-assessment, their writing of a paragraph is full of mistakes in terms of grammar, spelling, punctuation. The discussion with the participants confirmed that they have positive attitude towards SA. In order for self-assessment to be effective, students must have a clear targets to work toward. Self-assessment is about promoting learning and achievement, not about grading. Effective SA involves students comparing their work to clear standards and generating feedback for themselves about where they need to make improvements. The results of post self-assessment test reveal that the students indicated positive attitudes towards the implementation of SA as a successful tool to improve writing classroom

3.7. Conclusion :

As a conclusion, most of the students interact with the use self-assessment in their writing classroom. However, those students who never had a chance to self-assess their writing classroom faced difficulties which appeared in pre-self-assessment test results. In post-self-assessment results, the benefit of self-assessment use appeared when students' mistakes decrease and their writing ameliorated.

General Conclusion

Writing skill is one of the productive skills that should be mastered in using a language. It has significancies in improving a communicative competence of learning the language. Writing is a key indicator of high studentsachievement.In addition, having a good abilities in writing skill will help the students to explore ideas and write them into readable text orderly and grammatically. The teachin and learning process of writing skill should be done effectively to achieve the objectives in learning writing. Writing should be taught and practiced from the very beginning levels. In writing, the words we use can show who we are as a persone

In traditional assessment test, the students are so restricted and unable to serve their individual needs to assess their skills. In this vein, the use of self-assessment method which regarded as a form of authentic assessment saw as a possible way to make both of the teacher and the student share the responsibility of learning and teaching process. Self-assessment ability could be better taken into account as a complementary assessment resource in reaching broader educational goals of autonomy and independence. The fundamental reason for self-assessment is to help the learners to become aware of their achievement at any given time and over longer term. As a pedagogical practice, self-assessment recognized in an international context, and have received more national attention.

The purpose of this study is to explore and learn more about how a sample of participant learners of EFL at the university level perceive their own level of EFL writing.This study also aimed to investigate the incorporation of self-assessment in writing and its influence on improving writing skill. The results of this study showed students' writing skill improved gradually in the treatment period. All the students and the teachers had positive attitude towards self-assessment. By the use of self-assessment the students have more opportunities to involve in the assessment process and practice it under the teacher's supervision to achieve the mentioned aims. This research shed light on the effect of introducing and practicing self-assessment in writing.

Self-assessment of writing has certain impacts on EFL writing skills. These impacts facilitate the way to achieve learners' language learning goals, and helping them to distinguish between competence and performance. Self-assessment of writing is a reliable and valid tool in an EFL classroom, allowing teachers to act as facilitators and giving students power to take on more responsibility for their own learning, thus becoming more autonomous.

The present research has not covered everything, the topic can be seen from other different perspective. We hope that our study has contribute to the field of didactic and that it will open the door for other future researches.

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Appendices

Appendix A

The questionnaire :

Dear students, please answer the following questionnaire :

1. Is your level in English

Bad Average Good

2. How often the teacher gives you the opportunity to interact (give and take) ?

Always Sometimes Never

3. When you interact in the classroom it, is ?

You who wants The teacher who asks you

4. Does regular interaction in the classroom help you to assess your own level effectively ?

Yes No

5. Do you know what self-assessment means ?

Yes No

6. Have you ever self-assessed your writing ?

Yes No

7. For those who self-assessed themselves, do you find self-assessment beneficial or useless ?

Yes No

8. Have you ever written a paragraph ?

Yes No

9. What did you find most challenging about it ?

10. Please circle the options that true for you.

1*Content

2*Organization

3*Accuracy

11. What is meant by assessment ?

12. Have you ever self assessed your writing ? If so, did it help you in improving your writing skills ? Put the mark(x) in the box that best indicates the extent to which self-assessment in writing

Not atSo-so

very much

Appendix B :Pre/posttests

Full Name:..... **Nº:**.....

Write a good paragraph on the following prompt:

1-What is the best advice your parent(s) or mentor ever gave you?

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

2-What’s your favourite social media network and why? Promote your account.

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

3-What’s one thing you’d change about your character if you could?

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

4-If you were given 1000\$. What would you do with?

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

5-What always brings tears to your eyes? (As Paulo Coelho has said, “Tears are words that need to be written.”)

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

Appendix C

Analytic Scoring Rubric:

Instructions:

This measurement scale is used to evaluate a student's performance. It consists of three criteria which are sentence structure, organization and conventions. Each criterion has a list of descriptive characteristics. The scores are given from 4 (achieved task of writing) to 1 (unachieved task of writing) for each descriptor.

Thank you for your efforts.

Analytic Scoring Rubric Form:

In order to receive a complete mark, the followings need to be fulfilled:

Criteria	Descriptors	Scores (NA)
Sentence structure	*Over corrected sentences : effective use of simple, compound, and complex sentence structure.	4
	*Correct sentence with some minor mistakes: appropriate use of sentence structure.	3
	*Lots of mistakes in sentence structure (use of simple sentence).	2
	*Frequent mistakes in sentence structure.	1
Organization	*The logical flow of ideas is generally clear and connected.	4
	* The logical flow of ideas is mostly clear and connected.	3
	* The logical flow of ideas is less clear and connected.	2
	* The logical flow of ideas is not clear and connected.	1

Conventions	*Standard English conventions (spelling, grammar and punctuation) are perfect.	4
	* Standard English conventions (spelling, grammar and punctuation) are almost accurate.	3
	* Standard English conventions (spelling, grammar and punctuation) are fair with some minor mistakes.	2
	* Standard English conventions (spelling, grammar and punctuation) are poor with frequent mistakes.	1
Total		... /

Appendix D

Sample of students' answer

Facebook is one of the most popular social networking site of all time. Within six years, Facebook has experienced dramatic growth. It has reached more than a billion users and is still growing rapidly. For many people, Facebook has become an integral part of day-to-day life. Facebook users frequently share interesting detail about their lives with hundreds of friends. It is very expensive when compared to traditional print, radio or TV. To conclude, Facebook has become in a short time one of the most widely used marketing tools in today's business world.

Most of the time Parents know what is best for their children because when Parents advice their children, the advice always comes with good intention and from a pure heart. My Parents supports me all the time. I believe Parents are one of the keys for the children success because my parents give me love, support, encouragement and have a positive impact on my life to move forward. They raise me to feel love and to be strong. In my life there were cases where I was alone and no one around, but my Parents supported me and stood with me.