



THE PEOPLES DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY CENTER ABDELHAFID BOUSSOUF –MILA –

Faculty of letters and languages

Department of letters and the English language

**AN INVESTIGATION OF THE IMPACT OF SELF – ASSESSMENT
STRATEGY ON STUDENT'S WRITING ABILITY
THE CASE STUDY OF FIRST YEAR LMD STUDENTS**

**A Dissertation submitted to the department of foreign languages in partial
fulfillment of the requirements for the joint degree of Master in Language
Sciences and Didactics of Language**

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Thesis publicly defended on Juin 21th, 2018

Fatima zohera's dedications

In the name of ALLAH, the most gracious , and the most merciful , the sustainer of the world may all the glory be to God solely , I praised him for endowing me the precious life and fortitude to go through this current study by showing me the light at the end of the tunnel when things looked bleak.

Further, this work is lovingly dedicated to the glamorous pillars of my life being the constant source of inspiration for acuity, wit, and for cherishing me in their heart via unconditional cordiality, unreserved affection, and implacable patience. All what you have rendered me is still flow bountifully. Particularly, my Mother HALIMA for her motherly beatitude that gave a profound meaning to my life's journey. Because of that, I just want to say "thank you, I love you! You are everything to me". May Allah the almighty give you all the blessedness!

Similarly important, I gladly dedicated this thesis to my striking sisters and brothers who are rich thread in the fabric of my life through providing me with insatiable appetite for the betterment of my education, pushing me to have greatest lumping dreams of all time, and crystallize what I truly believe in. Especially the most magnanimous person; my old brother "NADJIB". His clear-head suggestions get me settle for less than my best and start on it right away ." you are smokingly gorgeous " I always heed your stage advice".

Ultimately and most significantly, my infinite hearted dedication immensely goes to unending friendly love DOULA HABIBA, ROUKIA, and NOURA whom I shared the university life with its lights and shadows, I remember you forever and ever buddies.

To all whom I know and who know me

RACHIDA'S DEDICATION

I dedicate this piece of work to every one who was still and will be the reason of my happiness.

To the loving memory of my father hocine

To my wonderful mother fatiha

To my husband who gave me the illimite freedom to go on learning

To my brothers: hakim and his family, hamza, Mohamed salah and bisal

To my sisters: karima, fouzia, farida, hayet, sorya, and chahinez

To my charming children: ziad and bouthaina

To all my students and especially : Mourouche salah eddine

And the dearest life long friends: assia, fatiha, sonya, selwa and hafida.

Acknowledgments

The completion of thesis has been a long journey of learning and we are truly indebted to the many people who have supported us along the way in various manners. Hence, we wish to address our boundless gratitude and profound appreciation to the following individuals and organization

As starter, it gives us a great pleasure to take on this opportunity to record our deep sense of indebtedness and gratefulness to the honorable research supervisor: Dr AZZIOUI ASSIA who has been there all the way from the outset through un-seizing academic guidance, steadfast support, unflagging encouragement, unwavering enthusiasm, and meticulous reviews .We personally cannot ask for a better mentor who befited as god father to us. “We highly appreciate your monumental task of shepherding our dissertation”. We would like to warmly extend our heartfelt thankfulness to the upcoming top- notch and candor tutors whom we benefited immeasurably from their remarkable breadth of vision and craft of knowledge: BOUGUERNE SABAH, BOUGHOUAS LAMIA, and BOUARROUJ AMEL. Likewise, we would like to include a special note of thanks to the big, classy, and stellar sir BOULKROUN FOUAD who graciously opened his office to supply us with wonderfully points of references. “We are really blazed by his instruction”. Interestingly enough, Grateful acknowledgement is made to all staff members of the library for their unfailing scaffolding. Lastly, but certainly not least, a particular vote of thanks for the freshmen for their willingness to act as guinea pigs to carry out the field work. And last but in fact foremost, we wish to express our infinite hearty word of thanks to all the members of the panel who unselfishly set aside time to taking on the tedious chore of painstakingly proofreading the thesis. Of far great importance, our wholehearted gratefulness are due to everyone who never hesitates to bestow a helping hand to make this research work such a reality. So, we humbly apologize to any whom we have most inadvertently overlooked for being far too numerous.

To all, big grateful heart of thank you, you are part of this.

The abstract

The study 's focal point of lies in the close investigation that self- assessment could have a steering effect on refining first year EFL students 'writing abilities at the department of letters and English language at the University Centre of Mila .To see clearly into the efficiency of the so called self – assessment, the researchers advanced the research hypothesis that if we substantially raise student's awareness about the ultimate importance of self – Assessment, they would presumably become masterful academic writers. For such surge of interest, we conducted the pilot quasi experimental design in which the Experimental Group received the experiment treatment, i.e. the adapted self- assessment whereas the participants of the Control Group were asked to complete the tasks conventionally. Then, a writing posttest was finally administered to the students in both groups and the mean rank scores were compared by t-test in order to confirm that the obtained results are not a mere chance finding. The results showed a significant achievement among the subjects of the targeted Group. However, the treatment group outperformed the Control Group. Henceforth, we can safely bear out the research hypothesis (H1). Henceforth, these positive findings pointed to propound a plethora of pedagogical implications to further extend the area of research for those concerned in language teaching and learning such as teachers, language learners, and instructional materials developers to help language learners enhance their writing ability.

Index of words: Self- assessment, writing proficiency, First year EFL students.

List of acronyms and coding conventions

EFL: English Foreign Language

ILA: Instruction Learning Assessment

ICT: Information Communication Technology

ESL: English Second Language

L1: First Language

AOL: Assessment of Learning

PBL: Problem –Based Learning

TLA: Teaching Learning Activity

AFL: Assessment for Learning

SA: Self- assessment

LLL: lifelong learning

W.E: Written expression

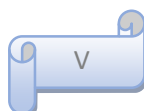
G: Group

N: Number of subjects

EXP.G: Experimental group

CG: Control group

(H0): Null hypothesis



(H1): Alternative hypothesis

$\bar{X}$ = Mean score

M: Mean

D: Difference score

D² : Squared difference score

S₂= Standard deviation(variance)

SE: Standard error

Σ Sum

df: Degree of freedom

t_{obs} : T- observed

t_{crit} : T- observed

(X): Non- improvement

(√): Improvement

% : Percentage

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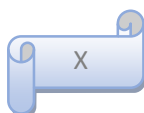
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GENERAL INTRODUCTION

Writing plays an eminent role in social, cultural, professional and academic contexts which have led to consider it as a capital skill in the world of Applied Linguistics. Pedagogically speaking, Writing perfectly well is a primordial skill for success at tertiary education. It is regarded among the four basic skills in language learning, and is by far subsumed as productive skill. Similarly important, Writing like all other skills is taught and practiced from the very beginning levels and it must be rated and assessed for the sake of achieving the degree of being an adept academic writer. Thereby, as the role of Writing in EFL learning increases, the students' ability to self- assess their EFL Writing skills also becomes progressively more significant. The burgeoning rise of Self- assessment in educational space owing to the pronounced emphasis in developing Lifelong Language Learning skills that is deemed as an asset for futuristic career. Of far great importance, Self- assessment seems advantageous not solely to make success in their English Writing but also and in furthering more comprehensive and fairer assessment practices. Henceforth, the situation under study refers to the ultimate fact that the Write up and Self- assessment are closely intertwined in practice, where writers are supposed to set out goals for undertaking a writing assignment and manage to unlock any stumbling block that can stunt while undergoing the process of writing. Accordingly, these kinds of challenges deeply motivate the researchers to undertake this action research which revolves around the following situation: An investigation of the impact of self- assessment strategy on student's writing ability.

Statement of the Problem

In language teaching context, undeniably, writing plays a pivotal role in nurturing academic growth and excellence. Thus, Writing is one key skill which is needful to be possessed by students. In this light, the writer is demanded to exert control over a number of variables simultaneously. However, the overwhelming majority of students currently failed to meet criteria of acceptability. As a matter of fact, this action research arose from the perception there is high doubt that writing is undervalued by freshmen. To a preponderance of EFL learners, the insipidity in writing stems from a hell of reasons. First and foremost, students seem to be fallen into the category of disadvantaged writers, they justified this gap by declaring that they are ill - equipped with the mandatory skills in the sense that they had shaky grammar, poor mechanical skills along with issues of richness in terms of proper vocabularies. Secondly, another solid reason that students positioned themselves as unskilled writers is that they lacked motivational drives to readily engage themselves in academic writing assignment. For most of them, it seems to require an expense effort disproportionate to the actual result. The third and the most powerful reason is that poor writing had a lot to do with receiving implicitly corrective feedback from their tutors; they felt that their teacher are at lost as to uncover their writing deficits. Hence, when it comes to the crunch, our active agency in conducting this action research lies in striving to cast light on self – assessment as a potent technique in that it poses a challenge for students as to reflect on their own work to make the right appraisal in order to better prepare EFL learners for success in mainstream content courses at the university level. In such a fashion, we would maximize the likelihood of enabling them crafting a satisfactory piece of writing.

Focus of the Study

Regarding the elaboration above, the current study aspires to offer a rationale that self-assessment is a potentially powerful tool in assisting first – year EFL students to write an effective paragraph. To put it simply, this actual work prompts at offering them the opportunity to express their thoughts clearly and thoroughly through the medium of writing by means of self- assessment practices.

Research Questions

With regard to the focus of the present research work, the present study specifically intends to answer an array of essential inquiry questions. Taking our research aim collaboratively we, will frame the following pertinent questions that are supposed to guide the present dissertation:

1. Is self- assessment an efficacious approach to teaching EFL writing?
2. Following the training, what are the prominent, possible landmarks in writing achievement as it measured right after the administration post test?
3. How does the exposure to self - assessment training assist students in gaining a perfect grasp in identifying their underlying merits and demerits with regard to writing skill?

Hypotheses

Thus, in the pursuit of tracking the afore- stated fundamental questions and getting them covered, we speculate the upcoming hypothesis that hinges on our major aim and would be supported by our data:

1. Alternative hypothesis: If student's cognizance about the greatness of self – assessment in the classroom writing is substantially elevated, this would presumably transform them into masterful academic writers.

2. The null hypothesis: Self- assessment method has no differential effects on the learners' writing ability.

Means of Research and Procedures

For the requirement of the research, and in an endeavour to verify the validity of the research hypothesis, a pilot quasi experimental design was carried out to as a perfect tool for compiling the required reams of data, which seeks to investigate the efficacy of our treatment with specific reference to teaching/ learning writing, as to helping the researchers have a flavor of the study ahead as to reconsider and adjust some points to be used in the chief study. To be more specific, this latter was designed for first – year EFL students at the department of English that takes place at Mila University Centre. The experiment, involved two research groups namely an experimental group, who received the research treatment. That is, the adopted self- assessment method, and a control group who is supposed to be the means of comparison for checking the positive backwash effect of self - assessment on student writing proficiency.

Outline of the Thesis

The Dissertation is a full account of three distinctive chapters. The first two ones are representative of the theoretical surveys and the sole remaining one is devoted to the empirical work of the study. As starter, the first chapter is under the heading of “Teaching the Writing Skill”, it shortly introduced Writing as a complex and challenging skill. This chapter also explores in details the scope of teaching Writing via three crucial approaches. Lastly, the

chapter ends up suggesting possible solution to the problematic issues of Writing. When it comes to the second chapter, this latter is entitled “Self – assessment”. It starts off shedding light on the subtle shift of assessment language through the lens of Instruction Learning and Assessment Culture (ILA) which paved the way to the suppliance of an operational definition of self – assessment. Furthermore, principles governing the evaluation of self-assessment through the Edumetric approach are also considered among the high priorities in this chapter. Finally, the chapter finishes off debating the potential benefits and shortfalls of incorporating self – assessment in educational setting. Following the chronological chain, it is in the third chapter that field of investigation is fully discussed. This chapter is in turn divided up into five crucial tenets. The first segment is endowed to the research design and methodology where the triangulation of a detailed depiction of the population, research design, methods and instruments of data collection. The second half tackles overall experimental procedures. The third section is devoted the statistical computation that is followed by the interpretation of the obtained results from the raw scores of post test in so far section four is concerned . The final segmentation is consecrated to suggest some pedagogical recommendations for EFL writing in language education based upon the positive findings of the current study. Likewise, limitations of the methodology are also considered in this present research work. Eventually, the material used during conducting the experiment can be founded in the appendices as well as samples of students’ annotated versions during the administration of both pre and post test.

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CHAPTER ONE: TEACHING THE CINDERELLA SKILL (WRITING)

INTRODUCTION

Writing is the basic means of communicative event over time. It is the ability to express thoughts in a lasting way that allows humankind to hear of those who came before us, and it will allow our voices to be heard long after we have gone. Nowadays, it is poised for further dramatic advances. Globalization and technological advances have changed the nature of the workplace. As a result, we have seen writing growing in tandem, under the label of Information Communication Technology (ICT) which makes humanities rely on writing to an unprecedented extent. The ubiquitous influence of this latter makes getting access to the overflow of complex network information a catchword and mastering the written word in its electronic guise as tantamount to survival. Hence, it is difficult to imagine an aspect of modern life unaffected by writing. Henceforth, Higher Education should be geared toward making sense in life outside school, the challenge for teachers is how to get students engage writing activities to enable students to see themselves as writers on their own terms; rather than simply regarding writing as a means to achieve a letter grade at the end of an academic career. On this basis, the chapter provides a well definition of the act of writing. The chapter also discusses in full detail the four cognitive approaches of Writing, namely the Product, Process, Genre, and Genre Process Approaches. The importance of discussing these approaches lies in their potential to explain how writers structure their compositions. Further, this is an important consideration in this thesis as we are investigating how inexperienced writers revise and assess their texts. Ultimately, the chapter closes up offering some solutions to figure out the potential weaknesses in undertaking a given writing assignment.

1. Writing defined

Conventionally, Writing was confined to the transcription of graphic symbols .That is to say, it is the act of forming letters and characters on papers. However, in recent years, scholars in the field of English Second Language (ESL) invalidate the definition and tended to make a subtle tweak on it. In this light, Nunan (1989) put writing this way “writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously”. To put it simply, Writing is a conscious mental process and complex skill that engages writer in exerting not only physical effort but also cognitive one that is supposed to be practiced under guided instruction. This is not everything; writing is also all about gaining sufficient knowledge in accordance with devoting considerable time for extensive practice that makes a successful piece of writing possible. (p.36). However, perfect language exceeds the scope of accuracy to account for its major dimension of fluency. Thus, consideration needs to be given to the social context. In this context, Sociocultural theorists like Vygotsky (1978) and Halliday (1974) argued that “language, be it written or oral, is one of the means in which the patterns of living are transmitted” Similarly important, Clark and Mecca (2007) gave further definition to Writing when they described Writing as a tool of thinking that permits students to express their inner world clearly. These thinking skills are meant for creative, critical and artistic thinking. Accordingly, poor writing is an absolute reflection of poor thinking and the reverse is absolutely true. In sum, writing is a challenging task that does not develop naturally like speech.

4. Four Basic Orientations to Writing Instruction

Before the 1960's, Writing was a neglected skill in English. In the known earlier learning approaches and particularly the Audio-Lingual Method, "language is primarily what is spoken and only secondarily what is written". It was only after the 1960's, especially in the United States, that writing for academic purposes has gained importance and was central to language learning. Henceforth, when it comes to teaching the art of fine writing, four major orientations to writing has significantly marked the teaching of Writing as follows:

4.1 The Product – Based Approach (Text – Oriented/ Controlled Writing Approach) to the Teaching of Writing:

In the long sweep of history, the Product Approach to teaching Writing in an EFL context is a long-established. It has dominated the teaching of writing for more than four decades. It is known as such, because the focus is on the final product, that is to say, the essay or piece of text handed in at the end of a lesson is the most important stages of writing. This approach was widespread in the mid- 1960's as "the marriage of Structural Linguistics and the Behaviorist Learning Theories of second language teaching". In this context, as Nunan (1999, p.272) argued that: "This approach is consistent with sentence level structuralist linguistics and bottom- up processing". Proponent of these approaches held a belief that on the condition that the underlying principles are to be followed to the letter, student will show an impressive improvement. To be more specific, at one end of the spectrum, given that the keen interest of the gurus of writing is to measure the written products against what they have learnt about writing in the classroom, the act of writing becomes a test where the mechanical aspect of writing, syntactical structures, conventions of writing, as well as the content and organization were critical element to be emphasized with an eye for accuracy. At the other

extreme, in a typical Product – Oriented Classroom, students were supplied with a standard sample of text and they were expected to follow the standard to construct a new piece of writing. This is why it also called “text- focused approach”. In this light, this text -based method comprises four stages that form a logical progression to the final outcome (Steele, 2004):

Stage one: Students study model texts and then the features of the genre are outlined. For instance, if the target text is a formal letter, they are supposed to focus attention on the significance of paragraphing and the language used to formal requests.

Stage two: To make sure that the students will initiate, copy, and transform a model text based upon features of genre that were highlighted, it time to put into practice the theoretical understanding. That is to say, if students are studying a formal letter, they are invited to practise the language used in this context such as “I would be grateful if you would”... structure.

Stage three: This is the most important stage where the organization of ideas is more important than the ideas themselves and the control of language.

Stage four: This is the end product of the learning process. After manipulating these features, students are given freedom to pick up a new topic to produce a parallel writing task using previous acquired knowledge to prove that they can be fluent and masterful users of the language. Hence, students’ final product should be a coherent, error- free text.

As a result, this approach typically deals with sentence - level writing as the upper unit of analysis of syntax along with paragraph - level organization. Hence, the common writing

exercises applied are "sentences drills; fill-ins, substitutions, transformations, and completions" (Raimes, 1991, p.408).

Criticism

This approach is valuable in the sense that it worked well with large classroom and students can score high grades because it was all about rote learning. Thus, make it works well for novice writers at lower levels of language proficiency. However, this approach is not exempt from some imperfections. First of all, this approach restricted the scope of writing from the manageability to the act of copying stereotypes. That is to say, this approach focused on churning out a perfect product. To achieve this goal, teachers regarded the provision of modeled texts for students as the main tool for students to avoid committing mistakes. However, this assumption can be flawed in many ways. Firstly, very few people can create a perfect product on the first draft. This has been confirmed by (Tsui, 2003) when he claimed that despite teachers' efforts to improve their students' writings over time, students' mistakes keep occurring which indicated the ineffectiveness of the product approach to writing. Secondly, Error-free writing has never been an index of improvement in writing. In this light, Brookes and Grundy (1998) noted that accuracy is "only one small part of the skill of writing" (53). Thirdly, this approach requires constant error correction. Hence, it affected students' motivation and self-esteem. Moreover, this approach denounced the neglect of the communicative aspect chiefly because the main interest is just in how well grammar, syntax, and mechanics are put in use, and not in what writing involves as a meaningful expression of messages. In simpler terms, it provided limited rooms for students to interact, discuss, negotiate, or get concrete feedback. Thus, the product approach does not effectively prepare students for the real world or teach them to be the best writers. Added to that, some learners who can build correct sentences cannot generate appropriate texts.

Likewise, this approach failed to recognize that learners write for an audience and for a purpose and that ideas are created and formulated during the process of writing.

4.2 The Process - Based Approach (Cognitive- Oriented/ Writer-Oriented Approach/Cyclical Approach) to the Teaching of Writing

The Process Approach movement arose in the 1960's in L1 classroom in reaction to Product-Based Pedagogy". Because it has been found it can be more discouraging when students are evaluated on the basis of their writing products only. This discernible change in the way in which Writing was taught in EFL Classroom is synchronized with the emergence of composition movement. It is the movement which helped to call attention to aspects of writing that had been rejected in many classrooms 'writing. Particularly in the 1980s, a number of research studies were carried out to explore the complex nature of composition writing by L1 writers. This approach viewed Writing as a problem- solving activity, requiring skills of assimilation, interpretation and formulation of ideas and individualized opinion. Thus, Current thinking in L1 composition instruction held that teachers have a responsibility to teach conventions of writing, the form, and the discourse modes, while not ignoring the highly individualized cognitive processes of Writing. As a result, this thinking reflected as a subtle shift in the instructional paradigm from the notion that writing can be taught to the concept that writing is a competence that is nurtured and developed with application. More specifically, the main concern was about how students went about their tasks considering the highly complex and variable processes and sub-processes that occur recursively. By definition, recursion means students are permitted to loop backwards and move forwards at

any time while taking part in the writing activities. For this reason, the process approach to teaching writing is also known as “a cyclical approach”.

Graham and Perin (2007) provided a well definition of process writing where they indicated that:

... involves extended opportunities for writing; writing for real audiences; engaging in cycles of planning, translating, and reviewing; personal responsibility and ownership of writing projects; high levels of student interactions and creation of a supportive writing environment; self- reflection and evaluation; personalized individual assistance and instruction; and in some instances more systematic instruction.(p.449).

Overall, according to Donohue (2000) the standard process approach involves four distinct recognizable steps as follows:

4.2.1 Prewriting: establishing success criteria

The first stage covers all activities that occur before writing, students set out clear objectives that can be attained via mentor texts, exemplars, and modeled writing which are the stepping stone for any successful piece of writing. According to Donohue (2009) “through this stage students will develop a solid understanding of the craft of constructing the writing, the product they will create, and the features they will make it successful”. Success criteria have a strong connection with the form of writing, ideas, and how we communicate our thoughts to the reader, and the extent to which students work mirror them. As a result, Modeled Writing helps students become aware of the writing strategies that suits best their writing assignment. Donohue (2009). Such as Brainstorming and Freewriting.

4.2.2 Drafting (Writing)

Once the ideas are outlined, it time for students to create their first draft; students at this stage typically focus on formulating their ideas (the content of their writing) and the best

ways to organize their ideas. It is also in this approach that we tailored teaching to meet up the diverse learning styles. In that, the teacher opened up different opportunities for learning such as dividing writing into small pieces or let them get access to technology. During this stage, student should be reminiscent of the success criteria already highlighted in the foregoing stage in order to stay focused.

