

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

8 MAI 1945 UNIVERSITY / GUELMA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF LETTERS & ENGLISH LANGUAGE

قائمة / جامعة 8 ماي 1945

كلية اللغات و الآداب

قسم الآداب و اللغة الإنجليزية



Criteria of Assessing Writing Paragraphs in EFL Classes: EFL Teachers'

Attitudes

A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Degree of Master in Language and Culture

Candidates:

Ismahane BELFERRAGUI

Nouha Malek AIDI

Supervisor:

Mrs. Imane DOUAFER

BOARD OF EXAMINERS

Chairwoman: Ms. Amina ELAGGOUNE

(MAB) University of 8 Mai 1945-Guelma

Supervisor: Mrs. Imane DOUAFER

(MAB) University of 8 Mai 1945-Guelma

Examiner: Mrs. Imene TABOUCHE

(MAA) University of 8 Mai 1945-Guelma

September 2021

DEDICATION

I dedicate this work:

To my precious and lovely grandparents **Fatima** and **Lemtaiche**
who always pushed me forward to complete my studies successfully.

To my dear **Samia** to whom I wish a long life and my little brother **Zeid**.

To my beloved sister **Luna** and my lovely nephew **Anes**.

Special thanks to my uncles **Rabah Haffid** and **Ali** who encouraged me always

To my classmate **Nouha** with whom I shared memorable moments.

Miss. Ismahane Belferragui

Dedication

Every challenging work needs self efforts as well as guidance of elders, especially those who are very close to our heart.

I dedicate this work to my beloved parents **Hayat and Amar** who have been my source of inspiration and gave me strength when I thought of giving up, who continually provide their moral, spiritual, emotional and financial support.

To my handsome brother **Wail Abdnoure** who all the time pushed me to finish this work.

To my best friends : **Achwak, Mouchira, Oumaima, Amani, Rania** for being such wonderful friends, thanks for your encouragement and love.

Without forgetting my classmate **Ismahane** who makes me smile each time I felt bored and depressed.

Aidi Nouha Malak

Acknowledgments

In the name of Allah the most compassionate, the most merciful

We wish to express our deepest thanks to the Almighty God who provided us with patience and power to achieve this master dissertation.

We are deeply grateful to all those who helped us in the realization of this work. First and foremost, we would like to express our gratitude to our supervisor Misses **Imene DOUAFER** for her insightful suggestions and invaluable advice which contributed to the fulfillment of this work.

We would like to thank participants teachers for providing the data which helped us in the completion of the work.

Deepest gratitude is to the members of the jury Ms. **Amina ELAGGOUNE** and **Mrs. Imene TABOUCHE** for their constructive comments on this research, we are thankful because they accepted to be jury of this dissertation, and provide us with useful feedback.

In addition, we are indebted to all friends who shared their ideas and suggestions which were so convincing.

Abstract

The present study aims at investigating teachers' attitudes toward the criteria of assessing writing paragraphs in EFL classes. Learners are able to write a well paragraph by following specific criteria used by teachers. Hence, it is hypothesized that when teachers use the appropriate technical method in assessing paragraph, students writing skills will be enhanced. For approving or rejecting the precedent hypothesis, a descriptive method that comprises only one quantitative tool has been adopted. The questionnaire is directed to teachers of the written expression module at the department of English university of 8 Mai 1945 Guelma through asking them different kinds of questions. In the end, collective findings need for this research. The results show that teachers are well aware of the criteria of assessment as an effective strategy to develop students' performance.

