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**Department of English Language and Literature**

**The Effectiveness of Self-Assessment on Developing Students' Paragraph Writing: Case Study of 2$^{nd}$ Year Students at Mohamed Kheider University of Biskra**

Thesis submitted to the department of English Language and Literature
in candidacy for the degree of "Doctorate Es-sciences" in Linguistics

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# Dedication

In the name of Allah, the Most Merciful, the Most Compassionate

I dedicate this work to:

Memory of my beloved late father

My beloved mother may ALLAH bless her

My beloved husband: Youssouf ZEROUALI whose support and encouragement have been

my guiding light throughout this academic journey

My little angel; Nedjm-eddine

My brothers and sisters

My family and friends who were supportive and helpful

# Acknowledgments

# Abstract

Because writing in English requires mastering grammar; vocabulary, and the synergistic interaction of many skills such as pragmatic and strategic ones, many students are overwhelmed by this complexity and fear to make mistakes. Therefore, they feel demotivated, stressed, and reluctant to write. This research aims to investigate the effectiveness of self-assessment through the use of portfolio on developing EFL students' paragraph writing at Biskra University. We hypothesise that the implementation of self-assessment through the use of portfolio, EFL students will better develop their paragraph writing in terms of language use and vocabulary. To confirm or reject our hypotheses, a quasi-experimental design is used with two groups: the experimental group ( n = 15 ) and the control Group ( n = 15 ). The former was taught how to self-assess their written production employing self-assessment procedures through the use of portfolio, while the latter following the traditional method; preparation, presentation, and practice. Data were collected through teachers' pre-questionnaire, pre and posttests in addition to a students' post interview. After the treatment which lasted eight ( 08 ) weeks, the pre-test and post-test were quantified statistically, and supplemented by the results obtained from students' post interview. In terms of language use, the findings demonstrate the significant effect of the treatment based on the value of the t-test (t = 5.180) with a significant value (0.000) which is less than p-value (0.05). Moreover, as far as vocabulary is concerned, the results show the substantial effect of the treatment based on the value of the t-test ( t = 5.59 ) with a significant value (0.000) which is less than p-value (0.05). Furthermore, the post interview findings supported the results obtained from the experiment. This strategy is proved to be successful in developing EFL students' paragraphs. However, the results cannot be generalized to other elements of paragraph writing such as organization, content, and mechanics because it focused mainly on language use and vocabulary.

**Keywords:** Language use; Paragraph Writing; Portfolio; Self-assessment; Vocabulary

# List of Acronyms

**ANOVA : Analysis of Variance**

**EFL : English Forgien  Language**

**EFLT : English Forgien  Language Teaching**

**L1: First Language**

**L2: Second Language**

**PBL: Practice Based Learning**

**SPSS: Statistical Package for Social Sciences**

**ZPD: Zone of Proximal Development**

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# General Introduction

# General Introduction

## 1. Background of the Study

Due to globalization and the new educational tendency, learning English has become a demand. As people need to communicate with each other from different places all over the world, writing is among the productive skills in language learning through which they can express themselves effectively. Though writing seems to be a gift from God for some, it is assumed that it is a skill that requires practice and a synergistic interaction of all competences; for instance, linguistic, pragmatic, and strategic competences to be developed. Since writing is an important skill, students demonstrate their performance through writing; for example, their practice and exam answers are in a form of paragraphs and essays not only to get grades but also to measure to what extent they are competent in academic settings and beyond in their real life situations when they graduate.

Because writing aims to achieve effective communication, it is the way that assists students writers to express their ideas and information, and to demonstrate their understanding, knowledge, and experiences to their audience. Besides, writing is another tool which allows vocabulary and accuracy to be developed, and culture to be transmitted, too. Furthermore, writing is the mirror that reflects the student writer's ideas, thoughts, and his/ her ability to use the language correctly and appropriately (Chelli, 2012).

In EFL classes, teachers of writing consider writing as a holistic course that encompasses knowledge of many courses mainly grammar, reading, and speaking and listening. However, students neglect this connection between the courses, and thought them separate. As a result, this can be one of the main reasons why students' achievements in writing are low. Furthermore, although EFL students have been taught writing for many

years, they do not achieve proficiency when they graduate. This problem could be the result from the method applied to teach writing or the strategies used to improve it. For instance, in our context in Algeria, from middle school up to university, the writing skill in English is not given so much attention, so students are not motivated and interested to learn writing in English. Because writing plays a crucial role to establish communication, specifically in academic settings, it is important to focus on how to improve students' writing ability and quality specifically at the university level.

## 2. Statement of the Problem

Both EFL students and teachers are always complaining that writing is very difficult and a challenging task which requires a high level of language proficiency, techniques, and skills of writing. Students face many problemsin expressing themselves effectively and appropriately. For example, they lack motivation to write, and they are unable to use grammar rules, appropriate and effective vocabulary.

International studies' findings reveal that most EFL students encounter various challenges in writing in English encompassing problems related to grammar, vocabulary, content, mechanics, and organization. Likewise, personal reasons such as lack of writing practice, writing dislike, writing anxiety, negative writing perception, low writing motivation, insufficient time given in writing test, and also inadequate teaching of the writing process by their teachers are among the main difficulties (Toba et. al, 2019).

In this respect, studies revealed that EFL students have common problems and struggle to write flawlessly in English. For example, in the Algerian context, Mohamed and Zouaoui (2014) asserted that EFL students' level in writing is inadequate as they face many difficulties in writing mainly language proficiency.

Besides, in the Algerian EFL context, Saihi (2015) study prevailed that EFL students at Biskra University consider essay writing a challenging task to deal with. The main reason lies on the approach adopted in teaching writing which is product-oriented approach. Instead, she suggested process-genre oriented approach as an instructional approach. The results revealed that process-genre oriented approach was effective to enhance students' essay writing.

Being a teacher of the writing course at the Department of English Language and Literature at Biskra University is a significant experience particularly with second year EFL students. At this level, the major goal of the second year students' syllabus is to train students how to write a paragraph in general, andto explore some paragraph developments in particular.Although students are trained to follow the basic writing process steps, they begin to write directly; the first draft is the final edited paragraph. They do not follow any step such as planning, organizing, and revision. Furthermore, even their ideas are not well developed. After providing students with their paragraphs' feedback, test or exam marks, they complain and wonder how they have written a whole page, but their marks were not good. They do not recognize the fact that the matter in writing is what to write not how much to write, and still disregard the nature and objectives of writing.

Ineffective teaching methods, or inappropriate assessment strategies is another major problem. Therefore, we, teachers of the writing course, attempt to provide students with numerous instructions, new techniques and strategies for learning writing and even for assessment, so they may write better and make fewer errors. Accordingly, teachers believe that allowing students to self-assess via the use of portfolio is a useful technique which would help them become independent writers. As a result, this study is conducted to find out how EFL students can assess themselves and what they can do to enhance their paragraphs.

To sum up, writing effectively and successfully requires not only linguistic, communicative, and cultural competences, it also relies on adopting appropriate and effective approaches to teach it and motivated-aware students who have a developed critical thinking level to practise and apply the writing norms and steps mainly planning, organizing, and revision because writing is considered a cognitive process. The provision of planning is essential and effective to improve students' writing argumentative essay (Setyowati et. al, 2017). To assist students improve their writing, it is vital to note that writing assessment is also crucial. This thesis aims to investigate portfolio assessment effects on developing EFL students' paragraph writing.

## 3. Aim of the Study

Writing is a fundamental skill for effective communication that allows us to convey meaning and express ourselves clearly. It's a complex process, especially at the university level, demanding advanced language proficiency(Mohamed and Zouaoui, 2014). In this respect, the current study aims to investigate the effectiveness of self-assessment via portfolio on improving students' paragraph writing in order to achieve the following objectives:

- Self-assessment via portfolio encourages students' deep reflection on evaluating their own work.
- It fostersa deeper understanding of writing principles and areas for improvement.
- It promotes active learning through engagement and ownership in the learning process.
- It allows for a comprehensive view of students' progress and development because portfolio encourages critical self-evaluation and highlights strengths and weaknesses.

## 4. Research Questions

RQ1. What are the factors causing EFL learners' low achievements in writing?

RQ2. Do teachers use the portfolio assessment strategy while assessing their students' paragraph writing?

RQ3. Does self-assessment through the use of portfolio improve learners' paragraph writing in terms of language use and vocabulary?

RQ4. What are the students' attitudes after the implementation of portfolio as a self-assessment strategy?

## 5. Research Hypotheses

The study aims to test the following research hypotheses:

H1: If students self-assess their paragraph writing through the use of portfolio, they will develop their writing in terms of language use.

H0: If students self-assess their paragraph writing through the use of portfolio, they will not develop their writing in terms of language use.

H2: If students self-assess their paragraph writing through the use of portfolio, they will develop their writing in terms of vocabulary.

H0: If students self-assess their paragraph writing through the use of portfolio, they will not develop their writing in terms of vocabulary.

## 6. Significance of the Study

This study is notable as it demonstrates toboth teachers and EFL students how the implementation of self-assessment via portfolio as a means of an effective strategy could

improve students' paragraph writing.  Self-assessment strategy would help students to be conscious of their errors in language use and vocabulary enabling them to express themselves effectively using more complex grammatical structures, a good vocabulary choice and in a more comprehensible manner. Moreover, the use of self-assessment via portfolio in the classroom would enable students to be independent when they write and improve their meta-cognitive skills, and it highlights how self-assessment would help to teach and learn writing.

## 7. Methodology

Methodology offers researchers a precise road map to follow when developing their study design, such as selecting and using the most effective methods for data gathering and analysis.

The method opted in this research is a mixed methods approach; using both qualitative and quantitative methods to investigate the phenomenon from various perspectives. This combination was salient to emphasize to what extent the implementation of portfolio in enhancing EFL students' paragraphswas practical and effective.

### 7.1 Population and Sampling

The value of research is determined by the suitability of the sample. Sampling is a statistical procedure wherein a representative subset of a larger population is selected for use in a study so that conclusions may be drawn about the entire population (Dhivyadeepa, 2015). Accordingly, researchers may identify the characteristics of a population with the help of sampling because it is both a practical and an economical method (Dhivyadeepa, 2015; Myogo, 2002).

Thesample of this study was eleven ( 11 ) teachers of the writingcourse out of a population of (65) teachers at the Department of English Language and Literature at Biskra University. The researcher selected the teachers regardless their qualification, experience, age, or gender because none of those features will be the focus of this study. The eleven teachers participated in the pre-questionnaire to explore the main reasons that contribute to students' poor performance in writing in English before the treatment takes place.

In this study, the participants were two groups from second-year students of English; a control group ( n= 15 ) and an experimental group ( n= 15 ) out of a population of 335 students of second-year students at the Department of English Language and Literature at Biskra University in the academic year, 2020/2021. They were selected according to convenience sampling i.e. referring to the naturally occurring groups at the same Department. This sample is considered small because the study was conducted during the Covid-19 pandemic, and to enable us to use parametric tests if obtained data is normally distributed. Moreover, fifteen ( 15 ) students of the same experimental group were selected to participate in the post-interview.

The rational for selecting second year EFL students refers to their syllabus, which includes and focuses on paragraph writing; besides they are among the naturally existing groups whom the researcher teaches. However, there will be no concern about students' gender or age.

## 7.2 Data Collection Instruments

According to(Taherdoost, 2021) the purpose of gathering information is to shed light on the study topic. Three data collection instruments were used to meet the research goal and to test the hypotheses. It used a teachers' semi-structured pre-questionnaire, treatment ( pre-test and post-test ), and a students' semi-structured post interview. As the

research work at hand is a mixed methods research, data gathering instruments are diversified aiming to answer the research main questions and test the formulated hypotheses.

### 7.3 Data Analysis

Various software and methods were used to analyse the data collected for this investigation.

The pre-questionnaire data was administered via the use of Google Drive Device. Moreover, Microsoft Excel 2007 was used in order to include the graphs and charts that show the difference in Means after the treatment. Because data analysis and interpretation is crucial, descriptive statistics were done using IBM SPSS version 21, Statistical Package for Social Sciences. It was used to run the test of normality and the t- test value. Besides, the analysis of variance, one way ANOVA value was run to test inter-raters reliability.

In addition, SPSS was used to run the test of normality value. Finally, the qualitative findings were analysed using thematic analysis procedures.

## 8. Delimitations of the Study

Identifying the delimitations that guide our study to obtain relevant data to answer the research questions and hypotheses, and attain the research's main objectives is integral in this study on the effectiveness of self-assessment via portfolio to develop EFL students' paragraph.

Writing was a required course of study for students in the Department of English Language and Literature at Biskra University.

To conduct the current study, the population selected was second year EFL students at the Department of English Language and Literature at Biskra University. Nonetheless

the sample was only two groups ( n=15 ) for each among the whole population. This is due to the quasi-experimental design requirements.

The current research emphasizes only the implementation of portfolio as a key assessment instrument and no other assessment procedure has been adopted. Moreover, it focused specifically on investigating whether self-assessment would improve the paragraphs of EFL students regarding language use and vocabulary. By considering these two key aspects of writing, the purpose of this research was to investigate the effectiveness of self-assessment via portfolio use on students' ability in writing. As this research has a specific focus;  focused only on two key aspects " language use " and " vocabulary", it makes it possible to attain a thorough analysis of how portfolio implementation can enhance EFL students' paragraph writing concerning language use and vocabulary, which undoubtedly would lead to language development and vocabulary expansion.

## 9. Structure of the Thesis

The present study comprises four chapters. The first two ones are dedicated to the variables of this study. Chapter three is the methodology chapter, but chapter four is devoted to the analysis of the findings, while the thesis at the end provides the general conclusion and the pedagogical implications of the research.

The first chapterfocused on the dependent variable, paragraph writing, where definitions of the concept and the different methodsemployed in writing instruction are presented. In addition, it deals with the writing process and the variousforms of writing. Furthermore, this chapter presents how writing could be assessed and how the self-assessment strategy may facilitate students' development of their paragraphsin the foreign language; thus enhancing their skills being autonomous learners.

Chapter two provides an overview of self-assessment, the independent variable, presenting severalmodes of assessment along with themethods and techniques used in teaching this type of writing. Moreover, it explains the effects of self-assessment to develop paragraph writing in EFL classes. This chapter discusses the different responsibilities of both EFL students and teachers in a self-assessment class, and adds the characteristics and advantages of the self-assessment strategy.

Chapter three, the methodology chapter, describes the whole study at hand. It underscored the methodology and research design opted for this current research as well as provided a description of the participants and the sampling process. It also explained how the experiment was implemented using self-assessment strategy, taking into consideration the principles and steps of teaching and practising the self-assessment strategy. Moreover, it discussed thoroughly data gathering tools and the methods employed for data analysis aiming to obtain results that answer research questions and test the hypotheses of the research.

The fourth chapter examines the analysis and interpretation of the quantitative and qualitative findingsderived from the three methods adopted in this study; the teachers' pre-questionnaire, the pretest and posttest, and the post interview.

Ultimately,general conclusion, pedagogical implications, and some recommendations and suggestions for future teachers are provided.

# Chapter One: Basic Issues in Writing

# Chapter One: Basic Issues in Writing

## Introduction

Writing is a key skill for learning and communication; nevertheless, learners' writing success may be unsatisfactory due to several causes. The shift to a learner-centred educational paradigm seeks to improve learners' communicative abilities. Consequently, EFLT researchers and educators are persistently exploring effective strategies and methodologies for writing instruction and assessment that enhance learners' autonomy, meta-cognition, and the quality of assignments.

This chapter will focus on the several approaches that have been adopted in writing instruction and some challenges that face EFL student writers when writing in the target language. Moreover, light will be shed on paragraph writing in addition to its main features and rhetorical strategies as it is the core of this study.  It will also highlight the way how writing can be assessed through the implementation of portfolio as a self-assessment strategy in EFL contexts.

## 1.1 Nature of Writing

Writing has become essential for documenting information, conveying knowledge, expressing oneself, and facilitating communication.It is asserted that writing is an effective means of communicating and expressing our ideas, feelings, and views with others. Individuals record their diaries and the significant events of their life in order to preserve them as memories or as information in books preserved in libraries (Sukarnianti, 2015).

The definition of writing has been a significant challenge for scholars. Writing has taken many definitions and meanings depending on its purpose, and to whom it is addressed.

In this way, representations on thepaper will have meaning and content that could be communicated to other people by thewriter (Chelli 2012).Moreover, not only does writing provide methods for reclaiming the past, but it is also a crucial skill for shaping the future (Coulmas, 2003). When writing for others, it is critical to understand both the objective of your writing and the audience that will be reading your work. The ability to tailor your writing to your intended audience and purpose will benefit you not only in the classroom, but also in the workplace and beyond (Langan, 2008). To communicate successfully, the writer must choose suitable words, methods, and perfect syntax that accurately convey his intended meaning and align with his aim, ensuring comprehension by the reader. Writing is a rhetorical skill necessitating advanced linguistic and communicative competencies, enabling the writer to persuade or influence the audience (Akbarov, 2012).

Writing is not an easy task since it requires competences, organization and many stages to go through that is called the writing process. Harmer (2004) postulated that the process comprises four elements: planning, drafting, editing ( reflecting and revising ), and the final version.  In addition, the writer has to take into consideration the content, purpose, and the audience to whom he is writing. To conclude, we can say that to be a skillful writer, it is essential to combine the four language skills as they are related to each other.

## 1.2 The Correlation between Writing and Reading

Although writing andreading are different and considered as separate skills, they are interrelated and one affects the other. Despite the fact that reading contributes to expand the reader's knowledge, culture, and vocabulary, it also improves his memory, imagination, and develops his writing ability.

On the one hand, both of them deal with conveying or communicating meaning in a text. i.e the writer expresses his thought or conveys his message through constructed

sentences and appropriate vocabulary forming a meaning in a text which the reader will read and understand its meaning. Reading is one of the most effective ways of learning a foreign language. Reading is merely the interpretation of a written message (Mart, 2012). However, how the reader understands depends on how he interprets this message in its context to get the exact conveyed meaning. It depends on his cognitive and linguistic abilities which can be enhanced by reading for a good writing mutually to ensure a well and effective understanding of the conveyed meaning.

On the other hand, as writing is a process that requires rhetorical devices, reading is the food for writing. Chelli (2012) explained that it is a focal part that provides readers with the necessary grammar, vocabulary, and rhetoric knowledge and structure which are crucial when writing. As a result, readers develop their language skills and enrich their vocabulary repertoire. Asreading is essential for writing,evaluative reading is the initial type wherein the writer critically examines his text to identify potential problems and uncover opportunities for enhancement (Weigle 2002, Hayes, 1996).Therefore, it develops readers' cognitive and meta-cognitive skills and abilities. Seyler (2014) demonstrated to the students the interrelationships between reading, analytic, argumentative, and research abilities and how these skills contribute to the development of their critical thinking capacity. In agreement, we say that only if learners are engaged with problem-solving situations where they can analyze and explain their arguments, their reading comprehension and critical thinking ability will be developed.

In this respect, The theory of the reading-to-write construct predicted substantial connections between reading and writing measures and even to L2 literacy skills (Delaney 2008). In previous studies by Asencion (2004) and Durst (1994), analytic writing or response essay tasks were found to engage learners in more critical thinking than summaries. As a result, it was pointed out that the response essay was effective, but a

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challenging task for two main factors; low language proficiency and the educational level of learners. For instance, there is a difference between native and non-native learners. In fact such tasks and extensive practice are of great importance in EFL classrooms. Therefore,  the relation between reading and writing is so significant as reading really helps readers to find the necessary and relevant information that suits their writing goals and topics types' enabling them not only to communicate and convey their messages effectively, but also to develop the other language skills because they are interrelated and affect each other mutually.

## 1.3 The Relationship between Writing and Speaking

The matter of speaking-writing relationships has been the focal interest of many linguists a century ago. Since spoken language is older and more pervasive, it has become the dominant language (Kroll, 1981). Moreover, communication may be enhanced by the use of signs, symbols, and gadgets that are unique to both written and verbal forms (Harmer, 2004). In face-to-face conversation, he added, speakers and listeners use paralinguistic features such as gestures, stress, intonation, dramatic pauses, and they can shout or even whisper. However, writers have fewer paralinguistic devices at their command just some exclamation or question marks for a specific use in a sentence. Therefore, the writer has to be clear to assist the reader understand his intended meaning.

Furthermore, Brown (1994) viewed that written and spoken language are not alike in terms of production time, permanence, orthography, distance, formality, vocabulary, , and complexity. In response, Weigle (2002) asserted that speaking and writing are often employed in various contexts for distinct purposes and to achieve different communicative objectives focusing that there is a significant difference in cognitive processes in writing than in speaking. Hence, writing is a more complex process than speaking because writers

have to choose the appropriate vocabulary, and revise their drafts so that the final paper will be flawless. On the contrary, during the speaking process, speakers are in direct interaction with their interlocutors who can ask for any clarification or repetition at the same time. To conclude, we can say that since both writing and speaking are productive skills, researchers and teachers have to focus on their  relationships to be able to assess and evaluate EFL learners' ability and performance through their output. Moreover, all these language skills are interrelated and have a great contribution in language acquisition.

## 1.4 Factors Contributing to Students' Low Achievements in Writing

While writing is regarded as an effective method of self-expression and communication, it poses challenges that necessitate a strong command of the target language and particular cognitive skills. Based on several previous studies, the results revealed that EFL students' achievements in writing are noted low.  For instance, Arabuniversities likely range from low to intermediate levels as many aspects of EFL writing have proven difficult in terms of grammar, syntactic elements, vocabulary and precision, lack of unity and coherence; as well as inadequate methods of organization and mechanics (Ahmed & Troudi, 2018). In the same vein, other study findings showed significant barriers that hampered students' writing abilities throughout English classes such as the students' negative attitudes towards writing, lack of ideas, grammar difficulties, vocabulary restriction, mechanics problems, unsuitable method of teaching writing lack of clear assessment instruments, and lack of teacher's help (Mohammad, et. al, 2020).  Upon further inquiry, students are always struggling to accomplish the writing task because of many factors that are from different sources as linguistic, personal, psychological, and teacher related ones.

### 1.4.1 Linguistic Factors

To produce an ideal assignment, students must attain a satisfactory level of language skills. EFL students face numerous linguistic challenges, including poor grammar, lack of reading, lack of vocabulary, first language interference, lack of knowledge of the target topic, and students' ignorance of the audience and purpose of their writing (Djouama, 2022).

Because writing is different from speaking, poor grammar is a significant challenge encountered by EFL students during writing tasks. They make mistakes in verb tenses, word order, subject-verb concord, spelling, and sentence construction. Consequently, students must increase their "poor grammar" as it significantly affects language acquisition and improves learners' competence, particularly in accuracy. Furthermore, regarding meaning, a language lacking of grammar would result in chaos (Batstone, 1994).This implies that when there is a lack of grammatical knowledge, learners' spoken or written speech may lack meaning, which is crucial for interlocutors to comprehend one another during communication.Therefore, grammar must be developed to achieve flawless and meaningful writing assignment.

Furthermore, lack of vocabulary is a significant challenge that EFL learners face when engaging in spoken or written communication. Their low achievement in writing and communication breakdowns stem from problems in word selection, spelling, or pronunciation.Vocabulary is the foundation of all linguistic skills (Long and Richards, 2007). Similarly, vocabulary teaching plays a crucial role to enable EFL students to gain a rich stock of words, understand the concepts of unfamiliar words, and select appropriate words when communicating. Subsequently, good vocabulary mastery supports mastery of each of the language skills, both receptive (listening and reading) and productive (speaking

and writing) (Cahyono and Widiati, 2006).Thus, as far as a language learner masters vocabulary, his language skills will be developed as they are interrelated.

As L1 is different from the target language ( L2 ),the different linguistic system and writing style present significant obstacles for EFL students. As a result, learners' L1 will influence their use of the target language, and they will generalize L1 rules upon L2. Moreover, they think in their L1, and then they translate to L2. Farooq, et. al, (2012) added that English language students also struggle with presenting ideas that are cohesive and well-organized.Furthermore, most students have difficulty in developing their rhetorical skills to write in the target language and using new rules of writing in L2 to maintain coherence, unity, completeness, and relevance of their piece (Hedge, 2000).

Similarly, lack of knowledge about the target topic affects negatively students' writings. Because of lack of reading, students feel confused, demotivated, and anxious when they face a topic for the first time. Thus, they improvise trying to generate ideas, and select appropriate vocabulary to accomplish the writing task anyway. Understanding a topic is essential for brainstorming, organizing ideas, and making plans (Kellogg, 1987).

Furthermore, students' ignorance of the audience and purpose of their writing is a serious problem among EFL students while writing. When you write for others, it is crucial to know both your purpose for writing and the audience who will be reading your work. The ability to adjust your writing to suit your purpose and audience will serve you well not only in the classroom, but also in the workplace and beyond (Langan, 2008). Therefore, to express oneself effectively, the writer has to choose appropriate words, method, and correct grammar that really express his intended meaning and suit his purpose. For instance, writing to a teacher is very different than writing to a friend, a company manager,

or a child. Because writers write for their audience, it is as a motivational element while writing (Magnifico, 2010).

### 1.4.2  Personal Factors

In addition to linguistic challenges, personal factors significantly influence EFL students' writing assignments. The lack of writing practice of learners, their background knowledge of the topic in English, and their learning strategies and styles are primary factors contributing to students' low achievements in writing.

Practice is essential for teaching and enhancing writing proficiency. Consequently, teachers have to motivate their students to engage more actively in writing and training as this facilitates the application of their knowledge enabling them to identify and address their weaknesses. As far as cognition and thinking are concerned, writing practice may assist students in the stages of the writing process; planning, creating, and reviewing; thus, reducing the constraints on their capacity to manage and monitor these processes (Kellogg & Raulerson, 2007).

Students' background knowledge in English about the topic significantly contributes in their low achievements in writing. Most of EFL students encounter this problem due to the discrepancies between English culture and the English language system compared to their L1. They always think in Arabic, and then they translate their ideas into English words. This cause is interrelated to the lack of reading which is an opportunity to develop and expand their knowledge of English.

Furthermore, learning strategies are important factors that influence foreign language learning, particularly the writing skill. Due to learners' differences, background knowledge and attitudes towards the target language, they use different strategies to learn or use a language. A learning strategy is a set of steps used to facilitate learning achieving

a certain learning goal (Schmeck, 2013). So, it is the plan that students deliberately implement along their learning process to develop their skills as a goal (Oxford, 1994).

### 1.4.3 Psychological factors

Psychological problems also influence students' writing ability. The results revealed that most of the participants believe that non developed cognitive and critical thinking skills have a strong impact on students' writing development, in addition to, anxiety and the lack of motivation to write.

On the one hand, because writing is a cognitive activity, non-developed cognitive and critical thinking are crucial skills. To cope with the new educational shift in the 21st century that supports self-regulation and autonomy, critical thinking by its heuristics (strategies, procedures) guide learners to deal with a wide range of thinking tasks such as problem-solving, decision-making, reflective learning and deliberation (Marin and de la Pava, 2017). On the other hand, if students are not motivated to write, they will not write because motivation is the desire to accomplish something or it is learners' communication requirements and attitudes toward the target language (Lightbown and Spada, 2006). Accordingly, if students understand why they are writing and with whom they are communicating, they will be highly motivated to write and communicate effectively.

Furthermore, anxiety has an affective role; it obstructs students' writing performance. Students always feel anxious when writing. This feeling is the reaction of their fear to write because they consider that good writing is a natural gift and they lack self-confidence. Balta (2018) revealed that students with low writing anxiety achieved better results in argumentative writing compared to those with moderate or high writing anxiety. To sum up, psychological factors significantly influence learning in general and writing in particular.

### 1.4.4 Teacher's Related Factors

As a stakeholder, the teacher also has a great impact on students' learning, specifically writing.Lack of teacher's assessment and feedback and the inappropriate approach for teaching writing affect students' writing negatively.

As an important part of the learning process, assessment is vital since students struggle with writing when they do not receive enough feedback and assessment from their teachers.Reynolds (2010) believe that assessing writing should mean assessing learning. Thus, assessment reveals students' weaknesses and strengths in writing, enabling teachers to design activities that improve the non-developed writing skills. Moreover, it assists teachers to fairly grade their students' writing (Ahmed&Troudi, 2018). For instance, assessment yields data that facilitate the evaluation of course efficacy and the measurement of student development. Regardless of whether the evaluation is formative or summative, it can assist students in recognising their writing skills and limitations, enabling them to undertake suitable remedial activities (Hyland, 2004). In addition, Corrective feedback is highly valuable since it helps students improve their texts by giving them constructive criticism on how they performed, which would help them advance in their subsequent written works (Benidir, 2017).

Likewise, the inappropriate approach for teaching writing is another main cause that obstructs students' progress in writing. As assessment reveals data regarding course effectiveness, the teacher has to be vigilant and selective; he has to select the appropriate and effective approach that assists students to overcome their difficulties and provides them the opportunity to be creative, motivated, and conscious of the social conventions that govern a language.

In summary, EFL students experience serious problems to accomplish a writing task. Their low achievement in writing due to many factors; mainly the linguistic factors and the teacher related ones; in addition to personal and psychological ones. As these factors are interrelated, they will significantly affect students. Therefore, teachers should find effective methods and strategies to enhance their students' writing performance to develop their writing skill.

## 1.5 Approaches to writing Instruction

Because teaching second languages was increasing, research on teaching writing in second language classes has gained importance during 1960's. Researchers and linguists in the field were focusing their efforts to find an effective method, strategy or even a technique for teaching writing to L2 learners, and how to assess their performance and language progress. In this respect, different approaches were interested with writing and its main issues. These approaches are namely; the product approach, the process and genre approaches.

### 1.5.1 Product Approach

Through history, many language teaching approaches were focusing on speaking rather than writing. For instance, the audio-lingual approach considered language as a spoken activity first; however, writing was neglected. The view of this approach is concerned with the final product of learners. Accuracy is the main interest of this approach because its pivotal objective is the correct use of grammar and vocabulary.

Based on the behaviourist's view, because writing was seen as a secondary ability, ESL writing programmes solely emphasised on sentence patterns as a supplement to grammar class (Nordin and Mohammed, 2017). Moreover, Hyland (2003) asserted that

writing results from the imitation and manipulation of models presented by the teacher, and that teaching of writing encompasses four stages. First, **familiarization** when learners are taught certain grammar and vocabulary, usually through a text. Second, during the **controlled writing stage,** learners manipulate fixed patterns, often from substitution Tables. Moreover, in **guided writing** stage, learners imitate model texts. Finally, while f**ree writing** stage**,** learners use the patterns they have developed to write an essay, letter, and so forth.

Although writing under the product approach was of great help to learners who learnt to write correctly; using correct grammar and appropriate vocabulary, this approach has received a lot of criticism from many linguists and educators because of its shortcomings. The first drawback is that it focuses on accuracy, so learners are able to write only the same pattern, but not able to write another pattern in other situations. In addition, writing's purpose is communication, so it requires more than the linguistic knowledge. Furthermore, more significantly, as written texts constantlyrespond to a certain communicative settings, the purpose of writing can never be simply training in explicitness and correctness. Besides, learners struggle to find motivation or understand the purpose of their writing due to the assumption that composition is linear (Hyland, 2003). These criticisms led linguists and researchers to understand that writing requires more than accuracy; therefore, they revaluate this approach toward another one which deals with the process of writing and how writing takes place; this is the process approach.

### 1.5.2 Process Approach

The overwhelming evidence that teachers focus on superficial elements in what may otherwise be regarded as first draughts is much more a confirmation that texts are perceived as fixed and completed productions (Zamel, 1985). Thus, writing is a process.

This approach emphasizes on how to write. As writing is a cognitive activity which requires learners' mental ability, they need to know how to write following some stages where they can create their own ideas, organize them, revise, and then edit. Therefore, writing is a task that goes through many activities and stages in order to achieve the final piece as coherent and good as the one written in the target language because the new insight of writing processes becomes as complex and recursive – not linear (Hyland, 2003; Chelli, 2012; Nordin and Mohammed, 2017).

The recursive in the process approach means learners have to follow some steps before they begin to write. That is, first, they generate ideas about the topic, organize them, revise their first draft, then they edit; however, they can even turn back to the pre-writing to generate other important and appropriate ideas. Finally, they can publish their piece.

This approach not only focuses on quantity rather than quality as learners; beginning writers, create and write their ideas first with no attention to grammar, but also it enhances motivation through collaboration and group work. Consequently, learners' attitude towards writing will be reinforced (Nunan, 1991).

Consequently, because the shift to learner centeredness was urgent, the process approach focuses on a varietyof a classroom activities that promote language use, such as brainstorming, group discussion and rewriting (Hasan and Akhand, 2010).

### 1.5.2.1 Models of the Writing Process

Many researchers in the EFL field proposed a number of models of writing as follows; Flower and Hayes (1981) model,  Bereiter and Scardamalia (1987) model, and Hayes (1996) model.

### 1.5.2.1.1 Flower and Hayes model

Flower and Hayes, who were pioneering researchers, attempted to suggest their model of the writing process in 1981. The following model shows this.
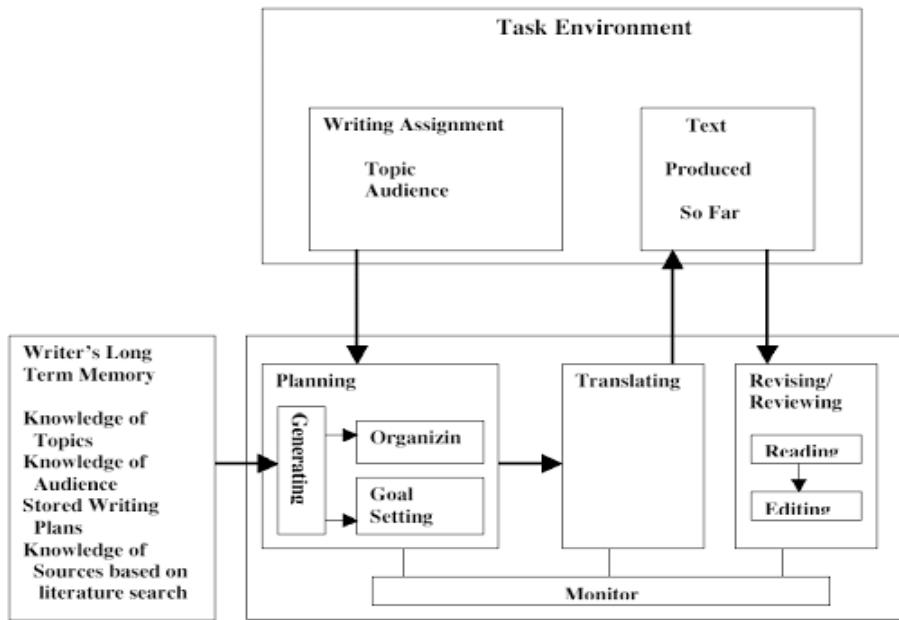


**Figure1.1 Cognitive Model of the Cognitive Process according to Flower and Hays (1981)**

Flower and Hayes presented characterised the writing process as a cognitive and recursive one because they believe that linearity has no room within the writing process. This is a hierarchical and flexible process with several sub-processes such as producing and arranging that the writer can resort to while writing (Flower & Hayes, 1980). Another notable featureof the model is its incorporating of three majorconstituents: the writer's long term memory, the task environment, and the writing process events which encompass three key cognitive components; planning, translating, and reviewing; and finally themonitor's control (Flower& Hayes, 1980). In this sense, a crucial figure in the writing process was the monitor whose vital role was to coordinate various tasks (Galbraith, 2009). For instance, when he stops creating ideas, or whether he starts writing. Flower and Hayes

had proposed this cognitive model aiming to provide a clear explanation and the main key steps of the writing process to help writers to be good writers who use rhetorical devices following these processes and think to revise and evaluate their assignment for better results.

### 1.5.2.2 Bereiter and Scardamalia Model

Bereiter and Scardamalia proposed another interesting model in 1987 as the following model shows.
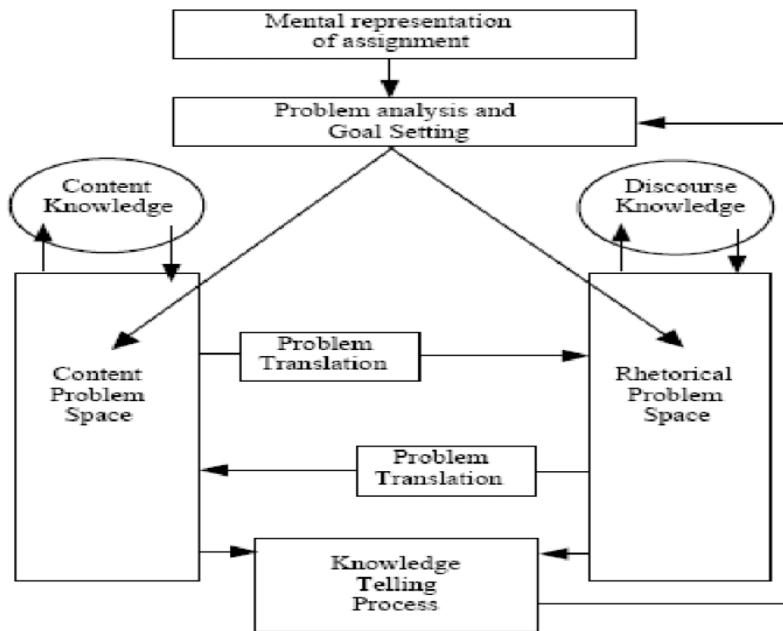


**Figure.1.2 Knowledge-transforming model of Bereiter and Scardamalia (1987)**

This model addressed how to distinguish between knowledge-transforming and knowledge-telling. In this respect, Writing progresses conceptually in accordance with the strategic management of content retrieval to attain rhetorical aims (Galbraith, 2009). Unlike to novice writers, experienced or expert writers can rely on knowledge transforming to produce high-quality assignments. This involves more than just recording

ideas as they come to mind; it also involves using writing to generate new information or even alter the writer's perspective on the topic at hand(weigle, 2002).

Thus, researchers argue that writing is a recursive process in which writers can plan, organize, and revise their drafts; moreover, they can turn back to any step during their writing whenever necessary. Writing requires more critical thinking and skill, as well as, writing strategies on the behalf of writers in order to achieve rhetorical goals, subsequently, effective communication.

### 1.5.2.3 Hayes Model

Hayes' model of writing (1996) is another model that focuses on differentfacets of the writing process as the following Figure shows.
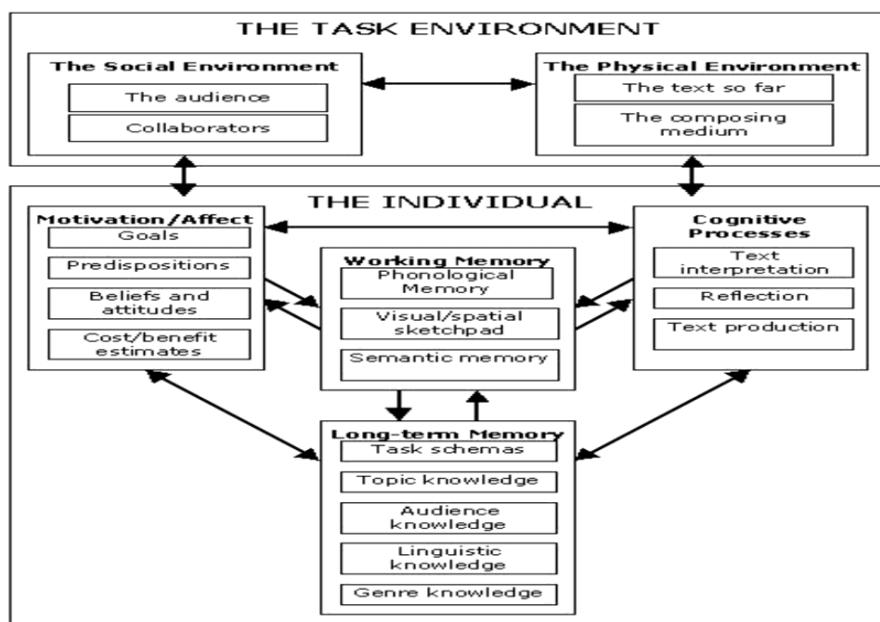


**Figure.1.3. Framework for Understanding Cognition and Affect in Writing (Hayes, 1996)**

Hayes' model (1996) is a modified version or a revision of 1980's model which included two main parts instead three. He considered the process of writing consisted of

the individual task and the environment. However, in this model, Hayes focused on the individual and how individual aspects can influence writing; for instance, long term memory, motivation affect cognitive processes, and working memory. Moreover, assumed that because writing is a communicative and intellectual activity, it could occur solely when there is a combination between these components, specifically motivation, social context and medium, and cognitive processes (Hayes, 2000). In other words, on the one hand, writers not only have to write comprehensible texts for the target audience but also to read and revise them while the writing process for any improvement. On the other hand, feedback obtained from readers is highly valued since it provides valuable information for improving written works (Nordin and Mohammed, 2017). Therefore, the audience should provide an effective feedback to help the writer reread, revise and evaluate his final product making it meets rhetorical devices and the audience expectations.

This writing framework is of great help in the field of second language writing. It tries to provide anunderstanding of the writing process that was a controversial and a challenging issue as writing has a focal role in communication.

### 1.5.2.4 Harmer Model



**Figure.1.4.  Harmer's Process Writing Model (Harmer, 2004)**

Harmer (2004) suggested his model as shown above ( **Fig.1.4** ) of the writing process which represents the different aspects of the writing process. Writers have the

30

ability to proceed either forwards or backwards as demonstrated by the process wheel. In addition, authors should review and edit their manuscript to address any problems with the text; nevertheless, writers may benefit from the comments and suggestions of their readers to make the necessary and precise adjustments. Furthermore, authors need to reflect about the objective, audience, and content structure before they start writing, along with other important factors during the preparation stage(Harmer, 2004**).**

To sum up, all the aforementioned models have showed that writing is non-linear, however, it is a recursive process including many steps which help students when learning to write; consequently, they can write a good piece that conveys their thoughts appropriately.