4.2.3 Revision and Editing (Rewriting): Using Descriptive Feedback

The penultimate stage is concerned with the revision of the already chosen content, particularly paying deliberate attention to the accuracy of language usage and the overall organization of the writing in order to turn their ideas into readable texts. Once the students finished their first and second drafts, the teacher endowed them with descriptive feedback which helped them to diagnose their strength and weaknesses against the pre- determined criteria. Further, it worths mentioning that this feedback is multifaceted: it can written, oral, individual, group conferencing. During this stage, when students tended to make some revisions for their written works, they varied significantly in doing that, some preferred to add or delete and even change. Others find it quite useful to reorganize ideas to make their writing more effective and the third kind firmly believe in starting over. When it comes the decisive moment of editing, student should pay careful attention to the convention of writing in order to polish their papers. At this stage, it is extremely advisable for students to employ some useful strategies for editing such as reading aloud to make sure that what have they produced is correct.

4.2.4 Publishing: Sharing, Reflection and Assessment

The last stage includes sharing, reflection, and assessment of students' writing; students are able to measure their work against the pre determined criteria. Moreover, teachers could make use of rubric to help students appraise their proper written works.

In short, the process- based approach considered as an effective instrument in the process of learning in the sense that it emphasized that writing itself is a developmental process that creates self- discovery and meaning to arrive at an end product of good quality.

The following figure shows that the whole process of writing not as a fixed sequence but as a dynamic and unpredictable process.

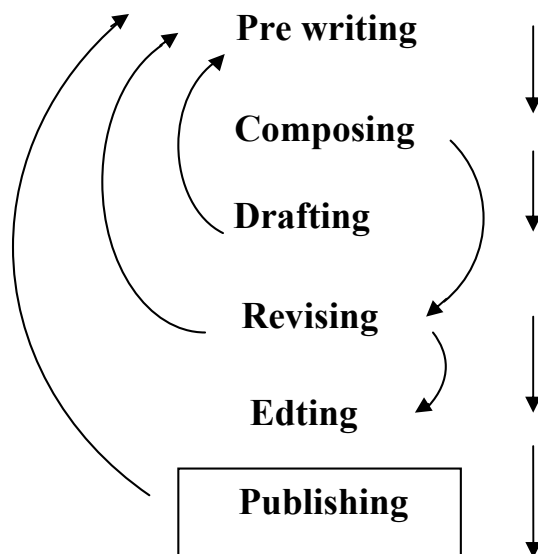


Figure 01: Process Model of Writing (Tribble, 1996: 39)

More importantly, between drafting and revising stages, students can check content and organization. As for editing, they can make self- repairing in grammar, mechanics, and spelling.

Advantages of Process- Based Approach

In a recent study, Akinwamide (2012) has claimed that process approach is flexible in that it allowed students to develop their writing through learner- centered classroom and collaborative spirit. Moreover, Graham and Sandmel (2010), in their Meta- analysis studies on process writing instruction, reported that when errors are permissible, learners are less constrained by the structural forms rather they were offered opportunities to explore freely through the writing stages. The freedom can develop creativity in writing and promote originality. As a result, student' motivation is getting high.

Disadvantages of Process – Based Approach

Despite the apparent advantages of the process approach for students and teachers, this approach is fading in importance in various manners. Hedge (2000) argued that although this approach encouraged student revisions and redrafting, students still have to produce work in timed exam conditions where a multiple draft method is simply not feasible. On the other hand, in terms of teachers' workload, the multiple drafts approach can also be difficult to implement effectively due to typically large classes in many EFL settings.

Kamimura (2000), who investigated the integration of the product and process approaches in the EFL writing, asserted that “ both the form- oriented knowledge and process-oriented skills are necessary to function as successful EFL writers” (p.1).

Table (01): a Comparison of Product and Process Approaches to Writing
(Steele, 2004 p.1)

Features	Process writing	Product writing
Text	Text as a resource for comparison.	Imitate model text.
Ideas	Ideas as starting point.	Organization of ideas are more important than ideas themselves.
Drafts	More than one draft.	One draft.
Focus	More global , focused on purpose , theme , text type i.e. reader is emphasized.	Features highlighted including controlled practice of those features.
Process	Collaborative.	Individual.
Emphasis	Emphasis on creative process.	Emphasis on end product.

4.3 Genre – Based Approach (GBA) (Reader – Oriented)

While the Process Approach in ESL has gained in favor, some teachers questioned the validity of this approach for developing writing skills necessary to survive in the academic community. Thus, the Genre Approach started in the late 1980s as a reaction to the Process Approach. This approach to writing is influenced by the Interactionist Approach to language learning and the development of Discourse Analysis which assigns functions to the language

in use (Usó-Juan et al. 2006). However, it was thought that this approach is an extension of the prevalent Product Approach. The features derived from the Product Approach; writing is merely about linguistic knowledge and its ignorance of the linguistic skills. In other words, parallel to the Product Approach, the Genre Approach considers writing as an act of production rather than a creative act. As such, it downplayed the role of the skills required to produce a text and demonstrates the passivity in learning to write. However, in another part is considered as a distinct thanks to the fact that writing is a social act where the written text is set to communicate something with readers (communicative purpose) as this approach give readership a key role. And that writing differs according to the context in which it is produced. On this account, badger and white (2000) suggest that: “Like , Product Approaches ,Genre Approaches regard writing as predominantly linguistic but , unlike Product Approaches, they emphasize that writing varies with the social context in which it is produced” (p.155). Thus, the aim of such an approach is to draw students and teachers’ attention to the diversity of written texts which vary in terms of nature and purpose (Mercer, 1996).

Concerning the nature of Genre, it has been suggested that any discourse classification has to fall into one of the two available categories either a social phenomenon or a cognitive one. On the one hand, The Social Genre, this notion was introduced in the genre approach as an explanation to the fact that writing differs across social contexts which are created to achieve socially recognized and understood purposes, as personal letters, novels and academic articles. On the other hand, the Cognitive Genre refers to the overall cognitive orientation of a piece of writing in terms of a particular rhetorical purpose as the narrative, expository, descriptive, argumentative or instructional text types (Pilegaard and Frandsen, 1996).

However, Purpose and the nature is not the only dimension in the subject matter. The relationships between the writer and the audience, and the pattern of organization are also taken into consideration when genre analysis is concerned. (Badger and White, 2000). Thus, Martin presents a diagrammatic demonstration of Genre as follows:

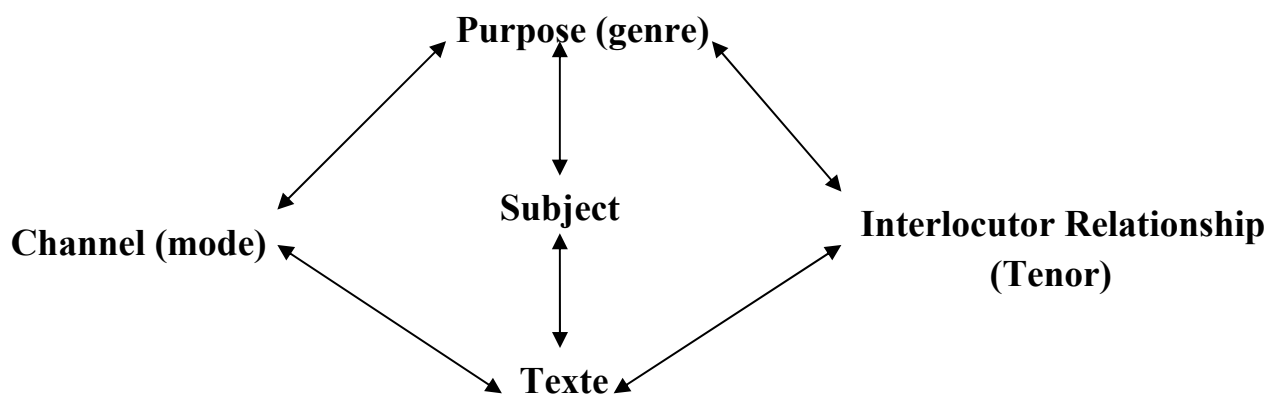


Figure 02. Martin's models of Genre (1993:120)

Moreover, Harmer (2001) contended that before students write, they should have many information about a Genre that they will write like it .For instance, if students want to write a letter, first they should look at a model. Furthermore, different Genres require different structures so that student can understand the distinctions in structure, form and components (Belbase, 2012). For example the degree of formality of an academic essay is totally different from a casual letter to a pen-friend.

With regard the procedures of carrying out Genre, Dudley- Evans (1997) identified three stages in Genre Oriented Courses. Firstly, a model of a particular Genre to work on is introduced and analysed. Secondly, learners carried out exercises which manipulated relevant language forms. And finally, short text is produced.

The Merits of the Approach

This approach seemed more capable in showing students how different discourses required different structures.

The Demerits of the Approach

Although Genre Approach has made valuable contribution to the literature, it cannot escape from some criticism at the hands of some scholars. The first major weakness is that the rigidity of the approach was the great source of disagreement. In this context, Swales (2000) argued that this approach provided certain types of texts focusing on the conventions related to every text type which may become, straitjacket that makes teachers follow one rigid and unchanged curriculum and limit students' imaginative engagement in writing.

4.4 Towards a Synthesis: Writing under Process Genre Approach

Today many ESL researchers have recognized that there is no single best approach to the teaching of writing. As a result, teachers should not rigidly adopt just one approach all the time in the Writing Classroom. As these different approaches could be blended to make full use of the benefits each. To be more specific, there was a possibility that Genre Approach can be equated with Process Approach to absorb all the gracefulness of two that cater for the needs of a given class in a due time (flexible) and discard all what present negative points. Combining of these approaches resulted in a new way of thinking about writing called Process Genre Approach. Thus, this approach allowed students to study the relationship between purpose and form for a particular genre as they use the recursive processes of writing. As a result, using these steps develop students' awareness of different text types and of the composing process. The different activities included in this approach ensure that

grammatical and vocabulary items were not taught in isolation, but in meaningful, interactive situations.

The following table is designed by Hyland (2003) to establish a comparison between Genre and Process Orientations in four major linguistic aspects.

Table (02): A Comparison of Genre and Process Orientations (Hyland, 2003, p.24)

Attribute	Process	Genre
Main idea	Writing is a thinking process concerned with the act of writing.	Writing is a social activity concerned with the final product.
Teaching focus	-Emphasis is on creative writer -How to produce and link ideas.	-Emphasis is on reader expectations and product. -How to express social purposes effectively.
Advantages	-Makes process of writing transparent. -Provides basis for teaching.	-Makes textual conventions transparent. -contextualizes writing for audience and purpose.
Disadvantages	- Assumes L1 and L2 writing similar. -Overlooks L2 language difficulties. - Insufficient attention to product Assumes all writing uses same processes.	Require rhetorical understanding of texts. - Can result in prescriptive teaching of texts. - Can lead to over attention to written products. - Undervalue skills needed to produce texts.

Hence forth, according to Badger and White (2000), the teaching procedure for the Process Genre Approach is divided up into the following six steps:

1. Preparation

The instructor begins preparing the learners to write by determining the topic in relation to a specific genre, for instance, when it comes to the art of argumentation through which learners are supposed to argue for or against an issue of current interest. This aids students to speculate the structural characteristics of the genre.

2. Modeling

At this stage, the instructor presents a model of the genre and asks learners consider the aim of the text. For example, the purpose of an argumentative essay is targeted to stimulate the call for action. Then, the teacher explains how the text is organized and how its structure contributes to achieve its purpose.

3. Planning

This step involves different useful tasks that assist students generate information about the topic, including brainstorming, discussing, and reading related material. The purpose is to get student in the topic. Since they become active agent in class, they would enjoy the given assignment to the fullest.

4. Joint constructing

During this stage, the teacher and students shared a joint responsibility right from the very beginning of the act of writing a text. Meanwhile, the teacher applies the writing strategies of brainstorming, drafting, and revising. The learners, in turn, coin information and

ideas. Once again back to the teacher, his mission at this moment lies in writing the generated text on the black/ white board. Thus, the final draft offered a model for learners to refer to when they write their proper composition individually .Since this stage is open to collaborative work that looks like a workshop, it is highly preferable from the part of the teacher to create a welcoming learning environment.

5. Independent constructing

In a reconsideration of the previous stages, it comes the moment that students should individually accomplish the task of writing about a similar topic on their own with the teacher being a consultant. Further, if the teacher decides to assign it as homework, he has to clarify what students should do.

6. Revising and editing

In the last stage, it is high time students set aside time for making the appropriate revising and editing of their final drafts. With regard to evaluation, the teacher could allow for peer correction. Students may examine, discuss, and assess their work with their classmates while the teacher acting as a promoter for the unpolished papers. Ultimately, the teacher may allow for publishing students' work, as a way to give them an impression of the possibility of becoming professional writers.

Advantages of the Approach:

The use of the Process-Genre Approach to writing allowed teachers to help students recognize the steps they went through to create a written text according to a given model. The fact that learners are encouraged to discuss, assess, and analyze their own writing made them feel more confident and less threatened.

The process – genre approach is diagrammatically illustrated in the following figure:

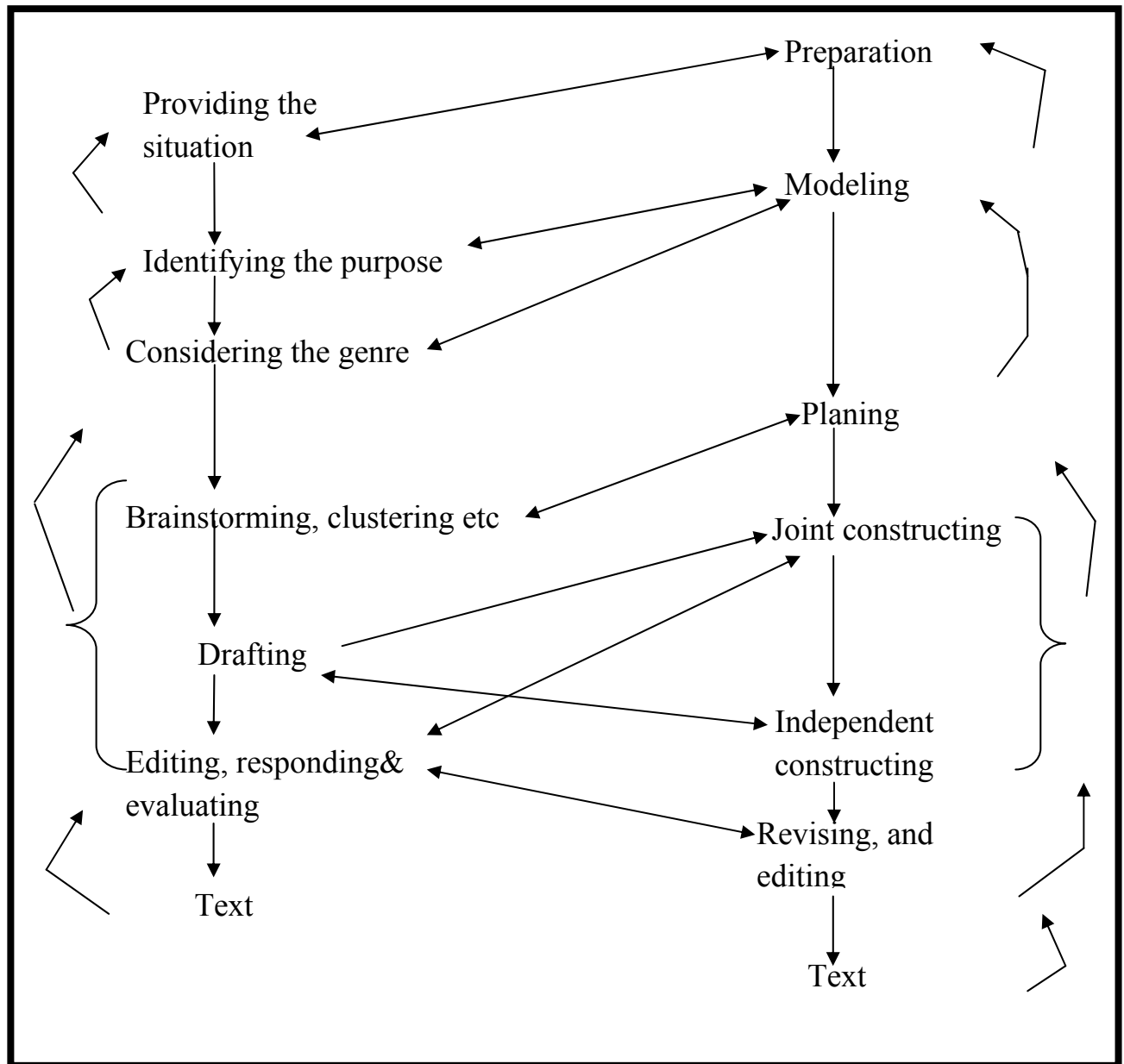


Figure 03. Illustration of how the six steps interact in a recursive way with themselves and with other writing skills.

Adapted from (Badger and White, 2000; in Belbase, 2012).

6. Solutions to Contrive the Potential Problems in Writing

In what follows, Killen (2006:297) suggested some points to help learners overcome their writing weaknesses and get motivated:

1. Have students write about newly topics to broaden their scope of knowledge.
2. Be open to the variety of types of writing such as creative writing, freestyle writing.
3. Teach students that the quality of writing lies in its comprehensiveness rather than the length.
4. Make sure that you provide your students with convenient and supportive feedback in order to make students feel secure when undertaking the assignment of writing.
5. Get students do some revision of their previous work on regular basis so that they can strengthen their problems and make progress concerning their writing proficiency.

In so far as the researchers are concerned, we tend to share our experience with the freshmen through recommending the following steps to boost their writing's current level:

6. Ensure that students have opportunities to perform challenging tasks on which they can be successful through sufficient scaffolding.
7. Always make use of the writing strategies when faced with difficulty in completing a given task.
8. Foster the belief that competence is alterable through the expenditure of effort; make students recognize that the continued need for significant effort may upgrade their low levels of ability.

CONCLUSION

Overall, Writing is an essential but difficult skill for EFL students to accomplish. Over time, different theories have offered direction on how to teach writing. After the Product Approach was mostly discredited, it was supplanted by the more interactive and dynamic Process and Genre approaches. Although they have advantages and disadvantages, these two approaches have made valuable contributions to the writing classroom. Their techniques become even more useful when combined to create the Process Genre Approach, which helps students use their individual writing processes to construct a text in a familiar genre. Further, to combat the writing failures together with producing optimal learning gains, teachers have to play more agentive role in order to empower the learners to have a desire to commit the task of writing.

CHAPTER TWO: THE REVOLUTIONARY THOUGHT OF SELF – ASSESSMENT

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CHAPTER TWO: THE LEARNER'S SELF – ASSESSMENT

STRATEGY

Introduction

At the end of the twentieth century, modern societies made their entry into the age of technology, information, and globalization. This transition has had multiple effects on people's life experience. By extension, workers have an increased need to know, analyze, reason, and communicate in an ever evolving community. These evolving needs of the global employment market have encouraged Universities to renew their curricula. Accordingly, there has been a major reappraisal in the literature of tertiary education in terms of its purpose, outcomes and strategies. There is now a more pronounced emphasis on the development of gradual skills that can be transferred from a University setting to the real world. These skills include team skills, problem solving skills, decision making skills, communication skills, information literacy skills, time management skills and many others. To develop such skills, students in higher education have to fully engage in tasks that are likely to help them become self - regulated learners, reflective practitioners, and critical thinkers. Hence, based on accumulated evidence, academics attempts to advance the feasibility of self- assessment culture that can cope up with current accountability frameworks and standard-based education to make it an essential skill for Lifelong Learning. The chapter reviews research on Self-assessment by highlighting the ways in which it could be used in classroom. This entails covering the historical sketch through discussing the stages of the revolution in the language of assessment which introduce us to provide the operational definition of Self- assessment, evaluating new modes of assessment according to the novel eudiometric approach, effective tools and strategies for implementing Self- assessment. The chapter finalizes shedding a considerable light on the pros and cons of Self- assessment. This latter is important in

providing the necessary background to inform the discussions on the development on the research tools concerning field investigation.

1. Self – assessment Developmental Profile through the Lens of an (ILA) Culture

1.1 The Classical Backdrop of an ILA Culture

It is commonly believed that there is a significant interplay between instruction, learning and assessment for the sake of hitting the overriding target of education. (Biggs, 1999). This scholastic triangulation is traced back the industrial era where the scope of learning was restricted to the sustained preparation of skillful craftsman who suffice with the mere acquisition of surface – declarative knowledge whereas high quality education was confined to the privileged class of the society. Henceforth, education at public school was conceptualized as transcending three core givens as follows: (Segers, Dochy & Coscallar, 2003).

1.1.1 Archaic Instructional Wise: Impartation of Knowledge

In the traditional seat of teaching, it has been entrenched in pedagogical practice that the learner was conceptualized as being subject to the ivory tower of the tutor who treats him as thirsty of knowledge because he came to class with scratch knowledge of the subject matter. Accordingly, his primary mission lies in spoonfeeding him with a considerable amount of basic factual knowledge.

1.1.2 Archaic Learning Wise: Mechanical Rehearsal

Conventionally, the ideal learning was drawn from the influential theory of behaviorism through which the mind was looked upon as a tabula rasa that can be developed via the automated model of Stimulus – Response. The central assumption of this theory is that On the condition that errors are to be dismissed, this can lead to the reinforcement of good habits and the final aftermath we are in a safe area of learning whereby successful acquisition is guaranteed.

1.1.3 Archaic Assessment Wise: Conservative Objective Testing

Looking back into the history of assessment, it has been found that for many years, the psychometric paradigm governed much of the discourse on the language of assessment. The implementation of the psychometric theory has resulted in six operant outcomes as follows:

Firstly, assessment is seen as synonymous with testing under the slogan of teaching for the test. To put it simply, the test is a medium that aims at measuring test - taker performance against other test – taker achievement. (Segers, Dochy & Coscallar, 2003) in order to judge students understanding of the content taught, and classified them into convenient categories to distinguish the bad element from the good ones. However, testing culture is double edged. On this account, Bachman (1990) has defined the effect of testing on teaching and learning as backwash, and believed that it can be harmful or beneficial. If the content of the test and testing techniques are inconsistent with the objectives of the course, the test may cause harmful backwash and the reverse is totally true.

Secondly, the type of assessment. The typical assessment approach that served the purpose of testing is inclined to be a quantitative. (Segers, Dochy & Coscallar , 2003). This kind of assessment is pass-fail test that targeted at measuring how much knowledge one has.