List of Abbreviations

EFL: English as Foreign Language

CA: Classroom Assessment

INCCA: International Network for the Conservation of Contemporary Art

List of Tables

Table 2.5: Common Marks of Punctuation.....	30
Table 3.1: Teachers' Experience in Teaching English.....	40
Table 3.2: Years of Teaching Written Expression.....	41
Table 3.3: Teachers' Degree.....	41
Table 3.4: Importance of Writing Skill from Teachers' Perspectives.....	42
Table 3.5: Teachers' Contribution to Written Practice.....	43
Table 3.6: Teachers' Attitudes towards Students' Need of Writing.....	44
Table 3.7: Teachers' Methodology.....	45
Table 3.8: Teachers' Recognition toward the Appropriate Component of Writing.....	46
Table 3.9: Teachers' Perception of the Writing Skill Difficulty.....	47
Table 3.10: Students' Awareness about the Criteria.....	48
Table 3.11: Reasons for Knowing the Criteria.....	50
Table 3.12: Teachers' Own Method of Assessment.....	50
Table 3.13: The Effective Criteria to Assess Writing Paragraph.....	52
Table 3.14: Teachers' Focus during the Assessment Phase.....	53
Table 3.15: Teachers' Frequency to Design Assessment Criteria.....	54
Table 3.16: Providing the students with the criteria of assessment.....	55
Table 3.17: Teachers' View about the Degree of Writing's Development through Assessment.....	56
Table 3.18: the Effect of Assessment on the Students' Writing Paragraph.....	57
Table 3.19: Teachers' Opinion Concerning Assessment Structure.....	58
Table 3.20: Students' Progression after Assessment.....	59

List of Figures

Figure 1.2.1: The Linear Model of the Writing Process.....	10
Figure 1.2.2: Stages of the Writing Process.....	12

CONTENTS

DEDICATION	I
ACKNOWLEDGEMENTS.....	II
Abstract.....	III
List of Abbreviations.....	IV
List of Tables.....	V
List of Figures.....	VI
CONTENTS.....	VII

GENERAL INTRODUCTION

Introduction.....	1
1. Literature Review.....	1
2. Statement of the Problem.....	3
3. Aims of the Study.....	3
4. Research Questions.....	3
5. Research Hypothesis.....	4
6. Research Methodology	4
7. Study Sample.....	4
8. Data Gathering Tools.....	4
9. Structure of the Dissertation.....	5

Chapter One: Teaching and Learning the Writing Skill

Introduction.....	6
1.1 Definition of Writing.....	6
1.2 The Importance of Writing.....	7
1.2.1 Reinforcement.....	8
1.2.2 Language Development.....	8

1.2.3 Learning Style.....	8
1.2.4 Writing as Skill.....	9
1.3 Elements of Writing.....	9
1.3.1 Punctuation.....	9
1.3.2 Spelling.....	9
1.3.3 Coherence.....	9
1.3.4 Cohesion	10
1.4 Writing Process.....	10
1.4.1 Planning.....	10
1.4.2 Drafting.....	11
1.4.3 Editing.....	11
1.4.4 Final Draft.....	12
1.5 Approaches to Teaching Writing.....	12
1.5.1 The Controlled to Free Approach.....	13
1.5.2 The Free Writing Approach.....	13
1.5.3 The Product Oriented Approach.....	14
1.5.4 The Process Oriented Approach.....	14
1.5.5 The Genre Approach.....	15
1.6 Writing Paragraphs.....	15
1.7 Format of Paragraphs.....	15
1.8 Structure of Writing Paragraphs.....	16
1.8.1 Topic Sentence.....	16
1.8.2 Supporting Details.....	16
1.8.3 Concluding Sentences.....	17
1.9 Types of Writing Paragraph.....	17
1.9.1 Descriptive Paragraph.....	17
1.9.2 Narrative Paragraph.....	18
1.9.3 Expository Paragraph.....	18

1.9.4 Argumentative paragraph.....	18
Conclusion.....	19

Chapter Two: Assessment Criteria in EFL Classes

Introduction.....	20
2.1 Definition of Assessment.....	20
2.2 Types of Assessment.....	21
2.2.1 Formative Assessment.....	21
2.2.2 Summative Assessment.....	22
2.3 Importance of Assessment.....	23
2.4 Assessment Criteria in EFL Classes.....	24
2.4.1 Definitions of Assessment Criteria.....	24
2.4.2 Assessment of Writing Paragraph.....	24
2.4.3 The Major Criteria of Assessing Students' Writing Paragraphs.....	25
2.4.3.1 Grammar.....	25
2.4.3.2 Organization.....	26
2.4.3.3 Unity.....	26
2.4.3.4 Vocabulary.....	27
2.4.3.5 Capitalization.....	28
2.4.3.6 Coherence and Cohesion.....	28
2.4.3.7 Accuracy.....	29
2.4.3.8 Punctuation.....	29
2.5 Students' Paragraph Writing Problem.....	31
2.5.1 Inadequate Exposure to the Target Language.....	32
2.5.2 Lack of Practice	32
2.5.3 Ignorance of the Criteria.....	33
2.5.4 Lack of Motivation.....	33
2.6 The Impact of Writing Paragraph's Assessment on Students' Performance.....	34
2.6.1 EFL Classroom Assessment.....	34