### 1.5.2.5 Criticism of Process-Based Approach

Although the above models of the process approach indicated its significant role to learn/ teach how to write, and that the writing task is non-linear, this approach has been criticized for its shortcomings by many researchers. For instance, this approach lacks input; learners are not provided with an example text to explore the different language features and to perceive how language functions (Badger& White, 2000). In addition, writing is not only a cognitive activity with rules and procedures beginning with planning towards organizing, reading, and revising, it is also an interactional and social activity (Hyland, 2003). Thus, writing is another way to communicate and make meaning where writers can express their thoughts and even their culture to maintain effective interaction with their readers. Furthermore, writing, especially in L2, requires a well-established syllabus that teachers adopt to assist students focus on context as a focal part for their writing and training. In this respect, researchers, opponents of the process approach, in the field had shifted to another approach; the genre approach.

### 1.5.3 Genre-Based Approach

As the process approach is considered an outdated model to teaching writing, genre approach emerged emphasizing social-context as a main element in the writing texts which vary with this social-context in which it is produced (Badger& White, 2000). In this respect, "language is context-sensitive" (Thornbury, 1999, p. 69). Hence, without context, it will be hard to get the intended meaning of words, sentences, and phrases. Context of situation as the term coined by Halliday (1978) determines the type of the written text. Because language has a great relationship with society, language users convey meanings applying specific rhetorical and discursive devices to make their texts communicational, purposeful, and appropriate to readers. That means students perform their writing task according to a specific situation and a genre. However, what does a genre denote?

A genre is defined as a collection of communicative events that are connected by a common set of communicative objectives (Swales, 1990). Each genre has a specific communicative purpose in a social context, and it has its own specific structural features that are appropriate for this purpose; therefore, the written texts that share the same purpose belong to one genre.  Because the purpose of writing is effective communication, we write not just to write but to convey our messages, meanings, and purpose by choosing structural aspects relevant to this social situation; for instance, when students identify the type of the text; narrative, persuasive, description, or explanation, they will use certain linguistic features and social conventions congruent to a specific genre that help to achieve the target purpose (Hyland, 2003).

In addition, students have to be aware of those structural and linguistic features of each genre to be communicatively competent. Consequently, they will be able not only to deploy these rules to improve their academic writing but also to produce comprehensible

texts in real life settingsacross the classroom so that they achieve the target communicative purpose. In this sense, learning to write under the genre-based approach can occur by both imitation, analysis of the model texts, and the conscious application of the rules (Badger& White, 2000). Students need to be aware and understand the rules, the linguistic and structural features, in order to use them while they are composing their texts to be, at the end, akin to the model text.

The genre approach can be regarded as an extension of the product approach as it considers writing as mainly linguistic; however, Martin (1992) defines genre as "a goal-oriented, staged social process". In other words, genre is a process that requires interaction between the members, audience and writers in a social context, and where writes are trying to make their readers understand their purpose and meanings through different stages. He also added by setting out the stages, or moves, of valued genres, teachers can provide students with an explicit grammar of linguistic choices, both within and beyond the sentence, to produce texts that seem well-formed and appropriate to readers. All text can therefore be described in terms of both form and function.

From a constructivism view, writing is a social activity, and learning to write occurs best during Zone of Proximal Development ( ZPD ), as Vygotsky (1978) called, where there is interaction and conferencing between learners and their teachers who provide them with scaffolding, and support to improve their writings helping them to be autonomous learners (Hyland, 2003). In this respect, to make genre in practice, teachers have to recognize the way how to apply the genre approach in their classes as follows.

### 1.5.3.1 Stages of Genre-Based Approach

Callaghan, Knapp, and Noble (1993) suggested three main stages.

**The first stage: Modelling:** the teacher can use a model text to guide the students to recognize the purpose, the audience, as well as they examine the text structure and the language features of the target genre.

**The second stage: Joint negotiation/ construction of a text:** the teacher andstudents begin writing in generic text types with the scaffolding and guidance of the teacher; they discuss the purpose of the text, the audience, and the language to be selected to achieve their purpose. In addition, both the teacher and students gather and organize the information about texts gained from reading and writing (revising and redrafting) and from knowledge gained from the analysed model text.

**The third stage: Individual/ Independent construction**: students use their knowledge language features selected to achieve the purpose of the text and audience to write their own text.

The genre-based approach asserted that writing is a social activity which aims to achieve a purpose and it can be learnt solely consciously in a social context through analysis and imitation (Badger& White 2000). Moreover, this approach has been deemed effective as it helps learners to recognize that each text has its specific structural and language features, purpose, and audience which vary from another text in another genre. Because students are novice writers, the genre approach guides them to gain linguistic knowledge; hence they will be linguistically competent in the target language and develop their writing. In addition to linguistic skills, rhetorical and discursive knowledge are essential while writing in a foreign language. The student novice writer has to be aware with social conventions that govern this foreign language through analysis of model texts to be a competent writer who can convey his meanings composing a comprehensible text to his readers.

### 1.5.3.2 Criticism of the Genre Based Approach

Although the genre-based approach had gained prominence in teaching/ learning writing by its effectiveness, it was criticized for its drawbacks. The first weakness is that the genre approach undervalues the skills needed to compose a text though writing is not only writing some language structures or symbols on paper about a topic, but it also is a cognitive activity which requires the other learning skills and abilities that a learner has (Badger and White, 2000). Another negative side of the genre approach is that learners are passive when they are modelling their text to be like the model one because it depends on imitation; however, as mentioned earlier writing is a cognitive activity where learners use their mental abilities, retrieve knowledge about the topic from their long term memory in order to translate their ideas on paper to be comprehensible and acceptable for the audience. Therefore, teachers have to adopt a suitable approach in their classes whether focusing on cognition or the social nature of writing.

Both approaches process and genre, were under scrutiny as no approach was adequate and suitable to achieve learners' needs and expectations or even inspire them and boost their creative mind. Because language is the means system from which writers can choose suitable structures to express their meanings and achieve their purposes, teachers have to pay attention to how to use language to assist their novice writers to be efficient writers. As a result, it is a necessity to be eclectic and combine both approaches to a more suitable one to teach writing effectively. This new approach is called the process-genre approach

### 1.5.4 The Process-Genre Approach

When teaching writing, teachers find themselves in a dilemma trying to choose an approach which is more useful and effective because each approach has its own

advantages and drawbacks. Some teachers try to be eclectic; however, others attempt to combine between the process approach and the genre approach as they are complementary. The process helps students to enhance their cognition and develop their abilities of writing, and the genre makes them conscious with the different appropriate language structures and conventions to be applied when writing not only about a specific type but also for a specific audience to achieve a purpose, consequently, effective communication.

Process-genre approach model presents writing in terms of writing view and a view of the development of writing. The approach regards thatwriting involves knowledge about language (as in product and genre approaches), knowledge of the context in which writing happens and especially the purpose for the writing (as in genre approaches), and skills in using language (as in process approaches). Moreover, it considers writing development happens when teachers actively encourage their students' creativity ( as in process approaches) (Badger & White, 2000). Therefore, adopting this approach in the classroom helps students, novice writers, to be aware of the language features suitable for each genre and to develop their cognitive abilities being creative writers. In addition, they can understand why such feature is used instead another to both express a particular meaning in a discourse and in a particular context. Thus, this approach helps students to recognize the relation between form, meaning, and purpose.

### 1.5.4.1 Stages of Process-Genre Approach

Because this process is a combination of process and genre approaches, it combines process models with genre theories. In order to teach writing based on this approach,Gao (2007) had proposed this framework which is applied to teach writing in China where students undertake seven stages as shown in **Figure.1.5.** below:

FIGURE 1: APPLICATION OF THE PROCESS GENRE APPROACH
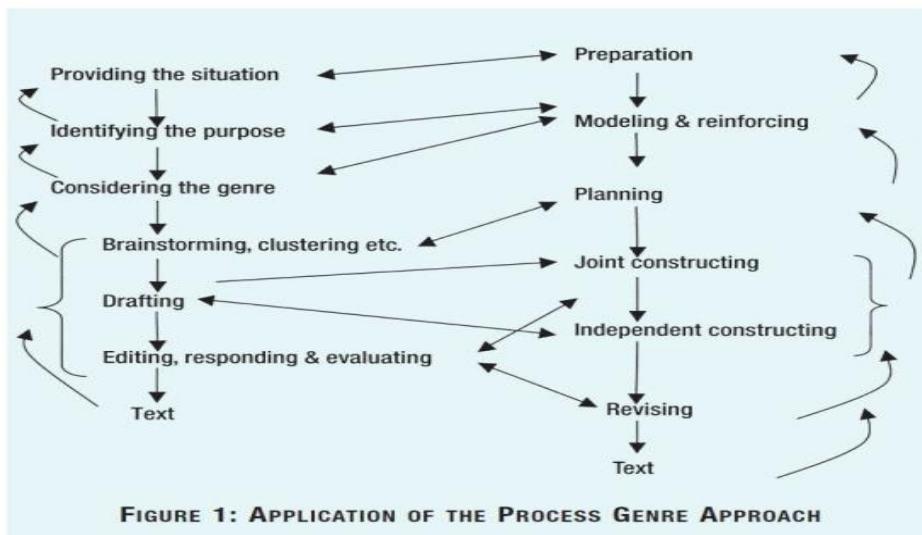
**Figure.1.5. Application of the Process-Genre Approach by Gao (2007, p. 21)**

1. **Preparation**

Through this stage, to prepare students to write, the teacher defines a situation that will call for a specific genre such as a narrative, a descriptive, or a persuasive paragraph. This will help students to be conscious and get involved in the writing task, and allow them to explore and expect the language features suitable for this genre.

2. **Modelling and reinforcing**

In this second stage, students are provided by a model, and then they will identify both the purpose of this model text and its virtual audience to whom it is addressed aiming to raise their consciousness to the social context. After that, they attempt to find out the different components of the text exploring its structure, specifically, its language features; grammar, vocabulary used as well as consideration of the genre. Throughout this stage, the teacher's guidance and orientation is crucial. Consequently, students can understand how language is used in regard to the genre and purpose.

3. **Planning**

In this step, in order to familiarize students with the new task, the teacher

provides his/ her students with essential activities about the topic consisting; discussion, brainstorming, or reading texts of a similar genre. Therefore, this step is an opportunity for students to gain interest about the topic to be able to write thoroughly.

**4. Joint construction**

Through this stage, both the teacher and students begin to compose a new text of a similar genre with their peers and the scaffolding of their teacher undertaking the steps of the writing process beginning by brainstorming, organizing, drafting, revising, and editing. This final product is as a model which students will use for their next task when they write independently.

**5. Independent construction**

Now, in this stage as it denotes, the students compose independently their own text, a paragraph, on a topic. They perform the work at class because it is an opportunity for any consultation and clarification from their teacher who also provides feedback in order to assess their development and learning.

**6. Revising**

In the revision stage, based on the teacher's or peers' feedback, students revise their draft in order to improve its grammar, organization, content, and features suitable for this genre.

**7. Editing**

Finally, after revising their drafts, students can edit their final corrected text, so that it will be evaluated by their teacher.

### 1.5.4.2 Principles of the Process-Genre Approach

Asthe Korean writing classes at university are encountered by many problems when composing a text in the foreign language, four main principles for teaching writing based on the process-genre approach in EFL classes were suggested (Kim and Kim, 2005).

#### 1.5.4.2.1 Balancing form and function

During the instruction, the syllabus and teachers should not focus on form rather than function; however, students need to be familiar with grammatical rules and structures to comprehend their meaning and how, why, and when they are employed to convey a certain mode of discourse in a particular context.

#### 1.5.4.2.2 Scaffolding language and learning

Scaffolding is very crucial particularly in the first learning stages of composing the text assignment. As a result, students need assistance and guidance to help active interaction between teacher-student to occur. With regards to this, learning can take place when learners participate in activitiesset within their Zone of Proximal Development (ZDP), which is the range from what they can accomplishon their own and what they can achieve with support (Vygotsky, 1978). Hence, teachers have a pivotal role to scaffold their students' development. Furthermore, scaffolding helps to raise students' self-esteem, fosters their creativity, and assists them to recognize how language is typically employed to convey a certain meaning in a given genre. Above all, scaffolding promotes students' autonomy to be independent student writers.

#### 1.5.4.2.3 Extending the writing curriculum

The curriculum should be diversified and a multi-dimensional including a variety of tasks which students will experience by themselves. For instance, they must

independently engage in information retrieval online the internet, watch movies and documentaries, and more specifically extensive reading which will extend students' repertoire, imagination, ideas knowledge, and improves their grammar. As well as, students who have a keen awareness of the linguistic and semantic features will be well-equipped to write independently in many contexts and genres. Thus, when learners' needs, expectations, and learning objectives learners are taken into account, curriculum goals become attainable.

### 1.5.4.2.4 Providing meaningful response and formative assessment

Assessing learners' work is very crucial; however, teachers use different types of assessment and corrective feedback. Applying assessment increases students' participation in the classroom and fosters more active learning, whereas feedback to their assignment is definitely crucial for the development of writing abilities. Moreover, it is argued that written feedback is highly valued due to its beneficial impact on students' second language acquisition.

Furthermore, other research has been undertakento explore the effect of the process-genre approach on writing. For instance, Babalola (2012) implemented the process-genre approach to investigate its effects on learners' written English performance in a computer science field at the Federal Polytechnic in Nigeria. A quasi-experimental was carried out; a pre-test, treatment, a post-test and a control group design. The results revealed that the Process-Genre based Approach significantlyinfluencedstudents' written English proficiency.

Another study have been conducted by Pujianto, et al. (2014) which proved the efficacy of the process-genre approach in enhancing students' report writing within an Indonesian high school settings. The study undertook a descriptive case study design. The

results were significantly positive as students enhanced their writing competence ingenre knowledge, report text, feedback, and writing process. Assagaf (2016), implemented this process-genre approach within the Arab EFL context to teach a report writing course aiming to investigate the perspectives of the Arab EFL students enrolled in that course. The participants consist of 17 students who enrolled in a report writing course in a university's computer science department in Yemen. A description of the implementation of the approach is provided in five primary areas: preparation of form; preparation of genre; planning, drafting and revising; feedback; and teacher roles and scaffolding. The resultsrevealed positive perceptionsamong computer science EFL students on the implementation of the process genre approach in report writing instruction.

The aforementioned studies demonstrated a substantial contribution of the process-genre approach on writing instruction in an EFL context. Therefore, this approach seems to be the most suitable for teaching writing as it helps students to be competent student writer.

It is axiomatic that teaching and learning to write is challenging because there are many problems that students must overcome. In this regard, teachers are always searching for an effective approach that allows students to be innovative, autonomous learners who are aware of the social rules that shape their community. In order to help students develop their social and cultural competence as well as their reflective and creative capacities, the process-genre method combines elements of both the process and genre approaches to teaching writing. As writing is another way for communication, students had better be skillful writers who can express themselves effectively in any context.

## 1.6 Paragraph Writing

In a foreign language,writing is a challenging task as it requires specific writing abilities and knowledge. Therefore, EFL students have to improve their abilities and enrich their knowledge to be able to write about a topic dealing with one aspect in a form called a "paragraph". This part will discuss what a paragraph in academic writing is and what its main components and characteristics are. Moreover, the main paragraph types will be highlighted.

### 1.6.1 Definition of a Paragraph

EFL students have to know what a paragraph is. The word "paragraph" was first used by Alexander Bain (1890) where he defined a paragraph as the section of discourse beyond the sentence, and it is a collection of sentences having one aim. Moreover, because the sentence is a focal component of a paragraph, he highlighted that the unity of the individual sentence leads up to the structure of the paragraph. However, each paragraph is separate from another one in terms of subject rather than the sentences which must show unity between them in order to form one good paragraph. Hence, a paragraph is rule governed and its structure is based on the structure and arrangement of the sentences.

In academic writing books, a paragraph is considered as a one whole that develops one central idea and not limited to a certain amount of sentences. The length may range from a single to ten sentences (Oshima and Hogue, 1999). Hence, all the components of the paragraph are related and organized in a certain pattern to attain a clear, precise, and meaningful piece. More clearly, it is a matter of what to write rather than a matter of how much to write. The issue is that the writer has to be aware of to whom he is writing and why, and he has to understand the subject in hand to be able to support and develop well the main idea presenting enough essential data to the audience.

To sum up, the aforementioned definitions share the same idea of what a paragraph means. They all focus that a paragraph is based on related sentences under rules which develop one single idea demonstrating unity. Thus, a writer has to discuss only one topic in a paragraph as a main feature of good paragraph writing.

### 1.6.2 Structure of a paragraph

Writing ideas and thoughts on paper is an easy task; however, putting them together in a coherent set characterized by unity is a challenging one. In English academic writing, paragraph writing requires specific guidelines and rules to follow.  As a result, being aware of paragraph structure will assist EFL students to be ready to plan, organize, and develop their ideas to write the three main components of a paragraph. Because the style of writing in English is direct, the writer has to deal with these three basic organizational elements when writing a paragraph as the following Figure shows.

| Topic sentence |
| :---: |
| Supporting sentences |
| Concluding sentence |
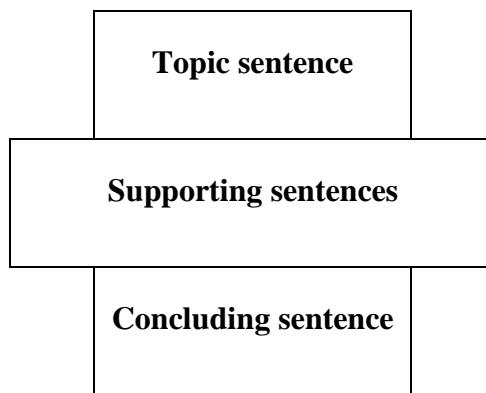
**Figure 1.6. Structure of a Paragraph (Hogue, 2007, p. 39)**

### 1.6.2.1 The Topic Sentence

The main idea of the paragraph is announced by the topic sentence. It not only names the topic, but it also indicates the contentof the paragraph (Hogue, 2007). Moreover, the topic sentence comprises two principalcomponents; the first component is 'the topic',

and the second component is 'the controlling idea'. The latter limits and narrows down the topic to a specific idea that the writer can discuss thoroughly in a space of a single paragraph. The topic sentence is considered the keystone of a well-built paragraph and helps the writer to check his paragraph in terms of unity of thought, and it is a guide to the reader at the same time (Martin, et al., 1990). For example, the following sentence "**Gold**, a precious metal, is prized for **two important characteristics"**serves as an effective topic sentence as it encompasses both the topic and the controlling idea, thereby restricting the discussion of gold to two key features (Oshima and Hogue, 1999) .Hence, writing the topic sentence indicates a well-written paragraph and a good writing attitude.

### 1.6.2.2 The Supporting Sentences

The supporting sentences expand and substantiate the topic sentence of the paragraph. They present more information about the topic sentences that help the reader understand the main idea (Singleton, 2005). They are the details that expand the topic sentence which must be relevant to the main idea; therefore, EFL student writers have to be selective and include only the appropriate ideas that really support and explain their topic sentence thoroughly. It is through the supporting sentences that the writer can provide readers with answers to their questions such as what, to whom, when, where, and why they have written such a paragraph in such a way.

### 1.6.2.3 The Concluding Sentence

The concluding sentence is the finalcomponentof a paragraph. After completing your supporting sentences, you should conclude your paragraph. It either summarizes what has been discussed about the topic or paraphrases the topic sentence to signal that the paragraph has completed (Tyas and Inayati, 2022). Also, sometimes, writers offer suggestions, opinions, or prediction based on their purpose (Folse et all, 2020).

**Unity**

Unity is another main element for good paragraph writing. Accordingly, Unity constitutes a dimensionof centrality, belongingness, and relevance (Lepionka, 2008). It indicates that all the supporting sentences and details are relevant to the topic and connected to expand the controlling idea, and there is no space to discuss other ideas that are not pertinent to the topic. Therefore, it is the purpose why a writer has to be clear and precise from the beginning to introduce the topic sentence to be able to ensure unity by checking the controlling idea each time while writing. Hence, to maintain unity in a paragraph, EFL students, writers have to be aware that introducing the topic sentence which includes the controlling idea is crucial.

### 1.6.2.4 Coherence

Coherence means as the Latin verb 'cohere' means "hold together". Thus, the movement from one sentence to the subsequent one must be logical and smooth (Oshima and Hogue, 1999). Then, coherence occurs when the sentences are written according to a semantic and logical progress; for instance, a sentence which expresses the first step of the process must be followed by another sentence which expresses the second step using appropriate transition signal as 'Second' that expresses the relationship not followed by a sentence that expresses a third or last step. More specifically, coherence deals with sequentiality and togetherness when sentences flow according to their meaning. (Lepionka, 2008). Hence, writing a good paragraph goes back to writing good sentences; in terms of linguistic and semantic aspects.

### 1.6.3 Rhetorical Strategies

Writing is a rhetorical skill that uses language to convey a message to an audience to achieve a purpose. The writer has to be vigilant to select her/ his language which highly

contributes in the effective achievement of the purpose because writing is an aspect of communication. Moreover, as stated previously in this chapter, the writer must understand from the beginning about what, why, and to whom to write in order to make the right decision about which language and strategy to use to write a good piece of discourse. Rhetorical strategies aredistinct writing techniques that facilitatethe achievement of certain communication objectives(Hogsette, 2019). They are methods used to help the writer organize his ideas and sentences about the topic. Although there are many writing strategies, we are going to focus on the main ones respectively; description, narration, and argumentation. Of course, no one is better than the other, in contrast it is a matter of the purpose of the topic which determines the strategy to be selected. Hence, rhetorical strategies help EFL students to be more organized and eloquent when writing their assignments such as paragraphs.

### 1.6.3.1 Description strategy

Writers try to picture a vivid image into the reader's mind through a descriptive mode of writing. In a descriptive paragraph, the writer provides a detailed description of a person, a place, or an object. He wants to make readers feel and experience what he is writing. To achieve this aim, the writer uses a sensory language which shows his feelings and senses; touch, sight, smell, sound, and taste about the topic in order to help readers visualize what the writer is describing (Schacter, 2007). Furthermore, as far as word choice is concerned, using figurative language such as simile or metaphor is not only decorative, but also it reflects the human cognition and helps the reader to paint the picture in his mind (Dancygier and Sweetser, 2014).

A descriptive paragraph is as any paragraph in terms of its components; however, it is different in the formulation of its topic sentence. First the topic sentence of the

descriptive paragraph encompasses the topic and controlling idea which expresses the writer's opinion or attitude about the subject to be described. Second, after narrowing a topic into a focused main idea, a writer generates descriptive details; supporting sentences that answer questions such as who, what, where, and how the item looks, tastes, smells, or feels (Savage and Shafiei, 2007). Finally, a writer evaluates the pertinence of each element and employs only those that illustrate the main idea using appropriate adjectives as well as similes and metaphors.

### 1.6.3.2 Narration strategy

A narrative paragraph means to tell a story. The writer talks about events happened in the past. Narrative is retrospective meaning making which gives meaning to events in the past for making sense of one's own and other people's behaviour by putting objects in context, making connections, and perceiving the consequences of actions and events over time (Chase, 2005 as cited in Wasser, 2021).

A narrative paragraph has the same main parts as the other paragraphs; topic sentence, supporting sentences, and a concluding sentence. The topic sentenceconveys to the reader the topic or the story as well as the temporal and spatial context of the events. It may also express the writer's attitude or feeling about the event. A strong controlling idea guides to reveal the paragraph emphasis and to clarify the writer's purpose to the reader. Moreover, the supporting sentences are the series of events that explain, and answer questions such as who is involved in the story, when, and where (Savage and Shafiei, 2007). The writer here goes through the plot, characters, climax, and solution as any told story. These main details are organized in a chronological order making the incidents in their natural flow. At the end, the concluding sentence summarizes what has been discussed in the paragraph. The narrative paragraph is another rhetorical mode of writing.

It is the mirror of the past that represents the past making a meaningful whole; a story and events, that aims to make readers witness others' experience and attitude, or it helps the writer, narrator, to tell his/ her own experience and attitude whether the story is imaginary or a real one.

### 1.6.3.3 Argumentation strategy

Writing a good argumentative paragraph in academic writing is very demanding. First, Argumentation is a reasoning, a logical sequence of ideas that demonstrate the point of view of the writer towards a controversial topic where he uses strong arguments, and evidence aiming to persuade another person; audience (Popescu, et. al, 2015). More specifically, as far as human skills are concerned, argumentation is considered as a soft skill which is a social process that people engage in when they debate opposing claims with a purpose to convince through logic (Agarwal, 2020). The writer anticipates that the audience will alter their attitude or perspective. To achieve this goal, writers present strong evidence, facts, statistics, and examples to help the reader think and understand, and to be persuaded. Furthermore, as writing is a cognitive process, argumentation and critical thinking resemble each other. To explain more, argumentative writing demands the writer to be wise about the issue, structuring knowledge through high-level thinking skills, writing his assignment according to argumentative text pattern (Özdemir, 2018).

The matter of an argumentative paragraph structure is of a special pattern in academic writing. The writer has to present his knowledge in a specific manner. In the topic sentence, the writer introduces his view whether he is for or against a claim (Savage and Shafiei, 2007). However, through the supporting sentences, the writer has to support his own point of view using strong arguments, reasons, evidence, and facts which help him to support, defend, and explain why he supports or opposes such a claim. The useof

cohesive devices; transitional signals and connectives is essential, too. The writer,subsequently, presents the opposing viewpoint; the counter argument (Özdemir, 2018). This demonstrates that the writer possesses advanced critical thinking ability that he can recognise both perspectives of the problem while advocating for one of them. After citing the main arguments, the writer can end with a concluding sentence.

In conclusion, writing a good paragraph is a challenging task. It not only requires good linguistic, semantic, and discourse competence, but also it requires the writer to recognize text patterns and apply rules for good composition. Thus, EFL student writers have to be aware that a paragraph is composed of five keyconstituents; topic sentence, supporting sentences, and a concluding sentence, in addition to unity and coherence which are crucial to make the sentences have sense as a whole. However, good preparation, planning, and organization lead to a well-built paragraph that will be understood by the reader.

Moreover, a writer has to focus more carefullyonvoice and tone in writing. He must select the suitable rhetorical strategy of writing to express himself accurately and appropriately. Besides, being eloquent, a writer, EFL student, must comprehendboth the connotative and denotative meaning of words and use them carefully. To sum up, the aforementioned aspects contribute in achieving the writing purposes, and whatever the rhetorical mode is, the writer aims to help the audience to be convinced and understand what he writes expecting new thoughts and attitudes.

## 1.7 Writing Assessment

In the EFL learning and teaching context, assessing students' writing in particular is essential.Teachers constantly assess their students' assignment to determine improvements in writing proficiency;hence, this assessment is believed to promote students' learning

progress as assessing writing should mean assessing learning (Reynolds 2010). In accordance to the previous claim, assessing writing is essential for several reasons. One reason is that assessment reveals students' weaknesses and strengths in writing, so it enables teachers to plan for activities that improve the non developed writing ability. Another crucial reason is that assessment facilitatesthe evaluation of students' writing without prejudice (Ahmed&Troudi, 2018).

Exploring more about why assessment is focal in L2 teaching and learning, other five main reasons were suggested by Hyland (2004). The first reason is placement which offersinsights regarding class allocation. In addition, marking and administering is prioritized as errors may be corrected in the future. The second reason is diagnostic, a needs assessment, that identifies students' writing strengths and weaknesses to assist teachers in modifying the course plan and informing students of their progress. The third reason is achievement. It seeks to enable students to show their advancementin writing accordingto what genres covered in class. However, results should show development to enhance courses. Another reason for assessment is performance, which reveals students' writing skills, generally related to academic or job needs. They measure "real-life" performance and emulate non-test circumstances. Hence, target performance must be carefully established for these tests to approximate real-world situations. The final reason is proficiency.  It assesses students' level of competence for sake of certification. Dissimilar to achievement tests, it seeks to provide a comprehensive overview of ability usage ( e.g., TOEFL ).

In language teaching, assessment has a substantial role as it reveals learners' learning progress. More specifically, assessing writing in English uncovers students' rhetorical abilities and to which extent they are skillful to communicate in the foreign language.

Although assessment is very significant, many factors affect its application, subsequently its effectiveness.

### 1.7.1 Factors affecting assessment

This issue has been of a significant interest among many scholars in the field. Most of them claim that assessment is influenced by many factors.

### 1.7.1.1 Trust

Trust/ distrust are considered as constraining factors that have a great impact on assessment practices and results. Moreover, with regard to assessment, trust is referred to as the confidence one possesses in the likelihood of others (administration, students, colleagues, management) who will behave responsibly in accordance to strong principles, practices or behaviours in assessment. Therefore, a compromise between the stakeholders must be established. In addition, it would be of a great effect if students are aware of assessment procedures, so students will build their confidence (Carless, 2008). Furthermore, there is a claim that trust between instructors and students is essential for a constructive and an interactional learning environment, yet it is constrained by many demand's of higher education (Curzon-Hobson, 2002). As a result, there is a strong relationship between trust and assessment that educators have to carefully design their assessment practices; otherwise, it will be the main impediment that hinders the quality of assessment, teaching and learning, respectively.

### 1.7.1.2 Assessment Literacy

Knowledge of assessment and teaching in EFL contexts is fundamental. For instance, academic staff who have received assessment-based training perform better assessment practices compared to those who have not undergonesuch training    (Matovu, 2014). However, as all EFL contexts, in the Egyptian context, several EFL teachers of

writing possess inadequateknowledge about learning, teaching and assessment due to the lack of teaching qualification or training in EFL writing assessment. Hence, this prevents implementing effective assessment of students' writing (Ahmed and Troudi, 2018). Therefore, specialists have to offer teachers enough training not only in teaching methodology and pedagogy but also in measuring and evaluating their learners' learning progress which is essential for determining the success of their teaching methods and how to overcome learning obstacles.

### 1.7.1.3 Teaching Over-sized Classes in EFL Context

Another main factor is teaching over-sized classes in EFL context. It is argued that crowded classes affect both teachers' performance and students' learning in higher education, particularly teaching and learning writing which becomes significantly demanding and more difficult to manage (AliJokhio, et al., 2020). Moreover, large class sizes are seen as impeding to the quality of assessments on both the teacher and the students (Matovu, 2014). Therefore, in the different studies done in assessment, all teachers and researchers have recommended that class size reduction would be among the effective strategies towards successful assessment.

### 1.7.1.4 Teacher-Student Power Relations

The power relations between teacher and student also affect both teaching and assessment. Supporting the idea, teacher student interaction can either reinforce power relations or foster collaborative ones. Hence, in these empowering classrooms, Students feel heard and appreciated (Cummins, 2009). In addition, teachers' positive relationship helps to promote students' academic outcomes and behaviour, so students can overcome many challenges while learning (Agyekum, 2019). Subsequently, students become more obedient and respectful who believe in their teachers' competence and fairness.

Summing up, to effectively diagnose and understand students' strengths, weaknesses, their learning progress, or even teachers' effective instruction, assessment is the unique measurement that can provide such precise data about the teaching/ learning process status and progress. Therefore, trust in assessment must be highly enhanced, and teachers have to be competent enough to diagnose the learning difficulties, and then find remedies to develop their learners' skills and learning.

## Conclusion

Because writing is as a mode of communication, it should be prioritised in EFL classes. This skill helps student writers to express their thoughts and convey their intended meanings to their audience either in the classroom with their teacher and peers or beyond the classroom in their real-life situations. Moreover, as an important skill, writing helps students to create and transform new knowledge through revision and reading stages of the writing process. Therefore, selecting and adopting an effective teaching approach of writing is primordial. The literature review indicateswhile numerous methods have been employed to teach writing, Process-Genre Approach has been the most effective one as its principles go hand in hand with the new teaching trend, learner-centred class, which can help EFL learners express themselves appropriately being independent writers. However, to ascertain whether students' writing skill have improved or not, writing assessment has become essential.

# Chapter two: Self-assessment in Writing

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## Introduction

Teaching writing in EFL classes has become a controversial topic as several researchers have undertaken studies to comprehend the nature of writing, the methodology of its instruction, and its assessment methods. However, the shift in the educational system towards learner-centeredness and autonomy has transformed assessment practices in EFL classrooms. Therefore, researchers, linguists, and educationalist have been inspired to explore and provide teachers with effective approaches and methods of writing assessment that may enhance teaching and learning processes outcomes.

Chapter two sheds light on writing assessment and its main types and characteristics. First, it clarifies the confusion between the concepts; assessment and evaluation. Then, it reveals the types of assessment focusing on self-assessment as it is the core of the study in hand. Finally, it discusses assessment in terms of methods and scoring rubrics.

## 2.1. Definition of Assessment

Assessment is an important practice in EFL learning context. The purpose of any language assessment is to draw conclusions about an individual's language-related knowledge, skills or abilities (Green, 2014). Thus, assessment provides information about students' performance and competences such as the linguistic one. Inappropriate judgments are made based on unreliable data if assessment is not functioning effectively day-to-day in the classroom during their learning (Stiggins, 2014). He stressed that assessment is essential for both learners and teachers; however, it must be well designed; otherwise, it will hinder making good decisions about learners' learning. Assessment can

take two forms, formative assessment, assessment for learning as a continuous process of assessing learners' outcomes of learning to diagnose their progress, and a summative assessment, assessment of learning which assesses the students' outcomes of learning after completing a fixed period of learning (De Mangal & Mangal, 2019).

While assessment is a crucial component of the teaching and learning process, it presents significant challenges, particularly in the assessment of writing as an essential productiveskill in L2 learning. Besides, assessment is an opportunity for students to identify their writing points of weaknesses and strengths; as a result, they can take remedial action to enhance their learning and learn more effectively (Hyland, 2004).

According to many researchers assessment plays a crucial role in language learning.Changing the method of assessment is necessary to alter students' learning (McVarish and Milne, 2014). This leads teachers to be vigilant and select the appropriate method for assessing their students or try to change it in order to achieve teaching/ learning objectives and help their students to learn effectively. Furthermore, nevertheless students must also receive feedback, teachers should implement assessments that assist them in applying their skills and problem-solve;in addition to the assimilation of their knowledge (Knight 1995). Thus, assessment has a significant importance in the teaching/ learning process as it can tell everything about students' learning, needs, and level.

## 2.2. Difference between Assessment and Evaluation

Assessment and evaluation are two commonly used terms in the field of education in order to gather information about students' learning progress. They are sometimes used interchangeably; however, they are distinct. Hedge (2000) explained that assessment is a crucial aspect of teaching and learning since it involves monitoring students' learning progress.  It is anongoing process that teachers consistently engage into gather information

regarding their students' comprehension, progress, needs, and acquired skills. Whereas, evaluation is defined as the collection of practices used to ascertain whether a student achieves a particular standard highlighting that it requires data gathering to help teachers make judgments and decisions about their students' qualification (Mohan, 2016).

In a comparison between these two terms, Brown (2004) has pointed out testing, another term in ELT field, and identified that tests are the planned administrative procedures that occur at specific times in a curriculum when students have mastered all of their skills and are able to perform at a highest level, knowing that their responses are being measured and evaluated. Assessment is a continuous process that deals with the learning process from its all different aspects, so that the teacher can assess his student whenever he accomplishes a task or can respond to classroom questions.

For instance, Hedge (2000) argued thateffective tests allow learners to demonstrate their knowledge of language structure and vocabulary, as well as their ability to utilise these formal linguistic elements to communicate meanings in classroom language activities by means of listening, speaking, reading, and writing.Thus, through tests teachers are able to measure their students' skills and even their competence in a certain area in learning in order to find out important data about their students. We can deduce that in the ELT field, testing is considered as the narrowest part of assessment scope where teachers are focusing more on their students' performance or behaviour to diagnose whether they are on the right path of the learning process.

To sum up, assessment is an umbrella term that encompasses evaluation and testing not only to make decisions and judgments about students' learning progress, but also to diagnose whether they have achieved the learning goals and to what extent teaching is effective.

## 2.3. Types of Assessment

Research reveals that there are many types of assessment which are based on different teaching/ learning approaches and objectives aiming to achieve specific learning outcomes. They include: product assessment, process assessment, performance assessment, project assessment, informal and formal assessment, formative and summative assessment.

### 2.3.1. Product Assessment

Product assessment is one way of assessing students' writing. The word 'product' refers back to students' final written piece or product which is the core of assessment in order to diagnose their correct use of vocabulary and grammar based on the product approach, the traditional procedure of teaching writing. However, the stages of the writing process are neglected ( This concept has been discussed thoroughly in chapter one ).

Aiming to help student writers become good writers, and competent language users, teachers assess their final written product to enrich it with significant remarks and feedback. Many scholars and linguists agree that a good assessment of the product requires some important characteristics. Olinghouse and Santangelo (2010) suggested that there are specific linguistic levels (letters and word level, sentence level, and text level) that should be prioritised when assessing a written work.

**Letter and word level:** Spelling, vocabulary, and handwriting are all covered at this stage. Handwriting and spelling assessments enhance fluency and automaticity, whereas vocabulary development helps students choose words that effectively and properly represent their intended meaning taking into consideration the purpose, genre, and audience of their writing.

1. **The sentence level:** Students compose run-on phrases, fragments, and extended sentences based on their speaking language. Thus, it is essential to first learn sentence structure, capitalization, and punctuation. Older students not only are required to employ accurate grammar, but also to evaluate whether or not their sentences are acceptable for the context of the text, as well as for the intended purpose, audience, and genre.

2. **The text level:** After mastering all sentence kinds, students must combine them into paragraphs and multi-paragraph texts. Students must also comprehend paragraph structure, indenting, margins, and genre-specific paragraph structure (compare/contrast, descriptive, argumentative). Moreover, they must be able to clearly articulate the paragraph's primary concept and utilize suitable connectives until they can develop it into a multi-paragraph composition with a certain arrangement and coherence through transitions and connectives. So, students may enhance their text-level writing by understanding these norms and elements of writing.

Assessing students' final written product helps them not only to be competent in writing, but also to develop their language skills as a whole as writing is the combination of all language skills.

However, the revising stage, when teachers have to encourage student writers to edit their written work for reflection and development is essential (Hedge, 2000). This implies that teacher's traditional role of correcting his students' written work, and then turn it back to them is old-fashioned and non-effective because this strategy does not help them to reflect on their own products to diagnose their weaknesses, and to understand how the writing process takes place in the mind of the writer.

Although writing is an important language skill, many student-writers are struggling to write correct and comprehensive pieces. This is because the product assessment is still a traditional way since teachers feel exhausted, and students cannot understand how they are assessed. Therefore, teachers should find another way of assessment that can help students to understand what is the writing process and according to which criteria they are assessed.

### 2.3.2. Process Assessment

The writing process was considered at the peripheral view of research though it is integral to write the final product. Assessing the writing process of student writers means assessing their cognition and engagement in writing to compose a good piece. The process of writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing (Flower and Hayes, 1981). Teachers seek to assess whether their students who are writing following the writing process's stages will be able to better plan, organize, and revise their drafts to be suitable to their audience. Supporting the idea, teachers could help students to gain an awareness of their target audience through the writing process (Hedge, 2000). Teachers have to assess whether their student writers are taking into consideration their readers whom they are addressing, and why they are writing such a genre. For the better understanding of the writing process, Olinghouse and Santangelo (2010) advocated assessing student writers' portfolios.

To sum up, assessing students' work and providing them with positive feedback at each stage of writing can be a great source of motivation and support; consequently, students can improve their writing developing their language skills better than solely correcting their final product giving the impression that the teacher is the responsible for the improvement. As the new pedagogical approaches and methods emphasize the

development of student autonomy, it is crucial that the assessment methods and strategies become student-centred.

### 2.3.3. Performance Assessment

The shift to student-centred classrooms has prompted many changes in the ELT field. Assessors and testers drifted to other assessment and testing methods that can meet the approach goals. Several activities such as oral production, written production, open ended responses, integrated performance, group performance, and other interactive tasks are main components of performance-based assessment of language (Brown 2004). This type of assessment deals with the performance of students and their competency to accomplish the task. Because performance assessment involves interactive tasks, and it is characterized by authenticity, it provides students with the opportunity to use language in authentic contexts, where they may become highly motivated, creative problem solvers with the ability to think critically and make appropriate decisions (Brown, 2004; Macmillan, 2008). Focusing on learners' competence and performance, Skehan (1996), postulated in his framework of task-based instruction, that students to become proficient in the target language, their performance must be assessed using three primary criteria. learners' performance must be assessed according to three main criteria to be native-like language users.

**Accuracy:** refers to a student's skill in managing the level of inter-language complexity that they have reached. Students, therefore, must learn to use language precisely in order to properly convey their intended meaning.

**Complexity:** is related to the development and refinement of the underlying inter-language system; how learners can use different language structural features to convey their meanings in different contexts.

**Fluency:** refers to a learner's ability in using an interlanguage system to convey meaning in spontaneous conversation to achieve a comprehensible and effective communication.

It is clear that performance assessment has an interesting advantage. Because of the authenticity of the given task, performance assessment provides the teacher with necessary information about learners' weaknesses in an authentic context through their real-life language use. Paper-and-pencil tests, on the contrary, don't elicit such communicative performance, as claimed by Brown (2004), who argued that the use of interactive assignments can involve learners in doing the behaviour that the assessor intends to measure.