Thirdly, the tools of assessment, the most common tool was that of multiple choice test (Segers, Dochy & Coscallar , 2003) which paved the way for some kind of choice that fitted well for memorization issues. This latter was characterized by having a sole correct response and investigated exclusively plain intellectual abilities. (Segers, Dochy & Coscallar, 2003).

Fourth, the function of assessment. Summative assessment was given higher importance in comparison with formative assessment. Within educational settings, traditional assessments of learning approaches (AOL) played a dominant role in shaping teaching and learning. Teachers put more stress on the value of summative assessment by measuring and reporting on student achievement at the end of a learning period where paper and – pencil tests remain the central method for summative assessment.

Fourth, the test objectives. Teachers test selections was directed to achieve high test quality. That is to say, a good test needs to be highly reliable and valid rather than focusing on the test educational impacts.

Fifth, test development, traditional methods of assessment which focused on product of past development depicted the relationship between the examiner and the examinee as neutral and disinterested. That is to say, in so far as the engagement in the assessment process is concerned, teachers have avoided practicing a bi- directional process (teacher- learner dialogue). Thus, the process of assessment remained top secret. That is, usually, it is the subject teacher who construct the test while, the students attempt it. Broadly speaking, the examinee is neither a test – settler nor is being participative of the marking system. (Segers, Dochy & Coscallar, 2003).

Sixth, another distinctive feature of this era is the kind of feedback that was given to learners. Often information about how well learners are doing is expressed only by a grade or mark. The grade classified students, but does not provide any real help by telling students what their specific problems were or making suggestions to overcome them. The scarcity of feedback in most classrooms was due, in large part, to the fact that few teachers favoured the culture of regularly responding to each student's work.

Finally, the psychometric era was characterized by the emphasis on language accuracy. Thus, discarded the communicative aspect of learning which played a key role in mastering any language. (decontextualization of data).

Additionally, this empirical epistemology was in harmony with ancient theories of intelligence that strongly supported the uniqueness of intelligence (Segers, Dochy & Coscallar, 2003).

2. Towards the Era of Assessment Engineering

2.1 The Seismic Shift: Challenging Education with the Stamp of Lifelong Learner

The onset of the 21st century is renown as the “Knowledge age” through which novel technologies have come to prominence, particularly the so called « ICT » which revolutionized the conceptualization of contemporary times via the suppliance of huge overflow of complex network of information, which brought to the fore the sought – after appellation of namely lifetime learning (LLL) that is regarded as an imperative condition for the one who lives within the stark mysteries of unforeseen future (Segers, Dochy & Coscallar,

2003). The Upsurge of interest in becoming lifelong learner sweeps to the educational context to bring the learner to the foreground position. Thus, being the chief motor of the learning process, stipulates him to be potent enough to assume the full ownership of his proper learning so that he can keeps up with the competitive edge of being professional expert in the workplace. Henceforth, In order to become a lifelong learner one has to be able to regulate one's learning. By definition, there was cardinal consensus that self – regulated learning generally referred to the extent to which learner meta-cognitively, motivationally and behaviourally dynamic in learning (Zimmerman, 1989).

2.1.1 The Fresh Stance of an (ILA) Culture

2.1.1.1 Current Perspective on Learning Mode: Three Theoretical

Rationale for Underpinning Self- Assessment

During the last decades, the concept of learning has been reformulated based on new insights of various related disciplines such as cognitive psychology, learning sciences and instructional psychology. This revolutionary thought made Self- assessment compatible with the constructivist theory, the Metacognition theory along with the Motivational theory of Self-efficacy. Effective learning was conceived as occurring when a learner constructed his own knowledge base that can be used a tool to interpret the world and to solve complex problems. Also, learners needed meta-cognitive skills in order to be able to reflect on their own. Finally, they needed to be motivated to continually use and broadened their base knowledge.

2.1.1.1.1 Constructivist- Based Approach

The full engagement of learners in the construction of their own knowledge lies at the heart of such theory. Thus, in order to construct new sound knowledge, learners needed to make sure of connections between its parts. In other words, he must connect prior knowledge, understandings, and skills to accommodate to the new knowledge in order to assess this

knowledge and filled gaps in it and. On the contrary, in the absence of these revisiting processes, there could be no real construction of knowledge.

2.1.1.1.2 Meta-Cognition Theoretical Underpinning

The importance of Self- assessment in providing self- awareness has been realized ever since the development of the Metacognitive learning theory. Epistemologically, the term comes from the root word Meta, meaning beyond and Cognition means thinking. Thus, Meta-cognition means cognition about cognition, thinking about thinking, knowing about knowing. To be more specific, meta- cognition is all about being aware of one's awareness and a tendency to employ higher order thinking skills. Hence, Metacognition is seen as a critical element of meaningful learning. When individuals have knowledge about their own thinking processes, they are better able to demonstrate control over the many available cognitive skills that are needed to complete a task. To accomplish a desired goal, for instance, they would have to blend different knowledge and actions required for success. In this context, Meta-cognition has two related conditions:

The first is knowledge of cognition, which includes the following components:

1. Knowledge about personal learning characteristics, such as knowing what things that may help or prohibit memory or performance in a given situations.
2. Knowledge about strategies, such as using various mnemonic strategies to enhance memory, applying research strategies to obtain information, or using problem- solving strategies to make decisions.
3. Knowledge about when and why to use a particular strategy, such as knowing that mnemonics will help when must recall information.

The second dimension of meta-cognition is regulation of cognition which involves the following:

1. Planning as evidenced by effectively selecting strategies and appropriate resources to achieve a goal.
2. Self- monitoring as evidenced by purposefully self- testing and making needed adjustments while engaged in learning tasks or performances.
3. Self- evaluation as evidenced by judging the worthiness or effectiveness of products created and processes used.

2.1.1.1.3 Self- Efficacy (Attribution Theory)

Self- efficacy plays a central role in enhancing Self- assessment since it resulted in greater student motivation and confidence. Self-efficacy beliefs comprises both **Outcome expectations**, which are beliefs that particular actions will lead to desired outcomes. For instance, it is commonly acknowledged that effort and practice always lead to success in educational settings. And **Efficacy expectations**, which are beliefs that one is capable of performing those actions to achieve the established goals. For example, if a student strongly believe in his ability in solving math equation he will succeed by the end of the academic year and the opposite is absolutely true. (Mc Millan& Hearn, 2008). In this light, Brophy (2004) confirmed that student with high expectation are more likely to persist. Conversely, those with low expectations often avoid tasks or give up. Further, low self-efficacy could result in a number of maladaptive behaviors, including avoidance of help mainly because the individual believed that requesting help will reveal his incompetence. As well as negative emotional states such as anxiety and depression.

2.1.1.2 Current Perspective on Instruction

Under the umbrella of Student - Centered Approach, the belief that teacher is a didactic authority in classroom is no longer tenable. As a result, the relationship teacher – student is redefined as being symbiotic; a culture of mutual reciprocity can be felt effortlessly.

Thus, the teacher can act out as a counselor, facilitator, director. On the other hand, student are kindly invited to scrutinize, lead inquires, and to synthesize (Segers, Dochy & Coscallar, 2003). An instructional approach which powerfully supported this new ideology is labeled problem - based learning (PBL). With a dilemma in situ, the main TLA (teaching- learning activity) is to tackle the opaque problem on an ad hoc basis. Hence, the aligned assessment is to measure the degree of contriving the toughness of the problematic. In this context, (Biggs, 1999) distinguished five goals of PBL: (a) organizing functional knowledge; (b) promote effective professional reasoning processes; (c) enhance self-regulated learning skills, (d) boost collaborative skills and (e) maximize motivation for learning.

Moreover, the new lens of an ILA culture was deeply rooted in recent theories of intelligence which highlighted the non- reductionist nature of intelligences (Segers, Dochy & Coscallar, 2003). According to Sternberg (1986): “Intelligence is seen as mental self-management implying that one can learn how to learn”.

2.1.1.3 Current Perspective on Assessment (Towards Holistic Assessment)

In the psychometric theory, high stakes tests have caused many low achievers to give up in the face of what they believed “unattainable achievement standards”. Thus, the insufficiency of the accountability of testing spurred researchers to rethink of the nature of assessment. To this end, they embraced the Edumetric Approach which is in line with the Constructivist - Oriented Approach and current learning theories of Cognitive Psychology. This led to the emergence of the so- called “assessment culture” that fitted well within the current framework characteristic of standards- based education and accountability movement. This approach favoured the integration of newer forms of assessment (i.e., assessment for and as learning) as a reaction to the traditional assessment of learning. To be more precise, the

most fundamental change in views of assessment was represented by the notion of assessment as a tool for learning (AFL). Moreover, this type of assessment was considered as an integrative approach where assessment, learning, and instruction were paired to provide a promising and viable way to improve achievement in terms of assessing their own abilities and then effectively plan for their learning and develop their skills. As such, it prevented students from using a hidden curriculum. Consequently, the introduction of the new Edumetric Approach resulted in the five dimensions as follows:

- 1. The assessment type:** While the conservative approach reflected a psychometric-quantitative paradigm, the constructivist approach reflected a qualitative paradigm.
- 2. The form of assessment:** the basic tools used in assessment culture for gathering information about learning are performance tasks, learning journals and portfolios. Unlike most Multiple- Choice items, performance tasks are designed to tap higher order thinking skills like planning, hypothesizing, and evaluating, etc. (Segers, Dochy & Coscollar, 2003); they are meant to elicit what Perkins and Blythe (1994) termed “understanding performances”.
- 3. The function of assessment:** Experimental studies have shown that periodic formative assessment is more effective than summative assessment in enhancing students learning. This belief stemmed from the fact that the potential benefits of assessing are much wider and impinge on all stages of the learning process. On this account, Koretz, et al (1994) and Worthen (1993) argued that large - Scale accountability assessment was lagged behind to be superseded by the formative assessment.
- 3. Formative assessment honors the crucial role of feedback in learning:** The most distinguishing feature which differentiated the traditional assessment methods and dynamic assessment is the process of providing feedback. In simpler terms, in the traditional methods

there was usually no specific plan for giving feedback during the process of assessment meanwhile in dynamic assessment the process of assessment is mediated (interventionist / interactionist process). Research has clearly shown that feedback promoted learning and achievement. Some researchers have even conducted that feedback and formative assessment produce the most powerful effect on student achievement. Ramaprasad (1983) backed up this claim, he stated: “Metaphorically speaking, if we liken alignment of instruction, learning and assessment to a spin top then feedback is the force that spins the top”. (p. 3).

4. Authenticity of data: the potentially negative aspect teaching for the test should not be as bad as it once was if the test is authentic and well- constructed. Through this approach, there is a propensity to contextualize data so that learner can discern new - born concept to his mind (Segers, Dochy & Coscallar, 2003).

5. Test development: In authentic assessment, the examiner is interested in the examinees’ development. Thus, students can be assigned an active role in the learning process through engaging them to develop test item. According to some researchers, when the test takers become the test maker, not only makes the learning process imaginative and interesting but also increases responsibility on the part of students for self- learning.

Criticism of Pragmatist assessment

Nevertheless, alternative pragmatist assessment (competency- based assessment) practices are increasingly seen as more important than conventional pedagogical methods (knowledge – based assessment) thanks to the notion of the dynamic application of knowledge; how proficient one in solving problems. However, it still failed to address the deeper value of being a lifelong learner that can sustain in a state of flux.

Existentialist assessment

One of the challenges for pedagogical practices is that affective involvement should be considered. This called for new philosophy of teaching termed “Existentialism”. It is concerned with the learner’s ability in experiencing oneself as an active agent to respond to continuous inquiry through transcending their interest in knowledge acquisition and competence building and to additionally assess their strong personal commitment in shaping for who he could become (potential authentic existences that can be created or expanded with the purpose to persist). By considering the existentialist position, lifelong learning assessment becomes an assessment of being a lifelong learner.

Self- assessment

To ascertain a learner’s ability to commit along with ensuring the effectiveness of one’s learning throughout life, several scholars have powerfully stated that if individuals becomes lifelong learner, these learners must concurrently and routinely become assessors of their learning. This paved the way to the emergence of self- assessment (SA) which is a perennial process with first person perspective which cast light on student as human being who can prove his existence against the rising pressure of unpredictable future through making relations between knowing, acting and being.

The Word “Self ”In Self- Assessment

The Self that is developed in SA, can be understood as what Gallagher (2000) calls “the Narrative Self” the self that can be extended in time to include memories of the past and intentions towards future, which enables the continuity of personal identity across time. Thereby, by bringing one’s whole self (mind, body, soul) to learning and assessment, SA

practice is never merely a dynamic process or movement in response to change but becomes a dwelling.

2. The Operational Definition of Self assessment

Self- assessment is a form of authentic assessment and formative process. The emphasis here is on the word formative. Self- assessment is done on drafts of works in progress in order make improvement. In this context, Mc Milan and Hearn (2008) viewed Self – assessment viewed as a concomitant involvement of three key elements in a cyclical process as follows:

Firstly, self – monitoring: is a valuable skill in self – assessment practices that entails consciousness of thinking and acting (Schunk, 2004). Self – monitoring student are required to negotiate criteria for their learning behavior. (Mc Milan & Hearn, 2008).

Second of all, self – judgment: it refers to the extent to which their achievements meet the stated standards. Furthermore; it helps them greatly in identifying their strength and weaknesses so that they can promote their learning gains. (Bruce, 2001).

Thirdly, Learning target and instructional correctives: Under the label of instructional corrective and as a step towards underpinning self -assessment, students are mandated to establish some action plan to correct their mistakes.

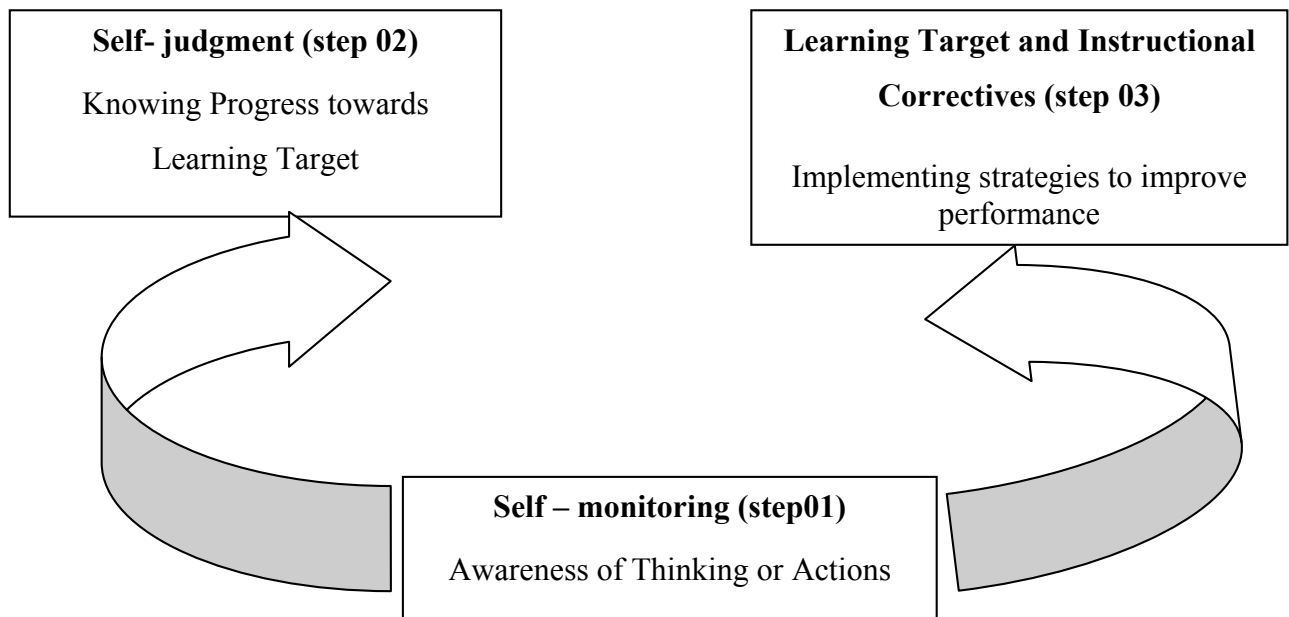


Figure 01. Student Self – assessment Cycle

3. Evaluating New Modes of Assessment according to the Novel Edumetric Approach:

It well acknowledged that it is necessary to expand the traditional psychometric criteria to evaluate the quality of assessments. In this respect, the concept “psychometrics” is replaced by the concept of Edumetrics. This latter raised questions about the quality of these new modes of assessment. In so far the quality of assessment is concerned, Messick (1989) delineated that two essential questions must be addressed. First, to what extent the assessment is deemed to be interpretive of its features? Secondly, should the assessment serve the suggested goal? In analyzing the first question, issues such as the validity of assessment tasks, validity of the assessment performance scoring and the Generalizability of the assessment must be solicited. In considering the second question, it prompted the consequential effect (intended/ Unintended) versus new means of alternative means of serving

the same target. Consequently, in order to adequately evaluate assessment for learning, four expanded approaches to validity need to be considered as part of comprehensive strategy for conducting a quality evaluation, they are as follows:

3.1 The Validity of assessment tasks.

3.2 The Validity of assessment scoring.

3.3 The Generalizability of assessment.

3.4 The Consequential validity of assessment.

3.1 Validity of assessment tasks:

This stage of assessment is concerned with defining characteristics of the task, validity prompted the question; how well the assessment is regarded as a perfect reflection of content coverage and the intellectual level (Shavelson, 2002). The upcoming aspects are considered as inspiring guidelines for the outlining the typology of task. First and foremost, competence is the basic skill to be assessed. Second, the content should be intimately bound up with realistic situation. Finally, we should address high - order skills which are a better fit for problem – solving activity. (Segers , Dochy & Coscallar , 2003).

3.2 Validity of assessment scoring

The process of scoring ought to be equitable in the sense that all scorers are provided with an ample opportunity to show their capability.

3.3 Generalizability of assessment

This step in the validating process examines how far assessment can be generalized to other tasks that measure the same construct. This implies that generalizability is couched in

the reliability of assessment performances. This latter has a lot of to do with consistency and stability of a given test (Segers, Dochy & Coscallar, 2003).

3.4 Consequential validity of assessment

It has been argued that assessment has a steering effect on students' learning and behaviour. Added to that, Consequential validity is high when there is a positive backwash effect on learning and low when it encourages ways of learning which are counter to what is desired. Moreover, the heated controversy of consequential validity lies in the concept of expectancy. The central question is to what extent does an assessment leads to the intended consequences or does it produce unintended consequences (Sege, Dochy & Coscallar, 2003) such as a test anxiety. This influence of assessment can happen on different levels depending on the function of the assessment. First of all, Assessment for learning: is generally referred to as post - assessment effect, feedback lies at the heart of such an assessment which can be bestowed by the teacher or even can be self – generated by the learner during or after the completion of the given task in order to promote the learning process. (Sege, Dochy & Coscallar, 2003). Secondly, Assessment of learning have a proactive effect often called “ pre - assessment effect ”. As a result, there is clear – cut distinction between pre and post assessment effects. The latter are described as being intentional whereas the former is that type of secondary – effect because her ultimate goal is all about the obtaining of certification. Yet, both are significant and should be set as a high priority of tutors and instructional designers as part of the evaluation of the consequential validity of an assessment (Sege, Dochy & Coscallar, 2003). Lastly, Assessment as learning: Student can also learn during the assessment per se. In this light, Nevo (1995) and Struyf, Vandenberghe and Lens (2001) sheds light on assessment as learning as pure (true) assessment - effect that is applicable to both formative and summative assessments due to its timely characteristics. Such an assessment is most suitable for highly – minded learner because of its focus on how one can manage to

solve problems when in trouble. Henceforth, it can be deemed as a rich learning experience for learners.

4. Merits and shortfalls of self- assessment

There are so many benefits of self- assessment to be reaped, together with some limitations that restricted its scope in the field of education. Thus, self- assessment effectiveness and deficits came to be established by the researchers.

4.1 The Pros of Self- assessment

Given the appropriate conditions and supports, student self- assessment can have so many advantages. We (the researchers) may suggest the following benefits that students are likely to accrue:

1. There is ample evidence that Self- assessment makes teachers aware of their students' needs. Thus, provided them with an additional lens to reduce achievement gaps. Consequently, it helped students get better marks.
2. Self- assessment was fairer because it enabled students to communicate information about their academic performance (e.g., their goals and reasoning) that was not otherwise available to their teachers along with including important performance decisions such as **effort and persistence** that would not usually be included in their grade.
3. There is also evidence that SA contributes to improve student behavior such as reduction in disruptive behavior.
4. To help students gain much more feedback to promote their learning.

5. Self- assessment provided greater transparency of the learning process since it involved students in the assessment culture in the sense that they it assisted them to understand how they will be assessed by their teachers since they were involved in setting the criteria for the assessment.

6. Allowing students to partially self- assess their works gave academic staff more time to prepare and conduct educationally worthwhile learning and assessment activities for them.

4.2 The Cons of self- assessment

There some potential problems that that may threaten the trustworthiness of measures collected by means of self- assessment, they are the following:

1. Subjective scoring: There are doubts about the reliability of scores of this form of assessment in formal education. That is to say, the greatest teacher concern is “ the mark sharks”. This latter is the result that students tended to view themselves in desirable ways. Hence, students would intentionally lie about their effort and inflate their achievement. As a result, the ratings given were often unobjective.

2. Some teachers may fear partnering with students in assessment because they found that there was a mismatch between teacher’s assessment as compared to student’ assessment. Lack of agreement of self-assessment with teacher appraisals has many causes. The major reason is the possibility of poor self-assessment ability. For example, they may be unable to accurately assess their production because they may lack the deductive skills to comprehend the requirements of the rubric. As a consequence, students may be making mistakes without knowing it.

3. Losing control in classroom is challenging for many teachers. It has been found that Instructors were reluctant to relinquish control in favour of student engagement.

4. Playfulness: On the one hand, some students may intentionally indicate the incorrect data from the rubric. On the other hand, intervening effects of subjective influences, such as a desire to please the teacher. Thus, teachers are worried that there is no genuine student investment in the task.

5. Large classes, poor resources, are also hostile to self- assessment.

CONCLUSION

The development of the self- assessment capacity is attracting a lot of attention in the academic world. The growing body of knowledge frames student self- assessment as a necessary skill for lifelong learning. Thereby, the literature is thriving to emphasis that education is inward journey. As a result, it moved assessment away from the measurement model towards that of learner's empowerment. Given that learners make more progress when they are actively involved in their own learning, Classroom teachers are asked to involve students in the assessment process through identifying standards and making judgments about the extent to which they have met these standards. Accordingly, self- assessment is seemed as a means to get students engaged and motivated about their own learning.

THE SITUATION RESEARCH ANALYSIS: IMPLEMENTING SELF – ASSESSMENT ON STUDENTS’ WRITING PERFORMANCES

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THE SITUATION RESEARCH ANALYSIS: IMPLEMENTING SELF – ASSESSMENT ON STUDENTS’ WRITING PERFORMANCES

INTRODUCTION

The case study endeavours to present an argument in favour of introducing Self-assessment as an essential characteristic of students’ writing experience in Tertiary Education. To achieve this goal, we advanced a research hypothesis to contribute to an understanding as to whether using self-assessment technique has a positive effect on inexperienced first year EFL student’s writing performance. This pilot study is consecrated to a detailed description and analysis of the experiment. The writing’s amelioration has been displayed in paragraph format undertaken by the targeted groups which constituted the primary source of our data. In case the positive effect is established, the study would recommend a cluster of pedagogical implications for introducing Self- assessment in the Curriculum of Algerian Universities. More specifically, in writing classes.

SECTION ONE: THE RESEARCH DESIGN AND METHODOLOGY

1. The Scope of the Pilot Study

At the beginning of the experiment, during the first session, we introduce ourselves to the students. The subjects who are supposed to take part in this study were open to embracing this new method and show a willingness to reflect on their writing and engage in Self-assessment to improve their writing performance. This was done through the form of consent. (See appendix 01). Moreover, at this visit, we assigned the students to control and experimental groups at random. Hence, the participants of the study formed two groups: one experimental (Group one) and the other control (Group two); the Experimental Group carried

out the study (i.e. applied Self – assessment sheets to their writing) whereas the Control Group followed the traditional manner of learning in addition to the five writing assignment.

2. The Study Model: Piloting a Quasi Experimental Design

The overarching aim of the study was to examine the extent to which Self-assessment could benefit students' writing. For this reason, a relational research model was used in this study to gain insight into the causal- effect relationship between two variables; the effect of Self – assessment technique on student's Writing Skill. Thus, the Quasi Experimental Design that is descriptive and inferential in nature was adopted. In this context, Glinker and Morgan (2000, p.99) pointed out that: "The strength of a Quasi – Experiment Design is that it is similar to a random Experimental Design except that participants have not been randomly assigned to groups or conditions". In this design, the subjects have to be randomly assigned to either the Experimental or Control Group for this would increase the chance of equivalence in the groups (Lynch, 2010) and this is what has been done. In the same context, Bless et. al. (2006:87) state that "randomization aims at ensuring that the experimental and control groups are identical except for that only the experimental group receives the treatment or event". Thus, the study was experimental and the researcher used pre and post-test equivalent group design. The pre- test was run before the formation of groups while the second test (the post- test) was administered right after the treatment period of eight weeks.

3. Research Questions and Hypotheses

3.1 Research Questions

To be able to meet up the broad aim set out above. The following are pertinent research questions that the thesis attempts to answer:

1. Is Self- assessment an efficacious approach to teaching EFL Writing?
2. How does the exposure to Self – assessment training aspire students in gaining a perfect grasp in identifying their underlying merits and demerits in writing skill?
3. Following the training, what are the prominent landmarks in writing’s achievement as it measured by the post test?

3.2 Research Hypothesis

(H₁): It is hypothesized that If student’s cognizance about the significance of Self – assessment in the Writing Classroom is substantially elevated, they would presumably become masterful writers.

(H₀): It is hypothesized that student who self – assessing themselves in a writing task, would not show a better improvement than those who are assessed by their tutor.

4. THE RESEARCH DESIGN

For the purpose of drawing the whole picture of how the Quasi Experimental Design has been carried out and as a step forwards summarizing the procedures that has been taken during conducting this action research, a Graphic Overview of the research framework has been created for carrying out the study. It is diagrammatically illustrated in the following figure:

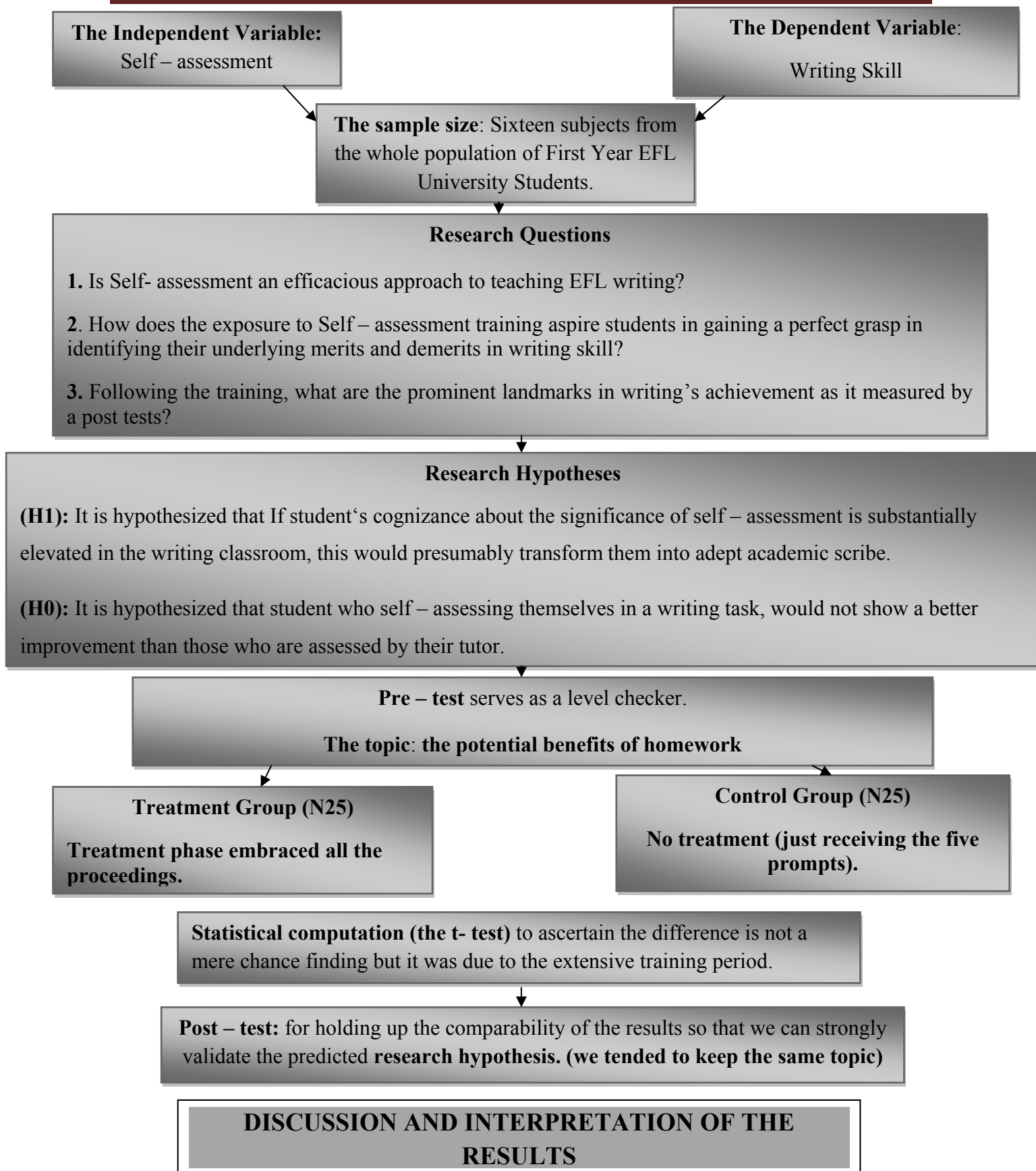


Figure 01. Graphic Representation of the Research Design during the Self-assessment Training Process (the Researchers).

5. Population and Sampling

This study was designed for first – year EFL students at the department of Letters and English Language at Mila University Centre. Both male and female learners participated. They are all teen-aged students. The participants were organized in seven groups with an average of thirty to thirty nine during the academic year 2017 – 2018. Since it is difficult to study the entire population we have employed a random sampling method to have a convenient proportion sample. This latter is supposed to be a fairly good representative sample of the study's Focus Groups. Hence, the study involved a total subject of sixteen Non-English Majors frosh, drawn from a population of 231 from whom we collected the data. In this light, As Deldime and Demoulin (cited in Arrouf, 2009, p.100) argued that “sufficient data can be obtained through the study of a proportion of the population: a sample”. As far as class size is concerned, we found two intact classes; in the group one (G1, N 32) and the second group (G 2, N 31). Hence, the number of participant was large in both groups. However, some papers were excluded from the study because of the case of absenteeism during the administration of the pre test. Thus, to ensure the homogeneity of the participants we strived to remove malfunctioning items. As a consequence, the number of students dropped from an average of thirty one / thirty two to twenty five student, as seven students did not complete the study. Accordingly, a total number of twenty five students were retained for the study from beginning to end. Then, the participants in each group have been indiscriminately assigned into two groups (Experimental Group and Control Group) in terms of two variables; the independent variable: the adopted Self- assessment and the dependent variable: Writing Skill. Notoriously, the majority of students were girls, with the existence of a very few boys, we have seven boys in the experimental group and eight boys in the control

group. Accordingly, the gender factor is disregarded in this current case study. Concerning the learners' linguistic background, the Participants of the experiment all had studied English for 6–12 years. With regard to English, it is deemed as the medium of instruction for all subjects. In so far the curriculum is concerned, this latter is meant for excelling paragraph writing. Besides, it is a second language for the vast majority of the students in the class, and they were not, on the whole, fluent and confident English Language Writers as this is the first year of instruction at University. Concerning their school timing, Students of the present study are full-time undergraduate, they were scheduled to take courses of the module “written expression”(W.E) through three class periods split it up into one lecture and double tutorials for one and a half hour per session with one writing topic being covered in each tutorial. In the writing skill, most of them showed a heavy reliance on rote memorization of paragraph types and reformulation of model answers.

6. Instrumentation: Materials used for Practice

In so far as the materials for the instructional period are concerned, we selected five miscellaneous topics to be sufficient enough to address the challenging aspect of the writing skills. Thus, the topics were assigned to students in both groups as follows:

Topic one: why we should not smoke? Mention your argument precisely and concisely.

Topic two: Discuss three benefits of making a lot of readings? Discuss thoroughly through showing the power of your defendable standpoint.

Topic three: Communicate effectively is a prerequisite of a successful person. Outline three core reasons to back up your claim.

Topic four: Compare ourselves with others is not a good thing? In a very organized paper, discuss using substantial argument.

Topic five: Practicing sport has a lot of benefits. Write a paragraph through which you persuade your audience of your stance.

Moreover, these materials were accompanied with the Graphic Organizer (see appendix04, instrument 01) in order to help students acquire a schema of how a persuasive paragraph might be look like. This was not everything, to keep students immersed in the training period; we strived to give them checklist (see appendix 04, instrument 02) that it was used by the Experimental Group exclusively during the instructional period. A range of specific criteria was chosen to be used in the self- assessment sheet. Thus, there were sixteen questions selected, based on the emphasis given to those elements in the English language Writing Curriculum. Thus, they were addressing various ingredients of writing: introduction, body, conclusion, mechanics, and content for the sake of achieving paragraphs of a good quality. For each question, there were five choices ranging from poor, needs improvement, good, until very high performance such as very good, and excellent. In order to facilitate the implementation of self- assessment on students' written production, we revealed some secrets of correction through elaborating a list of Editing Error (see appendix 04, instrument 03). Moreover, to guarantee good understanding, the experimenters adopted two samples of ideal Persuasive Paragraph as a warm up (see appendix 04, instrument 04).

7. The Methods for Scoring Student's Paragraph

Concerning the marking scheme, we assign a fixed proportion of the assessment mark to particular knowledge, understanding and/or skills. Thus, for the sake of being objective as far as possible, all of the handwritten papers were scored using an analytic trait scoring rubric., the assigned rank was used as a continuous measure of writing ability and as a categorical variable for grouping good/ outstanding (16 points or higher), average (between the 10th and 11th, inclusive), and poor (07th or lower) writers, depending on the analysis. Teacher judgment of writing competence is a fairly reliable assessment technique. Thus, each student was given a value for each of the five pre-determined traits: paragraph organization, content, grammar accuracy, vocabulary selection together with the mechanics of writing. With regard to the procedure of evaluating student's written productions simply, Each paper was initially read without scoring, to obtain an overall impression of writing quality. Then, all papers were scored on each trait in succession, beginning with paragraph organization and ending with mechanics until scores for all five traits were assigned so that to segregate the papers into high, medium, and low-quality subsets. More specifically, each dimension is scored using four – point scale. If we consider the organization of thoughts as a concrete example, it will be scored as follows:

Well organized	—————→	Four points
Fairly well organized	—————→	Three points
Loosely organized	—————→	Two points
Ideas jumbled	—————→	One point

SECTION TWO: THE QUASI EXPERIMENTAL STRUCTURE

8. The Overall Proceedings

8.1 Prior Exposure to the Treatment Period: The Pilot Pre- test Description and Analysis

This step was established to be served as a tool to see if students would be able to produce sufficient writing for analysis. Thus, the students were asked at the beginning of the study to sit for a pre- test. As a first step towards this stage, the fifty participants were asked to write for a half hour in response to a persuasive prompt posted by the researchers to assess their writing quality. As it the official time for taking a written expression exam, we proposed a topic about the benefits of homework that is framed this way: “teachers should be allowed to assign homeworks” which is supposed to be approachable to students’ day- today scholastic life. While the pre- test was being held, the researchers and the teacher of written expression was checking the absentees. By the end, several drafts of the assignment were produced by each student in each group. Importantly enough, this piece of writing assignment (Draft 01 see appendix 05) is completed in class in the first week of this study. Furthermore, these drafts generated the main data to be analyzed for the current study. Similarly important, in view of the fact from any item that can threaten the reliability of writing test; we keep the test top- secret as a critical matter; we informed students not to tell their colleagues about it.

To calculate the means of the Control Group and the Experimental Group in the pre – test, the sum of the scores of each group have to be divided on the number of the participant as shown in the following table

Tables (01) Calculating the Means of the Experimental Group in the Pre- test.

Participant	Scores
01	09
02	08
03	07
04	07
05	7.5
06	7.75
07	10
08	07
09	10
10	11
11	10
12	10.5
13	07
14	07
15	09
16	9.5
17	10
18	8.5
19	10.5
20	7.5
21	07
22	07
23	9.5
24	08
25	9.5
The Mean	8.59

Table (02) Calculating the Mean of the Control Group in the Pre-test

Participant	Score
01	07
02	07
03	09
04	10
05	07
06	10
07	08
08	07
09	7.75

10	07
11	07
12	08
13	07
14	06
15	6.5
16	09
17	10
18	10
19	07
20	07
21	10.5
22	11
23	09
24	10
25	8.5
The Mean	8.25

As displayed in table (01) and (02), the control group has scored 8.25 whereas the experimental group scored 8.59. Comparing the means of the two groups, the difference is faintly evident in the pre – test. After calculating the means of the control and experimental group in the pre- test, the results are diagramed in (figure 02) for keeping our claim crystal clear.

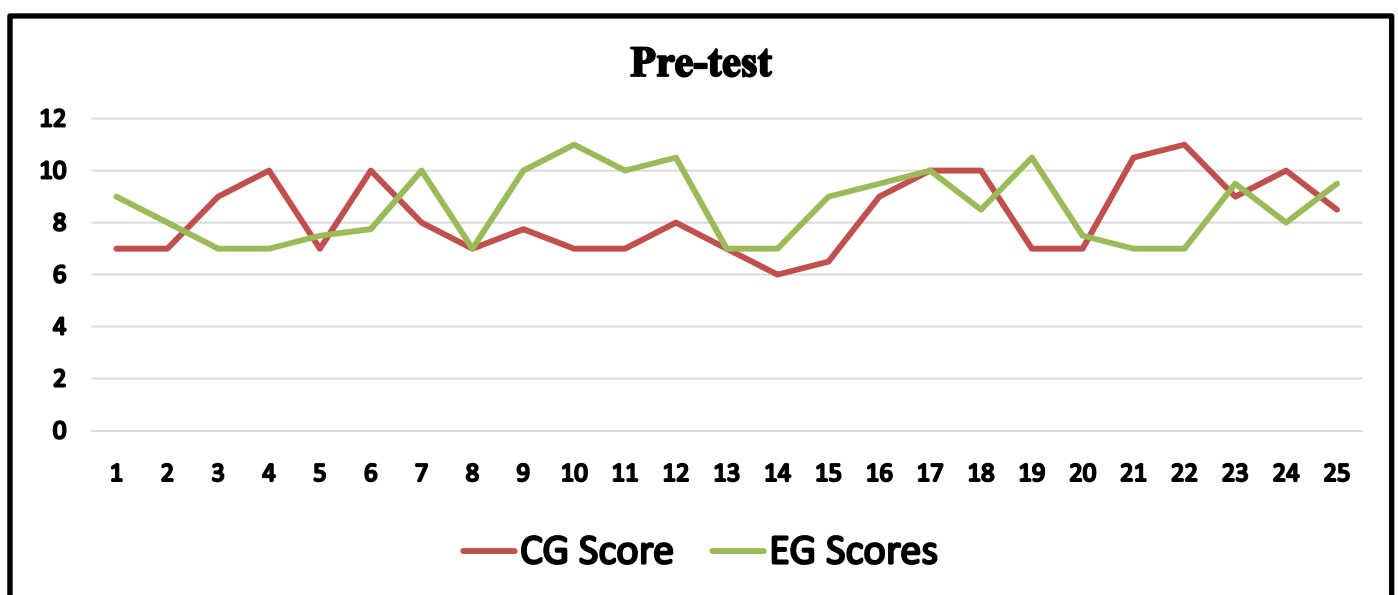


Figure02. Frequency Polygon: Student's Scores in the Pre - test

As it obvious from figure (01) the two groups have started with the same baseline proficiency level.

8.2 The Pilot Treatment Phase: Description

The actual study spanned over a two months period. The major goal of the study was to enable learners to assess their own writings to become professional academic writers. After random assignment of the participants into two experimental groups. The first group participated in the experiment related to Self- assessment. The second group, stands as a control group, participated in so far as to complete the task. . Of far great importance, the place where the Quasi Experiment was conducted was their regular classroom of written expression module. In this study, Self – assessment was closely coupled to the students' writing performances for the Treatment Group. It is used as a revision procedure in the process of writing as it leads to learning autonomy. More importantly, the present study is only applied to a single writing genre, that of persuasion (i.e. argumentation). Moreover, it was selected for this study for five chief reasons: (1) this specific genre was selected to reduce variables in the study that could arise from the students selecting their own genres (2) it is a curriculum focus for written expression; (3) it is the most widely researched genre in the writing literature; (4) most tests of writing achievement use persuasive writing.

It worth mentioning that the experiment period took the form of two- folds aspects in the sense that it was conducted in two phases as follows:

8.2.1 The Pre – treatment Phase

The first two sessions of the experiment were considered as a warm up for the next treatment sessions. To be more precise, this phase took the form of a demonstration session that was carried out the day after the pre – test had been administered (i.e. first draft of the experiment). It was primarily targeted to train students in the experimental group overcome their writing's deficiencies and transform them into empowerment. Henceforth, the first session was introduced in the form of mini lecture to explain the concept of Self – assessment and how it works and to ensure a fuller understanding we provided them with a (see appendix 02: Handout about Self – assessment). Throughout this Handout, the researchers fully explained to the students the new concept, procedures, objectives, and the importance of the current study. For better comprehension of newly introduced concept, students were provided with the Glossary (see appendix 03).

8.2.1.1 The Overall Procedures in the Pre-experiment Phase

This phase was done through providing the learners with two copies of Persuasive Genre that served as exemplars for comparison .That is to say, for students to see the difference between good and weak paragraphs. Thus, the Pre treatment was conducted following four ways:

1. The treatment group was asked to write a persuasive paragraph of the same topic as the model text.
2. The treatment group was given a Model Paragraph and was asked to read a model paragraph (Scanning Reading) (see appendix 04, instrument 04).

3. Student received a written Self- Revision Checklist.
4. Students were required to use the checklist to see how the model paragraph met the required standards mentioned in the checklist in comparison to their paragraph.

8.2.2 The In - depth Treatment Phase: Treatment in Self – assessment

Group

The next six weeks were taken up with the adopted self-assessment method. While conducting the present experiment and once during the training session, the participants covered five prompts on developing persuasive paragraphs and applied self- assessment process respectively. When the actual study was conducted, we made doubly sure to provide the same conditions for both groups. As for time considerations, since both Self assessment and the Writing Process incur considerable time, we tended to give student two times to finish off their written work. Thus the allocated time for the test was around two hours for each self-assessed paragraph written in the treatment phase as time limit; an hour and a half for writing their drafts, and 30 minutes plus for applying Self- assessment.

8.2.2.1 The overall Procedures for Conducting In – treatment Phase

8.2.2.1 Procedures for the Experimental Group

Students were supposed to follow these steps to guide their work. These steps in the assessment – based writing process are, in fact, “the end” they represent the target, the outcomes, the big picture. In this context, the researchers propose the following four stages for implementing self- assessment:

1. Self- awareness - raising: Clear Learning Targets: In order for Self – assessment to be effective, students must have clear targets to work hard .In other words, students must know what counts before getting started.

2. Prewriting: The second step is to introduce the topic to the students so that to start outlining their paragraphs.

3. Guided self- assessment Practice: (Conferencing and Coaching/ Timed Writing): The overarching aim was to make the whole writing experience more collaborative, meaningful, purposeful, and motivating. Thus, the writing process resembled a workshop for the students. Once students have completed their first piece of writing, teacher can hold writing conferences to provide effective feedback. This feedback focused on measuring their work in relation to the target through the success criteria. The feedback consisted of mostly celebrations of the things students have done successfully, and includes one or two things to think about in order to improve their writing.