On the other hand, performance assessment disadvantages are on time and scoring. This kind of assessment requires time, and the scoring is based on the teacher's judgment according to a predetermined criteria (Macmillan, 2008). Therefore, educationists and teachers are always seeking for effective assessment procedures.

### 2.3.4. Project Assessment

Project-based learning ( PBL) emerged as a new teaching approach in learner-centred classrooms. It is an inquiry method as stated by (Gilleran, 2014). This approach not only assists students in developing deep content understanding, but also in learning and practising the skills required for college, job, and life success (Larmer, Mergendoller, and Boss, 2015). This calls for a necessary shift towards more student-centred, project-based learning strategies that really involve students in their learning in an authentic context; therefore, it can bridge the gap between the educational field and the world of employment as students apply their knowledge and skills within their project's practices.

Project assessment is a self-assessment where students can evaluate their work and progress throughout their project for any necessary correction, revision, or

amendment. This kind of assessment is a worthwhile one because it provides students with the opportunity to play a vital role in their learning, being creative and autonomous learners who can collaborate.

### 2.3.5. Informal Assessment versus Formal Assessment

Assessment is among the main teachers' daily classroom tasks that provides them with necessary information about their students' behaviour and learning progress. It can be informal or formal assessment.

### 2.3.5.1. Informal Assessment

Informal assessment is a kind of assessment whose measures are flexible, and teachers can modify procedures according to the needs of specific students or classroom situation (Caldwell, 2008). It assists teachers to gain insights about their students' level of knowledge and skills. Informal assessment is embedded in classroom tasks in numerous shapes. It can be incidental or spontaneous, or other impromptu feedback to the student; for instance, a praise, a correction, an advice for better pronunciation, a question asked or clarified, or adding some icon images that express an idea on their homework (Brown, 2004). For more emphasis, the goal of informal assessment is to determine each student's, strengths, regardless of their age or grade (Navarrete, 1990). According to these claims, we can deduce that informal assessment's main objective is to check and diagnose students' learning progress, weaknesses, strength, and teacher's teaching not to score or give grades. Furthermore, Nieminen, et al. (2016) explained that informal assessment provides good opportunities for formative action where the teachers' aim is to probe students' understanding and thinking in real time, so as to collect evidence about their learning progress, decide how to improve their learning, and think to seek for a more effective teaching method. Thus, we can say that informal assessment is a formative one.

### 2.3.5.2. Formal Assessment

Formal assessment is another type of assessment. Formal assessment is those exercises and tests which are designed for students to measure how their achievement of the course objectives is, and to measure students' mastered knowledge and which skills have been developed (Brown, 2004). However, formal assessment may make students more stressed as they are conscious that they are assessed through those structured tests and procedures to make decisions about their learning; a summative assessment. In addition, they should be more reliable and valid (Kizlik, 2012). To achieve this, formal assessment tests should be standardized; all the tests are structured according to the same procedure for students, test takers, to be assessed the same manner.

To sum up, **informal and formal assessments** are highly required forms in teaching; however, teachers should select the one that is appropriate to achieve their objectives and assessment purposes varying from students' achievements, their skills and competences, and even the teaching improvement.

### 2.3.6. Diagnostic Assessment

Diagnostic assessment is implemented before instruction not only to inform teachers with students' prior knowledge and skills but also to help them to determine their strengths and weaknesses in order to set their teaching objectives to meet students' needs for better learning outcomes. In this vein, Hyland (2004)asserted that it would be challenging to recognise the disparity between students' current and desired performances and to promote their improvement without the information obtained from assessment.

### 2.3.7. Formative versus Summative Assessments

Assessment can be implemented in several ways. Formative and summative assessments are two main types of assessment in the EFLT. What is their function and procedure?

### 2.3.7.1. Formative Assessment

Formative assessment or as it is called assessment for learning has to deal with learners' formation. Moreover, formative assessment is regarded as an effective pedagogical strategy that occurs during students' learning stages which facilitatetheir progress and self-regulation (Mastracci, 2017). Because a good teacher has to know whether his students have grasped what has been taught, formative assessment is advantageous for both learning and teaching processes. Through teachers' feedback not only students' strengths and weaknesses can be revealed, but also the obstacles that they encounter could be overcome by their teacher who thinks about his teaching whether to adjust it or to move forward.

Formative assessment can be informal or formal. It is informal as it is implemented by the teacher during instruction to make students engaged and to ascertain their understanding. In this respect, formal formative assessment is planned at the same time as the establishment of the course's overall evaluation strategy; it is integrated into learning activities, and supported by tools (Mastracci, 2017). For instance, problem solving, exercises, research tasks, or drafts of an essay are as an opportunity where formal formative assessment could occur. Consequently, learners can be engaged in their own learning process taking part in their own assessment.

According to Cizek (2010) providing feedback,facilitating students' self-monitoring and self-assessment of their learning progress, and enhancing their meta-cognitive skills

are critical objectives that teachers should achieve throughout formative assessment procedures.

Feedback is crucial in any formative assessment while teaching. Teachers' training and self-evaluation seeking for improvement help them to be more aware of their teaching main tasks such as providing feedback to their students. This could be as a comment, praise, or even a smile that really can be advantageous for students and helps them not only to build their self-confidence and believe in their own capabilities but also to be motivated.

Furthermore, because new teaching approaches are student-centered, making students involved in their learning process is an important issue that teachers are trying to achieve. The best strategy for involvement to take place is on the behalf of the learner who has to play the role of an assessor during formative assessment (Mastracci, 2017). The learner has to be engaged and take part in the assessment of his own work rather than being passive. Therefore, self-assessment is an opportunity where learners become able to think critically about their work applying their competencies which in turn will be developed trough training by the teacher. During self-assessment, learners focus on their strengths and weaknesses, so they can make necessary improvement. Not only is self-assessment the focus, but also self-regulation is essential when formative assessment occurs to keep learners motivated and get involved. Consequently, learners are responsible to monitor their own learning and learning progress. Hence, it is our role as teachers to help our students to be motivated and develop their skills. What is important is not just providing students with information through instruction; however, it is crucial to engage them in a formative assessment classroom experience.

Frey and Fisher (2011) agreed with Hattie and Timperley (2007) that if teachers are aiming to help their students to better progress, feedback is the forceful procedure to be among their formative assessment practices. They have also suggested a formative assessment system as **Figure 2. 7.** shows.
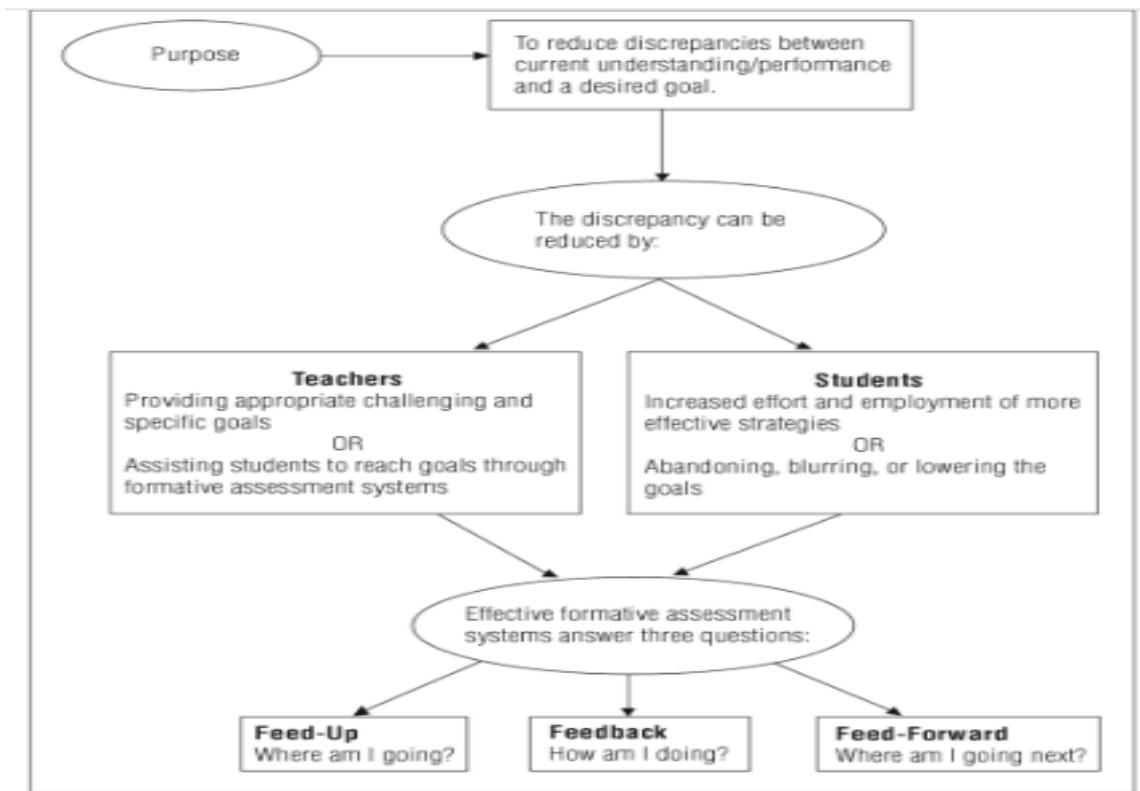


**Figure. 2.7. Formative Assessment System (Hattie, 2009 cited in Frey and Fisher, 2011, p. 3)**

This system is composed of three main components; feed-up, feedback, and feed-forward. Feed-up confirms that students understand the purpose of a task, or a lesson, including the assessment method. Feedback provides students with information about their achievement, weakness, strength, and needs. Feed-forward guides students learning based on performance data. Each component has a guiding question for teachers and students. As shown in the system respectively: where am I going? How am I going?, and where am I going next? As it is proposed, formative assessment is beneficial for both teachers and

students; both can gain information whether about teachers' teaching or students' learning progress and success aiming to learn at a high level.

However, feedback alone is not considered adequate as it must go hand in hand with a good and a well-planned formative system. Frey and Fisher (2011) added that it helps students to build their responsibility towards their learning stating that transferring responsibility back to the learner is the key component of feedback. Although being responsible indicates a successful teaching/ learning process, it is not advisable from the beginning. Instead, learners need to be trained and taught what do first. Therefore, a good formative assessment could bridge the gap improving learners' competencies and self-confidence towards increasing their autonomy.

### 2.3.7.1.1. Main Formative Assessment Tasks

As we have mentioned earlier in this chapter, formative assessment could be formal or informal improvisational. Teachers implement different activities as formative assessment practices such as teacher-student discussion and interaction or through direct questions. Such practices are considered as immediate strategies where teachers can easily diagnose and gather data about their students' understanding, knowledge, and skills in the classroom context (Ruiz-Primo and Furtak, 2007). Hence, this activity, conversation or classroom talk as it is referred to, is a type of assessment which provides students with an opportunity where they can reveal what they understand and know to their teacher who will recognize and be able to enhance his students' learning.

To sum up, formative assessment, assessment for learning, can be very effective not only to scaffold students throughout their learning process, but also to improve their motivation and responsibility towards their learning for better achievements. Formative assessment is considered an opportunity where learners are able to be engaged in their own

assessment and evaluation of their learning progress. Thus, increasing students' responsibility to self-assess their own work is a significant strategy which helps students to be aware of their own learning, and they can understand and achieve their learning goals. As a result, both teachers and students seek improvement for better teaching and learning. We will discuss the notion of self-assessment in details further in this chapter because it is the focus of our study.

### 2.3.7.2. Summative Assessment

Conversely, summative assessment is considered as a formal assessment of learning; it occurs at the end of an aspect of learning to confirm that learning and achievement have taken place (Gravells, 2016). Summative assessment occurs when evaluating one's learning to reflect on one's progress towards the objectives, but it does not ensure one's success in the future (Brown, 2004). Simply put, it is the evaluation of learning to verify whether the targeted goals have been achieved. So, summative assessment is the way that permits teachers to measure what their students have acquired and whether the programme was effective to meet students' needs or to attain their learning goals. Furthermore, summative assessment is the evaluation of learning outcomes at the end of a course through final exams, or it is the way that permits the validation of the competency levels attained at the end of an instruction or a programme; a curriculum for a certificate or a diploma (Mastracci, 2017). Summative assessment is, then, an opportunity where teachers can make decisions and judgments about their students' learning, it requires reliability and validity, however.

Before discussing these two main qualities, Dolin et al (2018) shed light on main purposes and practices of both formative and summative assessments. Assessment is important for both student and teacher, particularly to maintain communication and

interaction along the learning/ teaching process.  Hence, through formative assessment teachers and students can recognize the next steps in learning for better instruction in the future while summative assessment ends to find out what has been achieved to date to validate students' competencies and skills.

For a quality instruction and to achieve proficiency in language teaching, particularly, EFLT, we can deduce that each type of assessment plays a crucial role to help learning take place successfully. Because new teaching perspectives focus on students' understanding of their learning, formative assessment aims to help them along their learning process to be responsible for their own learning, motivated, and autonomous students who are ready and well prepared for the summative assessment for their certification to validate their acquired competencies. Thus, students become able to attain their learning goals.

### 2.3.7.3. Assessment Features

Because the main purpose of assessment is to gather data about students' learning progress and competencies which they possess or have acquired, it is crucial to be well designed. Good assessment whether formative or summative must be set on certain qualities to be effective and achieve the intended goals of why assessment should take place in such a way for that group of students and for what purpose. More precisely, assessment qualities are proven to be reliability and validity as suggested by (Hyland, 2003, Brown , 2004, and Dolin et al, 2018).

### 2.3.7.3.1. Reliability

As far as students' achievements are concerned, reliability has been an important aspect of assessment. For this purpose, myriads of definitions have been yielded. Cambridge Dictionary (2003) defines: " something or someone reliable means that can be

trusted or believed because they behave well, so they meet your expectations". So, the issue focus is trustfulness. Moreover, the reliability of an assessment; a test, refers to consistency or accuracy of its results (Dolin et al, 2018, Brown, 2004). If a test had been given to the same students in a different setting, it would have provided akin outcomes. Thus, reliability could minimize scores' differences which are caused by many factors, not related to the test itself, including conditions under which tests are taken, the instructions given to students, the genre, the time of the day (Hyland, 2003).

Moreover, student, rater, test administration, and the test itself are considered as the main factors that influence test reliability. A test could be unreliable because of the student himself. Illness, anxiety, or other physical and psychological factors may contribute to the unreliability of the test. Rater, also can affect test reliability whether inter-rater or intra-rater. The former occurs when many raters grade the same paper differently because of bias or other scoring criteria whereas the latter is the grading of different papers by one rater who may unconsciously grade them diversely. Furthermore, test administration is the factor which has a relation with the context where the test is taking place, by which tools, and under what conditions. Finally, the nature of the test itself may cause unreliability; for instance, if it is too long, poorly structured, or characterized by ambiguous questions or answers (Brown, 2004).

### 2.3.7.3.2. Validity

To achieve validity in assessment, an assessment task has to focus on two main aspects; what it claims to assess, and what has been taught(Hyland, 2003). He claimed that it is illogic to test learners in writing without asking them to write, or asking them to write on a genre that they have not learnt yet. In this respect, the current study will discuss thoroughly how to assess learners' writing. Along with Longman Dictionary of Language

Teaching and Applied Linguistics by Richards and Schmidt ( 2002), in testing, validity is the degree to which a test measures what it is supposed to measure, or can be used successfully for the purposes for which it is intended. Theoretically, a test is valid when it is well designed and prepared taking into consideration what learners have been taught, and what is accurately intended to be measured.

Validity of an assessment refers to the degree to which the assessment aligns with the intended behaviour or learning outcomes. Three types of validity are proposed; construct validity ( pertaining to the skills acquired ), consequential validity ( evaluating the relevance of assessment findings to established criteria ), and content validity ( which corresponds to the subject taught)(Dolin et al, 2018). To provide more details, Brown (2004) postulated that validity is a crucial characteristic of any assessment, and face validity occurs when learners judge the test according to what they see.

As a result, an effective assessment requires being reliable, valid, and beneficial for both learners and teachers.  However, what are its main benefits or effects? It is, then, noteworthy to discuss the effects of assessment or as it is called "washback". The concept is referred to as the impact of an assessment, a test, on both teachers' and learners' actions which they might not think about and do (Messik, 1996, Brown, 2004). Assessment is a powerful tool used in the field of education.

Therefore, washback not only assists teachers to adjust their behaviour; test's layout, or even their teaching methods to meet test's requirements, but also it encourages learners to reflect on their tests' results seeking to Figure out where the problem lies and to improve their learning strategies (Green, 2013).  Regardless of the impact of assessment or "washback", reliability and validity, then, are intertwined features of good assessment as validity could be attained only if reliability took place. Both pave the way to a powerful

and effective assessment that will be advantageous for the stakeholders, teachers and students, for satisfactory grades and improvement.

Establishing a good assessment is underscored. In addition to reliability and validity, the main characteristics of an assessment, it provides teachers with necessary data to determine how to proceed forward in teaching and assessment. So, assessment is considered as a mirror for teachers. Although assessment is a challenging task for teachers, they are diligently working to design good assessment that meets their students' needs and achieves assessment goals. Assessment has to help and motivate learners to achieve autonomy, develop their self-confidence and self-esteem toward language and language learning. Furthermore, as far as assessment is concerned, language skills require to be assessed effectively, particularly the writing skill which is the focus of the current study.

## 2.4. Modes of Writing Assessment

Over the years, writing has been a controversial issue in the scope of EFL teaching as it possesses a significant role in the whole teaching process. Nevertheless, linguists, researchers, and pedagogues were diligently working to find out and clarify the effective methods and ways of its assessment. Because of the teaching switch and development in recent decades, writing assessment has undertaken two fashions; from traditional to alternative forms including self-assessment, portfolio, or even online assessment.

### 2.4.1. The Traditional Mode of Writing Assessment

A priori, teaching was teacher-centred; traditional as the teacher was the only knowledge provider, controller, and assessor in the class whereas learners were passive receivers of knowledge. Besides, the product approach has been the core of teaching writing because teachers were focusing on learners' final product which must be flawless and similar to the given model. Thus, the linearity of the product approach ( discussed

thoroughly in the first chapter ) hampers learners' potential and holds back their creativity. As a result, learners cannot add or generate any new ideas concerning their writing as they are model bounded as well as imitation was the sole procedure. Furthermore, in accordance to writing's objective of making learners apply their grammar knowledge for better mastery, the main purpose of the former approach was to develop learner writers' accuracy, grammar, rather than writing proficiency.

Hence, assessing writing relied solely on the teacher's error correction neglecting considerations of content, thestudents' writing process, or their levels of motivation. Then, regarding motivation, the assignments and assessments handed to students must influence their motivation and creativity, otherwise they will not meet students' needs as the "pen and pencil evaluation" is inadequate (Walvoord and Jhonson, 2010).Therefore, accuracy in writing assessment is not satisfactory because learner writers need to understand what they are writing, for what purpose, and to whom; in addition to how they will be assessed or graded.

To sum up, due to teacher-centeredness, this traditional form of writing assessment is obsolete as not only it makes both teachers and students feel frustrated but also lessens students' motivation and self-confidence, and obstructs their active participation in their own learning and assessment. Accordingly, Hamp-Lyons advocates that specialists in EFLT must amend and update their assumptions and procedures of traditional psychometrics (1996, p. 151 cited in Milanovic & Saville,1996). Therefore, myriads of applied linguists and researchers assent that it is time to remove the rust and improve writing assessment toward a more effective and beneficial one coping with the new teaching/ learning shift in the EFL field towards a flipped classroom.

### 2.4.2. Alternative ( Non-traditional ) Modes of Writing Assessment

Because of the traditional mode of writing assessment was ineffective, birth was given to new modes of writing assessment. This shift toward formative assessment has been called "Authentic" or "Alternative" assessment which underscores the significant role of assessment as far as the goals of the curriculum are concerned, in addition to have a constructive relationship with teaching and learning (McNamara, 2000). So, alternative assessment could provide other information about students' learning. They include; portfolio, self-assessment, peer assessment, protocol analysis, journal entries, dialogue journals, learning logs, and conferencing as it will be thoroughly explained as follows.

### 2.4.2.1. Portfolio

Portfolio has been regarded as an alternative mode of writing assessment within the new teaching framework. It was first developed in the fine art field where artists demonstrated selected pieces of their work to show their abilities; subsequently many educational institutions had adopted this technique (Moya and O'Malley, 1994). So, portfolio is the compilation of students' work. However, in writing, "Portfolio is a collection of the writer's work over a period of time" and it necessitates reflection about what the writer has produced as an evidence in the whole process of portfolio assessment (Hamp-Lyons, 2006, p. 140). The portfolio, then, may consistsolely completed products or earlier draughts of accomplished products (Weigle, 2002).

Because authenticity is a fundamental aspect of portfolio assessment, a portfolio is more than simply a collection of randomly organized documents gathered in a folder; however, it has a function and a focus (Burke, 2009). Furthermore, the portfolio's organization and content varies depending on the type of portfolio. Hence, this indicates that a portfolio is a non-traditional folder where students can only save their work

nevertheless it is well constructed, organized, and students' works are selected attentively for another purpose rather than only evaluation. To create a good portfolio Burke (2009) suggested some of key components:

1. Table of Contents to Exhibit Organisation.

2. Six to seven student products to exhibit work chosen by teachers or students.

3. Reflections to elucidate student insights.

4. Self-assessment to evaluate weaknesses and strengths.

5. Optional conference questions for addressing the audience with significant questions.

The portfolio is composed of student's work, writings, to show his progress, improvement, and abilities as a writer. More particularly, he can collate only some of his works which he selected to be evaluated. Portfolio, then, is a collection of student's product along a specific period of time or a whole semester to enable him assess his learning progress through his output and diagnose his strengths and weaknesses.

**2.4.2.1.1. Main principles of using portfolio assessment**

To achieve the intended goals and in order to construct an effective assessment instrument, the portfolio has to be grounded on certain features as illustrated below (Moya and O'Malley, 1994).

Comprehensiveness involves collecting comprehensive data and analysis to assess a student's ability. It uses formal and informal methods focusing on both the processes and products of learning, and studies student language development in linguistic, cognitive, meta-cognitive, and emotional domains. Nevertheless, an adequate portfolio strategy will only contain the student's chosen work for teacher evaluation. Moreover, defining attainable portfolio evaluation goals increases teacher engagement and implementation. The second feature is predetermined and systematic. It implies that a successful portfolio

results from thorough preparation as its objective is well understood by all stakeholders. In addition to its primary components, the contents, data collection schedule, and student performance criteria which serve as the foundation of portfolio planning. Another feature is informative. The portfolio must contain information that is relevant to teachers, students, staff, and parents. It must also be applicable for instruction and curriculum adaptation to satisfy students' needs. Tailored is an important feature for portfolio construction. The best portfolio is prepared with consideration to its purpose of use, classroom objectives, and to individual student assessment needs. Assessment results and data are used by teachers to determine if their pedagogical objectives are realistic and to adjust their lessons to meet the student's needs. The last feature is authentic. The most effective portfolio includes information gathered from assessment that reflects those authentic activities utilised in the classroom. Furthermore, authenticity is the great strength of a portfolio as they can include writing samples that are written for some authentic purpose other than solely the evaluation (Weigle, 2002). Therefore, portfolios are designed to focus more oncommunicative and functional language use, and student's cognitive and meta-cognitive abilities.

Furthermore, Hamp-Lyons and Condon (2000) stressed that a perfect portfolio assessment is characterized by delayed evaluation and reflection, and self-assessment.

The delayed evaluation provides students with opportunity and motivation to revise and amend their writing, output, before the final evaluation. Whereas reflection and self-assessment necessitates students to think about their work and make decisions about how to arrange the portfolio; for instance, they compose a reflective essay regarding their progress as writers and how their portfolios demonstrate this development and progress. Thus, creating an ideal and effective portfolio requires a special planning and design.

### 2.4.2.2. Self-assessment

Self-assessment may serve as an alternate method to assess writing in the new educational framework. Boud (1993) postulated in his initial study that self-assessment entails students' involvement in recognizing standards and/or criteria applicable to their work and making determinations about the extent to which they fulfill these standards and criteria. Self-assessment highlights two fundamental components: the enhancement of knowledge and the ability to evaluate one's own work. Furthermore, self-assessment facilitates the student's ability to "learn how to learn" and promotes reflection as a habitual practice (McDonald, 2007). Consequently, students will exhibit greater self-monitoring and independence when they assess their performance throughout their learning journey, which is described as retrospective monitoring of prior performance (Baars et al., 2014).

The constructivist approach posits that self-assessment views the learner as an active participant in the knowledge acquisition process, highlighting learning outcomes as a consequence of knowledge development rather than a mere stimulus-response phenomenon (Bhatti & Nimehchisalem, 2020). Furthermore, to facilitate self-assessment, educators frequently employ checklists to assist students in evaluating their own work and learning. A checklist is defined as "a list of factors, properties, aspects, components, or dimensions, the presence of which is to be individually evaluated to accomplish a specific task" (Scriven, 2000). The checklist, a structured practice, has characteristics that students must contemplate while utilizing the language to achieve improved outcomes. A checklistmodel is in ( Appendix No. 4).

Furthermore, self-assessment triggers intrinsic motivation and fosters autonomous learning (McDonald, 2007). Thus, including students in the evaluation of their own work markedly improves their skills and reflective capacities. Varier et al. (2021) contended that

engagement in self-assessment enhances students' self-efficacy via experiences of personal achievement. The attitudes, behaviours, and motivation of students to write will be enhanced.

Moreover, some recent empirical research has established that self-assessment is significantly advantageous across all fields, including writing and mathematics (Andrade and Valtcheva, 2009). The application of rubric-referenced self-assessment among primary school pupils by Andrade et al. (2003) markedly improved their writing outcomes. In a separate study, Andrade (2020) utilised action research, demonstrating that the application of scaffolding strategies centred on business vocabulary and structure improved students' business writing competencies. Moreover, students' favourable perceptions of scaffolding strategies affirmed that self-assessment using a writing rubric improved their writing skills and learning independence.   The primary concept about the substantial influence of self-assessment on students' self-efficacy is that a clearer comprehension of task expectations enhances their likelihood of success and fosters a sense of accomplishment (Pandero, et al., 2017). However, more results will be discussed in this empirical research in chapter four.

### 2.4.2.3. Peer-assessment

In the era of learner-centeredness shift in education, peer-assessment serves as a mode of alternative writing assessment used to attain its objectives. Topping (2003) referred to the concept "peer assessment" as a procedure in which students and employees assess and rate the work of their peers on a similar level not only to increase learners' sense of ownership, interaction, personal responsibility, motivation, and engagement but also it can affect their understanding, cognition, and meta-cognitive abilities. For instance, students can exchange their peers' papers and assess their work aiming not only to grade them but also to measure

their learning progress during the learning process. Moreover, students' engagement in assessment means students use standard and requirements to form conclusions (Falchikov and Goldfinch, 2000). More precisely, Peer-assessment could be defined as a psychometric measurement that aids to diagnose learners' strengths and weaknesses to find an effective remedy to learners' difficulties and to develop their proficiency.

Furthermore, as assessment entails feedback, providing learners with positive feedback is very helpful because it can identify their weaknesses to be remedied and improved, as well as it can promote their involvement and regulation.

Although peer-assessment is advantageous, it could be effective only if it is well designed and structured. Because learners' proficiency is still not adequate and the concept of peer-assessment is new among them, teachers must pay more attention when designing peer-assessment activities. They must determine the objective and scope of assessment. Consequently, they have to provide their learners with comprehensible instructions and guidance to understand how and what to assess in their peers' papers, products. For instance, they can create checklists to be used by learners as a means of assessment to collect data about their peers' performance, and subsequently they provide them with positive feedback for better improvement. However, to guarantee the reliability and validity of peer assessment, learners' assessment has to be objective without any bias, empathy, or hatred; in addition, they should understand what they are doing and why to help them develop their meta-cognitive skills and proficiency, specifically in writing as it is the core of this study.

### 2.4.2.4. Protocol Analysis

The concept of protocol analysis has been underscored in the field of cognitive psychology by Ericsson and Simon's (1993) book on verbal reports. It is referred to as

"any verbalization of a subject in response to an instruction; problem solving to think aloud, verbalize information that they are attending to in short-term memory" (Ericsson and Simon's, 1980). They considered the think aloud as a useful technique to distinguish between humans and to discover which strategies they use in a problem solving case. Furthermore, they focused on short-term and long-term memory as they advocated human information processing theory.

As writing is considered a cognitive process, protocol analysis has the advantage to assess students' writing. Think aloud studies yield detailed information on how people reason when solving problems and how such information aids in problem solving (Fonteyn, et al., 1993). Then, to reveal how students think and proceed when given a writing task, a research about think aloud and writing was conducted by Alhaisoni(2012) in Saudi Arabia. The findings indicated that female students from Saudi Arabia exhibited a variety of writing styles and employed various revision processes while composing a document. For example, subject 7 used the strategy of focusing on content while revising three times as the think aloud results supported this. Therefore, think aloud is a writing assessment technique that helps the teacher to identify how his students proceed whilst the writing process, and how they are different as individuals because of their cognitive abilities.

In addition, for the significant relation between writing assessment and think aloud approach, teachers can gain valuable insight regarding the relationship between students' developing topic knowledge and their communication skills through think aloud writing assessment (Beck, 2018). In other words, the think aloud method is a means to display students' cognitive process facilitating improvement in their writing, particularly regarding language use and vocabulary not only inside the classroom but also beyond the classroom as effective language users.The think-aloud approach serves to elucidate students' cognitive processes, facilitating enhancements in their writing, particularly regarding

language use and vocabulary not only within the classroom but also beyond it, so fostering effective language proficiency. Moreover, , she asserted that the think-aloud method is a form of formative writing assessment, arguing that attentively listening to students articulate their thought processes shifts assessment from only awarding grades to a formative process for transmitting learning (Beck, 2018).

Thus, protocol analysis is a type of formative assessment that aims for better improvement of students' learning process.

### 2.4.2.5. Journal Entries

A journal is typically a handwritten document that is kept in a notebook or on a piece of paper to record personal opinions, thoughts, reflections, emotions, and even ambitions or fears during an educational experience (Hiemstra, 2001). Students can evolve their writing, and cognitive abilities through practice. In this sense, journal writing is used for many purposes; for instance, record experiences, stimulate interest in a topic, explore thinking, engage the imagination, and active prior knowledge (Wagiyo, 2021).

### 2.4.2.6. Dialogue Journals

Dialogue journals are written debates in which a student and instructor (or other writing partner) use on a regular basis (daily, weekly, or on a schedule that is appropriate for the educational context) during a semester, school year, or course (Peyton, 2000). This indicates that dialogue journal is a means of communication between teacher and student in an authentic context. What makes dialogue journal noteworthy is the reciprocal character of discourse, highlighting a back-and-forth and continual conversation in which both sides express their views and ideas. (Hail, George, and Hail, 2013). The teacher and student exchange ideas and response being equal stakeholders. As a result, students benefit from teacher's assistance and advice, and the teacher takes advantage to assess

their needs and learning progress (Peyton, 2000). Dialogue journal writing is a formative assessment that contributes to develop students' writing.

### 2.4.2.7. Learning Logs

The definition of 'learning log' refers to "a systematic record of language learning or related activities maintained by the learner, accompanied by a review of those activities that direct future actions" (Murphy, 2008). It is used as an assessment technique that assists students to enhance their learning afterward. Because experience is a crucial element in learning, Friesner and Hart (2005) stated that a learning log is a tool for assessing learning through experience. Moreover, learning logs are advantageous for both stakeholders, student and teacher because not only is it helpful for students to reflect upon what they learn, but it also serves as a helpful assessment tool for the teacher (Henn-Reinke and Chesner, 2007). In this case, the teacher has the opportunity to assess both students' learning progress and his teaching method and strategy. More specifically, in a writing class, it helps the teacher to assess what his students know to help them better develop their writing skill.

### 2.4.2.8. Conferencing

Conferencing is a significant strategy in a learner centeredness class. It is can be defined as "meetings to discuss student's work" (Routman, 2005). It is a kind of face-to-face feedback in which teacher and student establish a conversation about the student's writing. Bayrakter (2012) posited that teacher-student writing conferences are individualised, one-on-one dialogues concerning the students' writing or writing process. Moreover, conferencing advantages' are very significant. The main focus of a writing conference is to enhance students' confidence and facilitate writers' advancement from their current level, fostering intrinsic motivation, patience, tenacity, and adaptability

(Algrim, 2013). Furthermore, it boosts students' writing proficiency by improving their habits and revision techniques, besides promoting higher-order and critical thinking as autonomous writers (Bayrakter, 2012). Thus, conferencing is a formative assessment that plays a major role to assess the writing process rather than only the accomplished production.

## 2.5. Writing Assessment Rubrics

The shift towards learner-centeredness creating a flipped classroom where learners are involved in their own learning experiences has changed the teaching environment as well as students' assessment has become complicated. Setting up an effective assessment that will bring out true diagnostic information about students' abilities and competences is crucial. Therefore, designing rubrics requires a diligent work. To define what a rubric is, research has provided many definitions; for instance, "rubrics are guidelines for decisions for evaluation and assessment" (Quinlan, 2012, p. 2). They are rules and principles used to help teachers assess students' products. Moreover, a rubric is a document that outlines the expectations for a specific assignment by identifying the criteria or what counts and describing levels of quality for a given work ranging from excellent to poor (Andrade and Reddy, 2010). On the other hand, rubrics are assessment tools used to evaluate and grade students' products. Rubrics are in two types; analytic which assess students' texts as separate aspects, and holistic which assess students' texts as a whole.

Besides rubric is a tool of assessment, its main purpose is to assess performances (Brookhart, 2013). Rubrics, within a student-centred assessment framework, can assist students in comprehending their learning objectives and the quality standards for specific assignments, enabling them to make reliable evaluations of their own work that inform revisions and enhancements; thus, rubrics serve both instructional and evaluative purposes (Andrade and Reddy, 2010).

## 2.6. Methods of Scoring Writing

There are three methods to score writing. Primary trait scales, holistic scales, and analytic scales. However, raters can use the scale which is appropriate to their context and scoring purposes.

### 2.6.1. Primary Trait Scales

Weigle (2002) stated that comprehending the proficiency of students' writing in a specifically determined discourse is interesting. This scoring method is used when a rateris interested to assess one feature. For instance, if a student is given the task to apply the creative function of language to convey personal emotions, the evaluation will be based exclusively on this criterion (Brown, 2004).

### 2.6.2. Holistic Scoring

Holistic marking scales require a single comprehensive evaluation of the standard of a language sample (Davis, 2018). It is the approach in which raters consider the performance, the task written, as a whole, so they evaluate it and give a one single score without any cut off within the text features. In this sense, it is also known as impressionistic or global scale (Pan, 2016). Moreover, as far as time and effort are concerned, holistic scoring are practical and fast (Weigle, 2002; Brown, 2004) because many scholars in the field assume that holistic scoring is appropriate to score a large number of students. Holistic scoring seems to have some disadvantages, however. For example, assigning a single score conceals variations among the sub-skills encompassed by that score;it does not provide any diagnostic information (washback) as well as it requires raters to be well trained (Brown, 2004).

### 2.6.3. Analytic Scoring

By contrast, Analytic rating scales have several categories that reflect many elements or dimensions of performance, allowing for individual scoring of each dimension, which are then aggregated (Pan, 2016). Therefore, Analytic scoring methods offer more comprehensive and diagnostic insights into a test taker's performance across several dimensions of writing which makes many writing specialists and researchers prefer it over holistic scales (Weigle, 2002). In this respect, Jacobs et al. (1981) analytic scale in ESL is the most used one. In this scale, the written work is rated based on five criteria: content, organisation, vocabulary, language use, and mechanics. (See Appendix N°5). This scale will be applied in this research; however, the researcher will focus only on language use and vocabulary aspects.

Although analytic scoring is advantageous to some extent, scoring each language feature alone takes longer time, so readers have to make more than one judgment for a single writing sample (Weigle, 2002). In addition, it takes longer time to attain inter-rater reliability (Brookhart, 2013). Moreover, Individual sub-scores for specific dimensions may not provide reliable information regarding global assessment (Pan, 2016). That is, the detailed information gained from analytic scoring will be lost; as a result, the difference between students' level and competences will be deceived.

## Conclusion

This chapter discussed major key elements of writing assessment and scoring methods, such as analytic and holistic scales. In addition, it displayed the types of assessment, specifically self-assessment, an alternative assessment, and it is the focus of this study, which seeks to reveal its positive effects on the participants of this experimental study. As assessment serves an informative purpose, instructors must be vigilant and

attempt to engage students in the assessment of their own work as an opportunity to reflect on their strengths and weaknesses limitations. Therefore, teachers have to adopt assessment practices that contribute to students' development and achievement of teaching objectives.

# Chapter three: Methodology

# Chapter three: Methodology

## Introduction

To achieve a well-structured and rigorous research, a researcher must opt for a good methodology. Methodology in research denotes the systematic strategy employed to effectively solve a research problem. It is regarded as the scientific investigation of the research process, including the various stages done by a researcher to explore their research topic and the rationale behind these stages (Kothari, 2004).Therefore, methodology provides researchers with a clear map to follow to create their research design; for instance, choosing and employing the best techniques for collecting and analysing data. Ultimately, a successful research study is founded on its methodology which warranties that the investigation is carried out in a systematic, scientific, and a thorough way, and provides significant and credible findings.

While the previous chapters' literature dealt with the writing skill and its assessment clarifying the main instructional approaches and methods, factors causing students' low achievement in writing, and types of assessment primarily the alternative modes such as self-assessment, this methodology chapter covers a crucial component of this research focusing on the research design, the rationale and the processof its implementation. The present chapter strives to provide enough data and details about the current study.

This chapter emphasized some of the methodological issues pertaining to the present research in many sections. It highlighted the methodology, research design applied in the research work at hand, the sampling procedures, description of participants, and the data collection instruments which help to answer the research questions and test the main research hypotheses.  Besides, the analysis procedures are explained. Though this research

work is primarily experimental, it used the mixed-methods approach including a pre-questionnaire, an experiment, and a post interview.

## 3.1. Research Approach and Design

To elucidate the concept of research design, it is essential to understand the definition of research. Researchers in the field have set various definitions of the concept "research". Scholars in the discipline have established many meanings of the term "research." Research is a comprehensive examination of a subject, specifically intended to reveal new facts or attain a novel knowledge, as defined by the Cambridge Advanced Learner's Dictionary (2003). Kothari (2004) characterises research as a methodical and scientific investigation aimed at acquiring pertinent knowledge on a certain topic.Research is a structured process that requires using procedures and plans to help achieve and unveil an unfamiliar truth on a specific subject. Hence, research is carried out because of curiosity to discover knowledge, answer questions, and find solutions.

## 3.2. Research Design

Based on the aforementioned definitions of "research", research could be conducted applying prior set plans and strategies for better and more valid results. Thus, the researcher has to design his research. The term research design is referred to as plans and the procedures for research that encompass general hypotheses to detailed methods for gathering and analysing data (Creswell, 2009). In the same line, research design is the conceptual blueprint that guides the researcher to conduct his research (Akhtar, 2016).

Accordingly, research is conceptualized as a process of systematic and focused investigation which aims to expand and add knowledge about a certain topic (Arthur and Hancock, 2009). For example, after specifying the research problem, the researcher must set his hypotheses, decide the context and the sample that suit best his research topic, so he

can answer his research questions. Also, he must be aware to opt for an appropriate strategy that enables him to collect and analyse relevant data of his study. The following Figure illustrates the procedures of the research process

**Conceptualising the study**

Identifying the research question

Reviewing relevant literature

Refining the research question

**Planning the study**

Developing the study design

Identifying the population/sample

Identify the data collection methods
Access and ethical issues/ Carrying out
a pilot study

**Conducting the study**

Recruiting participants

Collecting data/ Preparing the data

Data analysis Drawing/ conclusions

**Communicating the results**

Writing up the study

**Figure. 3.8. An idealized research process (Arthur and Hancock, 2009, p. 6)**

Simply put, a research design comprises an arrangement of guidelines for the collection and analysis of data (Griffee, 2012). As a result, a well designed framework is the backbone of a good research.

Correspondingly, the research design opted in this research is a mixed methods approach; employingboth qualitative and quantitative methods are used as they align with the features of the research. Employing a combination of qualitative and quantitative methods and procedures was crucial in order to underscore the significance of implementing self-assessment such as portfolio on developing EFL students' paragraph writing. As long as it is significant to understand the phenomenon from different perspectives, both qualitative and quantitative work can be conducted simultaneously or carried out one after the other within one particular research or a sequence of enquiries(Sale et al., 2002). Thus, a researcher can blend both approaches in order to achieve his research objectives.

Thomas (2003) asserts that qualitative research has a multi-method focus, characterised by an interpretative and naturalistic approach to its subject matter. This approach employs several methods of research to comprehend and analyse the distinctions in human experiences and actions. On the other hand, he asserts that quantitative methods tend to be approved by the positivist or scientific perspective. Therefore, science is identified by objectivity and providing the truth (Sale et al., 2002). As far as data is concerned, quantitative research includes using and applying specific statistical techniques to analyse numerical data in order to address questions regarding the subjects of who, what, how many, and how (Apuke, 2017).