4. Independent Self- assessment: Checking Progress against the Targets (Revision/ retrying/ Post - writing). This is where the actual Self- assessment takes place; students actively engaged in Self - reflection, Self - assessment processes. Once students knew the performance targets, based on the teacher explicit descriptive feedback from step (03), where they could revise their draft, trying to close the gaps between their work and the targets or even rework their piece of writing to apply and transfer their learning from the conference. This step is crucial. If students do not have chance to revise and improve their work, they are unlikely to take the self- assessment- process seriously.

4. Self-plus Teacher assessment (the Process of Correction and more Feedback): when all the students submitted their papers. It is high time for teacher to give his final say about student's works through constructive corrections. Then, the students took their paper back corrected and graded. By doing so, Students could be able to accrue countless benefits from previous annotated writing as to overcome their weaknesses, and maximizes their chances for better writing. In this context, Taras (2003, p.561-562) wrote that "Self – assessment without tutor Feedback cannot help students to be aware of all their errors and focus on achievement".

Accordingly, using this framework as a guide, will develop a deeper understanding of how each element works together to help youngster learner become effective, reflective writers.

8.2.2.2 Procedures for the Control Group

On the other hand, we sufficed to give the prompt to the control group without least interference. They followed the typical pattern used by teachers in the classroom, with a teacher-led introduction to the topic. Students then wrote their compositions within a time limit and passed them to the teacher for correction and comments.

8.3 The Pilot Post -test Description and Analysis:

At the end of the instruction, after carrying out the treatments, a post - test was administered to both groups. That is, a comparison will be held between the two groups performances (Rao, 1990). Likewise, Baker and Charvat (2008) also concluded that the difference in post-test scores between the two groups can be considered as a sign or an estimate of the impact of the treatment. We strived to keep the same conditions of the pre-test. In simpler terms, from the perspective of measurement - driven, we adopted the same

grading process within the same time limit (one an hour and a half) in conjunction with the sameness of the topic except for one disparity, that is, the experimental group applied self - assessment to their writing and the control group did not.

The means of the student 's scores in the post - test have been calculated in the following table in order to enable us to measure the extent to which the treatment sessions came into play for both groups along with determining the better writing's achievement .

Tables (03) Calculating the Means of the Experimental Group in the Post-test.

Participant	Scores
01	12
02	10
03	10.5
04	11
05	12.5
06	13
07	12.5
08	09
09	11.5
10	12.5
11	11.5
12	12
13	11.5
14	10
15	11
16	12
17	11.5
18	09
19	14
20	12
21	10
22	10.5
23	11
24	10.5

25	11
The Mean	11.28

Table (04) Calculating the Mean of the Control Group in the Post-test.

Participant	Scores
01	10
02	09
03	10
04	11
05	9.5
06	12
07	10
08	9.75
09	10
10	09
11	9.5
12	10
13	10.5
14	08
15	9.5
16	11
17	12
18	13
19	10
20	10.5
21	12
22	13.5
23	10.5
24	12
25	10
The Mean	10.49

As the aforementioned tables (03) and (04) exhibited, the performance of both groups has improved. The control group has scored 10.49, and the experimental group has scored 11.28. The results denoted that students in both groups optimized their learning gains during

the treatment period mainly because the scores are getting higher than those obtained via the pre – test; they very low. However, students in the experimental group outscored students in the control group as it apparent in the following figure:

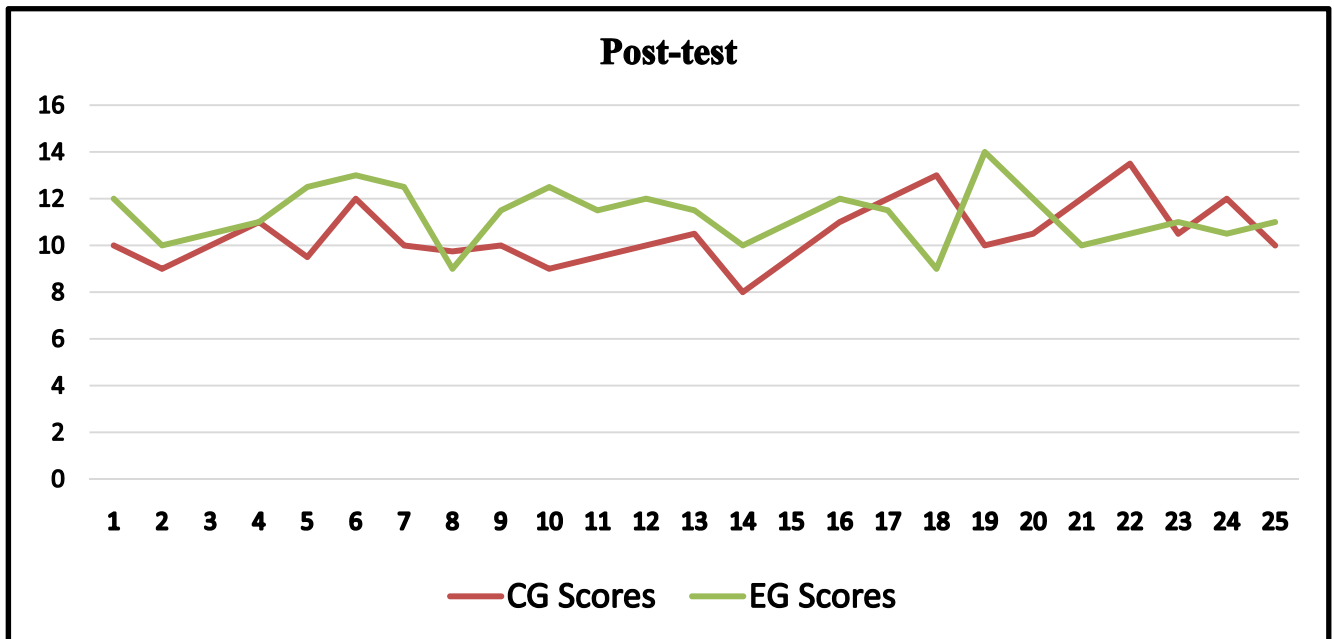


Figure 03. Frequency polygon (03): student's scores in the post – test

Table (05) experimental and control group's improvement in the post – test

This table shows the students 'improvement and non – improvement in writing performance in the post test after being exposed to the treatment period.

	Control group		Experimental group	
	Improvement	No improvement	Improvement	No improvement
1	✓		✓	
2		X	✓	

3	✓		✓	
4	✓		✓	
5		X	✓	
6	✓		✓	
7	✓		✓	
8		X	✓	X
9	✓		✓	
10		X	✓	
11		X	✓	
12	✓		✓	
13	✓		✓	
14		X	✓	
15		X	✓	
16	✓		✓	
17	✓		✓	
18	✓			X
19	✓		✓	
20	✓		✓	
21	✓		✓	
22	✓		✓	
23	✓		✓	

24	✓	✓
25	✓	✓
Total	18	72%
	7	28%
	23	92%
	2	8%

The table shows student improvement clearly. As the crosses (X) and ticks (✓) indicate. It implies learners' progress in writing skill after incorporation of self assessment for the experimental group in comparison with the control group who was not subject to the adopted self- assessment.

1. DATA ANALYSIS: COMPARISON OF RESULTS AND MEANS

1.1 Scores frequency distribution

One of the important steps in the descriptive statistical analysis is to organize the data in order to have a clear picture of the obtained results. The following section presents and explains the frequency of each group scores.

Table (06): The frequency distribution of the experimental and control groups' scores on the pre and post tests.

Scores	Experimental Group		Control Group	
	Pre- test	Post – test	Pre- test	Post – test
	Frequency	Frequency	Frequency	Frequency
06	-	-	1	-
6.5	-	-	1	-
07	7	-	9	-

7.5	2	-	-	-
7.75	1	-	1	-
08	2	-	2	1
08.5	1	-	1	-
09	2	2	3	2
09.5	3	-	-	3
9.75	-	-	-	1
10	4	3	5	7
10.5	2	3	1	3
11	1	4	1	2
11.5	-	4	-	-
12	-	4	-	4
12.5	-	3	-	-
13	-	1	-	1
13.5	-	-	-	1
14	-	1	-	-
Total	25	25	25	25

From the table (06), the frequency of the scores of the pre and post tests are summarized as follows:

Pre- test

Experimental Group

$$7 \geq 10 \longrightarrow 28 \% \geq 10$$

$$18 < 10 \longrightarrow 72 \% < 10$$

Control Group

$$7 \geq 10 \longrightarrow 28 \% \geq 10$$

$$18 < 10 \longrightarrow 72 \% < 10$$

Post test

a- Experimental Group

$$23 \geq 10 \longrightarrow 92 \% \geq 10$$

$$2 < 10 \longrightarrow 8 \% < 10$$

b- Control Group

$$18 \geq 10 \longrightarrow 72 \% \geq 10$$

$$07 < 10 \longrightarrow 28 \% < 10$$

SECTION THREE: STATISTICAL COMPUTATION

9. The t-test Analysis

To investigate the impact of self-assessment on students' writing ability a statistical test i.e. the T-test was used to analyze the data obtained from the pre and post- tests and to confirm scientifically that there is a significant difference in achievement between the two experimental groups. The t- test is believed to be the most widely known appropriate tool of inferential statistics for it vigour parametric test that yields significant statistics and facilitate the process of establishing a comparison of the means of the two different groups taking randomly from a population of interest (Ary et. al., 2010; Martella and Nelson, 2013). In this light, Miller (1975: 71) argued that the t- test is the strongest of three tests. By the three tests

Miller means; the t-test, the Mann, Whitey test and Chi-square test. The main step in the T-test analysis is the finding of the t value that determines whether the research hypothesis will be accepted or rejected. Added to that, before starting any computational procedure, it should be first decided whether our experiment is for related independent samples or for the dependent sample t – test (paired – sample t- test) and whether the test is one - tailed or two - tailed.

9.1. Paired-Sample t–test

The paired t–test, which is one type of t-test, is a statistical procedure used to determine whether the mean difference between two sets of observations is zero.

In a paired sample t-test, each subject or entity is measured twice (before and after the completion of the test), resulting in pairs of observations. Like many statistical procedures, the paired sample t-test has two competing hypotheses, the null hypothesis and the alternative hypothesis.

(H0): It is hypothesized that student who self – assessing themselves in a writing task, would not show a better improvement than those who are assessed by their tutor.

(H1): It is hypothesized that If we substantially elevate student’s cognizance about the significance of Self – assessment in the Writing Classroom, they would presumably become masterful scribe.

9.1.1 Procedure for Carrying out a Paired – samples t- test

The main aim in of the paired- sampled analysis is the finding of the t- value that determines whether the research hypothesis will be accepted or rejected. For such interest,

Arrouf (2009.p.132-133), suggests the following general procedure for the computation of the t- test for paired- samples (two– tailed).

1. Calculate the difference between the pre- test and post- test scores for each participant by subtracting the post- from the pre – test score. It is important to distinguish positive and negative differences.

2. Calculate the mean difference $\bar{d}$

3. Calculate the standard deviation of the differences S_d , and use this to calculate the standard error of the mean difference, $SE(\bar{d}) = \frac{S_d}{\sqrt{N}}$

4. Calculate the t- statistic, which is given by the formula: $t = \frac{\bar{d}}{SE(\bar{d})}$ under the null hypothesis, this statistic follows a t- distribution at N-1 degrees of freedom.

5. Enter a table of the t- distribution at N-1 degrees of freedom, choose the level of significance required (normally $p=0.05$) and read the critical t- value. If the calculated (observed) t- value exceeds the critical t- value, it can be said that the differences between the two tests' scores are significant at the level of probability. As a result, the null hypothesis is disconfirmed in favour of the alternative hypothesis. In this context park (2009, p.15) argued that “if the Null Hypothesis is rejected, there must be a significant difference between two samples”.

9.1.1.1 Computation of the t- value of the Experimental Group

The first step, Calculate the difference between the pre- test and post- test scores for each participant by subtracting the post- from the pre – test score. The difference

between the pretest and posttest. To be more specific, it is important to distinguish positive and negative differences. To do so, we have to arrange the scores in a form of statistical table that contains the pre- test and post - test scores.

Table (07): Experimental Group's pre and post tests, and the difference scores on the writing assignment

Subjects	Pre- test	Post – test	Differences(d)
01	09	12	+3
02	08	10	+2
03	07	10.5	+3.5
04	07	11	+04
05	7.5	12.5	+05
06	7.75	13	+5.25
07	10	12.5	+2.5
08	07	09	+02
09	10	11.5	+1.5
10	11	12.5	+1.5
11	10	11.5	+1.5
12	10.5	12	+1.5
13	07	11.5	+04.5
14	07	10	+03

15	09	11	+02
16	9.5	12	+2.5
17	10	11.5	+1.5
18	08.5	09	+0.5
19	10.5	14	+03.5
20	07.5	12	+04.50
21	07	10	+03
22	07	10.5	+3.50
23	9.5	11	+1.5
24	08	10.5	+2.5
25	09.5	11	+1.5
Total	$\bar{X}_1 = 8.59$	$\bar{X}_1 = 11.28$	$\bar{d} = +2.69$

Table (08): Experimental Group's pre and post tests and the difference squared scores on the writing assignment

Students	Difference scores d	Square Difference score d^2
01	+3	9
02	+2	4
03	+3.5	12.25
04	+4	16
05	+5	25

06	+5.25	27.56
07	+2.5	6.25
08	+2	4
09	+1.5	2.25
10	+1.5	2.25
11	+1.5	2.25
12	+1.5	2.25
13	+4.5	20.25
14	+3	9
15	+2	4
16	+2.5	6.25
17	+1.5	2.25
18	+0.5	0.25
19	+3.5	12.25
20	+4.5	20.25
21	+3	9
22	+3.5	12.25
23	+1.5	2.25
24	+2.5	6.25
25	+1.5	2.25
Total	$\Sigma d=67.25$	$\Sigma d^2=219.56$

The second step, we calculate the mean difference $\bar{d}$,

$$\bar{d} = \frac{\Sigma d}{N}$$

Where $\bar{d}$ =mean, d =difference scores, N =number of subjects, and $\sum$ sum

$$\bar{d} = \frac{67.25}{25}$$

$$\bar{d} = 2.69$$

The third step is Calculate the standard deviation of the differences S_d , and use this to calculate the standard error of the mean difference, SE

$$SE(\bar{d}) = \frac{S_d}{\sqrt{N}}$$

1. The standard Deviation of the Differences

$$S_d = \sqrt{S^2} = \sqrt{\frac{\sum d^2}{N} + \bar{d}^2}$$

Where S^2 =variance, and $\sum d^2$ = sum of the square difference scores

$$S^2 = \frac{\sum d^2}{N} - \bar{d}^2 \quad S^2 = \frac{219.56}{25} - 2.69^2$$

$$S_d = \sqrt{\frac{219.56}{25} + 2.69^2}$$

$$= \sqrt{8.78 + 7.23}$$

$$S_d = 1.24$$

1.1 The Standard Error of the Mean Difference

$$SE(\bar{d}) = \frac{S_d}{\sqrt{N}}$$

$$SE(\bar{d}) = \frac{1.24}{\sqrt{25}} = \frac{1.24}{5}$$

$$SE(\bar{d}) = 0.24$$

The fourth step, Calculate the t- statistic, which is given by the formula: $t = \frac{\bar{d}}{SE(\bar{d})}$. under the null hypothesis, this statistic follows a t-distribution at N-1 degrees of freedom.

The t-Statistic

$$t_{N-1} = \frac{\bar{d}}{SE(\bar{d})}$$

$$t_{25-1} = \frac{2.69}{0.24}$$

$$t_{24} = 11.20$$

The fifth step, entering a table of the t- distribution(t- table) at N-1 degrees of freedom, choose the level of significance required (normally $p=0.05$ is the most common probability used as alpha level in statistic inference testing).

Critical values of *t* for a two-tailed test*

Level of significance				Level of significance			
<i>df</i>	.10	.05	.02	<i>df</i>	.10	.05	.02
1	6.314	12.706	31.821	18	1.734	2.101	2.552
2	2.920	4.303	6.965	19	1.729	2.093	2.539
3	2.353	3.182	4.541	20	2.086	2.086	2.528
4	2.132	2.776	3.747				
5	2.015	2.571	3.365	21	1.721	2.080	2.518
				22	1.717	2.074	2.508
6	1.943	2.447	3.143	23	1.714	2.069	2.500
7	1.895	2.365	2.998	24	1.711	2.064	2.492
8	1.860	2.306	2.896	25	1.708	2.060	2.485
9	1.833	2.262	2.821				
10	1.812	2.228	2.764	26	1.706	2.056	2.479
				27	1.703	2.052	2.473
11	1.796	2.201	2.718	28	1.701	2.048	2.467

Table 09. The t- table (Miller, 2005:140)

$$t_{obs} > t_{crit}$$

$$(11.20 > 2.064)$$

As the above result indicates the *t* value (the absolute *t*) is **11.20**, the critical value of the *t* with degrees of freedom **24** is 2.064 at **0.5** level of significance. According to Miller (1975), for a two- tailed test (where direction of trend is not predicted) significance levels should be doubled. That is (2.064 x 2). Therefore, the critical value of *t* that will be compared to the calculated *t* is **4.128**, since the calculated *t* exceeds the value of the tabulated *t*, (11.20 > 4.128). This means that the results are statistically significant .To be more precise, the probability that the difference between the means arose by chance is less than 0.05. In short, we can say that there is a significant difference between the pre test and the post – test of the Experimental Group. So, this result allowed us to reject the Null Hypothesis and confirmed

that what is obtained as significant development in the experimental group was due to the independent variable which is self – assessment.

9.2 The Independent – samples t –test

Given that the experiment employed two groups: one experimental and the other control. This means they are independent from each other (the Experimental Group receives the research treatment; the adopted self- assessment while the control group did not). That is to say, they are not taught writing exactly the same way. Henceforth, the t- test is for independent group. It served as a basis of comparison for gauging the impact of the newly introduced writing's strategy. We have opted for this test to verify the truthiness of the research hypothesis that Independent variable (self- assessment) affects the dependent variable (students' writing ability). In other words, the independent – sample t- test examines any important development obtained by the experimental group. Moreover, it is one –tailed test because the prediction is directional. That is, we predicted a direction of the effect that the treatment would probably have a positive impact on the experimental groups writing proficiency.

9.2.1 The Procedures for Carrying out the Independent Sample t- test

The main step in the t- test analysis is the finding of the t- value that determines whether the research hypothesis will be accepted or rejected. To achieve this goal, Miller (2005) suggests the following general procedure for the computation of the t- test for independent samples (on – tailed)

1. Calculate the two group's means: $\bar{X}_1$ and $\bar{X}_2$.

2. Compute the two groups “variance “ S_1^2 and S_2^2
3. Substitute the value of $\bar{X}_1, \bar{X}_2, S_1^2, S_2^2, N_1, N_2$ to calculate t using the following formula :

The computational formula of the t-test as stated in Miller (1975: 78) is:

$$T_{N_1 + N_2 - 2} = \frac{(\bar{X}_1 - \bar{X}_2) \sqrt{(N_1 + N_2 - 2) N_1 N_2}}{\sqrt{N_1 S_1^2 + N_2 S_2^2} (N_1 + N_2)}$$

4. Find the degree of freedom: **df**
5. Using table t- table find the value of t required for the chosen level of significance. Finding it depends on the number of degrees of freedom and whether the test is one tailed or two tailed. If the calculated **t** is equal or greater than the value of **t** found in t- table then we can reject the null hypothesis in favour of the alternate one.

Symbols Illustration

The symbols used in the performing the equations are deciphered as follows:

$\bar{X}_1$ = Mean of the first group $\bar{X}_2$ = Mean of the second group.

N_1 = Number of the participants in the first group.

N_2 = Number of the participants in the second group.

S_1 = Standard deviation (sample variance) of the first group.

S_2 = Standard deviation (sample variance) of the second group.

$\sum X_x$ = sum of the individual.

$\sum X_x^2$ = sum of square scores.

Presenting the Data

The data used for the computation are the marks are obtained from the post-test of both the Experimental and the Control groups.

Table (13) The Experimental and Control Groups ‘post –test Grades

Experimental Group			Control Group	
N	X ₁	X ₂ ²	X ₂	X ₂ ²
01	12	144	10	100
02	10	100	9	81
03	10.5	110.25	10	100
04	11	121	11	121
05	12.5	156.25	9.5	90.25
06	13	169	12	144
07	12.5	156.25	10	100
08	9	81	9.75	95.06
09	11.5	132.25	10	100
10	12.5	156.25	9	81
11	11.5	132.25	9.5	90.25
12	12	144	10	100
13	11.5	132.25	10.5	110.25
14	10	100	8	64
15	11	121	9.5	90.25
16	12	144	11	121
17	11.5	132.25	12	144

18	9	81	13	169
19	14	196	10	100
20	12	144	10.5	110.25
21	10	100	12	144
22	10.5	110.25	13.5	182.25
23	11	121	10.5	110.25
24	10.5	110.25	12	144
25	11	121	10	100
Total	$\sum X_1=282$	$\sum X_1^2= 3215.5$	$\sum X_2=262.25$	$\sum X_2^2=2791.81$
	$\bar{X}_1=11.28$		$\bar{X}_2=10.49$	

1. Computation of the Means

1.1 Calculating the Means ($\bar{X}$) of the Experimental and the Control Group

1.1.1 Calculating the Means ($\bar{X}$) of the Experimental Group

To find the means ($\bar{X}$), the formula: $\bar{X} = \frac{\sum X}{N}$ was used.