The basic characteristics of the research design will be illustrated in the accompanying Figure.3.9 below:

**Research Design**

**Mixed Methods Approach**

**Qualitative**

**Quantitaive**

**Data Collection**

**Post interview**

**Quasi-experimental Pre-test / post-test**

**Pre-questionnaire**

**Results and interpretation**

**Thematicanalysis**

**Inferentialstatistics**

**Descriptive statistics**

**Discussion and Conclusion**
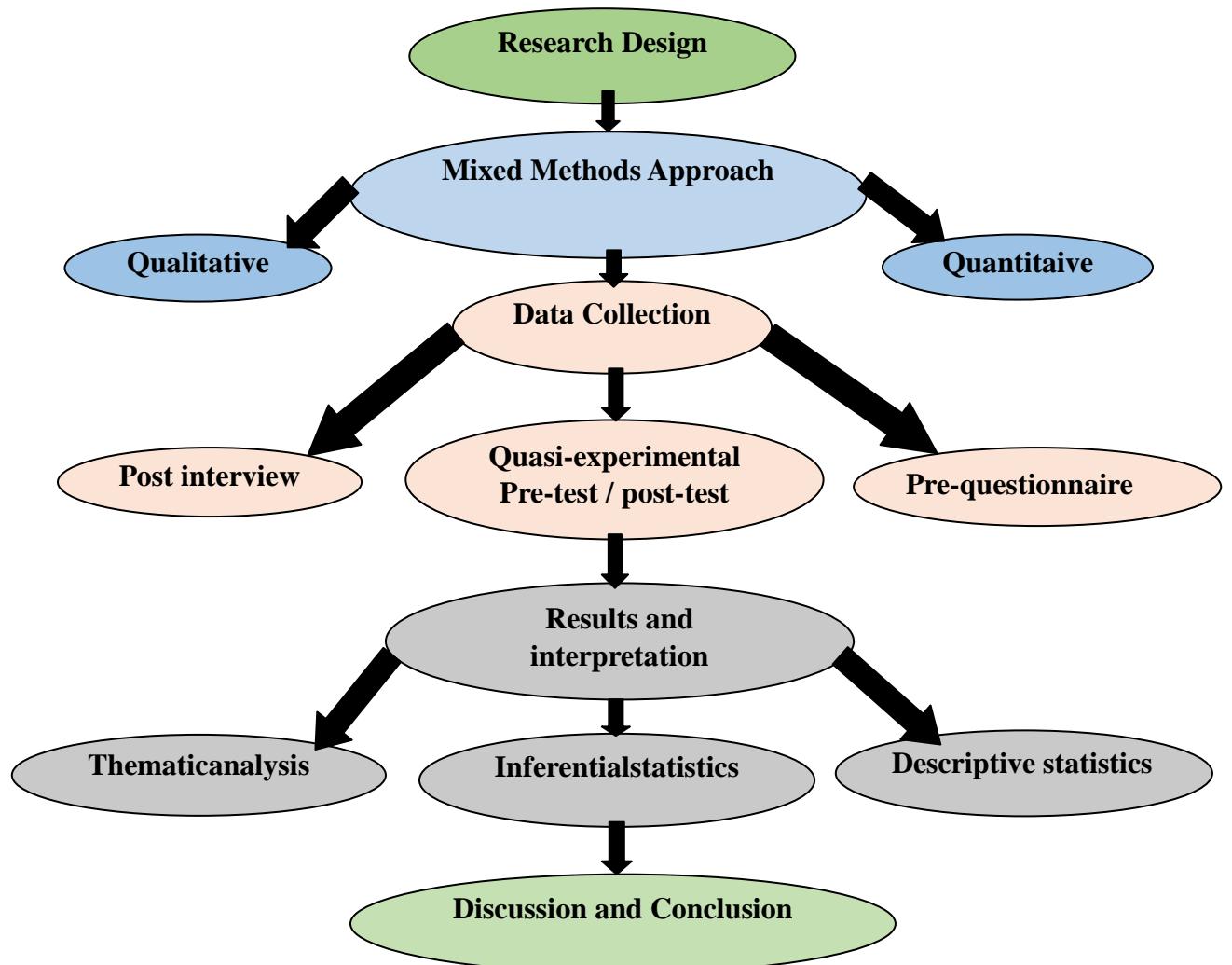
**Figure. 3.9. The Research Design of the study**

Figure.3.9. demonstrates the research design of the current study. The researcher opted for the mixed methods approach which used a pre-questionnaire, a pre-test and post-test, and a post interview as data gathering tools for obtaining both quantitative and qualitative data.

## 3.3. Mixed Methods Approach

Amixed methods approach can be identified as the studies that integrate qualitative and quantitative methods during different phases of the study's procedure, stemming from the pragmatist paradigm (Clark and Creswell, 2008). To put it another way, they are the strategies and ways a researcher adopts while conducting her/ his research combining

quantitative and qualitative data to answer a research question. Thus, merging qualitative data, words, pictures, and narrative, with quantitative, numerical data, enables our research findings to be valid, reliable, and generalized for future studies (Hesse-Biber, 2010).

Due to its unique strengths and key features, mixed-methods research has gained prominence. It employs both quantitative and qualitative data; for example, numerical scores, open- and closed-ended questions. It is also important to note that data collection might be done simultaneously or sequentially based on the type of the design. As far as priority is concerned, each one of the data type can be given precedence, or they both can be taken into equal consideration. Moreover, it provides the opportunity for researchers to broaden their knowledge from one approach to another in order to converge or corroborate their findings. Thus, the methodology underlying research combines the broad generalisations that may be drawn from quantitative research with the in-depth insights that can be drawn from qualitative research (Terrell, 2012).

Accordingly, many authors have identified a number of potential purposes for implementing mixed methods research design. Triangulation and complementarity are two of the most frequently cited reasons. The primary objective of triangulation is to establish convergence between quantitative and qualitative data to make them more valid and credible. What is therefore desired is a verification or consistency between results generated by various approaches (Greene et al., 1989). Whereas, the goal of complementarity is to make the findings that were achieved with one method clearer or more illustrative by using the other method (Lopez-Fernandez & Molina-Azorin, 2011). Thus, using both methods, quantitative and qualitative, hand in hand with each other endeavours to come up with a thorough understanding of the effectiveness of self-assessment in enhancing EFL students' paragraph writing, particularly regarding language use and vocabulary.

## 3.4 Triangulation

Since a mixed methods approach is considered a pragmatic approach, it provides a synergistic effect between both quantitative and qualitative data. As it is referred to, data triangulation is the method of gathering, analysing, and interpreting many sources of information to validate the results of one research (Olsen, 2004). Thus, research findings are given more weight and legitimacy; credibility and validity, when triangulation is employed making the study more convincing. Including many methodologies into one study, a researcher can reduce biases that emerge from the implementation of a particular method is a noteworthy (Noble& Heale, 2019).

To promote validity and credibility of the study findings, the researcher opted for the triangulation method. The following figure shows the triangulation method used in the current study:
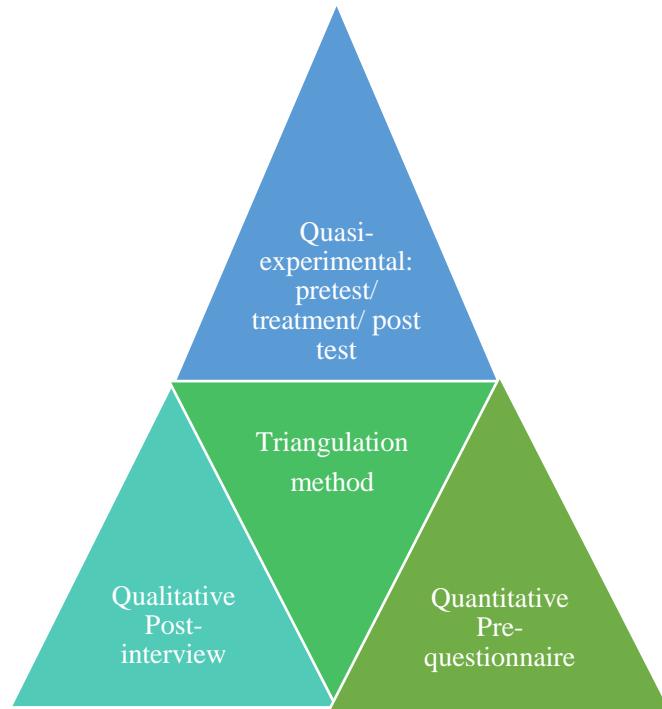


**Figure. 3.10. The Triangulation Method used in the Current Study**

Figure.3.10 above represents the relation between the methods and data sources employed to obtain necessary data that will answer the research questions. First, a pre-

questionnaire was administered to obtain quantitative and qualitative data about the participants, teachers of written expression module, before the experiment. As far as convincement is concerned, a quasi-experimental study was conducted with EFL second year students at Biskra University to collect numerical data. Then, a post interview was conducted to collect qualitative data that will help confirm and corroborate the quantitative obtained results. Hence, in this study, the convergence between the quantitative and qualitative data aimed to help confirm the findings and reduce the shortcomings and biases of one strategy.

In this respect, this research work utilized a mixed methods approach which uses both quantitative and qualitative aspects. This pragmatic approach seeks for reinforcement of the results (Cresswell, 2009).In this regard, methodological triangulation has been adopted. The researcher has to select or develop an appropriate research design and procedure that contributes to achieve the main research aims, answer research questions and hypotheses, and to succeed the study itself as a whole. In this respect, this research design has been adopted to answer the following research questions and hypotheses:

**The research questions:**

**RQ1**. What are the factors causing EFL learners' low achievements in writing?

**RQ2**. Do teachers use portfolio assessment strategy while assessing their students' paragraph writing?

**RQ3**. Does self-assessment through the use of portfolio improve learners' paragraph writing?

**RQ4**. What are students' attitudes after the implementation of portfolio as a self-assessment strategy?

Similarly, the study aims to verify the following research hypotheses:

**H1**: If students self-assess their paragraph writing through the use of portfolio, they will better develop their writing in terms of language use.

**H0**: If students self-assess their paragraph writing through the use of portfolio, they will not better develop their writing in terms of language use.

**H2**: If students self-assess their paragraph writing through the use of portfolio, they will better develop their writing in terms of vocabulary.

**H0**: If students self-assess their paragraph writing through the use of portfolio, they will not better develop their writing in terms of vocabulary.

## 3.5. Sampling

As far as the methodology choice of a research is concerned, itsgenuine worth is defined by the appropriateness of the sample. Sampling is a statistical procedure wherein a representative subset of a larger population is selected for use in a study so that conclusions may be drawn about the entire population (Dhivyadeepa, 2015). Accordingly, researchers may identify the characteristics of a population with the help of sampling because it is both a practical and an economical method (Dhivyadeepa, 2015; Myogo Fridah, 2002).

### 3.5.1. Teachers

Thesample, participants, of this study were eleven ( 11 ) teachers of writing course at the Department of English Language and Literature at Biskra University. The selection of teachers was random because we opted for a probability sampling where each member from the population has the chance to be selected (Bhardwaj, 2019). The researcher has selected the teachers regardless their qualification, experience, age, or gender because

none of those features was the focus of this study. The eleven teachers participated in the pre-questionnaire to explore the factors contributing to students' low achievements in writing in English prior to the treatment.

### 3.5.2 Students

The participants of this study were two groups among second-year students of English; a control group ( n= 15 ) and an experimental group ( n= 15 ) out of a population of 335 students of second-year students at the Department of English Language and Literature at Biskra University in the academic year, 2020/2021. They were selected referring to the naturally occurring groups at the same Department. This sample is considered small because the study was conducted during the Covid-19 pandemic, and to enable us to use parametric tests if obtained data is normally distributed. Moreover, fifteen ( 15 ) students of the same experimental group were selected to be used in the post-interview.

The rational for selecting second year EFL students refers to their syllabus, which includes and focuses on paragraph writing; besides they were among the naturally existing groups whom the researcher taught. However, there was no concern about students' gender or age.

| | |
|---|---|
| **Experimental Group** | **15** |
| **Control Group** | **15** |
| **Total** | **30** |

**Table. 3.1 The Sample of Students**

## 3.6. Data Collection Instruments

The information gathering techniqueseeks to elucidate the study topic (Taherdoost, 2021). Three data collection tools were used to meet the research goal and to test the hypotheses. Tools are methods and means for carrying out research which can only be explained through the procedures and techniques designed for it (Khan, 2008). As the research work at hand is a mixed methods research, data gathering instruments were diversified aiming to answer the research main questions and test the formulated hypotheses.

### 3.6.1 The Pre-Questionnaire

A questionnaire is one of the most common used data gathering tools while carrying out a research. A semi-structured questionnaire was used before the main experiment as a kind of pilot study. The researcher administered it for teachers to obtain necessary and appropriate data about the context and students' level exploring the main difficulties which they encounter while writing and whether the type of the assessment strategy implemented by the teacher has an effect on their low achievement in writing. Questionnaires are tools used to obtain reliable and valid data to assess objectives (Dörnyei, 2003). Accordingly, questionnaires are any written instruments that offer respondents with a sequence of questions or statements in which they respond by writing out their answers or selecting from among existing answers (Brown, 2001). Therefore, this first tool was very useful and practical; it provided clarifications and paved the way for the researcher to make decisions about the research procedures and the next steps to go through. The pre-questionnaire content is in (Appendix N°01).

### 3.6.1.1 Aim of the Questionnaire

This questionnaire was as a pilot study seeking to confirm that the problem existed. Also it aimed to answer research questions and sought to find out which factors influence students and cause their poor achievements when writing in English. Moreover, it revealed what methods and strategies are effective in assisting students to surmount their challenges and enhance their writing skill.

### 3.6.1.2 Description of the Questionnaire

The semi-structured questionnaire, designed to fulfill its objectives, comprises four sections containing a total of twenty-two questions ( 22 ): qualifications and experience, teachers' attitudes towards writing in EFL classrooms, exploring main factors contributing to students' poor achievement in English writing at the university level, and the strategies employed to enhance students' writing skills in English at the university level. Certain questions were open-ended to elicit more significant data and to ascertain the respondents' opinions and attitudes towards the topic matter.

### 3.6.1.3 Piloting and Administering the Questionnaire

Prior to its administration, it was piloted with three (3) teachers to clarify any confusions or difficulties in its linguistic components, since pretesting is essential for its efficacy (Cohen, Manion & Morrison, 2007).The teachers did not find any ambiguities. Subsequently, thequestionnaire was designed for distribution to the main sample.

Because of the pandemic and quarantine, it was administered via Google Drive Device. The researcher distributed the questionnaire to eleven ( 11 ) respondents, namely teachers instructing the writing course at the Department of English Language and Literature at Biskra University. All of them responded the pre-questionnaire.

### 3.6.2 The Quasi-experimental Design

This study adopted a quasi-experimental design to investigate the effectiveness of self-assessment**.** Quasi-experimental designs test causal hypotheses (White and Sabarwal, 2014). In the same line, Thomas (2020) explained that quasi-experimental design seeks to determine a causal relationship between an independent and dependent variable, with participants allocated to groups according to a non-random criterion.Therefore, this design permits to test the significant effect of the independent variable ( Self-assessment ) on the dependent variable ( EFL students paragraph writing ), specifically on language use and vocabulary. Provided that the study's nature is experimental, Reichardt (2019) elucidated that it estimates the effects of a treatment or an intervention using an empirical comparison. Simply put, the researcher compares if there is a difference between the participants before and after the treatment.

Furthermore, as the current study is primarily quasi-experimental, a pre-test and a post-test are main data instruments. To begin with, tests are considered useful measurement tools especially in the educational field because they provide important data about respondents, students, through their answers.  A pre-test is a test used before the treatment intervention to Figure out whether there are differences between groups with respect to certain variables of interest when an experimental design took place (Bonate, 2000). On the other hand, a post-test seeks to find any substantial difference between the groups after the treatment intervention. Hence, it yields information about the respondents and the treatment impact and effectiveness. In the same respect, Dimitrov and Rumrill (2003) added that pre-test and post-test are used to compare groups and/ or measure change caused by experimental treatments. These pre-test and post-test tools have a great benefit as they can even reveal important information about students' learning.

Thus, employing a diversity of data gathering tools is an important and advantageous step. By this, the researcher collects as much necessary data as possible, qualitative and quantitative, which not only helps to answer the research questions and hypotheses, but also aims to achieve validity and reliability.

### 3.6.2.1 Experimental Procedures and Implementation

The current research adopted a quasi-experimental design. It has gone through a pre-test, treatment, and a post-test procedure. Before describing that, a light will be shed on the objective of this experiment.

### 3.6.2.2 Objective of the experiment

Although EFL students study English for seven years, they still struggle to write a good and coherent piece when they come to university. Their assignments lack grammaticality, vocabulary appropriateness, and even organization. They encounter serious difficulties, and do not realize what the main causes are. In this regard, the main objective of the present study was to examine whether implementing self-assessment through portfolio would help EFL students to develop their paragraph writing.

### 3.6.2.3 Experimental Procedures

The experiment includes three stages; pre-test, treatment, and a post-test.

In this first stage, the participants of both control and experimental groups ( 15 students for each ) have sat for pre-test before the treatment in the academic year 2020/ 2021. The students were asked to write an argumentative paragraph in which they express their opinion and explain using arguments discussing the topic; Could e-learning be an alternative to classroom instruction? (Appendix N°2). A pre-test aimed to diagnose

students' level in paragraph writing. This pre-test took place in the classroom and lasted an hour during the course of written expression.

First, students learned how to compose an arguing paragraph. Then students were given instructions on how to develop their portfolios, gather and reflect on their paragraphs, and use Hamp Lyons' (2000) processes. The first phase lasted four weeks. Then students were given a checklist to assist them self-assess their paragraphs, indicating what they needed to focus on in order to become aware of their weaknesses and improve their writing. A checklist has been be defined as "a list of factors, properties, aspects, components,… or dimensions, the presence… of which is to be separately considered, in order to perform a certain task" (Scriven, 2000).

Participants self-assessed their paragraphs according to the checklist including these aspects: paper format, paragraph organization and content, coherence, unity, sentence structure, lexical choice, grammar and mechanics (Appendix N° 4).

Then, in the last phase, which lasted four weeks, involved conferencing with participants. They metevery other two weeks in order to converse about their assignments and how they have self-assessed them. Bayrakter(2012) assumed that writing conferences are one-on-one discussions between a teacher and a student regarding the student's writing or the writing process. More precisely, the treatment lasted eight ( 08 ) weeks from March to May for four hours a week in the academic year 2020/ 2021 according to Covid-19 protocol that was applied.

**Conferencing questions after paragraph writing**

1. Is writing a difficult skill?

2. What has been hard for you?

**3.** What do you do when you encounter a difficulty while writing?

**4.** Do you know what are your weaknesses and strengths?

**5.** What do you use to improve your paragraph writing?

**6.** How was argumentative paragraph writing?

**7.** Was it easy to state your point of view ( opinion) and explain it?

**8.** Was it easy to write your topic sentence ( main idea )?

**9.** Were the supporting sentences ( arguments) easier to write?

**10.** Were your arguments relevant and convincing to the reader?

**11.** Did you include the counter-argument?

**12.** Was it easy to choose your vocabulary?

**13.** Were you able to use the language ( grammar ) correctly?

**14.** Did you recognize that the use of checklist helped you to be aware of your weaknesses, so you try to improve them in addition to your writing ability as a whole?

**15.** Do you know how to be a successful writer?

In this last phase, students were asked to write another argumentative paragraph expressingtheir agreement or disagreement about this topic; to guarantee the teaching and learning process in the midst of Covid -19 crisis, universities have opted for blended learning strategy that is called "distance learning" applying the health precautions. Does this strategy create an effective environment for students ( you) to study and achieve better results? (Appendix N°3).

The researcher selected pre and post-tests topics from the real life situation according to the new shift in education aiming to understand students' preferences, and they may be motivated to write. Both pre-test and post-test were measured according to Jacobs et al. (1981) "English as a Second Language Composition Profile".

### 3.6.2.4 Scoring Procedure

In the study at hand, paragraphs have been scored according to the analytical scoring method. The scoring scale used in this investigation was developed by Jacobs et al. (1981) (Appendix N°5). The informants' scores were divided into four categories ranging from excellent to very good, good to average, fair to poor, and very poor. These levels are divided into five grading categories: content, organization, vocabulary, language use, and mechanics; however, the researcher focused mainly on language use and vocabulary in this current research. Table.3.2 below presents the scoring procedure:

**Table. 3.2 Scoring Table Adapted from Jacobs et al. (1981)**

| EFL Composition Profile | |
|---|---|
| **Score          Level     Criteria** | |
| **Language use**<br><br>**10-8** | Excellent to very good: knowledgeable● substantive● thorough development of thesis ●relevant to assigned topic |
| **7-6** | Good to average: some knowledge of subject● adequate range● limited development of thesis● mostly relevant to topic, but lacks detail |
| **5-3** | Fair to poor: limited knowledge of subject● little substance● inadequate development of topic |
| **2-0** | Very poor: does not show knowledge of subject● non-substantive● not pertinent● OR not enough to evaluate |
| **Vocabulary**<br>**10-8** | Excellent to very good: sophisticated range● effective word/ idiom choice and usage● word form mastery● appropriate register |
| **7-6** | Good to average: adequate range● occasional errors of word/ idiom form, choice, usage, but meaning not obscured |
| **5-3** | Fair to poor: limited range● frequent errors of word/ idiom form, choice, usage●  meaning confused or obscured |
| **2-0** | Very poor: essentially translation● little knowledge of English vocabulary, idioms word form● OR not enough to evaluate |
| **Total Score:        / 20      Comment:** | |

More precisely, the researcher opted for 20/20 marking for the paragraph evaluation. Each category; language use and vocabulary, will be scored over 10 points divided according to the aforementioned levels; excellent to very good, good to average, fair to poor, and very poor. This scoring procedure is adopted for both pre-test and post-test of the experimental and control groups.

### 3.6.2.5 Scoring procedure for inter-rater reliability

To test inter-rater reliability, the researcher consulted two other raters to reevaluate the paragraphs of the post-test of the experimental group only to ensure the results' reliability and significance.   Both raters are teachers at the Department of English Language and Literature at Biskra University. They both hold a doctorate degree and

taught the written expression module since 2006/ 2007. They were provided with the copies of the experimental group post-test paragraphs besides a detailed explanation of the analytical scoring procedure according to Jacobs et al. (1981) the same as the researcher's evaluation procedure. Thus, the experimental group participants had three scores. Each rater wrote the score on the paragraph sheet and marked next to it which level it belongs to such as excellent, good, or poor.

### 3.6.3 The Post-Interview

In research, interviews are a typical method of collecting information from participants. The interview is a conversational technique that enables both participants' to exchange information, and it assists the investigator to develop a perception of the subject in question obtaining both oral and written types of data (Pandey and Pandey, 2015). Accordingly, when you require in-depth knowledge on people's attitudes, experiences, and emotions, interviews are the best method to use (Easwaramoorthy&Zarinpoush, 2006).

#### 3.6.3.1 Aim of the Post-Interview

The post-interview, the third data collection tool, aimed to identify the students' attitudes about the treatment and to supplement the findings of the experiment. Hence, students stated their attitudes towards the experiment, self-assessment using portfolio, and whether it was effective to develop their writing. Consequently, the interview as a post instrument helped the researcher to come to conclusions about the effects of self-assessment via portfoliouse.

#### 3.6.3.2 Description of the Post-Interview

This semi-structured interview consists of five ( 05 ) themes with nine ( 09 ) questions ( Appendix N°12 ). For deeper insights into the respondents' thoughts and

attitudes on the topic at hand, most of the questions were open-ended. There are five main themes in this study, and they are: students' perceptions of self-assessment, students' attitudes towards using portfolio and conferencing, students' perceptions about the use of checklist, students' perceptions on their writing difficulties and writing development, and finally students' suggestions.

### 3.6.3.3 Validating and Piloting the Post-Interview

The post-interview was checked for validity by the supervisor before conducted with the interviewees.

Before conducting the post-interview, it was piloted with three ( 03 ) students from the population for evaluation. A pilot interview may be used for numerous objectives including getting started and receiving feedback on the topic and the interview style; for instance, if the site is very noisy, a new site might be chosen (Griffee, 2005). Another significant purpose for interview piloting is to eliminate any confusion or mistakes in its language before it is conducted. None of the students found any unclear areas. It was then conducted with twelve ( 12 ) from the experimental group after the main treatment had been finished.  It took place in their classroom during their ordinary session during the academic year 2020/ 2021 at Biskra University.

## 3.7 Data Analysis Procedures

The data obtained from this study were analysed using different methods and software programmes according to its type quantitative or qualitative.

Beginning with quantitative data, both administering and analysing the pre-questionnaire data was done via the use of Google Drive Device. It is a Google's online cloud-based file storage product where you can access your stored files from anywhere via

the Internet. This device has been used by many researchers to facilitate the administration of the questionnaire as well as its analysis. It can show the participants' responses and show graphs, chart pies, and percentages of the questionnaire responses. In addition, Microsoft Excel 2007 has been used in order to include the graphs and charts that show the difference in Means after the treatment. As far as data analysis and interpretation is concerned, descriptive statistics was done using IBM SPSS version 21, the Statistical Package for Social Sciences, which is windows based programme that can be used for data entry and analysis, and the creation of Tables and graphs (Kumar, 2019). It was used to run the mean, standard deviation, and t-testing from the pre-test and post-test scores as descriptive data. Thus, Descriptive statistics is the initial stage of analysis used to describe and summarize data (Samento and Costa, 2017).

Moreover, to provide accurate details and values, the researcher opted for a t-test as inferential statistics to derive inferences about the population from the selected sample of the study.Simply put, it is to make generalizations from a sample to a population. Accordingly, inferential statistics main concern is establishing a connection between sample and population (Farren, 2014). The t- test value was calculated to ascertain if a significant difference exists between the means of the control and experimental groups. Subsequently, this can lead to confirm or reject the null hypotheses while hypotheses testing, and whether the treatment has an effect on the target sample, so on the population. Besides, a normality test was conducted to decide which type of t-test to be used.

Qualitative data obtained from the post interview was analysed according to a thematic analysis. It is a prevalenttechnique in qualitative research. It remains the most effective approach for comprehending the complex meanings present in a collection of textual data (Guest, et. al., 2012). Thematic analysis is a method employed to uncover, analyse, and interpret patterns within a qualitative dataset. This method involves a

systematic approach to coding data in order to identify and develop themes, which are the primary focus of research (Braun& Clarke, 2006; 2021). It provides a procedure that enables researchers to understand and interpret data collected through interviews, for instance.

In this research work, the interview conducted with the participants was examined through thematic analysis, where predetermined themes were established before analysing the data. The themes were set based on Braun & Clarke (2006) guide of using thematic analysis.

The guide includes these themes. The first one is acquainting yourself with your data which involves transcribing data (if required), reviewing and revisiting the data, and documenting initial concepts. The second is formulating Preliminary Codes. Systematically, coding intriguing elements throughout the full dataset and gathering data pertinent to each code. Another important theme is identifying themes. This encompassescompiling codes into prospective themes and collecting all data pertinent to each proposed theme. Finally, generating the report is the ultimate chance for examination. It implies the selection of vivid, engaging extract examples; final analysis of the selected extracts; correlation of the analysis with the research topic and literature; and the production of a scholarly report on the analysis.

Thus, based on this guide, the current study developed these themes; students' perceptions of self-assessment, students' attitudes towards using portfolio and conferencing, students' perceptions about the use of checklist; in addition to students' perceptions on their writing difficulties and development, and ultimately, students' suggestions.

Both descriptive and inferential statistics are two methods of statistics that analyse quantitative data, but present it differently. The former describes, interprets, and summarizes present data, whereas the latter endeavours to draw conclusions and generalizations about the population from the target sample. Furthermore, thematic analysis is a useful technique for researchers looking to investigate qualitative data and identify significant themes and patterns. It is a flexible instrument for comprehending and interpreting complex phenomena.

## 3.8 Reliability

Reliability is anessential feature of a high-quality research. It provides warranty that the methods and tools used in the study are appropriate and sound, and the findings are credible. Reliability isan idea employed to determine the quality of research, indicating the effectiveness of a method, strategy, or test in measuring a certain item (Middelton, 2019).Therefore, without reliability, the researcher may achieve misleading conclusions.

Although reliability is a crucial aspect in both qualitative and quantitative research, its meaning and application can vary. On the one hand, in qualitative research, reliability is referred to as 'dependability' which means trustworthiness (Lincoln and Guba, 1985). Because the emphasis of qualitative research is interpretive and subjective by nature, ensuring the reliability or consistency of the results is primordial. Thus, dependability requires being certain that the research procedures are transparent, thoroughly gathered, and the results are consistent and can be replicated by another researcher (Lincoln and Guba, 1985, Noble and Smith, 2015). For instance, to establish reliability in qualitative research, a researcher has to opt for other strategies such as triangulation to avoid biases and increase the reliability of the findings (Patton, 1999). Consequently, the study at hand opted for triangulation aiming to reduce biases and boost the reliability of the results.

On the other hand, reliability in quantitative research has a slight different meaning. It is a synonym for dependability, consistency and explicability throughout time, instrument and groups of respondents (Cohen et al., 2002). Thus, dependability involves whether the research instruments and methods are applied repeatedly, the results are trusted, consistent or generalized to other similar populations or contexts. Furthermore, reliability means the consistency or stability of a measurement (Segal and Coolidge, 2018). In this case, similar procedures could be carried out by other investigators and almost identical findings must be obtained. Therefore, the results of the study at hand will be supported. The researcher opted for inter-rater reliability to assess the consistency of measurements when different raters are involved. Post test of the experimental group was assessed by other two raters, teachers of written expression at the department, following the same scoring procedure used by the researcher. The scores were nearly identical, so the results of the study as a whole were supplemented. To sum up, as the quantitative research is based on positivism and objectivity, data is numerical and measurable; therefore, reliability could be measured and effectively achieved.

## Conclusion

This chapter aimed to present the methodology adopted in the current research. It emphasized the research design of the study which was established to achieve the main goal of this research which is investigating the effects of using portfolio as a self-assessment strategy to develop the experimental group paragraph writing. The research work at hand opted for the mixed methods approach to warranty the reliability of the obtained results. A pre-questionnaire, a quasi-experimental design were used as data collection instruments, in addition to a post interview for better consolidation of the findings and hypotheses validation or rejection. Furthermore, data were analyzed using different software programmes such as SPSS (21) to obtain precise results for descriptive

and inferential statistics and interpretation. These procedures were used to reveal the nature of causes that affect EFL students when writing and how to assist them overcome these difficulties by using alternative methods for instruction or assessment. Then, following chapter will provide analysis and interpretation of the obtained results.

# Chapter four: Analysis of the Results

# Chapter four: Analysis of the Results

## Introduction

This chapter presents the results of both quantitative and qualitative data starting with the pre-questionnaire in addition to pre-test, and posttest, and the post interview. The pre-questionnaire results are seeking to find out which factors influence EFL students and cause their poor achievements when writing. Mean scores and standard deviation are provided to be used to compare the two tests, and then the hypotheses were tested through an independent t-test to find out whether the treatment resulted in positive development in the participants' use of tenses. After this, the qualitative data obtained from a post interview is provided to supplement the quantitative results.

## 4.1. Analysis of the Pre-questionnaire

In this section, the researcher will report the results obtained from the pre-questionnaire (Djouama and Chelli, 2022) and (Djouama, 2023).

### 4.1.1. Section One: Qualification and experience

1. Which degree do you hold?
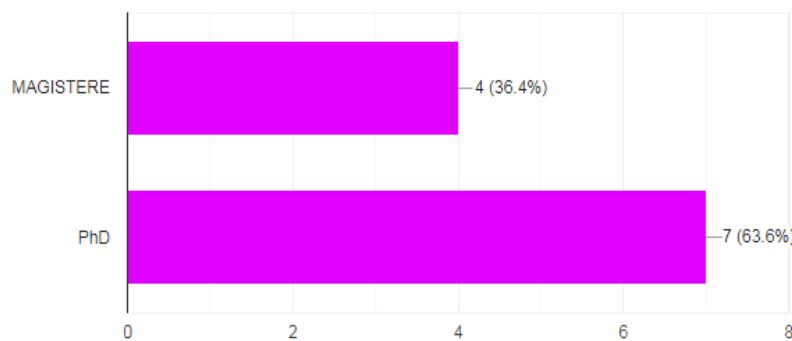


**Figure.4.11. Teachers' Qualification**

Figure.4.11. shows that more than half of teachers（63.6%）hold a PhD degree whereas 36.4% hold a Magister degree. This can be advantageous as there is a diversity of teachers' experiences.

**2.** How long have you been teaching English?
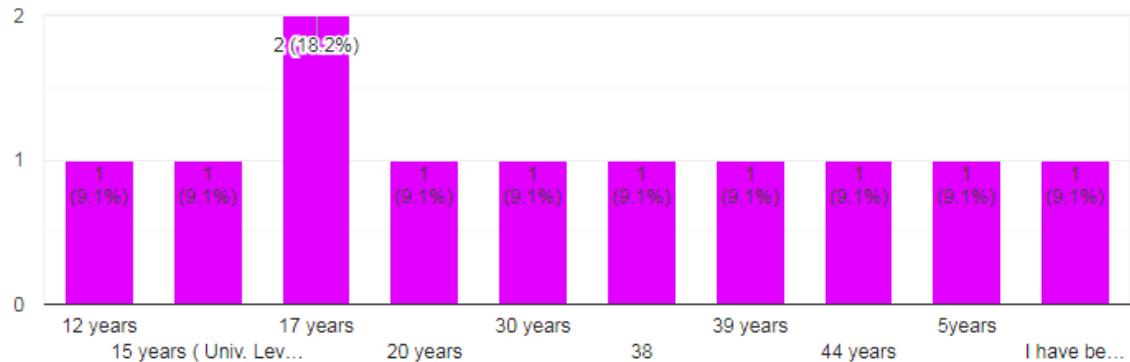


**Figure.4.12 Teachers' Experience in Teaching English**

According to Figure4.13,two（2）teachers' experience in teaching English is ranging from five to 44 years which means that teachers have a good experience in teaching English, and they are very aware of its basic skills and how they are learnt.

**3.** How long have you been teaching writing to second year students?

**Table.4.3. Teachers' Experience in Teaching Writing**

| Number of teaching writing years | Teachers (participants) |
|---|---|
| 06 | 01 |
| 20 | 01 |
| 03 | 02 |
| 07 | 04 |
| 05 | 02 |
| More than 10 | 01 |
|  | **Total:       11** |

Most of teachers ( 4 teachers ) have been teaching writing to second year students for 7 years; however, one teacher has stated that her experience in teaching writing is 20 years. Moreover, other teacher's experience ranges from three to more than ten years. This indicates that they have a good knowledge about the writing skill, its teaching methods and strategies, in addition to students' level and difficulties.

### 4.1.2. Section Two: -Teachers' Attitudes towards Writing in EFL Classrooms

**1.** In your opinion, why is writing important when learning a foreign language?

To answer this question, half of the respondents claimed that writing is a productive skill, and they believe that it is very important to communicate and to express ones' self either in an academic or a non-academic setting. Moreover, most of them consider that writing is a means for learning the language itself while a minority believes that writing can guarantee students' mastery of the language; therefore, they can develop their language proficiency. Hence, this reveals that writing is very important in the language learning process because it helps learners to learn the language and to be able to communicate successfully.

**2.** Do you think writing is:

 a) A gift

 b) A skill that can be developed through practice.
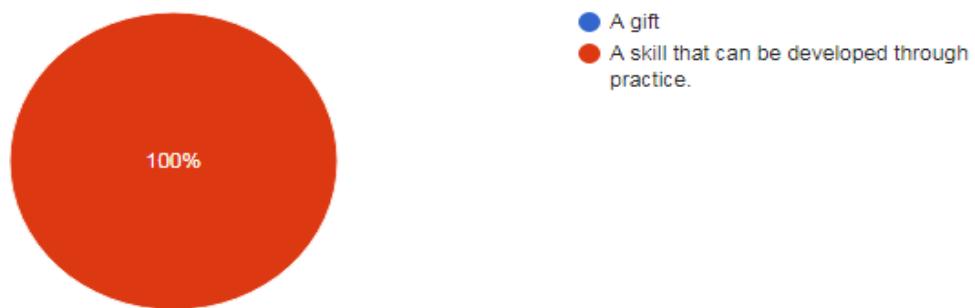
**Figure.4.13 Teachers' Opinion about the Writing Skill**

According to Figure.4.13 all teachers 100% responded that writing is a skill that can be developed through practice because practice is crucial to develop writing.

3. Which approach do you think is appropriate to teach writing?

    a) The product approach

    b) The process approach

    c) The genre approach

    d) The process-genre approach

If others, specify
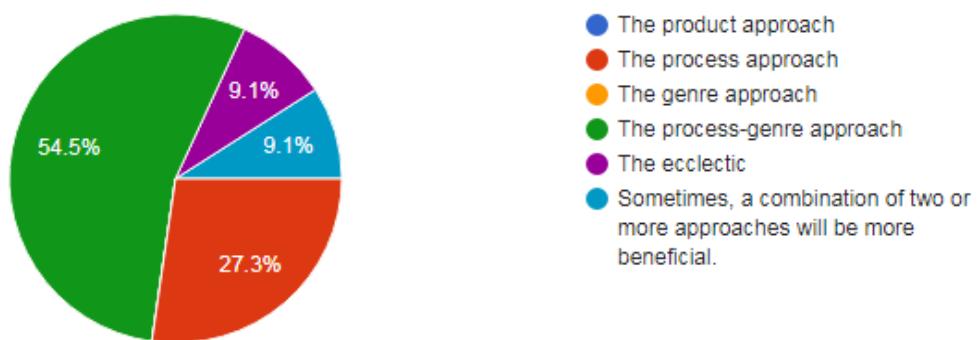


**Figure.4. 14. Teachers' Approach to Teach Writing**

Figure. 4.14 shows that 54.5% of teachers thought that the process-genre approach is the most appropriate approach to teach writing than the process approach. Whereas, others, 9.1% of them suggested that eclecticism could be more beneficial to teach writing. To support their choice, respondents explained that the process-genre approach is a combination of two approaches where learners can discover the main steps and the different types of writing; therefore, it helps them to write and develop their skill of language and for the language. This means that the process-genre approach is considered the most appropriate because the process helps students to enhance their cognition and writing abilities, and the genre makes them conscious with the appropriate language structures and conventions to be applied when writing about a specific type for a specific audience in order to achieve successful communication.

4.  In your opinion, good writing is:   ( You can choose more than one answer ).

        **a)**  Purpose, Cohesion, and   coherence

        **b)**  Correct grammar

        **c)**  Good spelling and punctuation

        **d)**  Appropriate vocabulary

        **e)**  Good ideas

        **f)**  All of them

If others, specify
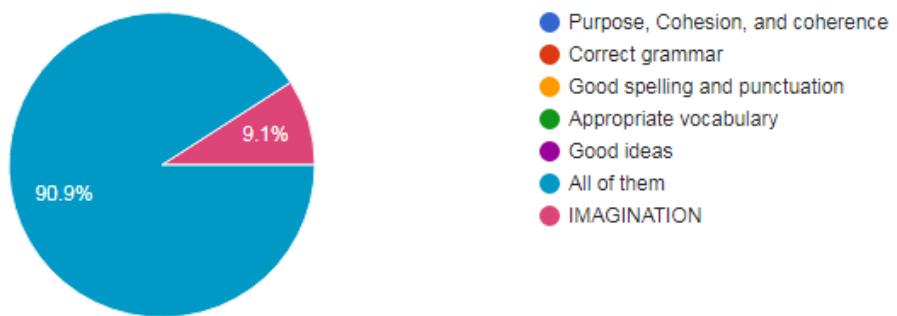
**Figure.4.15. Teachers' Opinion about What Good Writing Is**

As shown in Figure.4.15 most of teachers ( 90.9% ) think that good writing requires correct grammar, spelling, punctuation, appropriate vocabulary, good ideas, cohesion, and coherence that achieve a specific purpose. However, 9.1% suggested that writing is imagination. As a result, we can estimate that writing is a cognitive activity that requires good potential abilities and a good linguistic competence level.

**5.** Is the syllabus of written expression of second year adequate and helps students to acquire this skill?      a)Yes                                    b) No
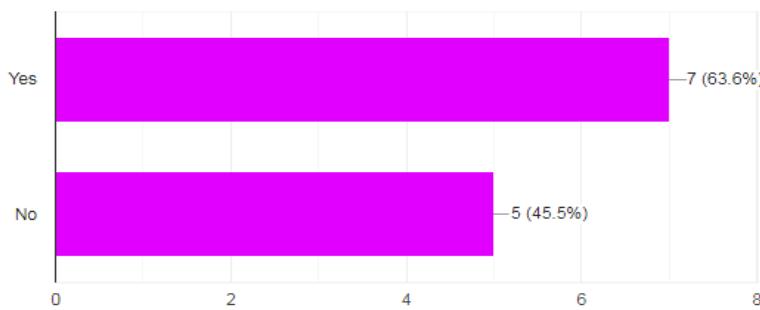


**Figure.4.16. Teachers' Opinion about the Written Expression Syllabus**

According to Figure 4.16, most of the teachers ( 63.6% ) claimed that the syllabus ofwritten expression of second year is adequate and helps students to acquire this skill, while 45.5% considered it as inadequate which should be improved and updated.

**6.** Do you think the time allocated to written expression module is:

a)Very adequate                    b) Sufficient                    c) Insufficient
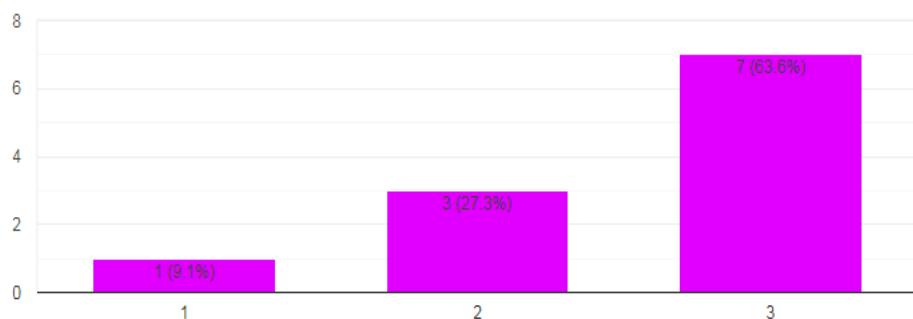


**Figure.4.17. Teachers' Opinion about the Time Allocated to Written Expression**

**Module**

Most teachers ( 63.6% ) in Figure.4.17 stated that the time allocated to written expression module is insufficient. Thus, we can deduce that insufficient time could be one reason that causes students' low achievement in writing in English as they lack practice in the classroom, and they are not able to explore language in use in its authentic context. This will be discussed in the next question.

**7.** Do you give your students assignment activities to train them to write?

a)Yes                                    b) No
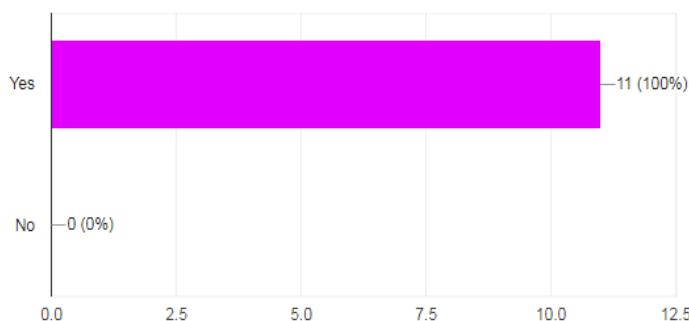


**Figure.4.18. Teachers' Attitudes about Students' Assignment Activities**

Figure 4.18 reveals that all the respondents 100% give their students assignment activities to train them to write because they believe that "practice makes perfect". Moreover, some added that their students always write, while others said that their students' assignments were twice a week. As a result, teachers highly focus on practice because they aim to help their students practise the language beyond the classroom so that they can develop their writing skill and will be able to communicate successfully.

**8.** What kind of assignment do you give your students?

a) Paragraph writing

b) Essay writing
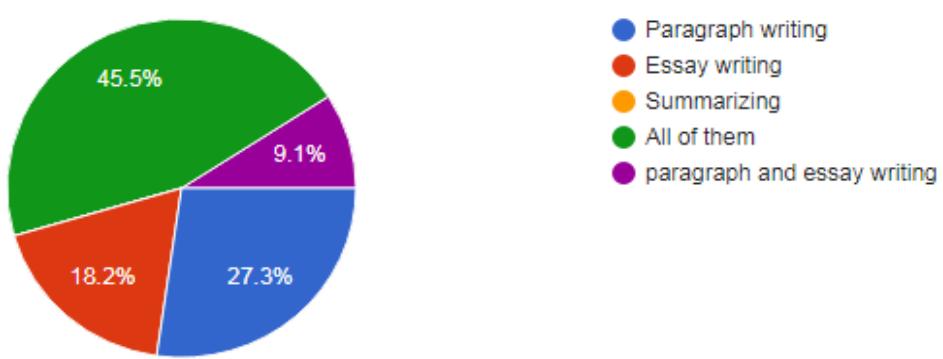
c) Summarizing



**Figure.4.19. Teachers' Kind of Assignment**

Figure.4.19 demonstrates that approximately half of teachers ( 45.5% ) claimed that they used to give their students different assignment kinds such as summarizing, paragraph and essay writing. They selected such diversity in order to train their students to write many types following the main steps to be able to express themselves in a real life situation; therefore, they improve their writing skill and achieve effective communication.

**9.** Do you provide your students with reading activities while teaching the writing skill?

a)Yes                                b)   No   / -If No, explain why?
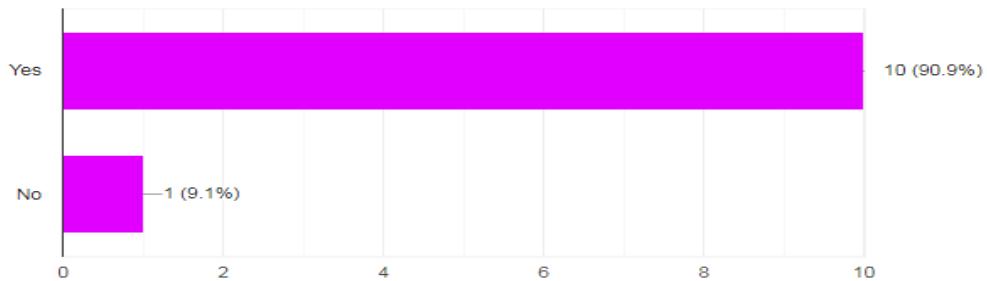


**Figure.4.20. The Use of Reading Activities while Teaching the Writing Skill**

As far as reading is concerned ( 90.9% ) of teachers asserted that they provide their students with reading activities while teaching the writing skill ( Figure 4.20 ). For more support, they added that one cannot be a good writer if he is not a good reader; they consider that the reading skill could enhance the writing skill. In addition, since time in classroom is not sufficient, they attempt to help their students to be familiar with different genres and patterns of writing as well as providing them with more vocabulary and knowledge about language.

**4.1.3. Section three:  Exploring the main Factors Causing Students' Poor Achievement in Writing in English at the University Level**

**1.** Do you think that the level of your students in writing is:

a) Excellent           b)Good              c)Average            d) Weak
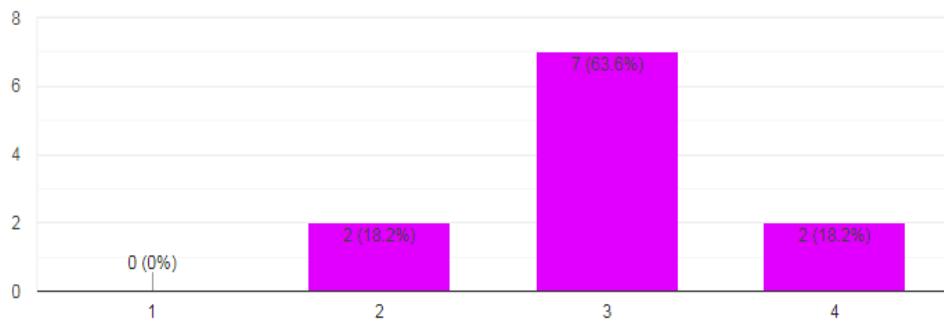
**Figure.4.21. Students' Level in Writing in English at the University Level**

According to the results summarized in Figure 4.21, ( 63.6% ) of participants think that students' level in writing in English at the university level is average.This indicates that students may face difficulties when writing in English because of many reasons.

**2.** Do your learners face difficulties while writing?

a)Yes                                                                                                   b) No
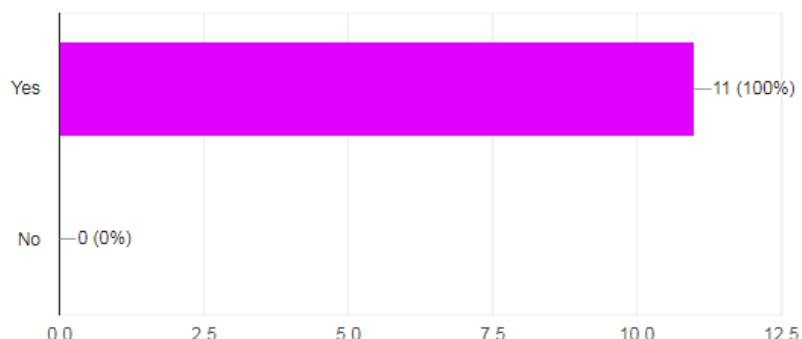


**Figure.4.22. Students' Difficulties While Writing in English**

As demonstrated in Figure.4.22, ( 100% ) of the participants claimed that their students face serious difficulties while writing in English. This may be because of the following factors: linguistic, personal, psychological, or teacher related ones. Hence, this reveals that EFL students have serious problems in writing which must be fixed for better writing and communicating in English.

**3.** Are these difficulties because of: ( You can choose more than one answer ).

    **A. Linguisticfactors**

    a. Poor grammar

    b. Lack of vocabulary

    c. L1 interference

    d. Lack of reading

    e. Lack of knowledge about the target topic

    f. The students are not aware of the audience and purpose of their writing

If others, specify



**Figure.4.23. Causes of Students' Difficulties in Writing: Linguistic Factors**

45.5% of the teachers believe that insufficient reading significantly affects students' writing skill. Moreover, as seen in Figure 4.23, 18.7% of the respondents indicated that inadequate vocabulary is an additional obstacle that impedes the quality and purpose of students' writing. Nonetheless, 9.1% indicated that L1 interference, inadequate grammar, insufficient knowledge of the subject matter, and students' lack of awareness of the audience and purpose of their writing are significant challenges they face. Notably, 9.1%

believe that all the above described problems are the primary challenges faced by students. Consequently, insufficient reading and limited vocabulary are key linguistic characteristics that are closely interconnected and can influence writing skills both favorably and adversely. If students engage in sufficient reading practice, they will acquire extensive vocabulary and linguistic expertise, significantly enhancing their writing skills in both academic contexts and real-life situations beyond the classroom (Djouama, 2023).

**B. PersonalFactors**

a) Learners' strategies and styles of  learning

b)  Learner differences

c) Learners' conceptions towards the writing skill

d) Learners' lack of writing practice

e) Learners' background knowledge in English about the topic

others,
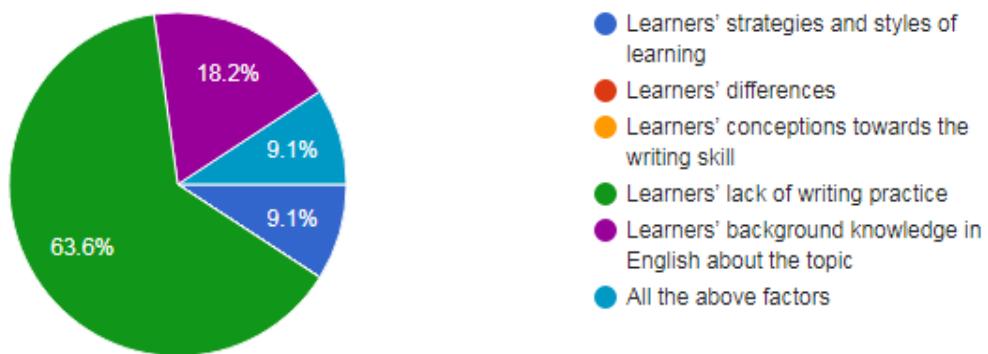


**Figure.4.24. Causes of the Students' Difficulties in Writing: Personal Factors**

According to Figure.4.24, most of the teachers ( 63.6% ) said that students' difficulty in writing in English is caused by lack of writing practice whereas 18.2% believe

that learners' background knowledge in English about the topic could be another difficulty they face when writing. Besides, 9.1% of them declared that learners' strategies and style of learning, or all the previous factors may hamper students' writing. So, it is deduced that practice has a crucial role in teaching and developing the writing skill. Therefore, teachers are insisting and recommending for more writing practice because of its importance in helping students to apply what they know, to discover their weaknesses and seek for remedy. Writing practice also is another strategy where students can explore new writing genres and new knowledge. Consequently, personal factors have a great impact on students' writing ability.

### C. Psychological Factors

a) Lack of motivation to write

b) Low self-esteem

c) Anxiety

d) Non-developed cognitive skills and critical thinking

d) If others, specify



**Figure.4.25. Causes of Students' Difficulties in Writing: Psychological Factors**

According to the results summarized in Figure 4.25, most of the teachers ( 63.6% ) responded that non-developed cognitive skills and critical thinking are a serious difficulty that obstructs students to perform well in writing. Furthermore, lack of motivation to write (18.2%) is another factor that has a great impact on learners dealing with a writing task. Anxiety ( 9.1%), also hampers students' good achievements in writing. Thus, psychological factors in terms of motivation contribute to a high extent in learning in general and in learning writing in particular. So, if the topic does not catch students' interest, or they do not understand why and to whom they are writing, they will not achieve writing success besides their undeveloped cognitive abilities and anxiety.

### D. Teacher's Related Factors

a. Inappropriate approach for teaching writing

b. Lack of teacher's assessment and feedback
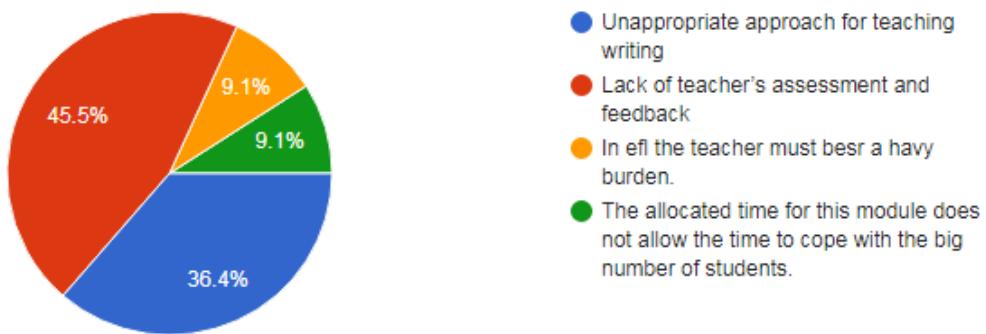


**Figure.4.26. Causes of Students' Difficulties in Writing: Teacher's Related Factors**

Figure.4.26 shows that the lack of teacher's assessment and feedback has a great impact on students' writing. As can be seen, approximately half of teachers ( 45.5% ) thought that it is the major cause of students' difficulties in writing. Besides teacher's assessment, ( 36.4% ) of teachers think that the inappropriate approach for teaching writing

is also another cause for students' low achievements in writing. As a result, they consider that assessment and feedback are fundamental to diagnose students' weaknesses and to motivate them to be involved in their learning so that students will perceive that assessment is a crucial part of their learning/ teaching process. Furthermore, teachers' approach for teaching writing must be appropriate to meet students' needs, level, and expectations. Thus, the teacher's related factors, assessment and the teaching approach are considered one of the main causes for students' low achievements in writing.

**4.** Which of the following factors affect your students' performance in writing most? explain

    a) Linguistic factors

    b) Personal Factors

    c) PsychologicalFactors

    d) Teacher's Related Factors
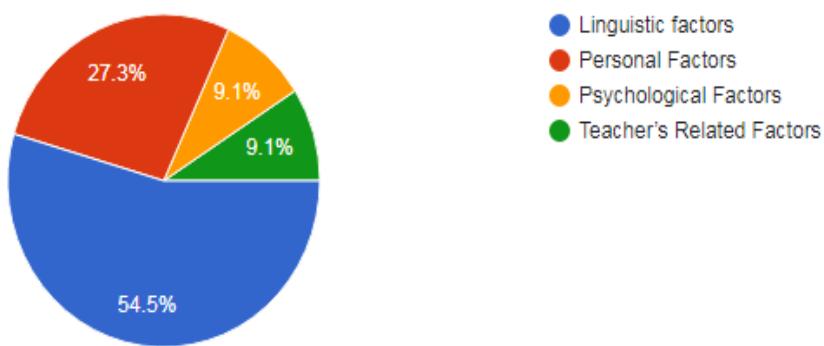


**Figure.4.27. Factors that Affect Students' Performance in Writing Most**

Figure 4.27 illustrates that more than half of the teachers (54.5%) indicated that linguistic factors mainly influence their students' writing ability, while 27.3% recognized that personal factors also have a certain impact on students' writing. Furthermore, 9.1% of

instructors believe that psychological and teacher-related elements may influence students writing (Djouama, 2023).

To support their responses they explained saying that as far as grammar and vocabulary are concerned, good writing could not be achieved unless students have a good linguistic competence and a good knowledge about the topic because poor grammar becomes an obstacle that thwarts any progress in writing. They also added that to gain more vocabulary, they should practice reading because it helps them to master the linguistic code to be able to express themselves and their thoughts successfully. Furthermore, they explained that the aforementioned factors provoke paralysis and lack of motivation that discourage students to write, and for that reason students are accountable for strengthening their deficiencies to achieve better in writing.

### 4.1.4. Section Four: Strategies Used to Improve Students' Writing in English at the University Level

**1.** Do you provide your learners with corrective feedback?

a)Yes                                        b)   No
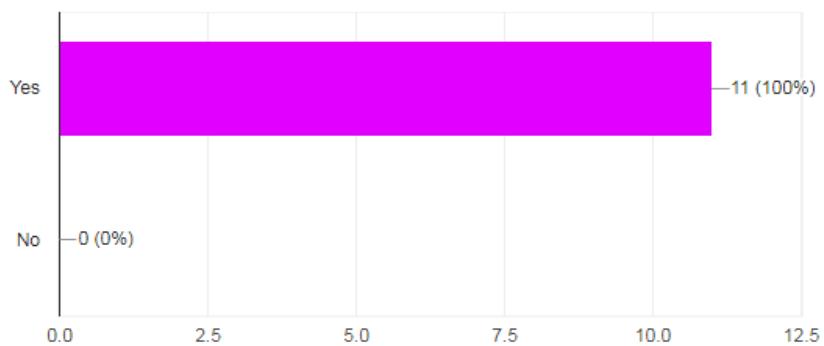
**Figure.4.28 . Teachers' Corrective Feedback**

Figure.4.28 demonstrates that all teachers 100% stated that they provide their students with corrective feedback. They consider that feedback has a crucial role in learning. Hence, while writing, EFL students need to be assessed and encouraged for better improvement in writing.

**2.** Which kind of assessment do you use?

a)Formative          b) Summative          c)Self-assessment          d)All of them

-If others, specify
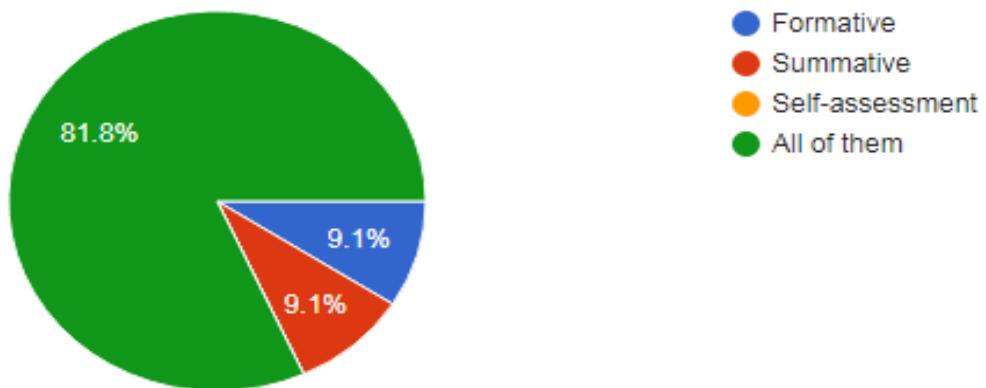


**Figure. 4.29. Kind of Assessment Used by Teachers**

According to the results summarized in Figure 4.29, most of the teachers ( 81.8% ) said that they employ all the aforementioned kinds of assessment. This diversity indicates that not only they want to assess their students' while learning; assessment for learning and after learning; assessment of learning, but also they aim to train their students to be self-assessors who are responsible of their own learning process. Moreover, their objective is to diagnose their students' weaknesses in order to select the most appropriate teaching method and the best assessment strategies to help them overcome their difficulties and to better develop their writing skill.

3. Do you think the type of assessment you use can affect students' ability/ performance in writing?

a)Yes                                              b)  No

 Explain?
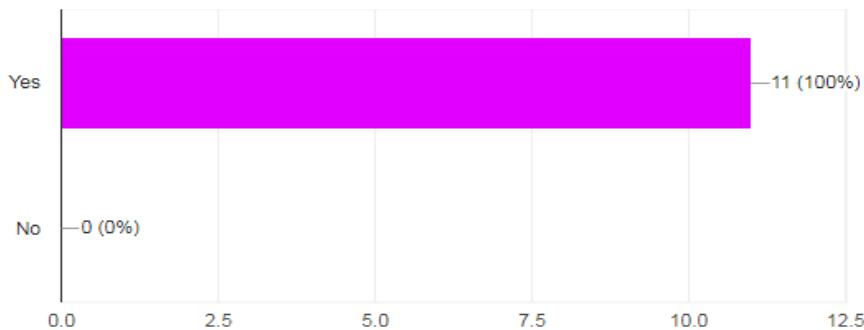


**Figure.4 30. Effect of Teachers' Kind of Assessment on Students' Ability**

As can be seen in Figure.4.30, all the respondents 100% agreed that the type of assessment used affects theirstudents' ability/ performance in writing. They elucidated saying that assessment gives the teacher an accurate idea about to what extent students have learned the content. As a result, it helps the teacher to design new activities or strategies to solve his/ her learners' deficiencies. They added that students learn from feedback; however, if they are not assessed, they cannot discover their errors; consequently, they cannot know what remedies to consider in order for improving their level. Furthermore, they declared that assessment is not only integral to learning, but it is also essential to develop learners' writing skill because it directs the potential of the students and helps them to be acquainted with the teaching approach. In addition, others have justified that variety of activities in assessing students' writing gives them fair chances to practise their skills and develop their composition. Hence, assessment is

considered as a crucial component in the learning process in general and in learning writing in particular.

4. How do you help your students to overcome difficulties facing them when writing in English ?

   a) Through practice

   b) By giving positive feedback

Through self-assessment

   c) Through Peer assessment

   d) All of them.

   e) None of them

If others, specify.
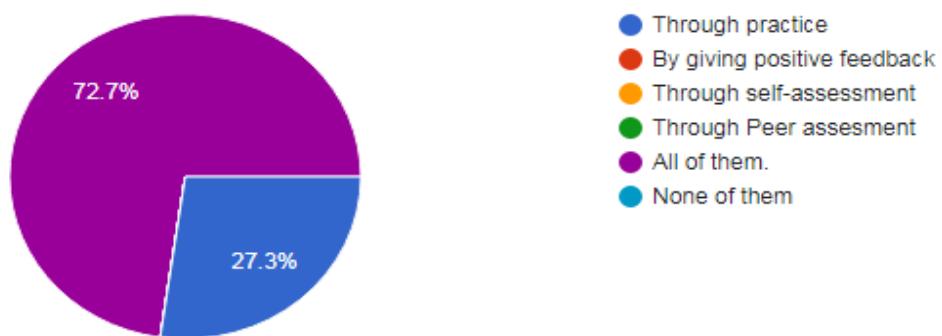


**Figure. 4.31. Teachers' Strategies used to Overcome Students' Difficulties in Writing**

Figure 4.31 illustrates that 72.7% of teachers prefer to assist their students in overcoming challenges encountered when writing in English by employing all the previously listed procedures. Through this diversity, they seek to gather essential

information to assess their students' competency. Furthermore, they employed positive feedback and various forms of assessment not solely for grading purposes, but also to illuminate students' weaknesses, thereby fostering autonomy and responsibility in their learning; consequently, their writing proficiency and learning skills will be enhanced. Merely 27.9% of them concentrated on using practice to assist students in surmounting their challenges in English writing. They assert that practice is essential in the acquisition of writing skills, as the adage states, "practice makes perfect" (Djouama, 2023).

**5.**To what extent do you think that self-assessment through Portfolio can be an effective strategy to help students improve   their writing in English.

    a)  Very effective

    b)  Effective

    c)  Not effective at all

Explain
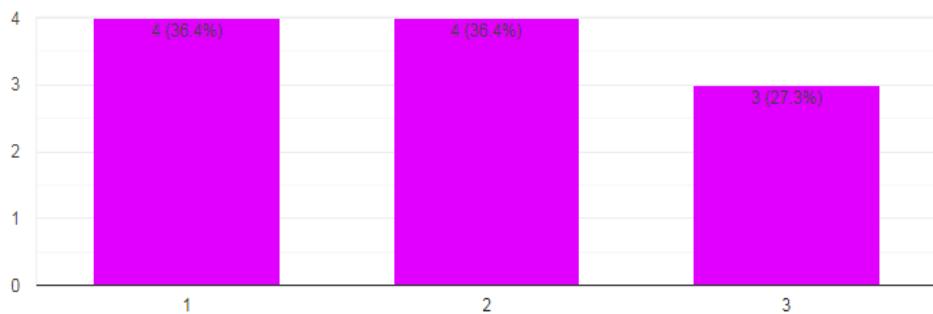


**Figure. 4.32. The Effectiveness of Self-assessment through Portfolio**

Figure 4.32 indicates that 36.4% of educators believe that self-assessment via portfolios is a highly useful method for enhancing students' English writing skills.They justified this effectiveness saying that it provides learners the opportunity to take part in

their own learning promoting their autonomy. Moreover, collecting students' productions in a portfolio helps them to diagnose their own weaknesses, and how well they have progressed for a better performance. In spite of its advantages, 27.3% of teachers declared that it is not effective because it lacks credibility as most students are not able to carry out any objective assessment. In addition, portfolio assessment requires a strategy, a personal follow-up progress file, for each student throughout her/ his graduation training; however, this is not included in our educational system.  Consequently, we can conclude that portfolio assessment is a successful method for assisting students in overcoming challenges; as a result, they enhance their writing skills and autonomy, despite certain limitations.

**6.**How can we help students get rid of these difficulties in writing? Please feel free to suggest any suggestions?

This question is devoted to teachers' suggestions about helping students to overcome their difficulties to develop their writing skill. Many teachers emphasise the necessity of offering students more opportunities for practice and reflective reading to facilitate their exploration of language in context and the application of their knowledge; thus, they will become cognisant of their deficiencies, various writing genres, linguistic structures, and expand their vocabulary.

In addition to more practice and reading, instructors recommend fostering students' self-esteem and using efficient assessment procedures that encourage independence and responsibility in their learning. For instance, they put forward self-assessment; the use of portfolio could be an effective strategy where students collect their writings and follow their progress and improvement. Thus, this strategy would raise students' awareness of their learning, particularly their writing. Furthermore, teachers propose to increase

students' motivation and provide them with immediate corrective feedback since it can contribute in improving their techniques and styles of writing.

### 4.1.5. Interpretations of the Questionnaire Results

The results indicate that students have significant challenges in communicating, particularly in written English. Educators acknowledged that several variables contribute to students' inadequate performance in writing inside EFL courses, as well as affecting their capacity and motivation to write. Teachers identified that insufficient practice, inadequate reading, underdeveloped abilities and critical thinking, and a deficiency in teacher evaluation and feedback are the primary factors contributing to students' low performance in English writing.

Moreover, teachers shed light on some main strategies that could help students to overcome their difficulties and improve their writing. In this respect, they call for developing the writing skill/ ability to achieve effective communication. They allude that providing students with more practice is very beneficial because they train in writing, use their knowledge, and be aware of several genres of writing. Additionally, they focus on reading as another strategy that contributes to develop students' reading comprehension, reflection, and creativity; furthermore, it may extend their repertoire with new vocabulary and expose them to new language structures in use.

The findings indicate that self-assessment via portfolios is regarded as an effective assessment strategy, as formative assessment is viewed as a potent pedagogical approach occurring during learners' educational phases, facilitating their progress and self-regulation (Mastracci, 2017). Educators promote the use of the portfolio technique and instruct students on self-assessment of their work. Any kind of assessment must be valid and reliable in order to provide the teacher with evidence about his/ her students' learning

progress, and it also helps him/ her to plan for their future success. When learners self-assess their own writing, their meta-cognition will be developed; therefore, they will identify their weaknesses, what they know and do not know, and they will search for problem solving strategies for better improvement of their writing. Furthermore, through portfolio students will be more aware of their writing and progress since they are dealing with an authentic work which demonstrates their competences and language use. Hence, students will be more independent who are displaying their autonomy. Greater independence and awareness of their own learning progress, particularly in writing, will enhance their ability to communicate effectively in English. Nonetheless, the efficacy of this technique is constrained by factors such as the university educational system, students' motivation, and their self-esteem levels, which educators consistently advocate should be enhanced to improve teaching, learning outcomes, and writing improvement.

Furthermore, corrective feedback is deemed essential in any formative assessment during instruction.Teachers' training and self-evaluation seeking improvement help them to be more aware of their teaching main tasks such as providing feedback to their students. This could be as a praise, a comment, or even a smile that really can be advantageous for students and helps them not only to build their self-confidence and believe in their own capabilities, but also to be motivated. Moreover, students need to understand what they are doing, and where they are in their learning.

Consequently, Cizek (2010) asserts that delivering feedback, assisting students in self-monitoring and self-assessing their learning progress, and fostering their meta-cognitive abilities are crucial objectives that educators should achieve throughout formative assessment processes.

## 4.2. Analysis of the Experiment Results

This section, statistically analyses the test findings using descriptive statistics, comparing the computed mean and standard deviation before and after the intervention, as seen in the Tables below.

### 4.2.1. Results in Language Use

#### 4.2.1.1. The Pre-test

**Table 4.4 Control and Experimental Group Pre-test Scores in Language Use**

| Pre-test scores in language use | | |
|:---:|:---:|:---:|
| Participants | Control group scores in language use | Experimental group scores in language use |
| 1 | 4 | 5 |
| 2 | 5 | 4 |
| 3 | 3 | 6 |
| 4 | 3 | 5 |
| 5 | 5 | 4 |
| 6 | 4 | 6 |
| 7 | 3 | 3 |
| 8 | 5 | 5 |
| 9 | 5 | 6 |
| 10 | 6 | 5 |
| 11 | 6 | 4 |
| 12 | 4 | 5 |
| 13 | 5 | 6 |
| 14 | 6 | 3 |
| 15 | 5 | 2 |

**Table 4.5 Control and Experimental Groups Pre-test Mean Scores in Language Use**

| Group | | Pre-test | |
| --- | --- | --- | --- |
| | | Statistics in Language Use | |
| | | Control Group | Experimental Group |
| N | Valid | 15 | 15 |
| | Missing | 0 | 0 |
| Mean | | 4.6 | 4.6 |
| Standard deviation | | 1.0556 | 1.24212 |
| Standard error | | 0.27255 | 0.32071 |
| Minimum | | 3 | 2 |
| Maximum | | 6 | 6 |

Table 4.5 shows the results of the pre-test, which reveal that both the control group and the experimental group have an inadequate level of writing in English before the treatment. When comparing the two means **(M= 4.6)**, we found that there is no significant difference in the participants' level of performance in writing in terms of language use with a minimum score ( 3-2 ) and a maximum score ( 6-6) for both groups respectively. Therefore, most students have the same level in writing in English in terms of language use because they show major problems in sentence constructions, use of tenses, subject and verb agreement, and struggle to avoid fragments and run-ons, which will hinder meaning (Djouama and Chelli,2022).

**4.2.1.2 The Post-test**

**Table 4.6 Control and Experimental Groups Post-test Scores in Language Use**

| Participants | Control group scores in language use | Experimental group scores in language use |
|:---:|:---:|:---:|
| 1 | 4 | 6 |
| 2 | 4 | 7 |
| 3 | 5 | 6.5 |
| 4 | 3 | 5 |
| 5 | 3 | 6.5 |
| 6 | 3.5 | 7.5 |
| 7 | 4 | 5 |
| 8 | 5 | 4 |
| 9 | 3 | 6 |
| 10 | 4 | 8 |
| 11 | 5 | 7 |
| 12 | 6 | 6 |
| 13 | 4 | 8 |
| 14 | 5 | 6 |
| 15 | 6 | 6 |

**Table 4.7 Control and Experimental Groups Post-test Mean Scores in Language Use**

| Group | | Post-test | |
| --- | --- | --- | --- |
| | | Statistics in Language Use | |
| | Group | Control Group | Experimental Group |
| N | Valid | 15 | 15 |
| | Missing | 0 | 0 |
| Mean | | 4.3 | 6.3 |
| Standard deviation | | 0.99642 | 1.11484 |
| Standard error | | 0.25728 | 0.28785 |
| Minimum | | 3 | 4 |
| Maximum | | 6 | 8 |

The post-test has been undertaken to reveal whether students progress or not and to probe the effects of self-assessment through the use of portfolio on developing students' paragraph writing. Table 4.7 shows that there is a noticeable difference in the participants' means ( **M CG= 4.3** ) and ( **M EG= 6.3** ), so their level of performance in writing in terms of language use has been developed with an increase in the minimum score ( 3-4 ) and a maximum score ( 6-8) for both groups respectively. Moreover, the post-test results reveal that students of the experimental group errors decreased remarkably because they show fewer errors in tenses, subject and verb concord, and other errors such as sentence construction, fragments and run-ons, which influence meaning and make the reader get confused (Djouama and Chelli, 2022).

### 4.2.1.3 Comparing Mean Difference after the Treatment

**Table 4.8 The Experimental and the Control group Mean's Difference after the treatment in Language Use**

| Group | Pre-testMean | Post-test Mean | Meandifference |
|---|---|---|---|
| Experimental group | 4.6 | 6.3 | 1.7 |
| Control group | 4.6 | 4.3 | 0.3 |
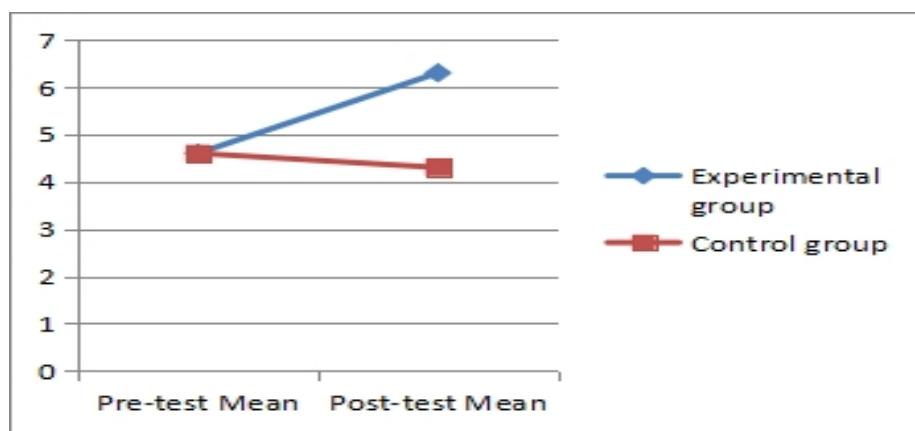


**Fig. 4.33. Experimental and Control groups Mean's Difference after the Treatment in Language Use**

According to Table 4.8 and Figure 4.33, the comparison of the findingsbetween thetwo groups after the treatment reveals a significant improvement in the experimental group as the participants increase their mean from 4.6 to 6.3 with a significant difference ( 1.7 ). However, the control group results showed a slight decrease in their mean from 4.6 to 4.3 with a difference of ( 0.3 ) (Djouama and Chelli, 2022). .

**4.2.1.4. Evaluation of Inter-rater Reliability of the Experimental Group Post-test Scores in Language Use**

To test the reliability of the scores, three raters; the researcher and two others from the same Department of English Language and Literature evaluated the experimental group's post-test paragraphs applying the same scoring rubrics.

**Table 4.9 Raters' Scores of the Experimental Group Post-test in Language Use**

| Raters' Scores in Language Use / Experimental Group Participants | Rater1 (the Researcher) /10 | Rater 2 /10 | Rater 3 /10 |
|:---:|:---:|:---:|:---:|
| 1 | 6 | 6 | 6 |
| 2 | 7 | 7.5 | 7 |
| 3 | 6.5 | 5.5 | 8 |
| 4 | 5 | 4.5 | 4 |
| 5 | 6.5 | 7 | 7 |
| 6 | 7.5 | 7 | 7 |
| 7 | 5 | 6 | 3 |
| 8 | 4 | 4 | 2 |
| 9 | 6 | 4.5 | 6 |
| 10 | 8 | 7 | 9 |
| 11 | 7 | 7 | 6 |
| 12 | 6 | 7 | 5 |
| 13 | 8 | 7 | 7 |
| 14 | 6 | 5 | 6 |
| 15 | 6 | 5 | 4 |

**Table 4.10   Analysis of Variance ( ANOVA)  between the Raters' Scores of the Experimental Group Post-test in Language Use**

|  |  | Sum of the squares | Df | Mean squared | F | Sig | p-value |
|---|---|---|---|---|---|---|---|
| Language  use | Between groups | 1.900 | 2 | 0.950 | 0.46 | 0.635 | 0.05 |
|  | Within groups | 86.800 | 42 | 2.067 |  |  |  |
|  | Total | 88.700 | 44 |  |  |  |  |

The one-way ANOVA between the three raters reveals that the three raters mean scores in language use are approximately the same in both aspects "between and within the groups" because as shown in Table 8, F value equals 0.460 with a probability value of 0.635 which is greater than p-value 0.05. Therefore, this indicates that the three raters opted for the same scoring according to Jacobs, et al. ESL composition profile (1981) (Djouama and Chelli, 2022).

### 4.2.2. Results in Vocabulary

#### 4.2.2.1. The Pre-test

**Table 4.11  Control and Experimental Groups Pre-test Scores in Vocabulary**

| Pre-test scores in vocabulary | | |
|---|---|---|
| **Participants** | **Control group scores in vocabulary** | **Experimental group scores in vocabulary** |
| 1 | 3 | 6 |
| 2 | 3.5 | 2 |
| 3 | 3 | 6 |
| 4 | 3 | 2 |
| 5 | 3 | 2 |
| 6 | 3 | 6 |
| 7 | 2 | 3 |
| 8 | 5 | 2 |
| 9 | 4 | 5 |
| 10 | 6 | 4 |
| 11 | 6 | 4 |
| 12 | 3 | 4 |
| 13 | 2 | 4 |
| 14 | 2 | 2 |
| 15 | 3 | 3 |

**Table 4.12 Control Group and the Experimental Group Pre-test Mean Scores in**

**Vocabulary**

| | Pre-test | |
|---|---|---|
| | **Statistics in Vocabulary** | |
| **Group** | **Control Group** | **Experimental Group** |
| **NValid** | 15 | 15 |
| **Missing** | 0 | 0 |
| **Mean** | 3.4333 | 3.6667 |
| **Standard deviation** | 1.29376 | 1.54303 |
| **Standard error** | 0.33405 | 0.39841 |
| **Minimum** | 2 | 2 |
| **Maximum** | 6 | 6 |

Table 4.12 shows the results of the pre-test, which reveal that both the control and the experimental groups had insufficient English writing skills prior to treatment. We noticed no significant difference in the participants' level of performance in writing in terms of vocabulary with minimum score ( 2-2 ) and a maximum score ( 6-6 ) for both groups when we compared the two means ( M CG= 3.4 ) and ( M EG= 3.6 ). As a result, most students have the same level of vocabulary in their writing in English because they constantly make errors in word form, choice, usage, have a limited range of vocabulary, and even the meaning is ambiguous.

**4.2.2.2.The  Post-test**

**Table 4.13 Control Group and the Experimental Group Post-test Scores in**

**Vocabulary**

| | Post-test scores in vocabulary | |
|---|---|---|
| **Participants** | **Control group scores in vocabulary** | **Experimental group scores in vocabulary** |
| **1** | **4** | **5.5** |
| **2** | **4** | **6** |
| **3** | **5** | **6** |
| **4** | **3** | **3.5** |
| **5** | **3** | **5.5** |
| **6** | **3.5** | **7** |
| **7** | **4** | **3** |
| **8** | **5** | **4** |
| **9** | **3** | **6** |
| **10** | **4** | **7.5** |
| **11** | **5** | **7** |
| **12** | **6** | **6** |
| **13** | **4** | **7** |
| **14** | **5** | **4** |
| **15** | **6** | **5** |

**Table 4.14 The Control Group and the Experimental Group Post-test Mean Scores in**

**Vocabulary**

| | | Post-test | |
|---|---|---|---|
| | | **Statistics in Vocabulary** | |
| | **Group** | **Control Group** | **Experimental Group** |
| **N** | **Valid** | 15 | 15 |
| | **Missing** | 0 | 0 |
| **Mean** | | 3.1667 | 5.5333 |
| **Standard deviation** | | 0.87966 | 1.38186 |
| **Standard error** | | 0.22713 | 0.35679 |
| **Minimum** | | 2 | 3 |
| **Maximum** | | 5 | 7.5 |

The post-test was designed to determine whether students are progressing and to investigate the effects of self-assessment via portfolio on developing students' paragraph writing skills. Table 4.14indicates aconsiderable difference in the means of the participants (M CG=3.16) and (M EG=5.53), indicating that their writing skill, specifically regarding vocabulary, has improved, as proven by an increase in the minimum score (2-3) and a maximum score (5-7.5) for both groups. Moreover, the post-test results reveal that the experimental group's errors decreased considerably, as they exhibited sufficient range, with occasional errors of word/idiom form, choice, usage, and meaning is not obscured.

### 4.2.2.3. Comparing Mean Difference after the Treatment

**Table 4.15 Experimental and Control group Mean's Difference after the treatment in Vocabulary**

| Group | Pre-testMean | Post-test Mean | Meandifference in vocabulary |
|---|---|---|---|
| Experimental group | 3.66 | 5.53 | 1.87 |
| Control group | 3.43 | 3.16 | – 0.27 |
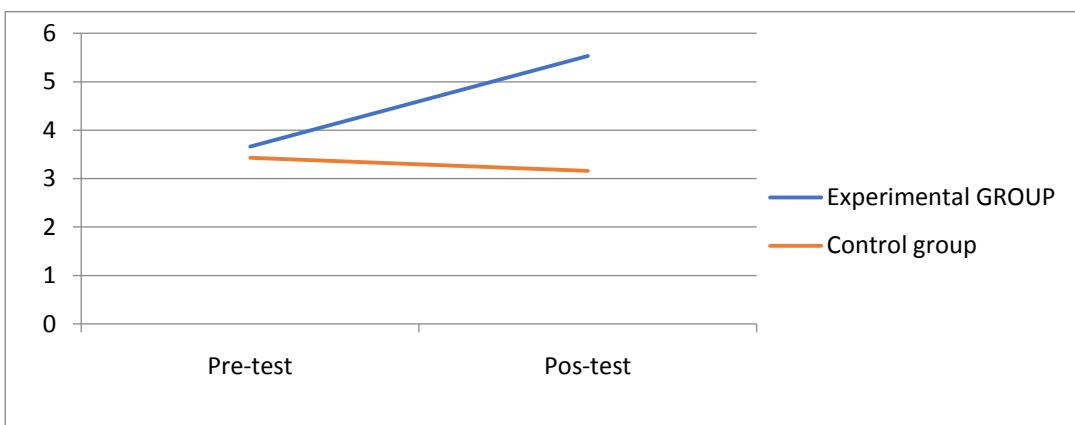


**Fig.4.34. Experimental and Control group Mean's Difference in Vocabulary after the Treatment**

Table 4.15 and Figure 4.34 indicate that the comparison of results between the two groups after the treatment demonstrates a notable enhancement in the experimental group, whose mean increased from 3.66 to 5.53, showing a significant difference of 1.87. The control group findings, conversely, revealed a slight decline in their mean from 3.43 to 3.16, indicating a difference of 0.27.