For the experimental group, the sum of the students 'grades ($\sum X_1 = 282$) was divided by the number of student ($N_1=25$). Making the substitution, we found:

$$\bar{X}_1 = \frac{\sum X_1}{N_1} = \frac{282}{25} = 11.28$$

1.1.2 Calculating the Means ($\bar{X}$) of the Control Group

For the control group we also divided the sum of the students marks obtained in the post – test ($\sum X_2 = 262.25$) by the number of the participants ($N_2=25$). Making the substitution, the following result was found:

$$\overline{X}_2 = \frac{\sum X_2}{N_2} = \frac{262.25}{25} = 10.49$$

2. Calculating the Variances S_1^2 and S_2^2

To find the variance of both groups, the following formulae were used: $S_1^2 = \frac{\sum X_1^2}{N_1} - \overline{X}_1^2$

2.1 Computing the Variance of the Experimental Group “ S_1^2 ”

Making the substitution from table it was found

$$S_1^2 = \frac{3215.5}{25} - (11.28)^2$$

$$S_1^2 = 1.39$$

2.2 Computing the variance of the Control Group S_2^2

$$S_2^2 = \frac{2791.81}{25} - (10.49)^2$$

$$S_2^2 = 1.63$$

3. Computing t Value

To calculate t , the following formula was used:

$$t_{N_1+N_2-2} = \frac{(\overline{X}_1 - \overline{X}_2) \sqrt{(N_1 + N_2 - 2) N_1 N_2}}{\sqrt{N_1 S_1^2 + N_2 S_2^2} (N_1 + N_2)}$$

$$t_{25+25-2} = \frac{(11.28-10.49)\sqrt{(25+25-2)25 \times 25}}{\sqrt{(25 \times 1.39 + 25 \times 1.63)(25+25)}}$$

$$t_{48} = \frac{0.79\sqrt{48 \times 625}}{\sqrt{34.75 + 40.75}(50)}$$

$$t_{48} = \frac{136.82}{61.44}$$

$$t_{48} = 2.22$$

The outcome of the equation is $t_{48} = 2.22$

4. Calculating df (Degree of Freedom)

To find the value of degree of freedom, the following formula was used:

$$df = N_1 + N_2 - 2$$

$$df = 25 + 25 - 2$$

Thus, the df value (48) is used to read the t -table to figure out the critical value of t

5. Finding the Critical Value of t in the t -table

To find out the t -value, it was taken recourse to the t -table to check out the value corresponding to 48 degrees of freedom for 0.05 level of significance. As we notice, in fact, there is no row for 48 degrees of freedom. In this regard, Dietz and Kalof (2009:352) explained:

Looking in the t -table, the critical value for an alpha level of 0.05 and 48 degrees of freedom is not listed. But we have t value for 40 and 60 degrees of freedom. It is

always better to be cautious and use fewer degrees of freedom than we actually have.

Thus, the value 40 is used to be the most appropriate degree of freedom. For **40** degrees of freedom, the value of t required for 0.05 level of significance is **2.021**. This value should be divided by 2. Miller (1975: 133) put it this way: “For a one-tailed test the significance levels should be divided by 2.” that is ($2.021 / 2 = 1.010$). Therefore, the critical value of t that will be compared to the calculated t is **1.010**. In the following table, it is clearly shown how to read the t- table.

<i>Level of significance</i>			<i>Level of significance</i>				
<i>df</i>	.10	.05	.02	<i>df</i>	.10	.05	.02
12	1.782	2.179	2.681	29	1.699	2.045	2.462
13	1.771	2.160	2.650	30	1.697	2.042	2.457
14	1.761	2.145	2.624				
15	1.753	2.131	2.602	40	1.684	2.021	2.423
				60	1.671	2.000	2.390
16	1.746	2.120	2.583	120	1.658	1.980	2.358
17	1.740	2.110	2.567		1.645	1.960	2.326

*For a *one-tailed* test the significance levels should be divided by 2.

Table (14) t- table (miller, 2005:141)

$$t_{obs} < t_{crit}$$

$$2.22 < 2.021$$

Since the calculated t exceeds the value of the tabulated t, **2.22 > 1.010**, this means that the results are statistically significant.

SECTION FOUR: INTERPRETATION OF THE OBTAINED RESULTS

10.1 Interpretations of the Results of the Pre- test through the Writing of Persuasive Discourse.

After sitting for a pre- test for the sake of diagnosing the student current linguistic level we found that the groups of our interests showed serious weaknesses in their writing ability. Thus, several characteristic problems in writing argument have been identified in their written works as follows:

The first problem: The first trouble was the inadequacy of content development, persuasive paragraph have been found to be pretty short and lacked analysis, and students often failed to support their points of view with good examples and argument.

The second problem: A second weakness is the poor organization which could be associated with the lack of knowledge of argumentative structure; the students lacked a schema for persuasive paragraph. Broadly speaking, some students have been found to write conversational dialogues or narration when asked to show their persuasive skills. the first reason behind this failure to design argumentation is due to the lack of connectors typical of argument (transition words and phrases). Moreover, students' paragraphs consisted of a list of badly stated reasons this can be felt through beginning and ending abruptly, without an introduction (topic sentence) or a conclusion.

The third problem: Student broke down the formal language structures for most of them showed having a shaky grammar and garbled syntax and this is huge mistakes for students who take English as a specialty in higher education as grammar mistakes for an English student is regarded as killing mistakes.

The fourth problem: A further noted weakness in the argumentative writing of students is the stylistic inappropriateness, particularly the use of informal or familiar language along with the overuse of immature connectors such as “another thing.”

The fifth problem: Another possible reason for students’ poor performance was suggested to be the lack of experience and instruction in the writing persuasion (First- hand experience to take written expression as an independent module). So, if persuasive writing is badly done by the first year EFL students, this is because it is cognitively too demanding and they lacked the sufficient exposure.

10.2 Interpretation of the Post – test: Empirical Findings Related to Writing Ability

Five Criteria was used to judge the quality of self- assessment in students’ drafts as spelled out in the methodology of scoring students’ paragraph. Thus, the following sections discussed the criteria that were taken into consideration when analyzing and judging “good” and “low” proficiency writing.

1. Content Section (Relevant / Irrelevant/Richness/ Poverty of Content)

Concerning content area, students ‘scores revealed that the majority of subjects in the targeted group had good scores which can be interpreted that there almost all students have gained good content. Hence, there was a significant improvement regarding the content aspect in the sense that the great majority of learners were able to stay focused and write paragraph relevant to the assigned topic. Also, we found that their ideas were interesting and well-developed, original, and creative at the same time they succeed in considering the audience.

2. Paragraph Organization

This section covers elements such as paragraphing, logicity. Students' paragraph in the experimental group showed a noticeable enhancement in that almost all students were able use appropriate paragraphing (indentation). Concerning coherence; they knew how to structure their paragraph and how to wrap up their ideas to make a strong plea. Thus, their paragraph proceeds in a logical order thanks to use of connectives that were highlighted in the paragraph organizer in the instructional phase. Statistically speaking, they took the full point on the scale of organization pattern (four points). As a result, their paragraphs were described as having well -organized thoughts. On the other hand, the control group paragraphs were fairly – well organized, with the existing fact that some student are still failing in producing an acceptable topic sentence. Moreover, they could not achieve paragraph unity because they discussed more than one issue in the elaboration of same reason. Thus, they fell into the trap of ambiguities.

3. Vocabulary Section

Concerning vocabulary items, we focused attention on the stylistic elegance in student's writing. There was an apparent growing quality in student's writing in the experimental groups. There was a good choice of vocabulary, they used a variety of phrases and sentence patterns which reflected that they enriched their vocabulary with powerful and vivid word that served the topic and made their writing graceful. In the EXP.G, the majority of students (n=25) scored 2 to 3 out of 4 .Yet, none of the students in the EXP.G scored 1 (the lowest score) and only three participant scored 4 (the highest score). These results illustrated that students in the EXP.G had average to good level in vocabulary items whereas the vocabulary of the control group was not catchy and fresh. This is justified by the fact that they

used common words used by laypeople. By doing so, they reduced their chances to be impress the reader. The analysis revealed that the majority of students got 1 to 2 out of 4, only five student scored 3, while the highest score 4 was not given to any participant in CG.

4. Language Usage Section (Grammaticality of Sentences / Targeting Accuracy)

The second dimension that has been selected to appraise student progress is grammar. From this perspective, we have observed that there was a considerable enhancement in the experimental group and the control group alike; both groups showed improvement to a greater extent that it can be described to be fairly well. To be more precise, students in both groups were able to perform better in grammar area; making only surface errors such as subject-verb agreement and word order. As compared to their mistakes in the pre- test.

5. Mechanical Skills Section (Punctuation, Capitalization and Spelling)

As for the mechanical skills, this section includes criteria relating to language mistakes such as spelling, punctuation and capitalization. The development of the experimental group was very well because they practiced extensively with punctuation and capitalization and consistently checked the spelling of new words using dictionaries during the treatment period. On the contrary, participant in the control group, their improvement with regard to this aspect is awarded as average performance because they still failed doing the right capitalization and the meaningful punctuation. Similarly important, they had serious spelling issues.

11. Outlining Answers to the Research' Questions

The overarching goal of the study is to explore the value of implementing self-assessment into English writing instruction. Thus, we reinforce the discussion of our results by reiterating the research questions set down at the beginning of the research work as to provide more insightful information about the process of writing assessment at the department of English focusing mainly on the case of first year EFL students of English:

The First Question: Is self- assessment an efficacious approach to teaching EFL Writing?

The results of t-test revealed that there is a significant difference in persuasive quality was evident between pre-SA and post-SA as compared to the Control Group. Accordingly, we can build strong conclusion that there was a high correlation between student's writing ability and self- assessment strategy. In other words, the respective mean score for post-SA on total (M =**11.28**) is much higher than that for pre-SA (M =**08.59**). This indicated that students made significant progress within the period where the practice of self-assessment has been carried out. As a conclusion, the content analyses of students' self-assessment reported clearly that self-assessment has helped in the development of their writing' proficiency. More specifically, when the written products were evaluated, students were able to judge their writing performance across all relevant tasks. Furthermore, they were found to be complete in form and meaning. Composed of syntactically and semantically appropriate sentences, the written products included the necessary vocabulary items to describe the intended facts and opinions. Furthermore, the written products were found to be cohesive, coherent and relevant with all ideas supporting one central theme using suitable linking devices.

The Second Question: How does the exposure to Self – assessment training aspire students in gaining a perfect grasp as to identify their underlying merits and demerits in Writing Skill?

The provision of feedback whether teacher's feedback or self- generated aided the students greatly in recognizing their strength and weaknesses. On the one hand, a high number of sampled students come to the realization of various writing's deficits via using a variety of comments to express them. Such as misinterpretation of the question, unsatisfactory work (lacking details and illustrations), failing to use assessment criteria. On the other hand, Almost all participating students highlighted the strengths of their work using comments such as; complete work, all correct, excellent work etc.

The third research question was: Following the training, what are the major landmarks in the writing achievement as it is measured by post test?

There were a number of learning gains obtained by student from the beginning to the end of the experiment all around.

- 1. Internalized evaluation:** The ability to self- assess one's own progress and performance led to better the overall quality of their writing.
- 2. Autonomy: the ability to make decisions about desired learning independent of externally enforced expectations.**

The result of the post – test showed that students in the EXP Group has improved all aspects of their writing significantly thanks to indirect techniques such as Self – discovery Technique (Self- Error Locating) resulted in the students reaching a higher state of autonomy in the sense that Self- assessment encouraged students to become active agents in the process of text construction as it equipped them with key meta-cognitive writing strategies to grow up

as writers.

3. Attainment of objectives:

The present study also indicated positive results of teacher feedback that is not value-laden (i.e. neither in the form of direct corrections or grades, nor in the form of praise) in developing a deeper awareness of their achievement levels.

4. Intrinsic Motivation:

The incorporation of independent learning goals, in the form of self- assessment practices in EFL, was generally experienced as a positive and relevant learning experience by students in the sense that The current study showed benefits in terms of increased motivation and engagement to write over a longer period. Therefore a higher writing confidence is generated among the students to further develop their writing skills. The students seemed to enjoy the experience and participated successfully by taking notes, writing the task and interacting with one another. They did not show any signs of boredom during the treatment period. On the contrary, they were very much interested in the topic and undertook the task successfully. They seemed to enjoy the group-work and pair-work activities.

4. Self-Acceptance: The positive views held of the self as learner.

5. Planfulness: The ability to diagnose one's own needs, set appropriate goals, and devise strategies to address the pre- established goals.

6. Openness to Experience: The willingness to run risks became a vital part of their learning.

6. Flexibility: The ability to adapt to different learning situations by changing goals or methods.

In short, these characteristics painted a portrait of the self-directed learner that is in line with a lifelong perspective.

CONCLUSION

In a nutshell, this chapter encompasses the experiment which includes the implementation of the Research treatment (the adapted student self- assessment method), to check for improvement in the post-test. The findings of the post-test were in line with the research hypothesis; leading to a firm conclusion: the adopted self- assessment is a fruitful teaching method to grow academically as a good writer. t- test. To reinforce such an appeal, The t- test was run. To be more specific, this comparison upheld that while in the pre-test, both groups' paragraphs reflected weak writers, with the same low level of writings' proficiency. Conversely, in the post test, the subjects of the treatment group who had an extensive exposure to self- assessment practices outperformed those in the comparison group who have been taught ordinarily. This suggested the positive impact of self- assessment. Substantially, learning writing can be regarded as closely bound to the effectiveness of being self- assessor.

GENERAL CONCLUSION

The aim lying behind this study is to cast light on the importance of regarding Student-Centeredness as a concept that should often appear in classroom's writing to make students practice the writing skill in a highly organized structured fashion. Henceforth, the present work attempts to shed light on establishing the inextricable link between writing instruction and self- assessment strategy. For such interest, we hypothesized that if students are taught writing from a student-centeredness perspective. That is, via Self- assessment technique, presumably their writing would be promoted to a large extent. The subject of the thesis, students' self-assessment of EFL writing, has abroad background, which needs to be introduced to facilitate understanding of the final results. Following the Research Proposal, which introduces the thesis and presents the aim and research questions that the thesis attempts to answer. Then, the review of literature attempted to cover each tenet (self-assessment strategy and the writing skill) in details. As far as the chapter one is concerned, it highlighted writing as the most intricate skill with regard to language acquisition. It also explores deeply the subtle shift from teacher-centeredness to student-centeredness when teaching writing by means of different approaches to writing. Lastly, the chapter closes suggesting solutions to contrive the writing deficiencies. It is in chapter two that the act of implementing Student Centered Approach was described as a step forward to make students autonomous, responsible, and knowledge seeker through the lens of (ILA) culture. This latter leads us to provide a full definition of self- assessment as a reliable technique. Moreover, the chapter accounts for how this new modes of assessment is evaluated according the novel Edumetric approach. Eventually, the chapter ends up shedding a considerable light on the potential advantages that the revolution of self- assessment brought without discarding its pitfalls. Chapter three was consecrated to the pilot study that targeted at the description and the analysis of the type of the study undertaken (the pilot quasi experiment). We have

GENERAL CONCLUSION

designed and implemented the present study to answer the statement of the hypothesis: The introduction of self- assessment in classroom writing would aid EFL first-year students excel their writing ability. To achieve this goal, we have developed a pre- and post-test. It worth mentioning that in order to ensure that the results was not haphazardly found, a t- test was run to yield statistically significant improvement in the post-test. The data analysis revealed that the students who received the experiment treatment; they have being self- assessor of their writing achievements throughout the period of two months, succeeded in building solid knowledge about that skill more than those of the control group who has demonstrated a minimal improvement. Thus, the findings of the experiment point to one clear conclusion that asserted the efficacy of using self-assessment in writing instruction. Thus, the research hypothesis could be strongly confirmed without the least doubt.

PEDAGOGICAL IMPLICATIONS

The present work was embarked upon extending the area of research in order to fill out the gap of the writing deficiencies for EFL students. The positive backwash effect of implementing self – assessment on English language learners particularly in the Algerian classroom writing context, suggested a repeat of the same study to be taking into account. Therefore, the experimenters suggested a myriad of pedagogical recommendations with the hope that this could bring benefits to both the teacher, the students, and syllabus designers by providing them with new understandings that could help change the status quo from both a teaching and a learning perspective.

For syllabus designers

As a matter of fact, improving learners thinking ability through some proposed techniques should be taken into account in teaching and learning curricula as these skills are teachable and learnable.

1. The inclusion of self- assessment method in the classroom can result in numerous benefits for students as well as providing a more accurate means of assessment. The most advantageous effects can be achieved if this method is taught from an early age and is constantly used as a means of assessment.
2. The ultimate purpose of student self- assessment in higher education should be to improve students' learning not prove it. Thus, materials developers need to make an effort to create lessons that promote critical thinking and encourage students to reflect on their progress and take charge of their educational issues.
3. Curriculum, syllabuses, and assessment models in EFL settings should be redesigned and self – assessment strategies should be implemented to all courses as far as possible.
4. It seems that learners are very much in need of course books and materials that invoke self- assessment strategies.

5. It is better that test developers construct tests that integrate self – assessment skills to improve students’ ability to think effectively.

6. **Time allotment:** In a subject- matter course, the time required for infusion of self- assessment should be considered for syllabus designers, to enhance deeper understanding of the subject and promote learner autonomy in the long run. Hence, administrative support and commitment are required for a program success, because fitting self- assessment technique in the curriculum cannot be done over night.

For teachers

1. University teachers should change student’s negative attitudes towards self- assessment by raising their own awareness of the benefits of this type of assessment as it is a new experience to them.

2. All university teachers should make self- assessment part of their classroom activities under their own guidance and supervision to enable students to become independent learners.

3. Given that self – assessment is likely to be a new concept for Algerian students, supporting and training them for the task should be a priority. This would help greatly by turning theoretical views on the positive effects of self- assessment into operant outcomes that enhance writing ability.

4. It is quite advisable that instructors should rely less on lecturing and emphasize classroom discussion because students are more likely to comprehend and retain ideas when they participate in a discussion. Thus, the dialogical aspect of teaching is highly favoured in student- centered classroom’s writing. On the other hand, Self- assessment should not free university teachers from the duty of classroom assessment because most students do not develop this skill independently.

5. EFL teachers need to change their attitude towards teaching English, especially writing skill. They should not only focus on how their students produce accurate writing product in terms of grammatical points and proper vocabularies, but also teachers are required to help his students to implement some techniques for fostering critical thinking to elevate the learners' writing ability. Thereby, writing assignments should stimulate students to think more deeply about what they have written. This can be felt through analyzing, synthesizing, evaluating, and rewriting.

6. Since it was proven that students are more engaged in an ongoing search when they use self – assessment. As the first step towards this, it is better that teachers encourage the students to think and ask penetrating questions about their problem instead of just receiving teacher's feedback.

7. The method of error correction: Because students have to achieve a high degree of autonomy and self-sufficiency, it is very important to promote ways of self-correcting from an early stage. Hence, two crucial points should be kept in mind concerning this aspect:

- Concentrate on language errors which have global rather than local effects. This means focusing on formal language errors which interfere with meaning over a broader span than confined correction to the superficial errors that is related to the unit of clause or sentences.
- Do not attempt to cover too many repairs (avoid hypercorrection). It is quite impossible for learners to cope with too many problems simultaneously. Moreover, this leads students to hold negative attitudes towards their tutor's comment chiefly because they are first year students and they are very sensitive.

For students

1. Since they were supposed to take the wheel of appraising their work by themselves. Thus, for a successful implementation of self- assessment approach, students are incited to steadily revise their grammar as this is a significant aspect of language learning.

2. Students should pledge themselves to upgrade their writing level. This can be done through the act of reading, bearing out in mind that “voracious readers are good writers”. Thus, it high time, for students to get themselves into the habit of scheduled reading, read everything that comes your way from newspaper to books, from magazines and pamphlets to the label of bottles and boxes, read everything and everything once a while. In this context, The famous American essayist Stephen king strongly agree with the fact that as these two entities are essentially yin and yang when he claimed “ if you do not have time to read , you do not have time to write . Simple as that”.

3. To build strong writing abilities, consistently expand your vocabulary items, when you read, make sure to keep a dictionary handy in order to look up newly introduced conceptions and words that you don’t understand, then jot them down in a block note so that you spend less time figuring out the words instead of sifting through the glossary each time.

4. **Journal as an active learning technique.** The most obvious way you can help yourself become a good writer is by writing per se. writing outside the classroom can be a useful tool to enhance the writing skill. One way to practice writing outside school environment is by keeping journals. Journal writing can bring about boundless benefits that classroom writing can infrequently do; it is a productive means of arousing interest in writing; it is a powerful tool to find your own untapped creative power; heal thorny issues; understand our fears; and

develop fluency of expression,. At the end, you will surprise yourself by producing pages and pages of writing and also you will find journal writing an enjoyable experience.

9.2 The limitation in the methodology

This study intends to explore the possible effect of self- assessment on students' writing. Although the obtained results were in line with the research hypothesis, it must be recognized that the methodology outlined above has its inherent limitations. Thereby, while carrying out this current study, we have encountered many impediments that can be summarized in the following points:

1. The first problem ever is that the data analysis was daunting process, there were fifty pages of bad handwritten text. That is to say, their written works were not very clear in the sense there were many scribbles and writing in the margins.
2. The study lasted only eight weeks; the three first sessions were devoted to pre- treatment period that aimed at preparing them for persuasive genre. As a result, only which five weeks are spent on self- assessment training. The insufficient period of training and practice may influence the reliability of results of the study.
3. The study only involves a total subject of sixteen first year EFL students, which is not sizeable enough to be representative of the whole population.
4. Gender has been eliminated from the research study. However, there is strong evidence that gender influences students' writing.
5. **Time constraints**, one hour for a writing task is not enough, because teacher was committed to the fulfillment of the program by the end of the year. So, we were obliged to look for the completion of the task with another teacher.
6. **Students' reluctance**. At the very beginning, they were unwilling to scroll their pen on papers for taking part in this experiment because of many reasons. Such as the unfamiliarity of the experience to them, the overload of the program and the obligations in conducting

Limitations in the Methodology

project almost in each module.

7. Teacher's absences from time to time were one of the factors that made use late.

8. At the beginning of the treatment period, we thought to leave the floor to the students to choose topics that are of interest to them for crafting a paragraph, but we have been mistaken, because when we gave them the first topic they were uninformed about it.

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Appendix 01: Consent Form for First Year EFL Students

Appendix 02: Handout about Self- assessment

Appendix 03: Glossary for Writing under the Approach of Self- assessment

Appendix04: Instrumentation used in Treatment Period Assignment

Instrument One: Graphic Organizer for Persuasive Writing

Instrument Two: Persuasive Paragraph Checklist (Writer's Self – Revision Checklist)

Instrument Three: Editing Error Code in a Log Chart

Instrument Four: Modeled Writing (Two Samples of Persuasive paragraph)

Appendix 05: Samples of students' productions in pilot pre- test (three samples each)

Appendix 06: Samples of Students' Productions in Pilot Post – test (Two Samples each)

Appendix 07: The writing Scoring Guide

APPENDIX 01: CONSENT FORM

Title of study: An investigation of the impact of self- assessment strategy on student writing's ability

The case study: First year EFL students in Algeria

Name of researchers: Bougherra Fatima Zohera / Draimi Rachida

The consent form

Dear all,

This study is conducted as part of our Master degree in the Department of English Language and Applied Linguistics, University Center- Mila- by Miss Bougherra Fatma Zohera and Mrs. Deraimi Rachida. The purpose of the current thesis is to collect an adequate amount of data for our study in order to prove that self- assessment is a valid technique for the development of inexperienced EFL Algeria students' writing's ability. To be honest, Participation in this study is voluntary. So, please, choose from the following two options:

1. If you do not want to participate, return this form to your teacher.
2. If you agree to participate, tick. To the above✓

☐

At the end, thank you for your precious collaboration in this action research. This is really meant so much for us. We greatly appreciate it.

APPENDIX 02: HANDOUT ABOUT SELF- ASSESSMENT

1. Definition of Student Self- assessment

Students – centered assessment is a process of formative assessment. The emphasis here is on the word formative, self – assessment is done on drafts of works in progress in order to inform revision and assists learners to direct their energies to areas of improvement.

2. What is not Self – assessment

Self – assessment is not a process by which students determine their own grades. In other words, students are not concerned to turn it for a final grade.

3. The Aim of Incorporating Self – assessment in Classroom Writing

The idea lying behind the implementation of self – assessment methods in the teaching of writing is favour student – centeredness as a concept that should appear in writing classes as critical element to maintain their writing performance high.

4. Steps of Self- assessment

Overall, the term self- assessment is used to encompass two key elements in any assessment decision:

1. The identification of criteria and standards to be applied to one's work.
2. The involvement of learners in making of judgments to see the extent to which their work meets up these criteria. (Boud, 1991).

APPENDIX 03: GLOSSARY OF RELATED TERMINOLOGY

To provide the reader with ready and brief access to understand this work and to avoid ambiguity, key terms, and concepts appearing throughout this study are listed below.

1. **Draft:** “a version of the text which the writer knows he or she will improve on” (Brooks & Grundy 1990: 02).
2. **Journal:** a personal text that records the thoughts, ideas and reactions of students to circumstances ongoing around them.
3. **Process writing:** an instructional model that focuses on the stages of planning, drafting, and revising, as a part of a recursive, rather than on the final product only. In this approach, students are expected to write multiple drafts of a paper and make changes in their paper based on the feedback they receive.
4. **Writing quality:** based on the evaluation of the students’ writing, the higher is the earned score; the better is the quality of writing.
5. **Revision:** “a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing” (Trimmer 1995: 05) in planning and drafting. Revision is much more than a simple correction of errors; it is true rethinking of ones’ writing. Revision is a two-stage process; during the first stage, **global revision**, the writer uses various reading strategies to rethink, reorder, and rewrite substantial portions of the first draft. Satisfied with this stage, the writer focuses on the second stage; **local revision**, and begins repairing individual sentences and words.
6. **Global revision:** a complete recreation of a piece of writing in which the focus is on issues of audience, purpose, content and organization (Trimmer 1995).

7. **Self-editing:** refers to a technique that allows students to identify and correct their own errors by reviewing them.
8. **Self-correction:** indicates that students correct their errors marked by teachers. It means that self-correction is part of a whole editing process.
9. **Feedback focus:** refers to aspects of composition attended to (grammar, content, organization, vocabulary, and mechanics).
10. **Feedback type:** refers to the method or “modality” (Hedgock & Leftkowitz 1994) employed to give feedback on writing (use of symbols, error correction, conferencing, written phases, peer review, and revision).

**APPENDIX 04: INSTRUMENTATION USED IN TREATMENT PERIOD
ASSIGNMENT.**

INSTRUMENT ONE: CHECKLIST

**PERSUASIVE PARAGRAPH CHECKLIST (WRITER'S SELF –
REVISION CHECKLIST)**

The desired goal behind articulating this checklist to make sure that students' paragraph looks like the model given.

Poor	Needs improvement	Good	Very good	Excellent	Log of Checking
					1. Is there an interesting topic sentence that states clearly what the paragraph about (my topic sentence has both a topic sentence and a controlling idea)?
					2. Is the topic sentence followed by a sentence that states the first reason?
					3. Is there a clear signal or transition that this is the first reason (I use listing – order transition signals to introduce each main point)?
					4. Is the sentence containing the first reason followed by a sentence that states the second

Thumbnails of Appendices

					reasons?
					5. Are the sentences supporting the first reason followed by a sentence that states the second reason?
					6. Is there a clear signal or transition that this is the second reason?
					7. Is the sentences containing the second reason followed by one or two sentences giving support for the second reason?
					8. Are the sentences supporting the second reason followed by a sentence that states the third reason?
					9. Is there a clear signal or transition that this is the third reason?
					10. Is the sentences containing the third reason followed by one or two sentences giving support for the third reason?
					11. Is there a closing sentence?
					12. Does the closing have a clear signal or transition?
					13. Is the paragraph focused; that is, does it present a clear main idea and stay on the topic of that main idea.

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					14. I always write effectively because I write cohesively and coherently.
					15. I always punctuate meaningfully.
					16. I capitalize appropriately.

APPENDIX 04: INSTRUMENT TWO: ERROR CORRECTION SYMBOLS.

EDITING ERROR CODE IN A LOG CHART

<u>General rule</u>
1. Gr: Grammatical error. This indicates that your sentence contains a grammatical error.
2. Om: omit.
3. Line through word (to): delete. Several countries have signed to -smoking in all public buildings.
4. Passim: is Latin word and means that you are repeating the same error.

SECTION ONE: GRAMMAR

Code (letters)	Meaning	Example of error	Corrected sentence
Adj	<u>Adjective missing or faulty.</u>	He is feeling badly today.	He is feeling bad today.
Adv	<u>Adverb missing or faulty</u>	He does not write very good .	He does not write very well .

Thumbnails of Appendices

	<u>Preposition</u>		
Prep		We start serving dinner 6:00.	We start serving dinner at 6:00.
Pron/ p Pronoun			
	<u>Pronoun -antecedent</u>		
Pron antecedent		If one is to succeed, you must work hard.	Of one is to succeed, one must work hard.
Pron agr	<u>Pronoun – agreement</u>	<u>Everyone</u> works hard at their jobs.	All the employees work hard at their jobs.
	<u>Article missing or misused</u>		
Art		It was an Ø humbling experience.	It was a humbling experience.
	<u>tense of verb wrong</u>		
Vt		Last year, we go to visit relatives in a neighbouring city.	Last year, we went to visit relatives in a neighbouring city.
Vf/ v- pass	<u>Passive verb</u> <u>Verb form wrong</u>	After the accident he was took to the hospital.	After the accident he was taken to the hospital.
	<u>Infinitive / gerund</u>		
Inf/ ger		The law attempt <u>ending</u> smoking in all public buildings.	The law attempt to end smoking in all public buildings.
At the noun level			
Apos			

Thumbnails of Appendices

	<u>Apostrophe missing or misused</u>	Whose going to know the truth.	Who's going to know the truth.
Pos	<u>Possessive lacking or incorrect</u>	<u>Pos:</u> their mother sewed all five daughter's dresses.	Their mother sewed all five daughters 'dresses.

		John works as an investment brokers.	John works as an investment broker.
Sing/pl	<u>Singular or plural</u>		

	<u>Dangling modifier</u> Correct a dangling modifier either by changing it so that it no longer dangles or by providing a logical noun or pronoun.	<u>Dm:</u> Running to quickly around the corner of the building, a newsstand suddenly loomed in front of me.	<u>Cor 1:</u> when I ran too quickly around the corner of the building, a newsstand suddenly loomed in front of me.
Dm			<u>Cor2:</u> running too quickly around the corner of the building, I was suddenly confronted by a newsstand looming in front of me.
			<u>Cor</u>

Thumbnails of Appendices

Mm	<u>Misplaced modifier</u>	<u>Mc</u> To our surprise, john asked Maggie to marry him rather than beth .	To our surprise, john asked Maggie rather than beth to marry him.
Ca	<u>Case</u>	Dan and me were late	<u>Cor 01:</u> I :subjective case needed -He gave them to Dan and I . <u>Cor 02</u> Me : objective subject needed -He gave them to Dan and me .

SECTION THREE: MISTAKES AT THE WORD LEVEL

Symbol	Meaning	Example of error	Sentence corrected
Wf	<u>Wrong word form</u>	Her voice is <u>irritated</u> .	Her voice is irritating .
Ww	<u>Wrong word</u>	We bought the rug after <u>describing</u> the price	We bought the rug after discussing the price.
W or/wo	<u>Wrong word order</u>	Friday always is our buriest night.	Friday is always our buriest night.

Thumbnails of Appendices

		I working in a restaurant.	I <u>am</u> working in a restaurant.
W m / ^	<u>Word missing / add a word</u>		
X	<u>Unnecessary word</u>	My boss she watches everyone all the time.	My boss watches everyone all the time.

SECTION FOUR: SENTENCE PROBLEMS

Ro	<u>Run – on sentence (also called fused sentence)</u> This indicates a failure to put any punctuation between two independent clauses. This can be corrected by using a semi – colon when the two are closely related or a period if they are not.	I rushed out to the shop. I had no milk left.	<u>Cor 01:</u> I rushed out to the shop; I had no milk left. <u>Cor 02:</u> I rushed out to the shop, as I had no milk left. <u>Cor 03:</u> I rushed out to the shop because I had no milk left.
Cs	Comma splice: means that two closely related independent clauses have been joined together with a	Lily was, fired she is upset.	Lily was fired, so she is upset.

Thumbnails of Appendices

	comma; however, a comma is not strong enough to use in this position. instead use a coordinating conjunction, an adverbial conjunction or a semi colon.		
	Fragment: means that a group of words does not have all the elements necessary to make an independent clause that can stand alone.	Because the cinema was old and no longer in use.	Because the cinema was old and no longer in use, it was closed
Frag		to be continued.	and the property was sold.
	Choppy writing: are too short simple sentences that makes one's idea disconnected.	I like the work. I do not like my boss. I want to quit.	Even though I like the work. I do not like my boss. so I want to quit.
Choppy			
	Stringy writing It often results from writing the way you speak, going on and like a string without an end. To correct a stringy sentence, divide it and / or recombine the clauses, remembering to subordinate when appropriate.	Many students attend classes all morning, and then they work all afternoon, and they also have to study at night, so they are usually exhausted by the weekend.	Many students attend classes all morning and work all afternoon, and study at night, they are usually exhausted by the weekend by the weekend.
Stringy			Or
			-Many students attend classes all morning work all afternoon, since they also have to study at night, they are usually exhausted

Thumbnails of Appendices

			by the weekend.
Not //	<u>Not parallel (faulty parallelism)</u>	Most of our regular customers are friendly and generous tippers.	Most of our regular customers are friendly and tip generously .

SECTION TWO: MECHANICS OF WRITING

Symbol	Meaning	Example of error	Corrected sentence
Sp	<u>Spelling</u>	The menager is a woman.	The manager is a woman.
Lc/Uc	Make the meaning clear	<u>Lower case:</u> he is coming on Monday.	<u>Upper case:</u> He is coming on Monday.
	<u>Punctuation :</u>	Where do you work.	-Where do you work ?
Punct/ p	<u>make the meaning clear</u>		

SECTION FOUR: LOGICAL EXPRESSIONS OF THOUGHTS

Coherence lacking:

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Coherence suggests that the connection between two paragraphs or between two sentences in the same paragraph is weak or even lacking. Combining sentences is desirable, this can be done through using coordination or subordination or both. Broadly speaking, often using transition words like “furthermore” or “however” can solve the problem.

	<u>Coordination needed</u>	<u>Coord</u> : life in the north	Life in the north can be very
Coor		can be very challenging.	challenging, but life in a large
		Life in a large city offers more variety.	city offers more variety.
	<u>Subordinating needed</u>	<u>Sub</u> : forster has done in	Forster has done a superb job
Sub		his use of examples □ His	in his use of examples, which
		examples are clear and precise.	are clear and precise.

	<u>Redundancy</u> Ambiguity is a type of lack of clarity in which your sentence can be interpreted in two ways in other word, it indicates that your wording makes your idea impossible to understand or that the wording may be correct but your idea itself is unclear.	John black wrote a book on the justice system in 1980 (was the book written in 1980, or was it about the justice systems in 1980?) .	In 1980, john black wrote a book on the justice system.
Red			

Thumbnails of Appendices

	Thus, by Eliminating wordiness, Your ideas could be expressed more effectively if you wrote more concisely.		
--	--	--	--

SECTION FOUR: ACADEMIC WRITING CONVENTIONS

Symbol	Meaning
	Paragraph indentation needed, paragraphing weak.
Para	
Inf	Informal diction.

APPENDIX 04: INSTRUMENT 03: GRAPHIC ORGANIZER

GRAPHIC ORGANIER FOR PERSUASIVE PARAGRAPH

Topic sentence (state your opinion) : indicates the primary claim of the paragraph .

(the general idea) with catchy hook.

First letter of the word capitalizeend it a full stop **.**

Body sentences (developing sentences) : Reasons to support your opinion

1-) Claim one: cap+ transition words or phrases

Evidence one (facts, examples).

2-) Claim two: cap transition words or phrases

-Evidence two (facts, examples).

3-) Claim three: cap + transition words or phrases

-Evidence three (fact , examples).

Concluding sentence (restate your opinion in a new way) : A transitional

sentence that takes readers to a conclusion decision . It can be (an interesting quotation, a call to action to request the reader's help, a prediction about the future).....**.**

APPENDIX 04: INSTRUMENT FOUR: MODELED WRITING: SAMPLE ONE: THE BENEFITS OF LIVING IN THE NORTH POLE.

**STUDENT MODEL:
PERSUASIVE PARAGRAPH**

In a persuasive paragraph, the writer offers an opinion about a topic. The writer then tries to convince readers to agree with the opinion. The following persuasive paragraph was written by a student as part of a science report.

opinion	<i>I would hate to live at the North Pole or the South Pole, and so would</i>
first reason	<i>you. Above the Arctic Circle, there are twenty-four hours of dark in winter and twenty-four hours of light in summer. This makes it difficult for your body to adjust to day and night.</i>
second reason	<i>Another problem is that it is terribly cold. In the winter, the temperature can reach -70° Fahrenheit! Life is even more difficult at the South Pole. There, temperatures reach -85°</i>
third reason	<i>Fahrenheit in the winter. It is too cold for trees, animals, and even germs. Also, the frigid wind rushes down from the mountains at 200 miles per hour. Some people do live near the North Pole, but no one can live full-time near the South Pole. No</i>
opinion restated	<i>one would want to!</i>

Appendix 04: MODELING WRITING: INSTRUMENT FOUR: SAMPLE TWO: The benefits of TV show/Mr. Marvel's castle.

STUDENT MODEL: REVIEW

In a review, the writer offers an opinion about whether a television program, a performance, a movie, or a book is good and supports the opinion with facts and examples. Here is a student's review of a television show.

opinion	Would you believe that <u>Mr. Marvel's Castle</u> is my favorite television show? It
background information	is about a cat named Mr. Marvel who prowls the castle where he lives, searching for adventure. I watch the show along with
first reason	my younger sister, Brandy. It's so much fun to watch her dance to the music and try to sing along with Mr. Marvel. She also
details	gets very excited when she sees Freeze Bird, the big bird who lives in a tree outside the castle. Some people think I'm too old to
second reason	watch this show, but I still enjoy the humor. There are a lot of jokes that older people can get that younger children might
details	not catch on to. I especially like the funny skits with Ready and Freddy, the castle mice, who are always giving Mr. Marvel a
third reason/ opinion restated/ action requested	hard time. All in all, the show relaxes me and puts me in a good mood. You should try watching <u>Mr. Marvel's Castle</u> . It's a great way to unwind after school.

APPENDIX 05: SAMPLES OF STUDENT'S PERSUASIVE PARAGRAPHS IN THE CORPUS ANALYSIS

Samples of the experimental group in the pre- test (bottom ten)

SAMPLE ONE

07 had
20 paragraph.

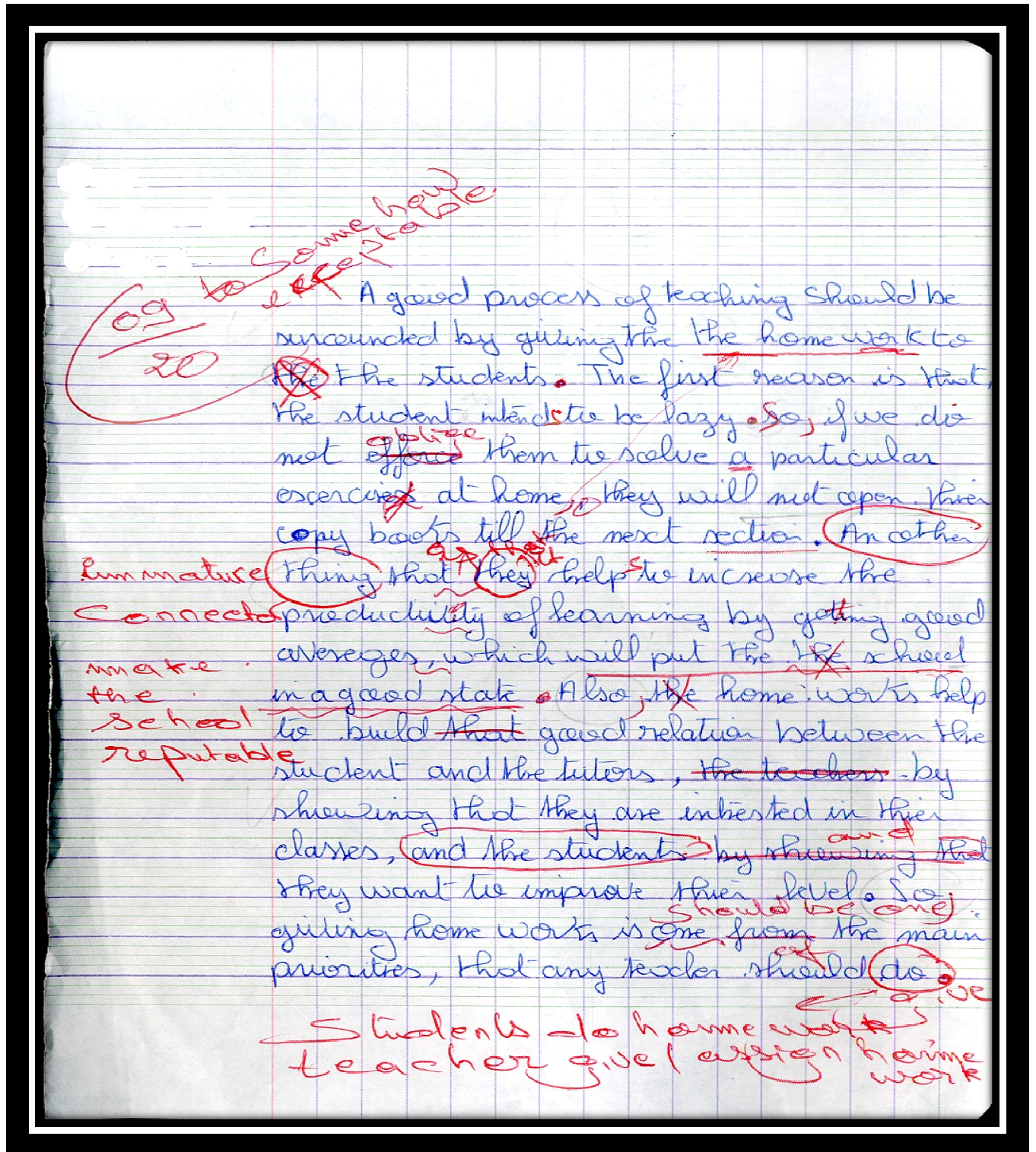
where is the sudden taken

Homework is an extra practice at home ~~that~~ ^{that} various positive things. usually ~~teachers~~ ^{teachers} give as a punishment as most people think but ~~as~~ ^{for teachers} usually homework is a way to measure the progress of their students. and to help them learn important concepts. ~~So~~ ^{So} it is beneficial method for both teachers and student. it gives kids a sense of responsibility. ~~in~~ ⁱⁿ the other hand, homework give students a chance to practice more what they have been taught at classroom, the important things they have learned which ~~also~~ ^{also} your area allows them to recognize their current ~~for~~ ^{for} weaknesses and work on them and this clearly ~~recognize~~ ^{recognize} their strengths and develop them. and ~~this~~ ^{this} ~~helps~~ ^{helps} their self-esteem. Actually, I see no reason to improve your vocabulary

you are required to persuade
not to be expressive. Just go to point
[they cannot do so, there is no legal
relevant mechanism, no law, no part of the
sentences educational code which prevents a
teacher from assigning homework].
uncomplicated in fact. I consider, even it both
etc can students and teachers' right.
classroom appropriate.
you are.
Supposed you exceed the scope
to write of the paragraph.
Same. Back analysis,
words to
reclaim from your claim to
your audience.