**4.2.2.4. Evaluation of Inter-rater Reliability of the Experimental Group Post-test Scores in Vocabulary**

Similar to the procedure opted for testing reliability of the scores in language use, the researcher and two other raters from the same department of English evaluated the experimental group's post-test paragraphs in terms of vocabulary applying identical scoring rubrics.

**Table 4.16 Raters' Scores of the Experimental Group Post-test in Vocabulary**

| Raters' Scores in Vocabulary Experimental Group Participants | Rater 1 ( the Researcher ) /10 | Rater 2 /10 | Rater 3 /10 |
|:---:|:---:|:---:|:---:|
| 1 | 5.5 | 6 | 8 |
| 2 | 6 | 8 | 6 |
| 3 | 6 | 6 | 8 |
| 4 | 3.5 | 3.5 | 3 |
| 5 | 5.5 | 6 | 7 |
| 6 | 7 | 8 | 8 |
| 7 | 3 | 5 | 4 |
| 8 | 4 | 4 | 3 |
| 9 | 6 | 4.5 | 5 |
| 10 | 7.5 | 8.5 | 8 |
| 11 | 7 | 7 | 7 |
| 12 | 6 | 5 | 5 |
| 13 | 7 | 8 | 8 |
| 14 | 4 | 4.5 | 5 |
| 15 | 5 | 5.5 | 5 |

**Table 4.17 Analysis of Variance ( ANOVA) between the Raters' Scores of the Post-test of the Experimental Group in Vocabulary**

| | | Sum of the squares | Df | Meansquared | F | Sig | p-value |
|---|---|---|---|---|---|---|---|
| **Vocabulary** | **Between groups** | 2.033 | 2 | 1.017 | 0.385 | 0.683 | 0.05 |
| | **Within groups** | 110.967 | 42 | 2.642 | | | |
| | **Total** | 113.000 | 44 | | | | |

As Table 4.17shows, F value is 0.385 with a probability value of 0.683 which is greater than p-value 0.05. Consequently, the one-way ANOVA among the three raters demonstrates that the three raters' mean scores in vocabulary are roughlyequivalent in both; between and within the groups, aspects. This indicates that the three raters opted for an identical scoring according to ESL composition profile developed by Jacobs, et al. (1981).

## 4.3. Inferential Statistics: Hypothesis Testing

The researcher then conducts a statistical test after employing descriptive statistics to examine and compare students' scores in writing in terms of language use and vocabulary in both tests of both groups, control and experimental.

Therefore, in order to test the hypotheses in this research, we used inferential statistics adopting a t-test to evaluate and compare the means of the pre and post-tests conducted in this study. In addition to that, we set two hypotheses aiming to prove that self-assessment through the use of portfolio developed students' paragraph writing in terms of language use and vocabulary.

### 4.3.1. Hypothesis Testing in Language Use

To test the research hypothesis that states "If students self-assess their paragraph writing through the use of a portfolio, they would better develop their writing in terms of language use", an independent t-test was used to examine whether the difference between the two groups' results is salient. However, this is after realizing a test of normality of distribution. Whether or not this difference is significant, it is determined by the probability degree if compared to the p-value, which equals 0.05. Therefore, the independent sampled-test helps to reject the null hypothesis or accept it if the probability degree is less than ( <0.05 ) i.e. only 5% of the results are due to chance which leads to the rejection of the null hypothesis in favour the alternative hypothesis has to be confirmed, so 95% of the results are due to the experiment.

### 4.3.1.1. Test of Normalityin Language Use

In order to be able to use parametric tests, we must ensure that the obtained data is normally distributed as it is one of the most famous probability distribution according to central limits theory. As this type is characterized by the presence of symmetry between its right and left sides around the arithmetic mean that approaches or equals the median. Therefore, to detect the normality of distribution, the Shapiro-Wilk test is usually used in the case of small samples and indicators related to the values of the coefficients of skewness and kortosis can be relied upon as shown in the following Table:

## Table. 4.18. Statistical values of Kurtosis and skewness in Language Use

| Statistic | Pre-test | | Post-test | |
|---|---|---|---|---|
| | Control groupscores in language use | Experimental groupscores in language use | Control groupscores in language use | Experimental groupscores in language use |
| Mean | 4,60 | 4,60 | 4,60 | 6,30 |
| Std. Deviation | 1,055 | 1,242 | ,996 | 1,114 |
| Median | 5.00 | 5.00 | 4.00 | 6.00 |
| Coefficient Of Skewness | -,303 | -,650 | -,303 | -,264 |
| Std. Error of skewness | .580 | .580 | .580 | .580 |
| **Significance Level** | **1.137** | **1.137** | **1.137** | **1.137** |
| Critical Ratio of skewness coefficient | -,522 | -1,120 | -,522 | -1,120 |
| Coefficient Of Kurtosis | -,961 | -,321 | -,795 | ,001 |
| Std. Error of Kurtosis | 1,121 | 1,121 | 1,121 | 1,121 |
| **Significance Level** | **2.197** | **2.197** | **2.197** | **2.197** |
| Critical Ratio of kurtosis coefficient | -,857 | -,286 | -,709 | -,001 |
| Shapiro- **Statistic** | ,876 | ,896 | ,902 | ,949 |
| **df** | 15 | 15 | 15 | 15 |
| **Sig.** | **,041** | ,082 | ,102 | ,514 |

The results in the previous Table indicate that the coefficient value of both the experimental and control groups in the pre and post tests are all very close to the zero value, although the negative signal indicates that the skewness will be slightly left, it is confined between the two values (-2, + 2). All of The run values are less than double the standard error of the skewness (< 1.16) This means that the distribution is generally normal or approaches moderate distribution as in the distribution of Control group scores in language use, which is confirmed by the results of the Shapiro-Wilk Shapiro test, where most of them are greater than the statistical indication level of 5%. Consequently, a parametric test was selected.

### 4.3.1.2 T test

The null hypothesis: ( $H_0$ ) If students self-assess their paragraph writing through the use of a portfolio, they will not develop their writing in terms of language use.

The alternative hypothesis: ( H1 ): If students self-assess their paragraph writing through the use of a portfolio, they will develop their writing in terms of language use.

**Table 4.19 T test in Language Use**

| Independent T test for equality of Means | | | | | |
|---|---|---|---|---|---|
| Rubric | N | T | Df | Sig( 1tailed) | P-value |
| Language use | 15 | 5.180 | 28 | 0.000 | 0.05 |

The t-test findingsin Table 4.19indicate a significant difference between the experimental and control group ( t=5.180 ) with a significant value ( 0.000) which is less than the p-value ( < 0.05) anda degree of freedom is *df*= 28 for this study. Therefore, only 5% of the results are attributable to chance. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted. This means that the treatment, the implementation of self-assessment through portfolio, had a considerable effect on the participants' language use. As a result, this provides proof that self-assessment using portfolio can be useful to improve EFL students' paragraph writing skill. Moreover, this indicates that selecting the appropriate assessment strategy is crucial in EFL learning to achieve teaching objectives.

### 4.3.2. Hypothesis Testing in Vocabulary

### 4.3.2.1. Test of Normality in Vocabulary

**Table. 4.20. Statistical Values of Kurtosis and Skewness in Vocabulary**

| | Pre-test | | Post-test | |
|---|---|---|---|---|
| **Statistic** | Control groupscores in vocabulary | Experimental groupscores in vocabulary | Control groupscores in vocabulary | Experimental groupscores in vocabulary |
| Mean | 3.43 | 3,67 | 4,30 | 5,53 |
| Std. Deviation | 1.293 | 1,543 | ,996 | 1,381 |
| Median | 3.00 | 4,00 | 4,00 | 6,00 |
| Coefficient Of Skewness | 1.082 | ,379 | ,330 | -,454 |
| Std. Error of skewness | .580 | .580 | .580 | .580 |
| **Significance Level** | 1.137 | 1.137 | 1.137 | 1.137 |
| Critical ratio of skewness | 1.87 | 0.65 | 0.57 | -0.78 |
| Coefficient Of Kurtosiscoefficient | 0.382 | -1.228 | -0.795 | -0.802 |
| Std. Error of Kurtosis | 1,121 | 1,121 | 1,121 | 1,121 |
| **Significance Level** | 2.197 | 2.197 | 2.197 | 2.197 |
| Critical ratio of skewness coefficient | 0.34 | -1.10 | -0.71 | -0.72 |
| Shapiro-Wilk **Statistic** | ,821 | ,857 | ,902 | ,930 |
| Shapiro-Wilk **Df** | 15 | 15 | 15 | 15 |
| Shapiro-Wilk **Sig.** | ,007 | ,022 | ,102 | ,277 |

The findings of the previous Tabledemonstrate that the coefficient value for both the experimental and control groups in the pre and post tests are all approaching zero ranging between two values (-2, + 2). All of these calculated values are underthe double of the standard error of the skewness (1.16) and the indicative value limit (2.197). This is at standard score 1.96 which corresponds to a morale level below 5%. The critical ratio of both the kurtosis and skewness coefficients, all of which are confined to the range of (-1.96 and + 1.96), indicating a convergence among the values of centralism.

Likewise, we opted for an independent t-test to determine the significance of the difference between the results of the two groups, and to test the research hypothesis that "If students self-assess their paragraph writing through the use of a portfolio, they will develop their writing in terms of vocabulary". The significance of this difference is evaluated by the probability degree in comparison to the p-value of 0.05. The independent sampled-test allows to reject the null hypothesis or accept based on a probability degree which is less than ( <0.05 ), indicatingthat only 5% of the results are ascribed to chance. Consequently,the null hypothesis is rejected in preferenceto the alternative hypothesis, demonstrating that 95% of the results are attributable to the experiment.

### 4.3.2.2 T-Test

The null hypothesis: ( $H_0$ ) If students self-assess their paragraph writing through the use of a portfolio, they will develop their writing in terms of vocabulary.

The alternative hypothesis: ( H1 ): If students self-assess their paragraph writing through the use of a portfolio, they will develop their writing in terms of vocabulary.

**Table 4.21. T test in Vocabulary**

| Independent T test for equality of Means | | | | | |
|---|---|---|---|---|---|
| **Rubric** | **N** | **T** | **Df** | **Sig( 1tailed )** | **P-value** |
| **Vocabulary** | 15 | 5.59 | 28 | 0.000 | 0.05 |

Table 4.21 indicates a t test value of ( t=5.59 ) with a significant value ( 0.000) which is less than the p-value ( 0.05) and a degree of freedom of*df*= 28 for this investigation. Therefore, merely 5% of the results are attributed to chance. Consequently, we reject the null hypothesis and accept the alternative hypothesis. Hence, the treatment,

including the use of self-assessment through portfolio, significantly affected the participants' vocabulary. As a result, this is an evidence that self-assessment through the use of portfolio can be helpful in enhancing EFL students' paragraph writing. Moreover, this indicates that selecting the appropriate assessment strategy is crucial in EFL learning and to achieve teaching goals.

## 4.4. Summary of the Quantitative Findings

The findings obtained from the experiment rejected the null hypotheses in this research work. Students'mainchallenges in writing before the treatment include linguistic features, L1 interference, lack of vocabulary, lack of knowledge about the topic are among students' main difficulties in writing. Subsequently, students developed a greater awareness of sentence construction, tense usage, meaning, and various other linguistic aspects after the treatment. In addition, they demonstrated adequate range, occasional errors of word form, choice, usage, and meaning is not obscured. As a result, students developed not only in terms of language use but also in terms of vocabulary, respectively. This significant increase was revealed when post test results were compared to those of the pre-test of both groups; control and experimental after the treatment.

Moreover, self-assessment using portfolio strategy proved to be more effective than conventional assessment methods in enhancing EFL students' writing skills. Consequently, engaging students in the assessment of their own work significantly enhances their competence and reflective abilities, aligning with the recent shift in higher education that promotes active participation and autonomy in the learning process; thus, they will be equipped to constantly develop and reflect on their competence and performance in real-life situations.

## 4.5. Analysis of the Students' Post-Interview

This interview was used to know the students' attitudes about the treatment and to supplement the findings of the experiment.

### 4.5.1. Students' Perceptions of Self-assessment

Although writing is a very important skill in an EFL context, students face difficulties to write and express themselves effectively. Therefore, teachers seek effective teaching as well as assessment methods and strategies. In this respect, all the interviewees declared that the implementation of the self-assessment strategy was helpful and useful as it enabled them to assess their writing by themselves, so they discovered their weaknesses and tried to improve them in the next assignment. McDonald (2014) asserts that self-assessment facilitatesthe comprehensive development of thestudent through enhancing the ability "learn how to learn" and it encourages reflection. Thus, students became aware of what they are writing. Moreover, most of them confess that self-assessment is a new strategy they did not know before whereas one respondent stated that self-assessment was a beneficial strategy specifically in this year during Covid-19 pandemic. This means that self-assessment is an opportunity for students to pursue their learning process beyond the classroom without the assistance of the teacher.

As far as reading is concerned, a respondent postulated that self-assessment was a good strategy to improve their reading and writing skills. Because reading is an integral part in the writing process, it could be developed through the revision process when students read and proofread their assignment aiming improvement of their final product. Subsequently, writing is developed through reading because it provides writers with a plethora of vocabulary and examples of real language in use.

Furthermore, few participants added that self-assessment not only helped them to write coherent paragraphs, but also helped them to improve their writing methods and style. In addition to that, most of them revealed that self-assessment was an effective and an organized strategy that contributes to the development of their writing paragraphs specifically in some areas such as vocabulary and grammar.

### 4.5.2. Students' Attitudes towards Using Portfolio and Conferencing

All the interviewees reported that using portfolio in writing assessment was a helpful strategy. They claimed that though the concept of using portfolio was new and uncommon for them, they were interested in using it in their writing assessment. This means they are aware that writing is very important and plays a crucial role in their learning career and whole life; therefore, they were seeking an effective strategy that could pave the way for their development and problem solving. In this respect, the participants' attitudes towards portfolio were positive as most of them stated that it helped them to organize their paragraphs.

Moreover, because writing paragraphs requires coherence, one interviewee revealed that using portfolio was a good strategy that helped the student in the writing process. Taking into consideration that writing must be flawless, most of the participants believed that using portfolio guided them to discover their weaknesses through the use of the checklist as well as their progress from one paragraph to another. They added that through practice they were able to write about different topics, too. Thus, their writing and cognitive abilities had been developed if compared to their previous writings before the treatment. Hamp-Lyons (2006) corroborates the process of reflection about what the writer has produced as an evidence in the whole process of portfolio assessment besides collection and selection as essential elements. This reveals that the participants were

engaged in their learning and sought to develop as independent learners who are responsible of their own learning assessment and progress. As a result, this positive attitude leads them to be autonomous learners as this is the major goal of the new teaching system.

Furthermore, as far as feedback is concerned, teacher conferencing was very beneficial. All the participants mentioned that the conferencing phase was interesting and useful because it is an opportunity to communicate with their teacher and discuss their products to diagnose their level and identify their strength and weaknesses which will be further improved. Thus, students develop better writing habits and revise their work more thoroughly, and their levels of higher-order and critical thinking improve as a result of their increased autonomy as writers (Bayrakter, 2012).

Because Portfolio is an authentic assessment strategy (Burk, 2009), it is then, an opportunity for students to be involved in a real learning environment, aiming to enhance their cognitive and meta-cognitive abilities. As a result, they become more independent and understand what they are learning, why, and how.

### 4.5.3. Students' Perceptions about the Use of Checklist

All the participants had a positive attitude towards the use of checklist though it was their first time to deal with such a technique. They claimed that it was very organized and helpful because it included some criteria that students have to consider when using the language in order to attain better results (Scriven, 2000). For instance, students will check if their writing is flawless according to certain criteria. Thus, the checklist was the key element in writing assessment through portfolio which students' use to identify their errors when revising their assignments. Moreover, the checklist assisted them to reflect about the writing process, and their writing product, so it will be complete and enhanced.

### 4.5.4. Students' Perceptions on their Writing Difficulties and Development

Although writing is an essential skill in language learning, students are still struggling to communicate their thoughts and write coherent assignments( paragraph ). This is what the teachers confirmed in the pre-questionnaire before the treatment mentioning that L1 interference, anxiety, lack of vocabulary, and poor grammar were the major hindering factors. However, after the treatment, the use of portfolio, the interviewees, students, reported that their writing has been improved mainly in terms of language use and vocabulary. Most of the participants confessed that they have improved in terms of language use ( grammar); they can write correct tense verb forms, subject verb concord, word order, and can write more complex but meaningful sentences avoiding sentence errors such as fragments and run on sentences, as well as they can identify the difference between their first and last paragraph.

Furthermore, because there is no meaning without lexis, the participants declared that portfolio has highly contributed to their paragraph writing improvement, specifically in terms of vocabulary. Thus, portfolio was an effective strategy and an opportunity to revise their product and their word choice. The responses revealed that they benefited not only to correct their spelling, enrich their repertoire, and differentiate between formal and informal forms, but also to discover and improve their writing style. Although they have improved to write a good argumentative paragraph, and became aware of the writing process and paragraph organization, few participants asserted that they did not improve well, they still need more training using portfolio. To sum up, the participants assumed that self-assessment through portfolio was effective and helpful to develop their cognitive and writing abilities.

### 4.5.5. Students' Suggestions

The participants were satisfied of using the portfolio in writing assessment. They confirmed that it was effective. In addition, the concept of self-assessment itself created an authentic learning and assessment environment where students are responsible of their own learning progress by the use of the checklist. However, few called for more training using portfolio. They also suggested choosing the topics by themselves, stressing that learners' differences, preferences and interests are crucial factors that highly affect students' performance in writing. Moreover, one participant suggested to add 'note taking' to portfolio features. Nevertheless, most of the interviewees advocated that portfolio was an effective strategy.

## 4.6 Summary of the Qualitative Findings ( Students' Post Interview )

The participants demonstrated positive attitudes after the implementation of portfolio as a self-assessment strategy. They were satisfied when they used the portfolio in writing assessment and confirmed that it was effective. Hence, this supports the results obtained from the experiment and the confirmed hypotheses. In addition, the concept of self-assessment itself created an authentic learning and assessment environment where students are responsible of their own learning progress by the use of the checklist. However, few called for more training using portfolio and suggested to choose the topics by themselves assuming that learners' differences, preferences and interests are crucial factors that highly affect students' performance in writing. Therefore, most of the interviewees advocated that portfolio was an effective strategy and affected positively their writing ability. As a result, this strategy proved to be successful in developing EFL students' paragraph writing in terms of language use and vocabulary, and it could develop their self-efficacy, cognitive and meta-cognitive skills.

## Conclusion

The results show that writing was not only a complex task, but also its assessment was hard to apply. This research was carried out to identify the factors causing EFL students' low achievements in writing and to highlight the effects of self-assessment through the use of portfolio on developing EFL students' paragraph writing. The linguistic factor is the main cause of their low achievement as confirmed by the teachers. Though teachers' feedback is crucial, they recommend providing their students with the opportunity to more training and writing practice, and to develop their linguistic competence. The findings of the experiment led to the rejection of the null hypothesis. This revealed that the portfolio was an effective strategy for writing assessment, specifically paragraph writing in terms of language use and vocabulary. Students have not only the opportunity for self-development, but also their teachers have to raise their awareness about the audience and the purpose of their writing besides criteria for good writing. Furthermore, teachers advocate adopting portfolio as an effective strategy for formative assessment. This strategy is considered advantageous as students can take an active part in their own learning process developing their meta-cognition, reflection, and autonomy. Thus, for quality teaching, teachers should be vigilant enough and select more effective strategies for both teaching and assessment.

# General Conclusion

# General Conclusion

**Introduction**

The shift to a new educational paradigm, learner-centeredness, seeks to boost learners' communicative skills, particularly in writing. This will encourage the writer to engage with his audience and will ensure comprehension by the reader as writing is a rhetorical skill that involves advanced linguistic and communicative skills.

Since writing is regarded as a fundamental skill in EFLT, researchers and educators are continuously exploring successful strategies and techniques for teaching writing, as well as assessing it, in order to encourage students' autonomy, meta-cognition, and enhance the quality of their writing piece. The purpose of this mixed-methods study was to investigate how self-assessment through portfolio impacts the development of EFL students' writing paragraphs in terms of language use and vocabulary.

This research was carried out to identify the factors causing EFL students' low achievements in writing and to highlight the effects of self-assessment through the use of portfolio on developing EFL students' paragraph writing at Biskra University. Though students were taught how to write, they still encounter many difficulties to express themselves effectively and appropriately at a university level. Hence, this research was crucial to underline the importance of training students how to assess their own work, assignment, for a better written final copy.

## Summary of the Findings

The quantitative findings obtained from the teachers' pre-questionnaire analysis answered the research question ( N° 1 ) about what factors causing EFL learners' low

achievements in writing are, and the research question ( N° 2 ) whether teachers use the portfolio assessment strategy while assessing their students' paragraph writing.

It revealed that students face significant challenges in writing in English because various factors contribute and impact their motivation to write in English. These factors include linguistic and personal issues, as identified by teachers, alongside teacher related and psychological factors. Students' non-developed linguistic competence and critical thinking, and inadequate teachers' assessment and feedback, the lack of training, practice, reading, were highlighted as key factors affecting students' writing performance in English.

Moreover, the results indicated that using portfolio as a formative assessment strategy can help students achieve autonomy in their learning. Teachers recommend to implement portfolio assessment and to teach students how to self-assess their writing to enhance their independence and awareness of their progress and weaknesses, particularly in writing. This approach can improve students' meta-cognitive skills to attain effective communication in English.

The experiment's results rejected the null hypotheses in the present study. The first null hypothesis; H0: If students self-assess their paragraph writing through the use of portfolio, they will not better develop their writing in terms of language use, was rejected because the t-test value in language use ( $t=5.180$ ) with a significant value ( 0.000) which is less than the p-value ( $< 0.05$) where the degree of freedom is $df= 28$ for this study. Then, the alternative hypothesis was accepted. Hence, the treatment, the implementation of self-assessment through portfolio, had a distinguished effect on the participants' language use and only 5% of the results are due to chance.

The second null hypothesis; H0: If students self-assess their paragraph writing through the use of portfolio, they will not better develop their writing in terms of vocabulary, was rejected because the t-test value is ( t=5.59 ) with a significant value ( 0.000) which is less than the p-value ( 0.05) where the degree of freedom is *df*= 28 for this study. Then, the alternative hypothesis was accepted. As a result, the treatment, the implementation of self-assessment through portfolio, had a significant effect on the participants' vocabulary and only 5% of the results are due to chance.

Furthermore, the research question ( N° 3 ); does self-assessment through the use of portfolio improve learners' paragraph writing?, was answered. Prior to the intervention, students faced challenges such as linguistic features, L1 interference, vocabulary limitations, and topic knowledge ignorance. However, after the treatment, students showed increased awareness of sentence structure, verb tense usage, and other language aspects. Accordingly, students demonstrated a wider vocabulary range with occasional errors of word form, choice, and usage that did not obscure meaning. Consequently, students progressed not only in language use but also in vocabulary, respectively. This notable improvement was evident when comparing post-test results to pre-test results of the control and experimental groups after the intervention.

Self-assessment through the portfolio strategy was found to be more effective than the traditional assessment method in improving EFL students' writing skill. Involving students in the assessment of their own work significantly enhances their competence and reflective abilities, aligning with the contemporary focus in higher education on fostering students' active engagement and autonomy in their learning. This approach enables students to continually develop and reflect on their skills and performance in real-life situations.

To support these findings, the qualitative analysis of the post-interview with students revealed participants' positive attitudes towards the use of portfolio as a self-assessment strategy for writing. They expressed satisfaction with the effectiveness of portfolio in writing assessment, aligning with the experiment results and confirmed hypotheses. Thus, the research question ( N°4 ); what are students' attitudes after the implementation of portfolio as a self-assessment strategy?, was answered.

## Pedagogical Implications

Implementing self-assessment through portfolio to improve EFL students' paragraph writing can yield valuable insights into how to boost writing quality, and enhance language learning outcomes as a whole. In this research, many pedagogical implications were stemmed from the pre-questionnaire and experiment results.

Implementing self-assessment through portfolio can promote active student involvement in their learning process. This occurs when students reflect on their writing being aware of its features and their abilities, and can identify areas of strength and weaknesses, so they will seek improvement. Consequently, their meta-cognitive skills are developed. Therefore, using self-assessment through portfolio can lead to a comprehensive learning and skill development.

Engaging EFL students in self-assessment through portfolio promotes their autonomy and provides a formative assessment opportunity. They can monitor their progress participating actively in their learning experience. Moreover, students participate in their assessment, too. As portfolio is a kind of formative assessment, it offers an opportunity for ongoing feedback and improvement. Through self-assessment, students can continuously monitor their writing progress, receive guidance from teachers, and make necessary adjustments to enhance their paragraph writing skills. As a result, self-

assessment through portfolio is a significant opportunity as a formative assessment in which students can reflect on their learning, witness their progress, and encourage students to be responsible of their learning.

Self-assessment through portfolio can help EFL students improve their language use and expand their vocabulary. On the one hand, portfolio helped students to be aware of the writing process specifically the revising stage. When reading their assignment draft many times, they are critically checking their writing and attempt to improve it in terms of language and vocabulary. For instance, they correct a sentence structure, verb tense, a word spelling, and word choice. On the other hand, receiving teacher's feedback is essential for guidance. Hence, when students assess their own writing, they can understand the writing process, and participate in the enhancement of their work; subsequently, their linguistic competence.

Self-assessment through portfolio is an opportunity for receiving individualized feedback. Portfolio could be the best strategy that enables teachers to meet their students' needs because they demonstrate different societal and educational background, learning styles, interests, and attitudes. As a result, students can receive tailored support and feedback based on their needs. If a student weakness is in tenses, he will receive references to be consulted for more practice and support, for example. Both instruction and assessment procedures must be based on the new educational shift of learner-centeredness approach that prioritizes learning and underscores the importance of learners' needs in the whole teaching/ learning process. Teachers' individualized guidance can help students identify their writing challenges and attempt to progress.

In this research, these pedagogical implications were emerged based on the pre-questionnaire and experiment results. They provided a useful and thorough description of

how using self-assessment through portfolio could help EFL students to improve their writing skill, and be engaged in the assessment of their writing being autonomous learners. Moreover, being an opportunity for students to receive individual tailored feedback is another integral aspect.

## Limitations of the Study

It is crucial to identify limitations in research as they have an impact on the research's results and procedure. This research has many constraints that will serve as initial considerations for future research.

The primary limitation pertains to the duration of the treatment. The study was conducted over a brief period in the academic year 2020/ 2021 in the midst of the challenges posed by COVID-19, necessitating the completion of the written expression syllabus conceived for EFL second year students. Consequently, this would restrict the outcomes of our experimental investigation and may impede students to comprehend the main rules and objectives of paragraph writing, specifically the argumentative paragraph. Potentially, it also may impact their performance.

Furthermore, this study was restricted to just two groups, control and experimental, each consisting of fifteen ( 15 ) students that the researcher was responsible for. This sample size may be deemed insufficient to draw conclusions that apply to all EFL students across all the universities in Algeria.

Another main constraint in the present work is that most students showed a remarkable reluctance towards writing. Some students disfavour writing because they find it a daunting process. Moreover, they struggle with many problems such as shortage of ideas and vocabulary, lack of self-confidence, lack of mastery of grammar rules, and the fear of receiving negative critical feedback from their teachers or classmates. All those

issues would affect students' motivation to be engaged with the writing task, and lead to their low academic performance. As a result, this reluctance could hinder students' ability to communicate and express themselves effectively whether in academic or other various contexts. Ultimately, students' reluctance may limit the results of our experimental study in the research work at hand.

Time restriction was a major factor in this study. Unfortunately, because of COVID-19 pandemic, the time allocated to teach writing was changed to be limited to only one hour ( 60 minutes ) per session three times a week. This reduced timeframe was insufficient for a thorough instruction and practice in writing. Though distance learning strategy via online platforms, Moodle, Google meets, or emails, had been adopted as an emergency for further tasks to consolidate what was taught in classroom, many students have struggled to receive appropriate guidance and opportunity to practice writing. Hence, this constraint affected teaching writing in an effective method. On the contrary, writing became a challenging process during a difficult period whose effects were notable on students' ability while mastering this fundamental skill

This treatment has focused solely on the argumentative paragraph while training students to self-assess their own writing using the portfolio. This specific choice may overlook other crucial aspects of writing; however, mastering how to construct effective arguments is a significant writing rhetorical style that students need in various situations in their real life to achieve effective communication.

Accordingly, as the study solely focused only on two key aspects " language use " and " vocabulary", the findings are inapplicable to other aspects of paragraph writing including organization, content, and mechanics.

## Recommendations for Teachers and Students

As we delve deeper into the realm of self-assessment through portfolio for enhancing EFL students' paragraph writing, it becomes essential to consider practical recommendations. These recommendations serve as valuable guidelines for educators seeking to implement effective self-assessment strategies that would assist EFL learners improve their writing and language proficiency. Therefore, the results of the currentresearch call for many recommendations for teachers and students.

It is recommended to offer comprehensive instructionto students on how to make effective use of portfolio to self-assesstheir paragraph writing. It should include guidance on reflection and employing assessment criteria to enhance the self-assessment process.

Practice opportunities in writing encourage students to be engaged in writing activities in class or beyond the class. These practice opportunities such as writing assignments and writing portfolio enable students to communicate their thoughts,and themselves effectively, fostering confidence according in their writing abilities andenhancing their writing proficiency.

Teachers have to adopt effective and tailored methods for teaching and assessing writing. This requires using teaching strategies and assessment techniques tailored to the specific requirements and abilities of learners to enhance their skill of writing.

Learnershave to beencouraged to believe in their own writing abilities. As they always complain that they are not skillful in writing, it is integral to help them build self-confidence and begin to write without fear of their errors or teacher's judgments. For instance, teachers could provide constructive feedback, or praise to students, so they can develop a positive attitude towards their writing ability.

Conducting conferencing with students is a significant strategy in learning writing. It refers to the meeting and discussion about student's writing or writing progress. Conducting conferencing sessions with students may effectively enhance students' engagement, motivation, confidence, and progress in writing. Thus, they can improve their writing habit and engage in critical reflectionon their writing process and progress because conferencing assesses the process of writing rather than the completed product.

Reading is fundamental for promoting language development and literacy among students. Lack of reading is one of the main reasons contributing inlearners' poorperformance in writing. Therefore, as reading and writing are interconnected, students must beencouraged to read because it is essential for expanding students' vocabulary, strengthening their comprehension abilities, and promoting their critical thinking.

Increasing the timeframe devoted to the written expression module is valuable. By extending the duration of the written expression module, teachers offer learners with more opportunities for practice, receive feedback, and foster their writing abilities. Ultimately, teachers could create a diversified learning environment taking into consideration the development of students' writing skill a priority.

Students must be aware that grammar is very significant in writing and both modules are interconnected. Teachers must train their students that whenever they write, they have to pay attention to grammar use because it constitutes the underlying structure of a language providing a framework for organizing ideas and conveying meaning accurately, to help students develop their language use, teachers should involve grammar activities in writing, so students will always make this natural connection between these two language aspects, modules. Consequently, they will achieve effective written communication that shows clarity and coherence.

The difficulty of communicating due to a lack of vocabulary should be also underscored. Teaching vocabulary for writing would enhance students' vocabulary. Thus, learners may enhance their writing fluency and learn to select precise, effective, and appropriate words that convey their intended meaning. Then, it is essential to involve students in vocabulary exercises in writing to promote variety and create a dynamic atmosphere in the class. In addition, students should be encouraged to read because none can deny the significant effect of reading on writing.

These recommendations were essential for teachers, students, and researchers in the field to consider when implementing self-assessment through portfolio. Hence, incorporating self-assessment strategies in EFL classes' instruction could create a dynamic learning experience that encourages students' participation and motivation in writing, so enhancing overall language learning.

## Suggestions for Further Studies

Regarding the study's limitations, we identified many gaps in the ELT field which must be reconsidered. In this respect, somerecommended studies for further research could be undertaken to investigate the effectiveness of self-assessment via portfolio use strategy.

Aiming to improve students' academic achievement, it is pivotal to enhance their self-regulation. This could be researchers' interest for further investigation. They can conduct many studies concerning the role of implementing self-assessment via portfolio to foster students' self-regulation regarding responsibility of their learning, level of motivation, and engagement in their learning process particularly at the university level.

Investigating the impact of self-assessment through the implementation of portfolio on developing students' meta-cognition is another research issue. This could be investigated to determine how students' meta-cognitive skills could be developed, so

students' awareness to reflect on their performance and learning would be increased. Researchers are required to provide teachers in the EFLT field with strategies that assist to promote students' reflection enabling them to Figure out the main causes of their strengths and weaknesses, and plan for improvement in the future.

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# Appendices

# Appendix 1

Teachers' Pre-Questionnaire about the Main Factors Causing Difficulties

toStudentsinwritinginEnglish

1. Whichdegreedoyouhold?
   a) MAGISTERE ☐
   b) PhD            ☐
2. HowlonghaveyoubeenteachingEnglish?
3. Howlonghaveyoubeenteaching writing to secondyear students?
   a) Inyouropinion,whyiswritingimportantwhenlearninga foreignlanguage?
   b) doyouthinkwritingis :
      a. Agift ☐
      b. Askillthatcanbedevelopedthroughpra

ctice. ☐
4. Whichapproachdoyouthinkisappropriatetoteachwr
iting?
   a) Theproductapproach          ☐
   b) Theprocessapproach           ☐
   c) Thegenreapproach             ☐
   d) Theprocess-genreapproach ☐
   e) Ifothers,specify
   f)  -Wouldyouexplain why?
5. Inyouropinion,goodwritingis:( Youcanchoosemorethanoneanswer).
   a) Purpose, Cohesion, andcoherence      ☐

   b) Correctgrammar                        ☐
   c) Goodspellingandpunctuation            ☐
   d) Appropriatevocabulary                 ☐
   e) Goodideas                             ☐
   f) Allof them                            ☐
   g) Ifothers,specify
6. Isthesyllabusofwrittenexpressionofsecondyearadequateandhelpsstudentstoacquiret hisskill?
             a)Yes ☐   b)No ☐
7. Doyouthinkthetimeallocatedtowrittenexpression moduleis:
      a)    Veryadequate   ☐ b)Sufficient          ☐
      c)Insufficient ☐
8. Doyougiveyourstudentsassignmentactivitiestotrainthemto write?
   a)Yes ☐ b) No ☐

- How often?

9. What kind of assignment do you give your students?
    a) Paragraph writing ☐
    b) Essay writing ☐
    c) Summarizing ☐
10. 10. Do you provide your students with reading activities while teaching the writing skill?
                    a) Yes ☐                                         b)  No ☐
- If No, explain why?
11. Do you think the level of your students in writing is:
                a) Excellent ☐        b) Good ☐  c) Average ☐                    d) Weak ☐

12. Do your learners face difficulties while writing?
        a) Yes ☐
        b) No ☐

13. Are these difficulties because of: ( You can choose more than one answer ).
    **A. Linguistic factors**
    a. Poor grammar ☐
    b. Lack of vocabulary ☐
    c. L1 interference ☐
    d. Lack of reading ☐
    e. Lack of knowledge about the target topic ☐
    f. The students are not aware of the audience and purpose of their writing ☐ If others, specify

    **B. Personal Factors**
    a) Learners' strategies and styles of learning ☐
    b) Learners' differences ☐
    c) Learners' conceptions towards the writing skill ☐
    d) Learners' lack of writing practice ☐
    e) Learners' background knowledge in English about the topic ☐ others,

    **C. Psychological Factors**
    a) Lack of motivation to write ☐
    b) Low self-esteem ☐
    c) Anxiety ☐
    d) Undeveloped cognitive skills and critical thinking ☐ If others, specify
    **D. teacher's Related Factors**
    a. Unappropriate approach for teaching writing ☐
    b. Lack of teacher's assessment and feedback ☐
14. Which of the following factors affect your students' performance in writing most?

a) Linguistic factors ☐
b) Personal Factors ☐
c) Psychological Factors ☐
d) Teacher's Related Factors ☐ Explain

15. Do you provide your learners with corrective feedback?

    a) Yes ☐          b) No ☐

16. Which kind of assessment do you use?

    a) Formative ☐      b) Summative ☐ c)Self-assessment ☐      d)All of them ☐ If others, specify

17. Do you think the type of assessment you use can affect students' ability/ performance in writing?    a)Yes ☐             b)No ☐
Explain?

18. How do you help your students to overcome difficulties facing them when writing in English?

    a) Through practice ☐
    b) By giving positive feedback ☐
    c) Through self-assessment ☐
    d) Through Peer assesment ☐
    e) All of them ☐
    f) None of them ☐ If others, specify.

19. To what extent do you think that self-assessment through Portfolio is an effective strategy to help students improve their writing in English.

a) Very effective ☐          b) Effective ☐ c) Noteffective atall ☐

  - Explain?

  20. How Can we help students get rid of these difficulties that face them in writing? Please feel free to suggest any suggestions?

# Appendix 2

**Students' Pre-test**

| | |
|---|---|
| **MK University of Biskra Literature** | **Department of English language and** |
| **Second Year LMD Students** | **Written Expression Course** |
| **Full Name:** ……...……...……………….…… | **Group N°:** |

**Pre-test in Written Expression**

**Exercise 01: Write an argumentative paragraph discussing the following topic ( No more than 10 sentences with a good handwriting).**

**Topic:** Could e-learning be an alternative to classroom instruction?

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# Appendix 3

**Students' Post-test**

**MK University of Biskra**                    **Department of English language and**
**Literature**

**Second Year LMD Students**                    **Written Expression Course**

**Teacher: Mrs. Djouama Houda**                    **Group N°:**

**Full Name: ……..……..……..…………..……**

**Post-test in Written Expression**

**Exercise 01: Write an argumentative paragraph discussing the following topic.**

Topic: To guarantee the teaching and learning process in the midst of Covid 19 crisis, universities have opted for blended learning strategy that is called "distance learning" applying the health precautions. Does this strategy create an effective environment for students ( you) to study and achieve better results?

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## Appendix 4 :Students' Checklist

MK University of Biskra
Department of English Language and Literature        Second Year LMD Students
Written Expression Course: Argumentative Paragraph Writing
Teacher : Mrs. DJOUAMA
Student's Name :

| Rubric | Self-assessment checklist | Yes | No |
|---|---|---|---|
| **Paper Format** | Is the format correct? | | |
| | Does it look like the model that has been studied at class? | | |
| | Did I write the topic sentence? | | |
| | Did I include the controlling idea? | | |
| | Did I state my opinion ( my point of view) about the topic ( for or against the idea)? | | |
| | Did I write facts to support my opinion? | | |
| **Paragraph Organization and Content** | Did I write sufficient arguments, reasons, and details (3-5 supporting sentences ) which help the reader to understand why I hold this belief and to be convinced? | | |
| | Did I write my arguments using order of importance ( from most important to the least important, or from the least important to the most important )? | | |
| | Did I mention the counterargument which increases the credibility of your writing? | | |
| | Did I write a concluding sentence? | | |
| **Coherence** | Did I use transition signals effectively where they are needed? | | |
| **Unity** | Did I write any irrelevant sentences? | | |
| **Sentence Structure** | Did I write any unclear sentences? | | |
| | Did I write different types of sentences? | | |
| | Did I write any fragments? | | |
| | Did I write any comma splice? | | |
| | Did I write any choppy sentences? | | |
| | Did I write any run on sentences? | | |
| **Lexical** | Did I use appropriate vocabulary? | | |

| | |
|---|---|
| **Choice** | Did I use formal words? |
| | Did I use a variety of vocabulary? |
| **Grammar and Mechanics** | Did I use correct word order? |
| | Did I use verb tense and aspect correctly? |
| | Did I use correct subject-verb agreement? |
| | Did I spell the words correctly? |
| | Did I use correct capitalization? |
| | Did I use correct punctuation? |

**Design adopted from Oshima & Hogue ( 1999, p. 98), and Nimehchisalem et al. ( 2014, p. 73-74 )**

**Appendix 5 :** ESL Composition Profile ( Jacobs et al., 1981 )

# ESL COMPOSITION PROFILE

STUDENT                    DATE                    TOPIC

| SCORE | LEVEL | CRITERIA | COMMENTS |
|---|---|---|---|
| CONTENT | 30-27 | EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic | |
| | 26-22 | GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail | |
| | 21-17 | FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic | |
| | 16-13 | VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate | |
| ORGANIZATION | 20-18 | EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive | |
| | 17-14 | GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing | |
| | 13-10 | FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development | |
| | 9-7 | VERY POOR: does not communicate • no organization • OR not enough to evaluate | |
| VOCABULARY | 20-18 | EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register | |
| | 17-14 | GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage *but meaning not obscured* | |
| | 13-10 | FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • *meaning confused or obscured* | |
| | 9-7 | VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate | |
| LANGUAGE USE | 25-22 | EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions | |
| | 21-18 | GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured* | |
| | 17-11 | FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • *meaning confused or obscured* | |
| | 10-5 | VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate | |
| MECHANICS | 5 | EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing | |
| | 4 | GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured* | |
| | 3 | FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • *meaning confused or obscured* | |
| | 2 | VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate | |

TOTAL SCORE    READER    COMMENTS

prefer to the teacher or the teach him?

our use of internet is developed day by day and to
be honest with our selfes we are in time that we can't live
without it but can the e-learning take place of classcom or not?
In reality for my opinion the e-learning can take place
of classcom and that because of a lot of reasons first of all
with this method we can avoid the road traffic and the bus
and by this way we can benefit of time second reason
the way that you get information is not important in itself but
the information it self it is more important and with this kind
of learning we can save the video between us and the teacher
and refer to it in any time the finally and the important
reason distance learning is something usefull for personne who
work and do other thing else and that made theme mange their
time with the way they prefer
to conclud this method of e-learning is a national application
which saved many universities in the world.

e-learning Versus classroom instruction

e-learning and classroom learning is both diffrent ways for studying and they has their own characteristics. e-learning it shorten and make it easy for the student not to come and spend long time coming with the transportation difficulty but it has its problems cause the students feel like it's a free time and doesn't pay much attention to the online classes and don't check from time to time, maybe because students are not used to this type of learning. Classroom instruction is more effective and could only e-learning be alternative to classroom firstly when the teacher is attending with the student and interacts with them thats already a good thing for effective learning Secondly when students come to university or school that motivates them and puts them in learning mood rather than home which doesn't feel like learning environment as university or school.

e-leaning is an exeptional solution during coronavirues. So we can't consider it as a based education this is for many reasons. First of all, luck of understanding case we need teacher To explain some dificult points and give us simple examples. second, we can't be orginazed when we study online and while when we study at university we can be more serious.

E-learning Vs. Classroom instruction.

E-learning in Our society is not a successful way to learn, and classroom instruction are more effectivness.

First, in Online Courses there is no interaction between students and teachers and thats Can effects bad resultes.

Second, e-learning needs a lot of demerds ( God internet quality , phones , time ...)

Finally, distraction, while learners begin to navigate for lessons, he enter to other Social media and waste there time.

There is no alternate for classroom instruction, No metter how many options is provided.

There are a lot of students who feel comfortable with e-learning more than attending classrooms. For me it doesn't make any sense when it comes to e-learning that is for many reasons. First, I prefer traditional teaching methods better than modern ones, because listening to a teacher facing him or her and even taking notes that written on the board makes me able to understand. Second, sometimes network does not work or being in a bad condition, so I can't get all information clearly. Third, it not a mean in which I can take thing seriously, for example, I can escape a lesson or do not attend it than no one will know about me, so this is a example that shows what most of the students do with e-learning methods. Finally the more you attend real life sources of information will be able to get involved with stuff you are dealing with

e-Learning is Good, first. and classes can Taken at any Location, But for effective delivery The depleyment is not Just a sudden step. Second, it is a plan procdure that must be properly plan to tackle The drawback of The systeme, far not now it should be Considered as the best alternative.

Finally Online Learning is Good and easier, Because it is The only alternative available now to Continue in the Learning process.

E-learning vs classroom instruction

Internet has brought a convenient life to people and one of its tools is e-learning (learning by internet). I think e-learning could never replace classroom instruction for so many reason.

First it is hard for students who have a poor system to internet, at the moment the lesson was posted their internet cut off so they miss it.

Also some students find attendance way more helpful than online classes for the lack of the interaction with the teacher directly and group work

and finally because there is not an organized time for the lessons and this is confusing for students.

in conclusion, it is nice to use technology but is still inconvenient for some people.

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I don't agree that e-learning can be an alternative to classroom instruction, especially in Algeria, for 3 main reason. First, we don't have a really good platform to work on it, even the internet is not that good; the live lecture could stop when the teacher is explaining because of the net speed. Second, almost of teachers and students don't have any experience with e-learning and that can make a lot of problems. Finally, Not all of the students have a computer or internet to study, and they always prefer classroom instruction because of they focus more and can collect a many information. To conclude, in the future maybe the e-learning will be the alternative, but now, it can't

Our story with e-learning started with the outbreak of Covid-19, the best solution to keep us safe is teaching online.

First, I think this way of teaching isn't important and I dislike it because I can not express myself or communicate with teachers. Secondly, I feel boring for sitting in front of the computers, network also requires an effort and challenging and we did not get used to it. However, for teachers and students alike it is unrealistic to expect this to be an ideal or fun experience because it's not at all. In addition, another factor like having a suitable place to study at home, it makes a big difference especially difficulty in focusing on the content without being distracted with social media and chatting.

Finally, the important thing still is to make sure that studying takes place and everyone must learn whatever the circumstances is.

Learning between attending and online.

As usual and as a human we need to learn and educat... in classrooms or other buildes according to conditions and cases. In this case amidch is COVID-19 we have to stay at home and other learning to our home brought met but this way can not be like the way of attending in classes and go to universities because a lot of causes such as the lack of connection and the communication and there's some people who dont have devices to connect but in class you see the teacher in front of you, you understand listen and he make sure that you are understanding what he saying and teaching, for me I chose to learn in class rather than online because it's easier.

E-learning is a good way to study
E-learning is a good way to compensate for the lack
of attendance for the lack of attendance in the
classroom.

First, it doesn't take much effort and time; Because
we can just open our pc and start learning in home.
Second, you can find the lesson and an explanation
for it that you can return to when you forget an idea.
In the end; I think that e-learning could be an
alternative to classroom instruction if we use
it well.

e-learning vs classroom instruction

Most of pupils study via internet which is e-learning or to study on line, but this strategie have many negative point that can't help the pupil to study.

First is not all pupil have a smartphone or personal computer to get the lessons from the model to study it. In the second place most of pupil will find a dificulty to understand the lesson without teacher, because they need him to ask him or to get an extra information to get the whole image about what they are studying. In the last place to be on classroom is very important to chear their ideas with others and spacially when they work en groups and they may learn new things about other classmates.

Finally, en my mind I think that classroom instruction is better than e-learning because it is very effective and because the presence is very important to understand well the lesson.

Since the Corona virus appeared the students forced stay at home and received their courses by e-learning in order to finish their year for them safety, Personally, I think is'nt usefull at all and can be something Bad for the learning porpases., First., the classroom is the official place when student studaing and make activites together they must meet the techer face to face it's gona better for diccusing Loll well than the online courses is limtted chures and we can't feeling comfrotable like when we are inside the class, Next we can't resive the courdes as it is I mean we can't understand of most the lectuers if there is not I really techer for explain and facilite the lessons with his own way; than., the internet dos'nt availbable all time it is very weak and this is can be problem for attending the sabbion or send the profects or home work of student., As in conlucher e-learning can't be alternative to classroom instrucation because the lack of the instrucation mean the luck of education.

For me I think elearning can be helpful for us in many case for example as we see now in this case because of cayide as we know, first when the teacher will be absent or can't attend the session, the elearning will be the one solution that can help students by sending the lessons via email or othething. second it can be more usful than go to univasity and waste time in the way. however, there are many students haven't got the media or internet so in this case it will be non usful, Also sometimes the teacher sending us the lessons in internet we can't understand the lesson without esplication of teacher.

E-learning can be alternative to classrom

instruction and a successful method during the period of quarantine due to Covid-19 pandamic. However, in Algeria I don't find it that successful because of some problems occured. First, the unplanned educational systems that are put by the administration. Also, the lack of equipments especially bad internet. Finally, the unorganized schedule and programs that do not fit students conditions.

To sum up what was said, e-learning is a practical method to teach and learn, somehow the bad conditions in our country especially in education may affect students performance.

**Appendix 7 :**Control Group Pre-test Paragraphs

In the days of the Corona virus, many professors resort to doing remote study, or the so called study via internet. Is this good for students or not? I think that is not good for students and they can not benifit any thing. Firstly, the students can not understand when he is far from the professor and he can't ask him if he did not understand a question. Secondly suffered a lot of the students from the lack of the internet. Finally Non-discipline. The usual typical study contains a schedule of lecture times, and those appointments are divided by all the occuracy, and all the materials were obtained evenly, to organize time and to maintain discipline, where the students fails to. It is natural that a person cannot fully guarantee the attention of the other person while he is sitting in front of him, so how about if he is from afar?

- the e - learning can be alternative to classroom instruction because it is easyer than the other One and more speed, instead of waking up before the classroom session with One hour or more to prepare your selfe and having your break fast and go out for taking a bus, you can avoid all that, When you study e-learning you dont have to do all this steps, that is why i said it easyer, you can study in your house on your desk top having your cup of coffee next to you in the warm house no need to get wet under the rain or get burned by the sun, and you have all the information you need from the web finally in my opinion I prefer e-learning -

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I think the e-learning is more effective than classroom instructions, and its a good way to learn such a thing, Because in e-learning you have the ability to access to more information when you are at home and get it in more detailed about what are you looking for, Also in e-learning you can visite the youtube to watch the educational videos if you are a visual learner so in your home feel comfortable you can pause the video if you get tired and continued it later,

for me its better than the classroom instructions.

One of the most important subject in our life today and specially with covid-19 is that could the learning be an alternative to classroom instruction? so what we can say about this topic?

The first point of view, we all agree that this way of learning evolving with computer and online technology, new way of learning are now available, and improved access is one of the most important to available and improved mobility as result of the freedom and potential that online learning provides, online learning is given people new choices and flexibility, it is one top of the internet's widespread that make the countries developed.

and in the second point of view we can say that we have a disadvantage of this phenomene like it cost is still equivalent if not more than brick and mortar school, and working alone without teacher or any help, and missing out on non verbal communication, and exclusion of fun compus activities and make the potential for less net working opportunities

we can at the end we can say that this way may be modern but we can't use it so --- because we learn from each other

I Agree With that e learning can be a alternative to class room instruction. E learning saves time and Money. E learning Accommodates Every ones Needs, also lectures can be Be taken in Any Number of times. We can say that e learning is a way to provide Quick delivery of lessons, this way of learning helps in creating and communicating New training. If you unlike class room learning E learning is the best way to learn and its succes. also is individual learning styles, with e learning No Need for text books also. So finaly with those argument we can say that and embrace that e learning can be an alternative to classroom instruction.

I agree with it is an alternative.

In our World there are a lot of things that Develop through the years ... is it p. learning be alternative than to class Man instruction?

First of all; life has been change lately tech... became ... so important and so benfit, if you could study with your just internet and p.c. in your head man ..... wther I go ts skool or not I will always study.

E-learning can be alternative to direct education, but it need to be planned in proper way. it's a good way of learning to some extence, some student can have problme with studying online because of thier type of learning. I think that nothing can replace the direct education system, becaus this new learning system can hamper with child's brain development. children need to recive the right kind of stimulation that can only the teachers can provide inside a classrome.

the advantages of E-learning

Today learners want relevant, mobile, self-paced and personalized content, this need is fulfilled with the online mode of learning, here students can learn at their own comfort and requirement, let's have an analytical look at the advantages of e-learning.

Firstly online learning accommodates everyone's needs, so the courses can be taken up by office goers and housewives too, at the time suits them, depending on their availability and comfort, also by this we can shared and discussed, consumed. Another advantage is reduced finacial costs, online education is far more affordable as compared to physical learning because it eliminate the cost points of student transportation, student meals, and most importantly.

Additionally, E-learning improved student to attende, so they can taken from home or location of choice, there are fewer chances of students missing out on lessons.

In conclusion, Due to the wide set of benefits it gives to students e-learning has become quite popular and appreciated among students all over the world.

Classroom are the best in education

As online learning becomes more common nowdays, and most schools and university use it, I see that this way is not good for students and for me too. So, could e-learning be an alternation to classroom instruction?

First, the classroom learning involves physical interactions with a teacher and peers, while e-learning transfers this component to a virtual environment.

Second, with online courses students can always access learning materials and recorded sessions anytime during the course of their studies. However, with classroom learning, be it for a school or university courses, a student has to visit the physical location to speak with tutors face to face. This can be limiting especially for working professionals. In addition in classroom students can directly share their views and clarify their

own queries with the teacher, thus getting their questions answered

right away, but with e-learning students will wait alot of time to

take their answers maybe hours and sometimes days. Finally, classroom learning does not cost, as most students do not have the money, so it is the best way to teach.

E-learning is another way for studing via internet, some of the student find it effective but others not. According to me it is not really effective because of many reelons. First of all, when you are studying you sometimes find difficulties in understanding some points and you can not find anyone to help you. Secondly, Each lesson should have exercices, and they can be a little bit uncomprehensible and need teacher's guidance and instructions. So, the teacher is important. Finely, some student are lazy and do not check the lessons, So, the attendence in the class is really important to avoid such cases. In summery, E-learning can be a supplemental way besides the classroom instructions but not an alternative.

Actually learning is getting new information inorder to fill the gapes in your mind those informations you may get inside the classroom or via e-learning, for my opinion. I prefer studing in the classroom the most, I feel like nothing will be alternative to study face to face with your classmates and doing such groups inorder to share some ideas or thoughts, also when you didn't get the idea the professor will not have a problem with explaining it to you and you will get it easly, also there are such teaching materials that the e-learning can't replace, and they are useful in fact whereas when you study via e-learning you will get confused in sometimes because the teacher is speaking fastly or you may face things that will not let you concentrate with the lecture you are studing

Learning online is helpful for student but it cannot be in place of classroom instruction and there are many reason for this. First of all, student need teachers in front of them to feel of responsability of studying and working hard. Then, there are teachers.

Are some teachers make tests via facebook or e-mail and its not good at all because most of student come back to lessons and do their tests. another reason, not all of student can study via internet because they do not have internet all the time. However, there are student don't use internet for studying and do not interesting with learning websites. So e-learning cannot be alternative to classroom instruction.

I think the e-learning could be an alternative to classroom instruction. First, it's helpful for students especially when we was in quarentine and still helpful nowadays. Second The moodle is The popular learning management system. It provides educators, administration and learners with a secure system to create personalised learning environment, which could every one download the courses and study on our own web. Finally, This is The manadotory situation and The best method, It will be sucessful! we will see it Together.

e-learning is not effective for three reasons. First, The lack of communicational skill development in online students. Second, Online instructors tend to focus on theory rather than practice. Finally, E-learning lacks face-to-face communication. In conclusion, E-learning is not acceptebale by students and makes them feel isolated.

Could online class be an alternative to classroom in our ~~society~~
society. After we faced "The COVID 19", online class or
e-learning emerged than before. in our society. Online class
can't be an alternative to classroom because not all of us
have an access to internet., another problem is that e-learning
not effective as classroom., in the classroom you can intract
with students and teacher better than online classes. Not all
students have tools and their families could be poor. So online
classes can not be an alternative to classroom.

**Appendix 8 :** Experimental Group Post-test Paragraphs

**Student 1**

...... Distant learning is a new approach that have been adopted in the midst of covid-19. this strategie ~~create~~ maybe can create an effective enviroment., I don't think so. ...............

........ This blended learning strategie has a lot of disadvantages. Firstly,, I can not concentrate with teachers, get a social contact with them or express my ideas. Secondly, the internet in our country is so weak., we can't attend the video chats and we lose the basic information of the course. thirdly, sitting in front of all the computers all the time is boring especially that I am the kind of person who must study from the copybook and touch the paper not plans...... in addition, get distracted by web-surfing and social media outlets... also, it is hard to find a suitable place at home to study in without getting confused and feell comfortable... finally,, I wish we will go back to our normal life and routine for never optimizing this approach for its bad consequences.

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**Student 2**

........The strategy of distance learning is good and effective for....
students to achieve .... better .... results .. for .. many. reasons .. First .,....
.. distance .. learning .. allow .. the students .. the flexibility to .. complete
.. coursework .. in .. time ., and .. complete .. their .. responsibilities .. that ..
.. keep .. them .. busy at .. Rome .. in .. same .. time .. Also ., .. some .. students ..
.. can .. save .. money .. because .. going .. to .. university .. requires .. a lot .. of ..
.. money .. In addition ., the distance .. learning .. helps .. students ......
.. organize .. their .. schedules and .. keeps .. them .. away .. from .. the risk .
.. of .. covid .. 19 .. disease .. However ., .. some students .. see .. that .. ^this .. strategy
.. not .. good .. for them .. because .. the .. absence .. of .. teacher .. affects .. them
.. negatively .. and .. also .. the .. lack .. of .. motivation .. But .. I .. believe ....
.. that .. this .. strategy .. is the .. best .. way .. to .. help .. everyone's .. requirements
.. and .. avoid .. increasing .. the .. number .. of .. infections .. with .. the .. disease ....
.. and .. also .. make .. students .. achieve .. better .. results .........................

.............. lge. use . 7 ...... / Voc 6 ...................

**Student 3**

.....Distance learning.. is not a good strategy to study and achieve better results. this is for several reasons. First, it is right that internet provides many platforms to deal with, such as email, online video chats. however, the classrooms are the most important and the best channel for students to interact with their teacher. ~~for being interested for more?~~ Second, distance learning could offer a better conditions for students; they will not be obliged to wake up early and go with the daily routine of studying; ~~but~~ Actually, this will led them only to laziness which will prevent them to go fighting for their way. Third, in one online class we can find more than 30 people attending to know what is going on their lessons, but a teacher could not answer to every single question from their parts. it could be for the limited time of each session or the internet's poor conditions. it will cause some misundertendings. for them both - Finally, I don't support distance learning; because what is happend 1/1 in classrooms will provide the students better results. *lge use : 6,5    Voc 6*

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**Student 4**

Distance learning can't be alternative for students and can't work with it. First of all, students need to receive information by hearing, working and doing activities at class. Also they learn in different ways in school because their brains want to hear and want like working in groups, etc matching videos, audios together, using books to take notes or quotes, images ... all that are more effactivly. Study in class can be more helpful to get more information and pratical. It Spend your time in online class listen to prodcast it's waiting time, hard on experience like experiments. (there's no) (conducting)

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

Students can cheating, easy for them to share answers, because no one can see and there's no discipline on it. But I think there's students who accept and prefer distance learning and they see it more useful

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*lge we* ⟨ *NOL 3,5*

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**Student 5**

effective environment for students ( you) to study and achieve better results?

Distance learning is not the best strategy for the students to achieve better results for many reasons. First, distance learning based on theory and written courses however the students need a teacher to explain them the lesson carefully and with details. So with this strategy (distance learning) most of students they will lost the chance of understanding better for exemple "Phonetics module" need teacher to explain it in the class because student can't understand it in the copies and peaper. Second, distance learning is the cause of lacking the resarch inside university because the student must to resarch and goes to the liberary for reading books for their resarch and get more informations and knowladge to achieve better results but in "distance learning" they can not do it they can't make the right resarch. Third, Distance learning makes students irresponsibale and lazzey all time because they are not abliged to attend or go to the class room so most of students be absent and they don't even know what they stadi in their education for exemple. Playing all time without limitted time they have only Five time. So with this strategy they can't do nothing achiving any result Yost of people think that the distance learning is more effective to get bette result but I think that is not the right methes to study because suder must attend their courses in class 1/1 to learn and get better markes.

lge use : 6.5    I Voc 5.5

**Student 6**

Topic: Could e-learning be an alternative to traditional education.

There are many reasons that distance learning has created an effective environment for students, especially me, to study and achieve better results. Distance learning helps students adopt and rely on themselves more when put in different environment. For example it helped me to find ways to facilitate the comprehension of certain concepts that were not clearly explained in class. However, some students would argue that a teacher's explanation is very important to understand concepts or lessons. This is not always true because you may find teachers online that explain those lessons or concepts in simpler way. Secondly, it helps you become more active if you are a lazy person. This will help you work out your brain to understand things. Finally, when you study at home there are no time constraints but you more freedom. can study what you need a any time without boring to worry about coming at a university on time to hear the lecture fully. To conclude, distance learning is an innovative way that should be further developed because it is the means of our age and has flexibility while traditional learning and teaching in class do not.

*lgewse: 7.5    /Voc: 7*

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**Student 7**

― The strategy of "Distance learning" does not create effective environment for students for many reasons first, The distance between the teacher and the student make the teaching and the learning process difficult. cause the teacher cant evaluate the student by good way. that's why he cant set the mistakes of student and know his real level. Second, The student takes lesson as a blook he cant taking notes or know the most important ideas (an). So here the student work just as a received and he cant add something new or creating thinking map. moreover, The absence of the direct communication between the teacher and the student does not enables the student to develop thier self confidence and introduce thier selves. There are many persons think that distance learning is effective strategies cause it is more easy and safety. but I believe that it is not enough solution ant it is not The suitable way specialy   1/1 To our society.

lge we : ٥ | Voc 3

**Student 8**

« distance learning :.

When someone ask me about my opinion about the strategies of distance learning, I think that this is not the effective way to study for many reasons : en the first place; I think that it the student needs to face the teacher when he represents the lesson for good understanding, and to ask him for extra informations if he need. Secondly; it is very important for the students to work together such as en groups which help them to share their thoughts and ideas. Finally; not all students have the internet and smart phones to collect the lessons. so, it will be difficult to complete their studies well. But we can't forget that there is some people who are agree with this strategie because it helps them. En conclusion, I can say that off line learning or to study en classroom is better and more effective than el. learning strategie.

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lge we : 4 | VOC: 4

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**Student 9**

effective environment for (...) to achieve better results.

"Distance learning" is a strategy does not create an effective environment for students to achieve better results for many reasons. First, it requires internet and computers, and not all the students have it at their homes. Second, indirect connection between the students and teachers may effect both; neither the teacher do his job perfectly nor does the student understand their lessons. Finally, the internet in Algeria is not trusted, may the live lecture stopp because of the weak streaming. Many people see distance learning as a useful strategy. However, I still beleive that it won't make sense in Algeria currently.

Gramr : 6 | Voc 6

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**Student 10**

Distance learning strategy creates an effective environment for students for certain reasons. First of all, E. learning enables the students to set their own learning space. In addition, it is easy and more helpfull to enjoy the courses from anywhere and on anytime. Secondly, there's added the flexibility of schedule that fits every one's agenda. Also, it is mangeable, and students could conveniently access teachers and teaching materials. Finally, Distance learning requires many skills such as self-disciphine, self-motivation and communication. To conclude, there are some kind of students who oppose the idea of E-learning and (fino) they find it not effective to them even in Covid-19. I see that is tottaly wrong and learning in distance create an effective environment to us. lge use: 7 | Voc : 7

**Student 11**

<center>Distance learning</center>

Due to covid19 the global world had to undergo a quarantine or lockdown which delayed the progress of education. So universities adopted the "distance learning" strategy or E-learning which is not helpful for a number of students and for me personally.

First, some students have poor accessto internet so they find difficulty in downloading diffrent files for exaple pdf courses.

Furthermore, E-learning does not provide a stable timetable lessons are uploaded everytime and specially video chats. students might miss it and they can't manage between house, and duties.

Finally, distance learning does not allow students to interact with each other or with the teacher or doing any other activities like pair work and going to the library.

In Conclusion, using technology is convenient but Not always accessible.

<center>lge use : 8 | Voc : 7 ı5</center>
<center>1/1</center>

**Student 12**

effective environment for students ( you) to study and achieve better results?

.......Distance...learning..is..a..good..strategy..for..protecting..ourselves and..save..our.health,..but..is..not..really..good...for..learning..for many..reasons..reasons:..first,..students..should...study..together..and do..exercises..together..to..learn..from..each..other's..mistakes...and try..to...correct..it...Second,..they..should...share..ideas..and..thoughts between..each..other..to..build..a..large..background..and.. knowledge..about...any.topics..they..are..trying..to...learn..about.. ..finely,..the..student..may..feel..alone...and..boring..which leads..him..to...lazyness..and..the..hate..of..studying...However, ..distance..learning..has..many...benefits..especially..for..health in..the..middle...of..Corona..Virus..disease,..and..it...can..save life...and..people...In..summary,..Distance..learning..is... good..and.bad..in..the..same..time...but..it's...not..beneficial for..studying.......................................................................

lgeuse : 6      /voc  6 .....................

**Student 13**

Offline learning is the best teaching strategy. First, in most times home is not an appropriate place to study due to noises, home instructions, family disturbing and many distractions like phone, food, TV. In addition scientists said that distance learning increases students depression because of the lack of social interaction with friends, people. Finally, when it comes to testing attending is the most secured and dependable way to avoid cheating on exames. It is true that distance learning shortens the time as students they don't have to take buses or walk but I think that offline schooling is the most valid method cause it improves students level, marks and skills. To sum up I believe that students being face to face with teacher is the only way for learning.

Lge use : 8 | Voc : 7

**Student 14**

...... During the coveid 19 and to continue teaching and learning, most universities have used the strategy of "distance learning" study in your home and save your health but it is not enough for the student to learn and understand (bett) First, some teachers post the lessons as a file, these may effect the student understanding, to hears the teacher while explaining will help student understand better than get it as a file......................................................

Secondy, to understand the teacher you may ask him to repeat or ask him some questions, in distance learning you can't ask the teacher (you) the way you do in classroom...

...... Third, to study without teacher facing you and a classmates exchange ideas with them does not create the enviranement you need to study...........................

...... distance learning is a helpfull stratagy during these virus, but it does not help student enough...............

lge use: 6 | voc: 4    1/1

**Student 15**

....Distance learning is new effective way for students to keep up with learning process, and that is for the following resones. One of the resones is that when student stop studying during covid 19 they will forget what they have studied, so it will refresh their minds to study online. Next resoune, studentes learn how to be responsible for their own studies and preparation for the lessons. Since they have a lot of free time to

manege it. Finally, it allow student to learn new skills. Such as learning using technology.

....As concluding, we can see that distance......... learning is a way to keep up the good work throw the pandamic. no matter if you are not present.... in school, you still can learn.......................

Igewe : 6          I voc. 15

..... Distance learning is like having a shool in your house, yes about me is influenced in a positive way because I have found many advanteges about it. Firstly, I can manage th my time the way I like and I can rivise my leshons at any time during the day. secondly, it save time and money For escample don't take bus every day. Thirdly, I can study in defferent places and ways like: Facebook, you tube, whats up also students who lives in remote place areas can also take courses, Finaly, it can watch the lesson and repeat it ttt until you understand. so in conclusion I say I thing that study in distance learning is have more advanteges and things...

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The STrategy "distance learning" in universities is not an effective way for students and it's not escist.

First, some of students do not have an internet in your home., The simply student or like power are They can't Take your lessons and They suffered from Them. Second, some of students doesn't Take lessons correctly and doesn't contrate like Teacher in your universities. In addition The most of students ignore This methode of studing. some people says it's agreed strategy while The covid - 19 but it's not agreed way for The student and for a greed studing.

Learning online or distance learning is a new strategy done before universities in case of pendemic of covid 19, it has some negatives. But it's effective on student.

Distance learning is very good strategy and help student evaluate their level. First, learning online does not take time and tire because there are student live very far from university also attending the classroom is hard and tiring somehow. Second, student can receive lectures with explanation from teachers in their homes also, there are teachers who do tests by Zoom way, it means he can see his student, he can even know who is cheating by program finding in the Zoom technic. Third, despite of staying at home and wasting the year because of the pendemic, learning online is very good solution to student save themselves from returning the year or making white year to conclude, distance learning is very good for student and help them to acheive better results.

1/1

..... Although the strategy "distance learning" create an effective environment for students to study and achieve better results. but it is not the best strategy to go with, we were fimiliar with the unusaul learning strategy, and the "distance learning" it is a new strategy for us, and we can not achive a better results if can not ~~talk~~ talk freely with other studants, and other reason, the lack of time. The strategy "distance learning" we this strategy only when the Covid 19 went to be a pendamic. There are studants and teachers who like and accept this strategy, they find it easy and useful. The strategy "distance learning" is not a good method for education though we using it on Covid 19.

Distance learning is new technology in corona time, so many people think that techology is bad learning strategy, but the truth isn't.

First, with E-learning we can study in any time and place. wherever you be, you can study and answer the Exam.

Second, distance learning save money and time, because we don't need to go to the school and take the car or bus, also you musn't get up erly in morning.

Finally, by this technique we can, understand single better than class, because we have the handout and the internet which by it we can translate and understand in good way.

Distance learning is effective strategy to get better results.

Due to Covid 19 Crisis, Unversities have opted for, blended learning strategy that is called "distance learning, which create a diffrent environment environment for students for these reasons. First of all, distance learning has the luck of information and knoweledge on the students education. The absence of teachers in the online courses, can cause on understanding the lessons in students. Second, the loss of disscusion in distance learning. Although, learning on classroom is enjoyable when teacher or students ask question in order to have the correct answer. Finally, the connection in the Internet is weak. And the students will face problem to log in the sites where the courses are. To sum up, this strategy will effect badly for students to study and achieve better results, and the reason why unversities (make or create) "distance learning" is for applying the heath precaution. However, students can study in the classroom rather than online courses, but with means of protection such as washing hands, masks, the respect of the far between students which is about 10 cm, these ways give them an effective environment for their acadmeic achivment.

This hard period of Covid 19 has changed a lot of things in our life specially my study. Therefor, the universities used on a new strategy of teaching  which is " distance learning". Some think that it's helpful for us, but I think not. First, because when I get the lessons from the site of the university I can't fun find a teacher to answer my questions about them, so generally I can't get the right ideas. And these last days a lot of students are not attending their important classes because of this strategy, so it will turn badly  on their marks. Also, when I see and I hear the lesson from the teacher I can focus on it more than just read it. In the end, what I really wanted to say is that we hope this Covid 19 last no longer, and come back to our normal life.

In my opinion, distance learning during The Covid 19 is a method of study were Students and Teachers deal with This solution which The materials are sent over The net. First, distance learning could help some student who have The net at home by sending e-mails To The Teachers and do The online Tests. Second it could be also effective environment for students To get good markes because we can read The questions and answer it and Concentrate because we have enough Time not like in The lab we answer quickly. Finally, This method could be helpful and helples at The same Time for some students who don't have The internet at home and we should see Thier situations. To conclud, I would like To say all Teachers should understand The Student's situation and for us we'll do (all) our best to get good markes and do our online courses and Testes On Time.

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Education has been a key part to society since the beginning of time. So in this specific time of COVID-19 Universities have planed an option of distance learning to make safe of Teachers and students safety. So How will be this options effective in student result?

First, students may study more comfortable in their homes away from getting stress of being effected by Covid-19 and they have more time to spend on lessons in example Teachers posting lessons on moodle or facebook groups where most of students can achieve it. Secondly in addition, students gets their test online, so they can focus in his test clearly and answering in better way and personally worked on me last year. I get better notes marks

In the end, distance learning have a lot of benefits but Education with out Teachers like life without water So as a students we need an explanation of Teachers and we won't be better if they are not exist

1/1

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Distance learning is one of me solution we deling with during the Covid 19. First, distance learning is so help for students who can not came to class and have internet at home by sending emails to the teachers and do the online tests, Second it could be also for the lack of internet and an effective environemet for us to get batter results because we can read the iquestions. Finally, In my opinion we can get good markes because we can answer carfuly the tests.

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Distance learning does not create an effective environment for students to study and achieve better results for many reason. The first reason, It makes the student lazy and didn't search for the information, because they know that all of them are in the application of Moodle. Anther reason, It is not effective strategie to learn from phone or computer, but to learn from teacher and his/her experience. Also, it acquires to lazy and dishonesty students to cheet in online test or exams. In conclusion, Learning in the classes is better strategie to achieve.

..... Since the Covid 19 pandamic, many domaines have been harmed due to serious crises, specificly the educational field. That was the reason for taking safty measurments and creating an uneffective strategy *distance learning* for university students. First, teachers are considered as guids for students, their duty is not just to give them the right information also to shew them how to get it. In addition, some modules are tent to be learned by practice and observation. Finally, for better teaching and learning, attendance is mandatory in universities, where the environment there allows *for* both of teachers and students to performe and achieve better results. Briefly, education in university is essential when students develope themselves. So it is obligatory to provide a suitable environment by taking the suitable strategies.

................................ distance learning ..................................

.............. The world health organization announced
that covid19 is pandimic... As a result, people
Should stay in thier houses so as to limit the spread
of the virour. So students also had to study
at home because they can't go to school anymore.
this type of education is ~~that~~ suffered
as distance learning or remorte learning. I think
that distance learning has many different forms
and different ways. So they can study from different
chanals, whatsApp, youtube or facebook and different
groups, by this way, the students make better
results, because they can make their special shedual
and study anytime they want, Second they will be able
to answer the questions without shying from their
classmates and getting good marks., in addition
they keep their health saved. Distance learning is better
disiseion that The world health organization made it.

1/1

— During the pandemic of Covid 19 the educational system opted a new stratège of (learning) learning it called "distance learning". for me this strategy doesn't create an effective environment for students to study an achieve better results for various reasons: First of all the teacher suposed to give the lessons on live stream or through zoom class meeting but they only keep sending us a document, how could we understand the lesson. Second th online tests was a failure, half of the student don't even have a wifi or PC or a mobile how come they can do their test, it's unfair.

No, I don't see distance learning helpful to me, because I face a lot of problems with it.

First, I find difficulty of staying connected all time and sometimes I can't recieve lessons, because of the technology issues.

Second, the online instructor focus on theory rather than practice, what makes me less thinking and less creation and motivation.

Thirdly, As a student always need more explanation of the teacher, I can't understand the lessons that I recieve clearly.

1/1

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**Appendix 10:** Rater 1: Experimental Group post-test paragraphs

**Student 1**

Distant learning is a new approach that have been adopted in the midst of covid 19. This strategie create maybe can create an effective enviroment., I don't think so.

This blended learning strategie has a lot of disadvantages. Firstly, I can not concentrate with teachers, get a social contact with them or express my ideas. Secondly, the internet in our country is so weak, we can't attend the video chats and we lose the basic informations of the course. thirdly, sitting in front of all the computers all the time is boring especially that I am the kind of person who must study from the copy-book and touch the paper not phones. in addition, get distracted by web-surfing and social media outlets. also, it is hard to find a suitable place at home to study in without getting confused and feel comfortable. finally, I wish we will go back to our normal life and routine for never optaining this approach for its bad consequences.

1/1

Life use
6

Voc
6

## Student 2

crisis, universities have opted for blended learning strategy that is called "distance learning" applying the health precautions. Does this strategy create an effective environment for students ( you) to study and achieve better results?

Ge use

7,(

Voc
8

The strategy of distance learning is good and effective for students to acheive better results for many reasons. First, distance learning allow the students the flexibility to complete coursework in Time, and complete their responsibilities that keep them busy at Rome in same Time. Also, some students can save money because going to university requires a lot of money. In addition, the distance learning helps students organize their schedules and keeps them away from the risk of covid 19 disease. However, some students see that this strategy not good for them because the absence of teacher affects them negatively and also the lack of motivation. But I belive that this strategy is the best way to help everyone's requirements and avoid increasing the number of infections with the disease and also make students achieve better results.

Ge use 7   Voc 6

**Student 3**

Distance learning is not a good strategy to study and achieve better results. this is for several reasons. First, it is right that internet provides many platforms to deal with, such as email, online video chats. however, the classrooms are the most important and the best channel for students to interact with their teacher. for being interested for more? Second, distance learning could offer a better conditions for students; they will not be obliged to wake up early and go with the daily routine of studying; but Actually, this will led them only to laziness which will prevent them to go fighting for their way. Thirdly, in one online class we can find more than 30 people attentive to know what is going on their lessons, but a teacher couldn't answer to every single question of their forts. it could be for the limited time of each session or the internet's poor conditions, it will cause some misundertendings for them both. Finally, I don't P support distance learning; because what is happend 1/1 in classrooms will provide the students better resaults.

**Student 4**

crisis, universities have opted for blended learning strategy that is called "distance learning" applying the health precautions. Does this strategy create an effective environment for students ( you) to study and achieve better results?

Distance learning can't be Alternative for students and can't work with it. First of all, students need to receive information by reading, working and doing activities at class. Also they learn in different ways in school because their brains want to hear and work like working in groups, watching videos, audios together, using books to take notes or quotes, images ..... all that are more effectivly. Study in class can be more helpful to get more information and pratical, Spend your time in online class listen to prodcast it's wating time, hand on experience like experiments.

Students can cheating, easy for them to share answers, because no one can see and there's no discipline in it. But I think there's students who accept and prefer distance learning and they see it more useful.

**Student 5**

Topic: To guarantee the teaching and learning process in the midst of Covid 19 crisis, universities have opted for blended learning strategy that is called "distance learning" applying the health precautions. Does this strategy create an effective environment for students ( you) to study and achieve better results?

......... Distance learning is not the best strategy for the students to achieve better results for many reasons. First, distance learning based on theory and written courses however the students need a teacher to explain them the lesson carefully and with details. So with this strategy (distance learning) most of students they will lost the chance of understanding better for exemple "Phonetics module" need teacher to explain it in the class because student can't understand it in the copies and peaper. Second, distance learning is the cause of lacking the research inside university because the student must do research and goes to the liberary for reading books for their research and get more informations and knowledge to achieve better results but in "distance learning" they can not do it they can't make the right research. Third, Distance learning makes students irres-ponsibale and lazzey all time because they are not abliged to attend or go to the class-room so most of students be come apsent and they don't even know what they stadied in their education for exemple Playing all time without limitted time they have only Free time. So with this strategy... they can't do anything achieving any results. Most of people think that the distance learning is more effective to get better result but I think that is not the right mathod to study because subent must attend their courses in class 1/1 to learn and get better markes.

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**Student 6**

Topic: Could e-learning be an alternative to classroom instruction?

There are many reasons that distance learning has created an effective environment for students, especially one, to study and achieve better results. Distance learning helps students adopt and rely on themselves more when put in a different environment. For example it helped me to find ways to facilitate the comprehension of certain concepts that were not clearly explained in class. However, some students would argue that a teacher's explanation is very important to understand concepts or lessons. This is not always true because you may find teachers online that explain those lessons or concepts in simpler way. Secondly, it helps you become more active if you are a lazy person. This will help you work out your brain to understand things. Finally, when you study at home, There are no time constraints but you can study what you need at any time without having to worry about coming at university on time to hear the lecture fully. To conclude, distance learning is an innovative way that should be further developed because it is the means of our age and has flexibility while traditional learning and teaching in class do not.

*more freedom.*

270

## Student 7

..... - The strategy of "Distance learning"...does not create
effective environment for students for many reasons
first, The distance between the teacher and the student
make the teaching and the learning process difficult.
cause the teacher cant evafuate the student by good
way that's why he cant set the mistakes of student
and know his real level. Second, The student takes
lesson as a blook he cant taking notes or know.....
the most important ideas (an) so here the student...
work just as a received and he cant add something
new or creating thinking map. Moreover, The absence
of direct communication between the teacher and the student
does not enables the student to develop thier self
confidence and introduce thier selves. There are many
persons think that distance learning is effective
strategies cause it is more easy and safety. but
I believe that it is not enought solution ant it is not
The suitable way specialy    1/1 To our society.

**Student 8**

effective environment for students ( you) to study and achieve better results?

\* distance learning :-

..........When someone....ask...me...about...my..opinion...about the..strategie...of..distance..learning., I think that...this is not ...the..effective..way..to..study..for..many..reasons.:...on..the. ..first..place.; I think that.....the...student...needs..to. ..face...the..teacher...when..he..represente..the..lesson..for ..good..understanding.., and..to..ask..him..for..extra..informations ..if..he..need..Secondly.;..it is..very..important..for..the ....students..to...work..together...such..as..en..groups...which ..help..them..to...share..their...thoughts..and..ideas..Finally.; ....not..all..students..have..the..internet..and..smart..phones ..to..collect..the..lessons..so.,..it..will..be..difficult..to ..,complete..their..studies..well...But..we...can't..forget ....that..there is..some..people..who..are agree...with..this ....strategie..because..it..helps..them....En..conclusion, ......I..can..say..that...off...line...learning...on..to..study ....en..classroom is..better..and..more..effective..than el..learning strategie .

**Student 9**

"distance learning" applying the health precautions. Does this strategy create an

effective environment for students ( you) to study and achieve better results?

..........."Distance learning" is a strategy does not
create an effective environment for students to
achieve better results for many reasons. First, it
requires internet and computers, and not all the students
have it at their homes. Second, indirect connection
between the students and teachers may effect both;
neither the teacher do his job perfectly nor does
the student understand their lessons. Finally,
the internet in Algeria is not trusted; may
the live lecture stop(e) because of the weak
streaming. Many people see distance learning
as a useful strategy. However, I still beleive
that it won't make sense in Algeria currently.

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

273

**Student 10**

"distance learning" applying the health precautions. Does this strategy create an effective environment for students ( you) to study and achieve better results?

.................... Distance .... learning ....................... Igewse 7/voc 8.5

..... Due to covid19 the global world had to. Undergo a quarantine or lockdown which delayed the program of education So Universities adapted the "distance learning" Strategy or E. learning which is Not helpful for A number of students and for me personally .........................

... First, Some Students have poor accents Internet so they find dificulty in downloading diffrent files for exaple pdf courses .....

... Futhermore, E. learning does not provide a stable timetable lenons are uploaded everytime and epecially video chats. Students might miss it and they Can't manage between house and duties ...............

... Finally, distance learning does not allow students to interact with each other or with the teacher or doing any other activities like pair work and going to the library ...................

.. In Conclusion, Using technology is convenient but Not always acerible ..........................................