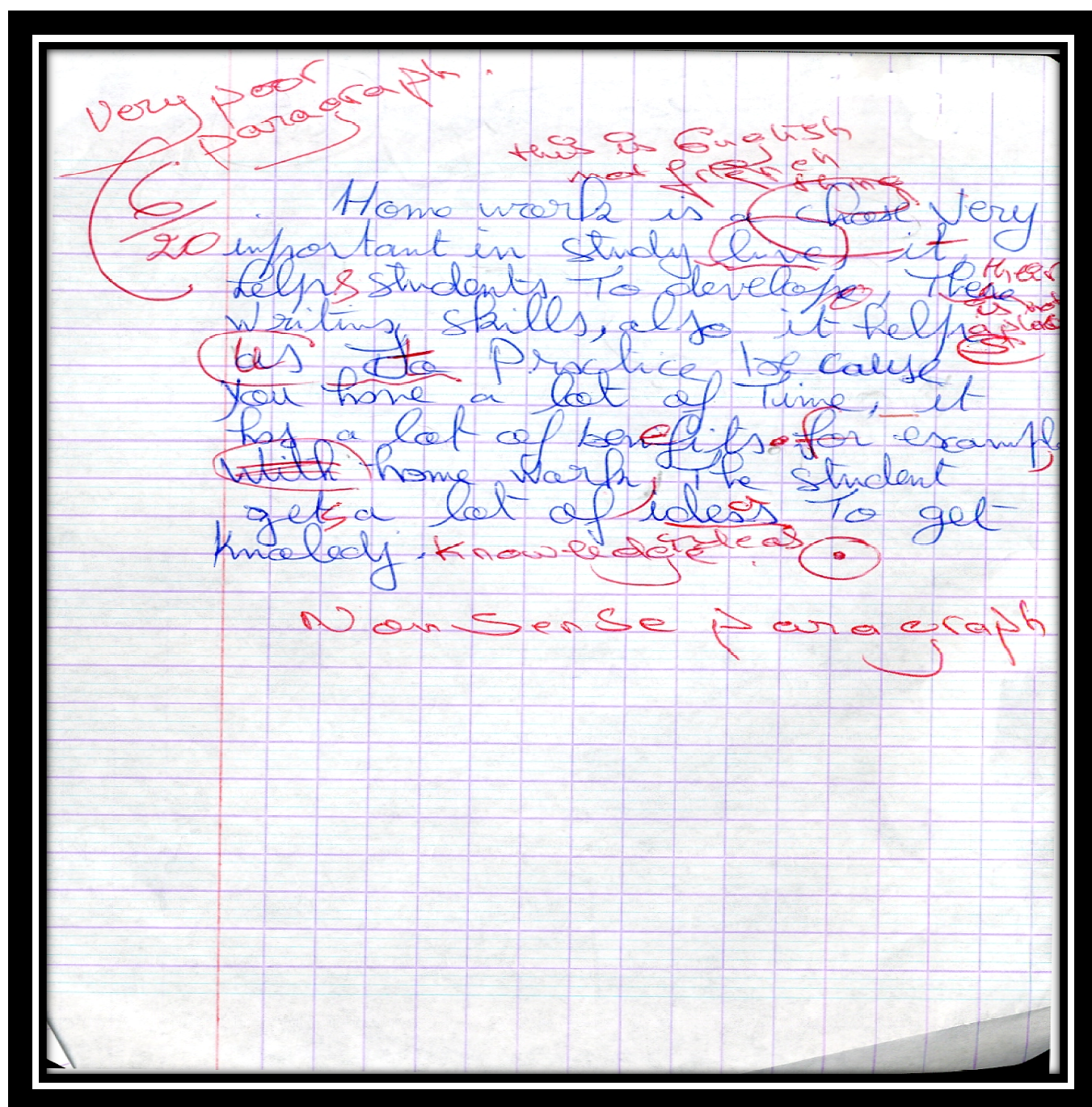
what

SAMPLE TWO

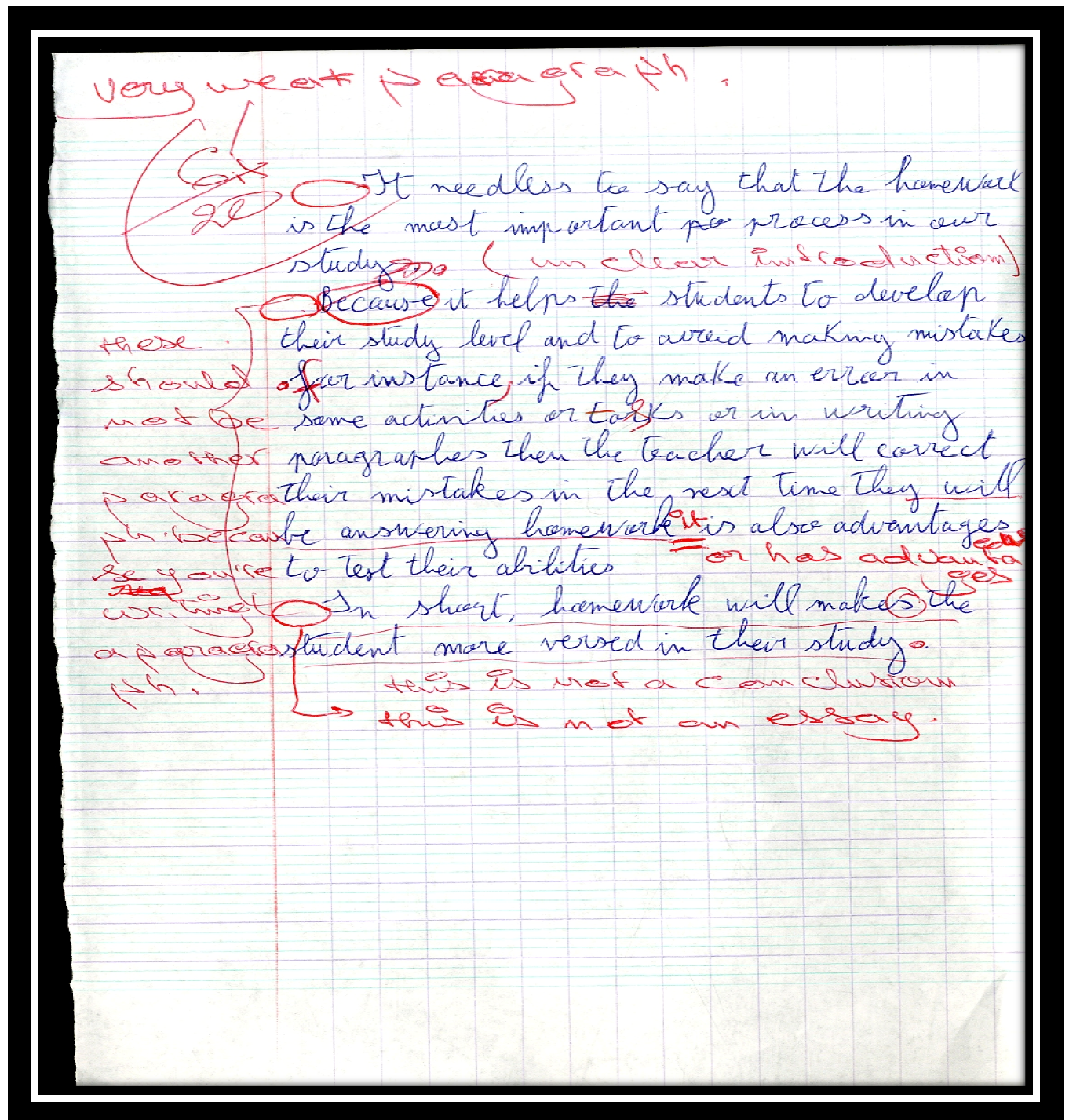


Samples of Students' Production of the Control Group in the Pre- test

SAMPLE ONE



SAMPLE TWO

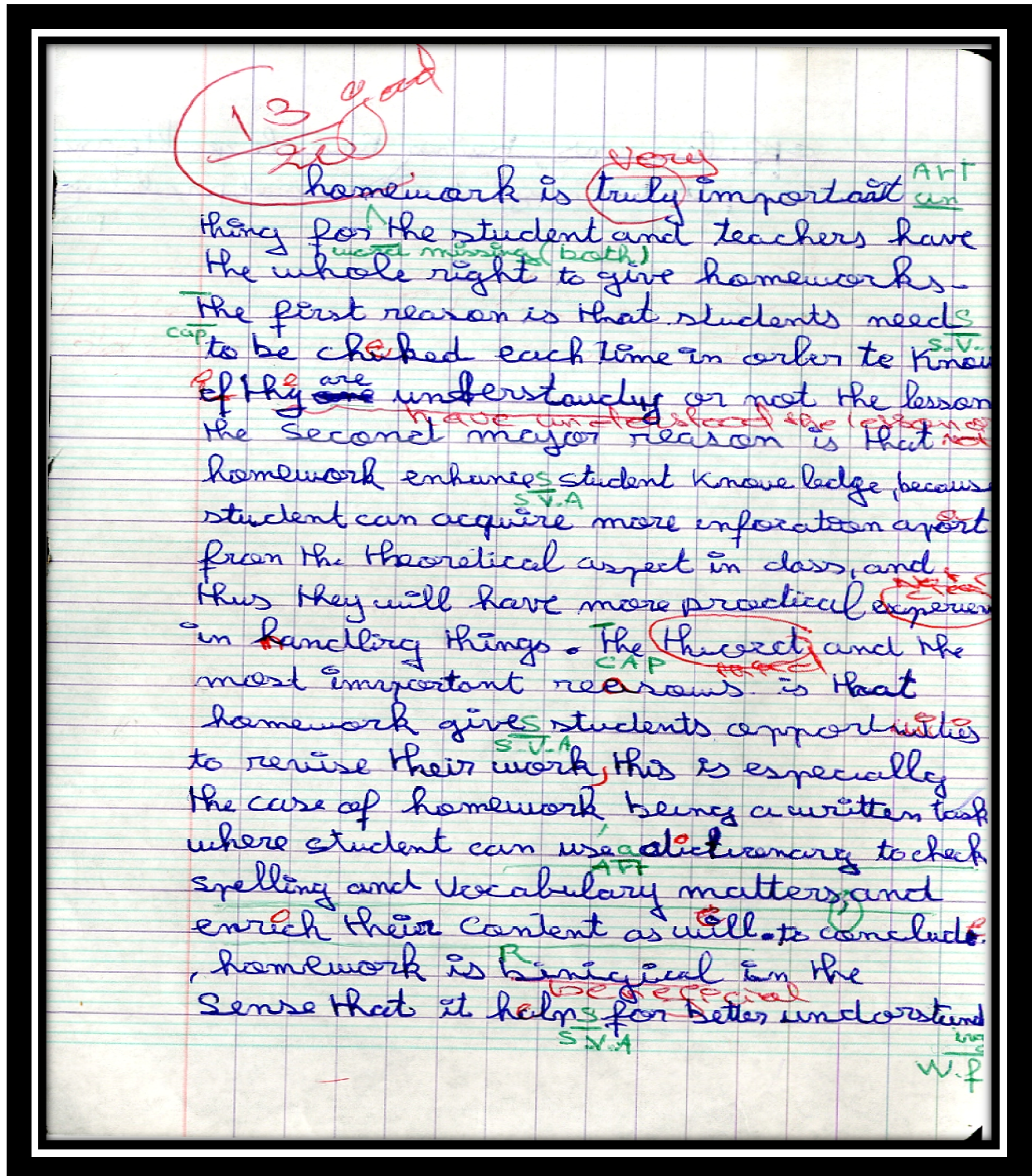


Homework is an important part of education for so many reasons. The first reason is that homework is the best way to put into practice what learned during the course at school. For example, if we take a lecture of physics which is to some extent difficult to understand through number of exercises given by the teacher, we deepen our understanding of the new complex concept because we explore things closer. The second strong reason behind encouraging the assignment of homework lies on the fact that it is regarded as a tool for measure student progress over time, by fixing their weaknesses and maximize their strengths. The last significant reason is that through doing homework regularly, students can feel comfortable about learning because there is continual training and

Thumbnails of Appendices

acquisition. As a conclusion, teachers should be allowed to give homework, because it deepens understanding of the subject matter, helps measure student progress as well as it leads to create a relaxing atmosphere.

SAMPLE TWO



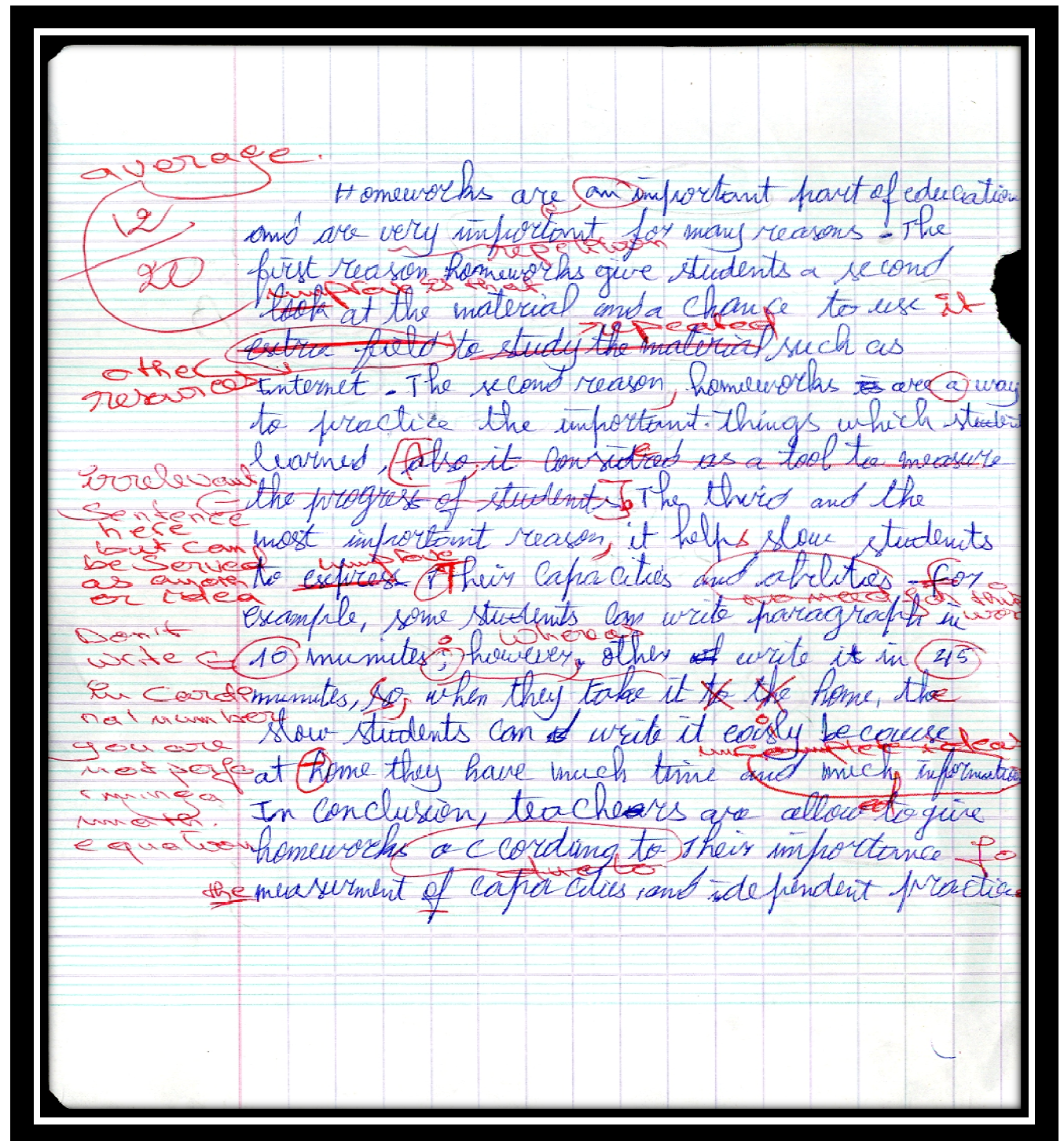
off lessons, being knowledgeable and
competent enough to solve ~~out~~ problems

try to improve your hand
writing as it is an obstacle
to be comprehensible

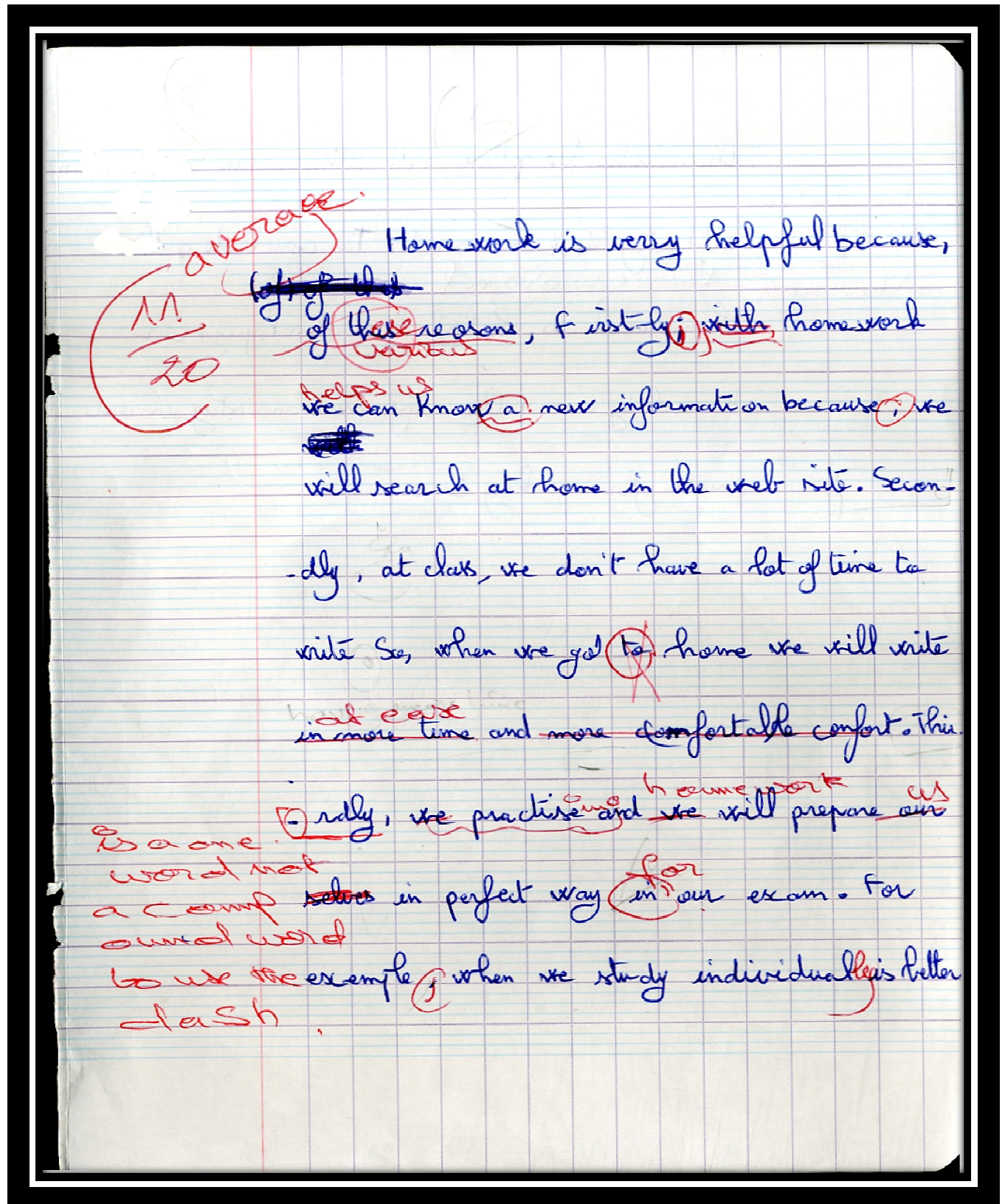
Samples of Students' Production of the Control Group in the Post- test

Sample one

sa



sample two



than when we study with others, the information
the information is not
person to stay
will stay more in mind. To conclude, ~~the~~
~~being merged~~
homework is helpful in developing our
knowledge and the information stay in our
mind for a long time.

Appendix 08: Scoring rubric paragraph

The scale of evaluation	Maximum score
Organization section	
1. Well -organized	04pts
2. Fairly well organized	03pts
4. Loosely organized	02pts
3. Ideas jumbled	01pt
Total	04points
Grammar section	
1. Perfect grammar (error – free)	04pts
2. Making minor mistakes (surface –like mistakes) (mistakes third person singular , plural ...etc	03pts
3. Making serious mistakes	02pts
4. Shaky grammar (garbled syntax)	01pt
Total	04points
Vocabulary section	

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1. Very rich vocabulary items	04pts
2. Fairly well rich vocabulary	03pts
3. Average vocabulary	02pts
4. Poor vocabulary	01pt
Total	04points
Content section	
1. Rich content	04pts
2. Fairly well content	03pts
3. Average content	02pts
4. Poor content	01pt
Total	04points
	Grand total 20/20

More on evaluation grid

Scoring explanation for persuasive writing paragraph

1. A score of **04** indicates that your paragraph satisfies the requirements of the writing prompt.
2. A score of **03** and **02** indicate that your paragraph meets some of the requirements of the writing prompt
3. A score of **01** indicates that your paragraph only minimally addresses the writing prompt.

2. Bonus points for manuscript form

1. Written neatly on one side of paper.
2. Writing in blue or black ink or for typing.

3. Zero paper is

1. Showcase irrelevancy to the suggested topic.
2. filled with indecipherable words and illegible.
4. Intentionally left Blank.

الملخص

إن النقطة التي يتمحور حولها هذا البحث تكمن في التحري الدقيق حول الدور الفعال للتقييم الذاتي في ترقية المهارات الكتابية لدى طلاب السنة الأولى بقسم الآداب واللغة الإنجليزية بالمركز الجامعي ميلة، لنتحقق من فعالية التقييم الذاتي افترضنا أنه إذا ما رفعنا مستوى الوعي حول الأهمية البالغة للتقييم الذاتي بشكل جوهري سيؤدي هذا على الأرجح إلى تمكنهم من مادة التعبير الكتابي . وبهذا الصدد ارتأينا خوض غمار شبه التجربة العلمية بحيث طبقنا استراتيجية التقييم الذاتي على المجموعة التجريبية في حين استمرت مجموعة المقارنة بالتعلم على النحو الكلاسيكي، بعد ذلك خضعت كلا المجموعتين لفحص بعدي. لجزم حقيقة أن النتائج المتحصل عليها ليست محض الصدفة تمت مقارنة النتائج باستخدام T- test ، حيث بين تحليل معطيات التجربة فرقا محسوسا لدى كلا المجموعتين المستهدفتين، بيذا أن مجموعة المعالجة تفوقت على مجموعة المقارنة بنسبة معتبرة، و عليه يمكننا بأمان تأكيد فرضية البحث، الأمر الذي حولنا أيضا لاقتراح جملة من الاصلاحات البيداغوجية بغاية توسيع نطاق البحث لفائدة المهتمين في المجال كالأستاذ، التلميذ، و مصممي المناهج بغاية تطوير ملكات التعبير الكتابي لدى متعلمي اللغات.