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

**Student 11**

........Distance learning strategy creates an effective environment for students for certain reasons. First of all, E. learning enables the students to set their own learning space. In addition, it is easy and more helpfull to enjoy the courses from anywhere and on anytime.. Secondly, there's added the flexibility of schedule that fits everyone's agenda.. Also, it is mangeable, and students could conveniently access teachers and teaching materials. Finally, Distance learning requires many skills such as self-discipline, self-motivation and communication. To conclude, there are some kind of students who oppose the idea of E-learning and (fino) they find it not effective to them even in Covid-19. I see that is tottaly wrong and learning in distance create an effective environment to us.....................

275

**Student 12**

Topic: To guarantee the teaching and learning process in the midst of Covid 19 crisis, universities have opted for blended learning strategy that is called "distance learning" applying the health precautions. Does this strategy create an effective environment for students ( you) to study and achieve better results?

ycwe
7

Voc
5

........ Distance learning is a good strategy for protecting ourselves and save our health, but is not really good for learning for many other reasons: first, students should study together and do exercices together to learn from each other's mistakes and try to correct it. Second, they should share ideas and thoughts between each other to build a large Background and knowledge about any topics they are trying to learn about. Finely, The student may feel alone and boring which leads him to lazyness and the hate of studying. However, distance learning has many Benefits especially for health in the middle of Corona Virus disease, and it can save lifes and people. In summary, Distance learning is... good and bad in the same time... but it's not beneficial for studying.....................................................

**Student 13**

Offline learning is the best teaching strategy. First, in most times home is not an appropriate place to study, due to noises, home instructions, family disturbing, and many distractions like phone, food, TV. In addition scientists said that distance learning increases students depression because of the lack of social interaction with friends, people. Finally, when it comes to testing, attending is the most secured and dependable way to avoid cheating on exames. It is true that distance learning shortens the time as students they don't have to take buses or walk, but I think that offline schooling is the most valid method cause it improves students' level, marks and skills. To sum up I believe that students being face to face with teachers is the only way for learning.

**Student 14**

crisis, universities have opted for blended learning strategy that is called "distance learning" applying the health precautions. Does this strategy create an effective environment for students ( you) to study and achieve better results?

....... During the covid 19 and to continue teaching and learning, most universities have used the strategy of "distance learning" study in your home and save your health but it is not enough for the student to learn and understand (both). First, some teachers post the lessons as a file, these may effect the student understanding, to hears the teacher while explaining will help student understand better than get it as a file..................................................................................

Secondly, to understand the teacher you may ask him to repeat or ask him some questions, in distance learning you can't ask the teacher (you) the way you do in classroom.

...... Third, to study without teacher facing you and a classmates exchange ideas with them does not create the enviranement you need to study...............................

....... distance learning is a helpfull strategy during these virus, but it does not help student enough................

**Student 15**

crisis, universities have opted for blended learning strategy that is called "distance learning" applying the health precautions. Does this strategy create an effective environment for students ( you) to study and achieve better results?

..... Distance learning is new effective way for students to keep up with learning process , and that is for the following resources. One of the resouces is that when student stop studying during covid 19 they will forget what they have studied , so it will refresh their minds to study .... onelne . Next resourse , studentes learn how to be responsible for their own Studies and preparation for the lessons since they have a lot of free time to..... manege it . Finally , it allow student to learn new skills. Such as learning using technology . ...... As concluding , we can see that distance.......... learning is a way to Keep up the good work throw the pandamic no matter if you are not present.... in school , you still can learn.................................

**Appendix 11** : Rater 2: Experimental Group post-test paragraphs

**student 1**

## Student 2



Student 02

...... The strategy of distance learning ....... results ...... students ...... When ...... for many ...... distance learning allow ...th.. students to ...... ...... their time, and complete their ...... keep them busy at home in same time. Also, ...... ...... can save money because going to university require a lot of money. In addition, the distance learning help ...student ...... organizing their schedules and keeps them away from the ...... of Covid 19 disease. However, some students see that strategy not good for them, because the absence of teacher affects them negatively, and also the lack of motivation. But I believe that this strategy is the best way to help everyone's ...... and avoid increasing the number of infections with the disease ...... it also make students achieve better results ......

...... Language use = 07/10 ...... coverage ...... Vocabulary = 06/1..
good

**Student 3**

Student 3

16/20

08/10
Very good

08/10
Very good

... Distance learning, is not a good strategy to study and achieve better results. this is for several reasons. First, it is right that internet provides many platforms to deal with, such as email, online video chats; however, the classrooms are the most important and the best channel for students to interact with their teachers for being interested for more? Second, distance learning could offer a better conditions for students; they will not be obliged to wake up early and go with the daily routine. If studying; but actually, this will lead them only to laziness which will prevent them to go fighting for their way. Third, in one online class we can find more than 30 people attentive to know what is going on their lessons, but a teacher couldn't answer to every single question of their parts. it could be for the limited time of each session, or the internet's poor conditions. it will Cause some misunderstandings for them both. Finally, I don't P Support distance learning; because what is happend 1/1 in classrooms will Provide the students better results.

282

**Student 4**

Student 4

Distance learning can't be ... for ... and can't work with it. But ... students ... the specific information by ... reading, writing and doing activities at class. Also they learn in different way in school because their brains ... to hear ... like ... in groups, watching videos, audios together, using books to take notes on quotes ... all that are ...

Study in class can be more helpful to get more attention and practical. Spend your time in online class listen to podcast it's wasting time, hand on experience like experiments.
there's no ... conducting

Students can cheating, easy for them to share answers, because no one can see and there's no discipline on it. But I think there's students who accept and prefer distance learning and they see it more useful.

1/1

lge us  0/10  poor

Voc : 0/10  poor

0/20

poor paragraphing

283

## Student 5

Student 5

14/20

...... Distance learning is not the best strategy for the students to achieve better results for many reasons. First, distance learning based on theory and written courses, however the students need a teacher to explain them the lesson carefully and with details so with this strategy (distance learning) most of students they will lost the chance of understanding better for example "Phonetics module" need teacher to explain it in the class because student can't understand it in the copies and paper. Second, distance learning is the cause of lacking the research inside university because the student must do research and goes to the library for reading books for their research and get new information and knowledge to achieve better results but in "distance learning" they can not do it they can't make the right research. Third, distance learning makes students irres-ponsible and lazy all time because they are not obliged to attend or go to the class-room so most of students became absent and they don't even know what they studied in their education for example playing all time without limited time they have only five time so with this strategy they can't do anything achieving any results. Most of people think that the distance learning is more effective to get better result but I think that is not the right method to study because student must attend their courses in class to learn and get better marks.

good handwriting

many spelling mistak

be use good! 07/10

07 no good

**Student 6**

There are many reasons that distance learning has created an effective environment for students, especially one to study and achieve better results. Distance learning helps students adopt and rely on themselves more when put in different environment. For example it helped me to find ways to facilitate the comprehension of certain concepts that were not clearly explained in class. However, some students would argue that a teacher's explanation is very important to understand concepts or lessons. This is not always true because you may find teachers online that explain those lessons or concepts in simpler way. Secondly, it helps you become more active if you are a lazy person. This will help you work out your brain to understand things. Finally, when you study at home, more freedom. There are no time constraints and you can study what you need at any time without boring to worry about coming at university on time to hear the lecture fully. To conclude, distance learning is an innovative way that should be further developed because it is the means of our age and has flexibility while traditional learning and teaching in class do not.

**Student 7**

Student 7

10/#

OK /20

re use :
poor
OK/10
fair

perfect
handwriting

... The Strategy of "Distance learning" does not create effective environment for students. for some reasons first., The distance between the teacher and the student make the teaching and the learning process ... difficult .cause the teacher can't evaluate the student by good way. that's why he can't set the mistakes of student and know his real level. Second., the student takes lesson as a block he can't taking notes or know the most important ideas (idm) So here the student Work Just as a received and he can't add something new or creating thinking map., moreover, the absence of direct communication between the teacher and the student does not enable(s) the student to develop thier self confidence and introduce (thier selves) there are many persons think that distance learning is effective Strategies cause it is more easy and safety, but I believe that it is not enough solution and it is not The suitable way specialy  1/1 To our society.

## Student 8

distance learning

When someone asks me about my opinion about the strategy of distance learning I think that this is not the effective way to study for many reasons. On the first place, I think that its not formal the student needs to face the teacher when he represents the lesson for get understanding, and to ask him for extra information if he needs. Secondly, it is very important for the students to work together such as en groupe which help them to share their thoughts and ideas. Finally, not all students have the internet and smart phones to collect the lessons so, it will be difficult to complete their studies well. But we can't forget that there are some people who are agree with this strategie because it helps them. En conclusion, I can say that off line learning or to study en classroom is better and more effective than el learning strategy.

*poor*
*spelling*
*poor*
*mechanics*

05/10

1/1 lge use 02/10

Vbc 03/06

Very poor

fair

**Student 9**

"Distance learning" is a strategy, does not create an effective environment for students to achieve better results for many reasons. First, it requires internet and computers, and not all the students have it at their homes). Second, indirect connection between the students and teachers may effect both; neither the teacher do his job perfectly nor does the student understand their lessons. Finally, the internet in Algeria is not trusted; may the live lecture stop) because of the weak streaming. Many people see distance learning as a useful strategy. However, I still believe that it won't make sense in Algeria currently.

**Student 10**



Student
10

Distance [learning ...]
Due to consider the global world ... [...] ...
of lockdown which delayed the temporal education [...] ...
the "distance learning strategy or E-learning which [...] ...
A number of students and for me personally [...] ...
First, Some students have poor access internet [...] ...
difficulty in downloading different files for example, pdf courses [...]
Furthermore, E-learning does not provide [...] timetable
lessons are uploaded everytime and especially video chat. Students might miss
it and they can't manage between hours and duties ......... poor paragraphing
Finally, distance learning does not allow students to
interact with each other or with the teacher or doing any other
activities like pair work and going to the library ................
In Conclusion, using technology is convenient but
Not always accessible ....

lge. use = 0/10 ..... voc 08/10

verygood

1/1

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## Student 11

Student 11

Distance learning strategy creates an effective environment for students for certain courses. First of all, E-learning enables the students to set their own learning space. In addition, it is easy and more helpful to enjoy the courses from anywhere and on anytime. Secondly, there's added the flexibility of schedule that fits everyone's agenda. Also, it is manageable, and students could conveniently access teachers and teaching materials. Finally, Distance learning requires many skills such as self-discipline, self-motivation and communication. To conclude, there are some kind of students who oppose the idea of e-learning and (then) they find it not effective to them even in (covid.19). I see that is totally wrong and learning in distance create an effective environment to us.

**Student 12**

Student
#12 Distance learning is a good strategy for protecting ourselves and save our health, but is not really good for learning for many sober reasons: first, students should study together and do exercises together to learn from each other's mistakes and try to correct it. Second, they should share ideas and thoughts between each other to Build a large Background and knowledge about any topic they are trying to learn about. Finely, The student may feel alone and boring which leads him to laziness and the hate of studying. However, distance learning has many Benefits especially for health in the middle of Corona Virus disease, and it can save life, and people, In summary, Distance learning is good and bad in the same time but it is not beneficial for studying..................... Lge. use....5/10.............../ Vocabulary...03/10

fair                                    fair

**Student 13**

Student 13

15/20

Lge use 07/10 good

voc 08/10 very good

Offline learning is the best learning way. First, in most time, home is an appropriate place to study due to noises, home in the family disturbing and many distraction like phone, food, TV. In addition, scientists said that distance learning increases students depression because of the lack of social interaction with friends, people. Finally, when it comes to testing, attending is the most secured and dependable way to avoid cheating on exams. It is true that distance learning shortens the time students, they don't have to take buses, or walk but I think that offline schooling is the most valid method cause it improves students level, marks and skills. To sum up I believe that students being face to face with teachers is the only way for learning.

**Student 14**

Student 14 ...... During the covid.19 and to continue teaching and learning most universities have used the strategy of "distance learning" study on your home and save your health but it is not enough for the student to learn and understand

First, some teachers post the lessons as a file, there may effect the student understanding, to hear the teacher while explaining will help student understand better than get it as a file ............................................. it is not a paragraph → it's an account

Secondly, to understand the teacher you may ask him to repeat or ask him some questions, in distance learning you can't ask the teacher (you) the way you do in classroom....

.....Third, to study without teacher facing you and a classmates exchange ideas with them does not create the entertainment you need to study.............................

......, distance learning is a helpfull strategy during these virus, but it does not help student enough...................

**Student 15**

...online learning is new effective way for students to keep up with learning process, and that is for the following resumes. One of the resons is that when student stop studying during course. 19, they will forget what they have studied, so it will refresh their minds to study online. Next resoume, studentes learn how to be rosponsible for their own studies and preparation for the lessons since they have a lot of free time to manege it. Finally, it allows student to learn new skills. Such as learning using technology. (.........).

(......) As concluding, we can see that distance........... learning is a way to keep up the good work throw the pandamic no matter if you are not present.... in school, you still can learn..................................

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

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*Reflective paragraph*

My name is Lina Djenane. My portfolio is a representation of what I have learnt and accomplished as an English language $2^{nd}$ year student on written expression module following all the steps I have seen with my teacher Mrs. Houda Djouama. All what is including the portfolio is about argumentative paragraph that show my critical thinking skills choosing some topics which are relevant to be talked about nowadays and even gave at least some solution to each problem to be discussed. Writing using portfolio reflects affects my writing skills since it is a new method that I have never seen before and it helps to self –assess each paragraph I have written and even put whatever ideas I want without any fear.

Full name: Djenane Lina

Group:05

**Paragraph 1**

- E- learning couldn't be an alternative for classroom learning that is for many reasons. First,

- E- learning provides various services such as email, online chat video through which students and teachers interact with one another but it couldn't be a pflacment for classroom learning that's for many reasons. First, in classroom students have only one channel to comunicate and focus. which inform their visual memory to help them learn more and be int and be intererested more. Second, E learning led students to the way of laziness. they will learn how to not be sincere their studies sincerely even in their daily routine of studying they will not waking up early and go fight for their ways. Second, Third, teacher. A teacher cannot be answering on every question of all students. he teaches. for example. in one online class has. more than 30 person and all of them want to coterstand everything in the lesson. so it's impossible. to be dealio with all of them. which means this interaction happens only in classroom for so that could be abetter understading Finally I think e-learning shouldn't be used.

for academic learning just for providing a good generations in the future who. rising knows. what they are dealing with in their future. career.

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MK University of Biskra

Second Year LMD Students
PARAGRAPH WRITING

Department of English

Written Expression Courses
Teacher : Mrs. DJOUAMA

## Self-assessment Checklist (after writing) for an argumentative paragraph.

Student's Name  Djenane  Lina      gp:05       Paragraph 01

| | | Yes | No |
|---|---|---|---|
| Paper Format | Is the format correct? | x | |
| | Does it look like the model that has been studied at class? | x | |
| Paragraph Organization and Content | Did I write the topic sentence? | x | |
| | Did I include the controlling idea? | x | |
| | Did I state my opinion ( my point of view) about the topic ( for or against the idea)? | x | |
| | Did I write facts to support my opinion? | | x |
| | Did I write sufficient arguments, reasons, and details (3-5 supporting sentences ) which help the reader to understand why I hold this belief and to be convinced? | x | |
| | Did I write my arguments using order of importance ( from most important to the least important, or from the least important to the most important )? | x | |
| | Did I mention the counterargument which increases the credibility of your writing? | x | |
| | Did I write a concluding sentence? | x | |
| Coherence | Did I use transition signals effectively where they are needed? | x | |
| unity | Did I write any irrelevant sentences? | | x |
| Sentence Structure | Did I write any unclear sentences? | | x |
| | Did I write different types of sentences? | | x |
| | Did I write any fragments? | | x |
| | Did I write any comma splice? | | x |
| | Did I write any choppy sentences? | | x |
| | Did I write any run on sentences? | | x |
| Lexical Choice | Did I use appropriate vocabulary? | x | |
| | Did I use formal words? | x | |
| | Did I use a variety of vocabulary? | x | |
| Grammar and Mechanics | Did I use correct word order? | x | |
| | Did I use verb tense and aspect correctly? | x | |
| | Did I use correct subject-verb agreement? | x | |
| | Did I spell the words correctly? | x | |
| | Did I use correct capitalization? | x | |
| | Did I use correct punctuation? | x | |

- E-learning provides various services such as email online videos through which students and teachers interact with one another. but it couldn't be a replacement for classroom learning that is for many reasons. First, in classroom students have only one channel to communicate and focus which in which improves their visual memory. to help them learn and be interested for more. Second, e-learning led students to the way of laziness; they will be learn how not to be to take their studies sincerly, even in their daily routine of studying they will not wake up early and go fight for their way. Third, a teacher cannot be ans couldn't be answering on every single question of each student; for example, in one online class has more then 30 person all and all of them want an explanation for certain information; it's impossible to be dealing with all. this just in a few minutes. given time

the online class given time

Finally, e-learn e-learning should not be used

academic learning just for visia a good generation in the future who knows what they are dealing with in their future career.

Djenane Lina

Group: 05

Topic: could e-learning be an alternative for classroom learning?

E-learning provides various services, such as email, online videos through which students and teachers interact with one another, but it could not be a replacement for classroom learning that is for many reasons. First, in classroom students have only one channel which is their teacher to communicate with and focus on that improves their visual memory to help them learn and be interested for more? Second, e-learning led students to laziness; they will learn how not to take their studies sincerely even in their studying daily routine; they will not wake in up early and go fighting for their way. Third, a teacher couldn't be answering on every single question of every student; for example, in one online class that has more than 30 people each one of them needs an explanation for specific information; it is impossible to be dealing with all of this just in online class' given time. Finally, e-learning should not be used academically just for rising good generations in the future who know what they are dealing with correctly in their future career.

# Paragraph 2

- + Flexible work schedule
- Paid Maternity leave.
-

*Draft/*

- In our society not all women have the same privileges and some do not have privileges at all.
- women should have
- working mothers should have a special privileges.

First, every woman needs to be treated respectfuly and equally; however nowadays not all Mothers working Mothers don't have the ability to look at herself it could be for many resons. for example: there's no flexible work schedules.

Second, kids told to rise a good generation should be close to their kids. children; it's not fair to far away a mother from it's child just for long hours. because there's a lot of works and responsibilities to must be done by it's part; we neend to think about a good privilige in this case. nded that teachers in Algeria. has a good enjoy this opportunity women better than any other working woman in general.

third, People who are against that a wife or a mother has not the right to work outside, taking care of her family is enough for her, I would like to tell you that

not any regular family with mother and father are able to leave only with one parent salary and the other should. it's not enough; so letting a mother work or a wife is a special privilizes itself because it will be given an identity she will be known by it's name not someone's wife or someone's mother for example and that is good but the government must. To sum up, I think that our government must present and various and various services for the working mothers. and special privilizes for those working mother for the benefits of all.

MK University of Biskra

Second Year LMD Students
PARAGRAPH WRITING

Department of English

Written Expression Courses
Teacher : Mrs. DJOUAMA

## Self-assessment Checklist (after writing) for an argumentative paragraph.

Student's Name  Djenane  Lina    gp:05        paragraph 02

| | | Yes | No |
|---|---|---|---|
| Paper Format | Is the format correct? | X | |
| | Does it look like the model that has been studied at class? | X | |
| Paragraph Organization and Content | Did I write the topic sentence? | X | |
| | Did I include the controlling idea? | X | |
| | Did I state my opinion ( my point of view) about the topic ( for or against the idea)? | X | |
| | Did I write facts to support my opinion? | X | |
| | Did I write sufficient arguments, reasons, and details (3-5 supporting sentences ) which help the reader to understand why I hold this belief and to be convinced? | X | |
| | Did I write my arguments using order of importance ( from most important to the least important, or from the least important to the most important )? | | X |
| | Did I mention the counterargument which increases the credibility of your writing? | X | |
| | Did I write a concluding sentence? | X | |
| Coherence | Did I use transition signals effectively  where they are needed? | X | |
| unity | Did I write any irrelevant sentences? | | X |
| Sentence Structure | Did I write any unclear sentences? | | X |
| | Did I write different types of sentences? | | X |
| | Did I write any fragments? | | X |
| | Did I write any comma splice? | | X |
| | Did I write any choppy sentences? | | X |
| | Did I write any run on sentences? | | X |
| Lexical Choice | Did I use appropriate vocabulary? | X | |
| | Did I use formal words? | X | |
| | Did I use a variety of vocabulary? | X | |
| Grammar and Mechanics | Did I use correct word order? | X | |
| | Did I use verb tense and aspect correctly? | X | |
| | Did I use correct subject-verb agreement? | X | |
| | Did I spell the words correctly? | X | |
| | Did I use correct capitalization? | X | |
| | Did I use correct punctuation? | X | |

In our society                    Draft II

Working mothers should have a special privilizies. First, every mother needs to be treated equally and respectfully; however, nowadays working mothers donot have the ability to even look at herself; it could be for many reasons; for example, there is no flexible work schedules. Second, to rise a good generation mothers should be close to their children. It is not fair to far away a mother from its toute child for long hours, because there is a lot of woks and responsibilities must be done by its first part; we need to think about a good privilige in this case noted that women teachers in Algeria enjoy this opportunity better than any other another one in gereral. Third, people who are against that a wife or a mother has not the right to work outside; she must only take care of her family is more enough for her. I would like to tell you that not any regular family with a mother and father are able to f and children are able to leave only with one parent's salary, so letting another work or a wife is a special privilige itself; because she will be given an identity; she will be workes knowing by it's name not Samone's wife or mother. Samone's mother, as an example. To

sum up, I think that our goverment must present and give various services and special privilizies for these worker mothers. that and that's for the benefits of all.

Full name: Djenane Lina

Group: 05

Topic: Should working mother be given special privileges?

Working mothers should have special privileges. First, every mother needs to be treated equally and respectfully; however, nowadays working mothers do not have the ability to even look at herself; it could be for many reasons; for example, there is no flexible work schedule. Second, to raise a good generation mothers should be close to their children. It is not fair to far away a mother from its child for long hours just because there is a lot of works or responsibilities must be done by its part; we need to think about a good privilege here noted that women teachers in Algeria benefit better this opportunity of having enough time and vacation more than another working woman in general. Third, people who are against that a wife or a mother have the right to work outside. I would like to tell you that not any regular family with parents and children could leave only by one salary of one parent, so to let a mother work or a wife is a special privilege itself; because, she will be given an identity, she will be knowing by its name not someone's wife or someone's mother. To sum up , I think that our government must present and give various services and special privileges for these working mothers , that is for the benefit of all.

# Paragraph 3

- writing is one of the most difficult skill that a language learner strugle with, however there is a planty of remedys could make students improve theme selves among them teacher methods. First, teachin students how to spell words corectly this is the first step that teachers should do with their students. Teaching them at least 80 Percent of the words they commonly use helps them to be encouarged for learning ~~more~~ ~~and~~ more about new words. ~~Second~~ to be used in their writings. Second, making their writings attractive and ~~this~~ by how teachers focus on sentence level intruction fore example, such us punctuation, capitalization. Third, encouarging students to collaborate as writers, Many ~~students~~ do not have the chance to express their thoughts directly, so with their knowledge of ~~how to~~ ~~write~~. what writing is, it could be ~~their~~ a ~~big~~ good opportunity to show their ~~hiding~~ skills ~~for~~ ~~creativity~~ and hiding creativity and writing skills. Finally, I think that students need guides that help them develop more. one of them is their teachers.

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MK University of Biskra

Second Year LMD Students
PARAGRAPH WRITING

Department of English

Written Expression Courses
Teacher : Mrs. DJOUAMA

## Self-assessment Checklist (after writing) for an argumentative paragraph.

Student's Name  Djenane  Lina     gp:05          *paragraph 03*

|  |  | Yes | No |
|---|---|---|---|
| Paper Format | Is the format correct? | x |  |
|  | Does it look like the model that has been studied at class? | x |  |
| Paragraph  Organization and Content | Did I write the topic sentence? | x |  |
|  | Did I include the controlling idea? | x |  |
|  | Did I state my opinion ( my point of view) about the topic ( for or against the idea)? | x |  |
|  | Did I write facts to support my opinion? |  | x |
|  | Did I write sufficient arguments, reasons, and details (3-5 supporting sentences ) which help the reader to understand why I hold this belief and to be convinced? | x |  |
|  | Did I write my arguments using order of importance ( from most important to the least important, or from the least important to the most important  )? | x |  |
|  | Did I  mention the counterargument which increases the credibility of your writing? | x |  |
|  | Did I write a concluding sentence? | x |  |
| Coherence | Did I use transition signals effectively  where they are needed? | x |  |
| unity | Did I write any irrelevant sentences? |  | x |
| Sentence Structure | Did I write any unclear sentences? |  | x |
|  | Did I write different types of sentences? |  | x |
|  | Did I write any fragments? |  | x |
|  | Did I write any comma splice? |  | x |
|  | Did I write any choppy sentences? |  | x |
|  | Did I write any run on sentences? |  | x |
| Lexical Choice | Did I use appropriate vocabulary? | x |  |
|  | Did I use formal words? | x |  |
|  | Did I use a variety of vocabulary? | x |  |
| Grammar and Mechanics | Did I use correct word order? | x |  |
|  | Did I use verb tense and aspect correctly? | x |  |
|  | Did I use correct subject-verb agreement? | x |  |
|  | Did I spell the words correctly? | x |  |
|  | Did I use correct capitalization? | x |  |
|  | Did I use correct punctuation? | x |  |

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Self

- writing, is one of the most difficult skill that a language learner struggle with; however, plenty of remedies could make students improve themselves among them are the teachers. First, teaching students how to spell words correctly. this one is the first step that teachers should do with their students to teach them at least 80 percent of the words that they commonly use; it helps them to be encouraged for learning more about new words to second be used in their writings. Second, making their writings attractive, by how teachers focus on sentence-level instruction, such as Punctuation, Capitalisation. Third, Encouraging them to collaborate as writers. Many students do not have the chance to express their thoughts so with their knowledge of what writing is, it could be a good opportunity to show both their hiding creativity and writing skills and that's by organizing and creating a magazine special magazine for a particular class by the part of the teacher and then students participate and share their writ works. Finally, I think that student need guides that helps them develop themselves more such as teachers.

Topic: Should teachers find a remedy to students' problems in writing?

Djenane lina      gp: 05

Writings, is one of the most difficult skill that a language learner struggles with; however, there are plenty of remedies could make students themselves among them are the teachers. First, teaching students how to spell words correctly. This one is the first step that teachers should  practice with their students by  teaching them at least 80 present of the words that the commonly use which helps them to be more encouraged for learning new words to be used in their writings. Second, making their writings attractive by how teachers focus on sentence-level instruction, such as punctuation and capitalization. Third, encouraging them to collaborate as writers. Many students do not have the chance to express their thoughts so with their knowledge of what writing is; it could be  a good opportunity to show both their hiding creativity and writing skill ;for example, organizing and creating a special magazine for each class by the part of the teacher than invent students to participate and share their works. Finally, I think that students need guides that help them develop themselves more, such as their teachers.

**Paragraph 4**

unfortunately bullying is an issue that many societies ~~phenomenon~~ including Algeria do not ~~spot the lights on~~ Highlight - which make many people suffer from this bad -

Unfortunately bullying, becomes a ~~phenomenon~~ terrible phenomena that many people suffer from and which many societies including algeria do not highlight this bad treatment, so it should be treated. for many reasons? First, the variety of its types, nowaday bullies do not be done only by physical form as punching, slapping, chockes and other acts of violence; it has many diffrent types like verbal bullies that involves insults to someone and it usually goes to physical appearance such as hair color, skin tone. next we have social bullies such a for example spreading lies on smone excluding them from activities they were a part of at school. last one is cyber bullies what any form of aggression through the intrnet. edited photos, dead threats. and more Second, Causes of bullies, we should but light on what causes bullies on a specific society and study the reasons and that depends on ~~the~~ goverment to employe a very profesional therapist at every school to go in sick with reality and even

devides the problems like mintal health, Bigger children. who are easier to victimize and stress & pressure those all causing bullying. third, lack of Protection from international organization in underdeveloped countries actualy bullys doesnot come only from schools or internet but even from Parents could sometimes taake a big responsibility on this espeaciall as I said befor in underdeveloped countries in which not all children are leaving equally or rejoice their childhood just because child labor, family abusment. that's all because some dinternational organization do not make work. care about the rights of those children. Finally of cgurse bullys should be treated the fir on the first Place. because many countries suffer from this Phenomenon.

First J

MK University of Biskra

Department of English

Second Year LMD Students
PARAGRAPH WRITING

Written Expression Courses
Teacher : Mrs. DJOUAMA

## Self-assessment Checklist (after writing) for an argumentative paragraph.

Student's Name  Djenane  Lina    gp:05    paragraph o4

| | | Yes | No |
|---|---|---|---|
| Paper Format | Is the format correct? | X | |
| | Does it look like the model that has been studied at class? | X | |
| Paragraph  Organization and Content | Did I write the topic sentence? | X | |
| | Did I include the controlling idea? | X | |
| | Did I state my opinion ( my point of view) about the topic ( for or against the idea)? | X | |
| | Did I write facts to support my opinion? | X | |
| | Did I write sufficient arguments, reasons, and details (3-5 supporting sentences ) which help the reader to understand why I hold this belief and to be convinced? | X | |
| | Did I write my arguments using order of importance ( from most important to the least important, or from the least important to the most important  )? | | X |
| | Did I  mention the counterargument which increases the credibility of your writing? | X | |
| | Did I write a concluding sentence? | X | |
| Coherence | Did I use transition signals effectively  where they are needed? | X | |
| unity | Did I write any irrelevant sentences? | | X |
| Sentence Structure | Did I write any unclear sentences? | | X |
| | Did I write different types of sentences? | | X |
| | Did I write any fragments? | | X |
| | Did I write any comma splice? | | X |
| | Did I write any choppy sentences? | | X |
| | Did I write any run on sentences? | | X |
| Lexical Choice | Did I use appropriate vocabulary? | X | |
| | Did I use formal words? | X | |
| | Did I use a variety of vocabulary? | X | |
| Grammar and Mechanics | Did I use correct word order? | X | |
| | Did I use verb tense and aspect correctly? | X | |
| | Did I use correct subject-verb agreement? | X | |
| | Did I spell the words correctly? | X | |
| | Did I use correct capitalization? | X | |
| | Did I use correct punctuation? | X | |

Bullying, becomes a terrible phenomenon that many people suffer *has many types* from and which many societies including Algeria. do not highlight this bad treatment, so it should be treated because of these types. First, Verbal bullying. Nowadays bullying it not only an physical abuse is also abuse such as slapps *done* Chokus punching and other ats of violence, however it could be formed as insults on smone's Physic appearance which he could not change as. skin tone, hair color, eye color some Ind-dresses or body desics. Second, Social bullying, this form is more about spreading lies & rumors on someone just for excludisthem from specific activities they were a part from. of just for bad reptation. Third, Cybber bullying, this includes all types of aggression through the internet for example death threats, edited pictures or videos, aggressive messages. Finally, th of course any type of bad treatment should be treated one of them is bullyin for his many dangerous results

Second draft

Djenane Lina

Group: 05

The topic: Many people suffer from bad treatment of others such as bullying. In your opinion, should bullying be treated?

Bullying, is becoming a terrible phenomenon that has many types that people suffer from and which many societies including Algeria do not pay attention to this bad treatment, so it should be treated because of these types .first, verbal bullying. Nowadays bullying is not only on physical abuse , such as slapping , chocking , punching and many acts of violence ;however, it could be formed as insults on someone's physic appearance which he could not change, as skin tones, hair and eye color, skin or body diseases. second, social bullying .this form is more about spreading lies and rumors on someone just for excluding them from specific activities they were a part from or just for bad reputation. Third, cyber bullying. This includes all types of aggression through the internet, for example, death threats, edited pictures or videos, aggressive messages. Finally, I think bullying should be treated; because, it is one of the bad treatments that causes a very bad results on humans health and countries reputation and protection.

# Paragraph 5

- Draft 4

Smoking is a dangerous Phenomenon worldwide. People are at risk and suffer from dangerous diseases, that is why smokis however smokis can't not be Prevented by makis tobacco illegal that is for many factors, First, we all know that not only Goverment offers tobacco to a its Soceity. Many sorces are ready to bring tobacco Sell & bring tobacco with an illegal ways, so if it it becomes an breve Prevented nothing will Change Smokis will be in spred as usual as it's. Second, it's to late now to make this decision even if smokis is very Causes serious diseases. some People couldn't live without their cigarettes it effects their Psychological side. which will transform to be another dilema that we are in need too. Third in 1920s USA made Acohol illegal. in 1970s the USA made marijuary cocaine illegal. that didn't stop the use of alcohol.

MK University of Biskra

Second Year LMD Students
PARAGRAPH WRITING

Department of English

Written Expression Courses
Teacher : Mrs. DJOUAMA

## Self-assessment Checklist (after writing) for an argumentative paragraph.

Student's Name  Djenane  Lina       gp:05        *paragraph o5*

| | | Yes | No |
|---|---|---|---|
| Paper Format | Is the format correct? | x | |
| | Does it look like the model that has been studied at class? | x | |
| Paragraph  Organization and Content | Did I write the topic sentence? | x | |
| | Did I include the controlling idea? | x | |
| | Did I state my opinion ( my point of view) about the topic ( for or against the idea)? | x | |
| | Did I write facts to support my opinion? | x | |
| | Did I write sufficient arguments, reasons, and details (3-5 supporting sentences ) which help the reader to understand why I hold this belief and to be convinced? | x | |
| | Did I write my arguments using order of importance ( from most important to the least important, or from the least important to the most important  )? | x | |
| | Did I  mention the counterargument which increases the credibility of your writing? | x | |
| | Did I write a concluding sentence? | x | |
| Coherence | Did I use transition signals effectively  where they are needed? | x | |
| unity | Did I write any irrelevant sentences? | | x |
| Sentence Structure | Did I write any unclear sentences? | | x |
| | Did I write different types of sentences? | | x |
| | Did I write any fragments? | | x |
| | Did I write any comma splice? | | x |
| | Did I write any choppy sentences? | | x |
| | Did I write any run on sentences? | | x |
| Lexical Choice | Did I use appropriate vocabulary? | x | |
| | Did I use formal words? | x | |
| | Did I use a variety of vocabulary? | x | |
| Grammar and Mechanics | Did I use correct word order? | x | |
| | Did I use verb tense and aspect correctly? | x | |
| | Did I use correct subject-verb agreement? | x | |
| | Did I spell the words correctly? | x | |
| | Did I use correct capitalization? | x | |
| | Did I use correct punctuation? | x | |

Smoking is a dangerous Phenomenon worldwide. People are at risk and suffer from dangerous diseases; however, smoking can not be prevented by making tobacco illegal that is for many reasons. First, in the 1920s the USA made alcohol illegal and in the 1970 it made marijuana, cocaine and many other drugs illegal too, but that has didn't stop their use, so if we prevent smoking this directly will lead smokers in a more illegal ways to offer tobacco such as mafia gangs. they will profit their product with violence. Second, It's to late now to make such a big decision as this after the increase number of smoking consumers in recent years. As if it is caused serious diseases it even will influence negatively smokers phycologic side. Third, It can smoking cigarettes is still legal; because the goverment takes a huge amount of revenue of tobacco; so is a big chance that goverment does not lose money. Finally, in my opinion preventing smoking and tobacco will open new doors, to each society which will be a new new problems

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DJENANE LINA          GP: 05

Practice 4: Argumentative paragraph: Write a coherent argumentative paragraph, and then self-assess your writing as the previous paragraphs.

Topic: Smoking is a dangerous phenomenon worldwide. People are at risk and suffer from dangerous diseases. In your opinion, can smoking be prevented by making tobacco illegal?

Smoking is a dangerous phenomenon worldwide. People are at risk and suffer from dangerous diseases; however, smoking cannot be prevented by making tobacco illegal that is for many factors. First, in the 1920s USA made alcohol illegal and in the 1970s it made marijuana, cocaine and other drugs illegal too, but that didn't stop their use; if we prevent smoking this directly will lead smokers in a more illegal ways to offer and profit their product with violence, such as mafia gangs. Second, it is it too late no now to make such a big decision as this after  the huge increase number of smoking consumers in recent years. As if it is caused serious diseases it even will influence negatively smokers' psychology side. Third, smoking cigarettes is still legal; because, the government takes a huge amount of revenue of tobacco, so it is a big chance that government does not lose money. Finally, in my opinion preventing smoking and tobacco will open a brand new negative problem to each society.

**Students' Post Interview**

Q1 : What do you think of self-assessment?

Q2: What is your attitude towards using portfolio in writing assessment?

Q3: Do you think that self-assessment through portfolio is an effective strategy that helps you to improve your writing performance? Can you explain?

Q4: Did self-assessment help you to discover your strength and weaknesses?

Q5: Can you explain how did self-assessment help you?

Q6: Did the use of checklist was helpful and useful to self-assess your writing?

Q7: Do you think that your writing has been improved? Can you explain how?

Q8: Do you consider conferencing with your teacher was interesting?

Q9: Can you suggest any comments about writing assessment through portfolio?

# Resumé

La rédaction en anglais est l'un des problèmes rencontrés par la plupart des étudiants en anglais langue étrangère (EFL).Cette recherche à méthodes mixtes visait à étudierles effets de l'auto-évaluation par l'utilisation de portfolio sur le développement de la compétence rédactionnelle en paragraphes des apprenants en anglais langue étrangère à l'Université de Biskra.Afin de confirmer ou de rejeter l'hypothèse que l'application d'auto évaluation par portfolio, les étudiant EFL auront développés la rédaction de leur paragraphe en fonction de l'usage linguistique et vocabulaire. Ainsi, nous avons opté pour un design quasi-expérimental en utilisant deux groupes préexistants : le groupe expérimental (n = 15) et le groupe témoin (n = 15). L'ancien a été enseigné comment auto-évaluer leur écriture en utilisantdes procédures d'auto-évaluation à travers l'utilisation de portfolio, alors que le dernier a suivi une méthode traditionnelle. Les donnés étaient collecté à travers un semi-structuré pré- questionnaire des enseignants, pré et post-tests de plus un semi-structuré post-interview. Après le traitement lequel a duré de huit ( 08 ) semaines, le pré-test et le post-test étaient quantifié statiquement, et complété par les résultats obtenus par le post-interview d'étudiants. D'après l'usage linguistique, les résultats indiquent qu'un impact significatif du traitement est basé sur la valeur du t-test ( 5.180 ) d'une valeur significative ( 0.000) qui est significativement inferieur au p-value (0.05). Par ailleurs, d'après le vocabulaire, les résultats montrèrent qu'un effet substantiel du traitement fondé de la valeur du t-test ( t = 5.59 ) d'une valeur significative ( 0.000) laquelle inferieur de p-value (0.05). En outre, les résultats qualitatifs obtenus par le post-interview renforcèrent les résultats obtenus par l'expérience. Cette stratégie est prouvée son efficacité dans le développement du paragraphe des apprenants EFL. Cependant, les résultats ne peuvent pas être généralisés à d'autres éléments de la rédaction de paragraphe tels que l'organisation, contenu, et mécanique de la langue car elles étaient principalement centrés sur l'usage linguistique et vocabulaire.

**Mots-clés:** Auto-évaluation ; Portfolio ; Rédaction de paragraphe; Usage linguistique ; Vocabulaire

# ملخص

يواجه معظم طلبة اللغة الانجليزية عدة مشاكل عند ممارسة الكتابة . تسعى هذه الدراسة المعتمدة على المنهج المزيج إلى البحث في تأثير تطبيق التقويم الذاتي عن طريق استعمال الملف (البورتفوليو) في تحسين كتابة فقرة لدى طلبة اللغة الانجليزية كلغة أجنبية في جامعة بسكرة. لإثباتأو رفض الفرضية التي تنص أن تطبيق التقويم الذاتي باستعمال الملف (البورتفوليو) له تأثير ايجابي في تح سين كتابة فقرة لدى طلبة اللغة الانجليزية كلغة أجنبية من حيث استخدام اللغة والمفردات، قمنا بإجراء بحث تجريبي مع فوجين من طلبة اللغة الانجليزية في نفس الجامعة . فوج شاهد ( 15) وهم الطلبة الذين تم تقويم كتاباتهم حسب المنهجية التقليدية و فوج تجريبي ( 15) وهم الطلبة الذين درسوا كيفية التقويم الذاتي لكتاباتهم . دامت التجربة ( 08 ) ثمانية أسابيع حيث استعمل استبيان قبلي لأساتذة التعبير الكتابي ووزع اختبارين الأول قبل التجربة و الثاني بعدها لطلبة كلا الفوجين. كما أجريت مقابلة مع الطلبة الذين شاركوا في التجربة لدعم وتك ملة النتائج المتحصل عليها . فيما يخص استخدام اللغة ، أظهرت نتائج التجربة أن تطبيق التقويم الذاتي باستعمال الملف كان له تأثير بارز في تحسين كتابات طلبة اللغة الانجليزية وهذا حسب قيمة اختبار "تي" ( تي= 5.180 ) بمقارنة القيمة الاحتمالية ( p-value=0.05 ). كذلك بالنسبة للمفردات دلت النتائج على تأثير التجربة الايجابي على الطلبة وهذا حسب قيمة اختبار "تي"( تي= 5.59 ) بمقارنة القيمة الاحتمالية ( p-value=0.05 ). بالإضافة إلى نتائج المقابلة التي كانت داعمة لمصداقية النتائج السابقة . هذه الإستراتيجية أثبتت نجاحها وتأثيرها على تحسين طلبة الانجليزية لكتاباتهم . لكن لا يمكن تعميم هذه النتائج على جوانب أخرى للكتابة على سبيل المثال : التنظيم، المحتوى، واليات الكتابة لأنها تتمركز أساسا على استخدام اللغة والمفردات فقط.

**الكلمات المفتاحية :**التقويم الذاتي، استخدام اللغة،، الكتابة، المفردات، الملف.