2.6.2 The Influence of Assessment on Students’ Writing Paragraph.....35
 2.7 Teachers’ Attitudes towards Assessment.....35
 Conclusion.....36

Chapter Three: Field Investigation

Introduction.....37
 3.1 Teachers’ Questionnaire.....37
 3.1.1 Population of the study.....37
 3.1.2 Administration of Teachers’ Questionnaire.....37
 3.1.3 Description of Teachers’ Questionnaire.....38
 3.1.3.1 Section One: General Information.....38
 3.1.3.2 Section Two: Teachers’ Attitudes towards Teaching Writing Skill.....38
 3.1.3.3 Section Three: Teachers’ Attitudes towards the Criteria of Assessing Paragraphs.....39
 3.1.3.4 Section Four: Teachers’ Attitudes towards the Impact of Writing Paragraph’s Assessment on Student’s Performance.....39
 3.1.4 Analysis of Teachers’ Questionnaire.....40
 3.1.4.1 Section One: General Information.....40
 3.1.4.2 Section Two: Teachers’ Attitudes towards Teaching Writing Skill.....42
 3.1.4.3 Section Three: Teachers’ Attitudes towards the Criteria of Assessing Paragraphs.....48
 3.1.4.4 Section Four: Teachers’ Attitudes towards the Impact of Writing Paragraph’s Assessment on Student’s Performance.....55
 3.1.5 Summary of Results and Findings from Teachers’ Questionnaire.....59
 Conclusion.....61
 General Conclusion.....62

References

Appendix: Teachers’ Questionnaire

Introduction

Assessment criteria are developed by analyzing the learning outcomes and identifying the specific characteristics that contribute to the overall assignment. It makes it clear to learners what they are expected to do to demonstrate achievement of the learning outcomes and which instruction should take into account when making judgments about their performance. Making assessment criteria explicit helps learners recognize what is important and valued in the curriculum. In addition, they will be aware about their needs through self-assessment. Moreover, teachers seek to manage successful writing by using different methods and techniques that are taken into consideration from the beginning. Therefore, this will increase a sense of fairness and honesty among all students without exceptions and support ongoing learning.

1.Statement of the Problem

Most of the teachers do not inform students about assessment criteria in writing, which leads to a negative effect on students' ability to gain attitudes and achieve better work. In addition, students will face issues in writing their paragraphs, which are embodied in the insufficient analysis of evidence. This is the result of the lack of knowledge about how to achieve an appropriate piece of the paragraph. Hence, techniques of assessing writing paragraphs can be one of the suitable ways that students can follow in order to realize a higher level in their writing.

2.Aims of the Study

This research aims at revealing the importance of using assessment criteria by teachers in EFL classes. It also tends to shed light on different teachers' methods to evaluate writing paragraphs. The research attempts to explore the impact of assessment on students' performance.

3. Research Questions

The central focus of this study is how the criteria used to assess writing paragraphs; hence, our research addresses the following main question:

1. Are the teachers aware about the importance of assessing writing paragraphs?
2. What are teachers' attitudes towards assessment?

4. Research Hypothesis

The way that the teachers choose their criteria to assess writing paragraphs of the students will affect his writing skill. So we hypothesize that:

If teachers use appropriate technical method in assessing paragraphs, learners' writing skill will be increased.

5. Research Methodology

The present study would be conducted by quantitative descriptive method. As well as, teachers' attitudes towards learners' writing paragraphs. Our research is guided by statistical data in order to have precise analyses that support the hypothesis.

6. Study Sample

The sample of this study composed from teachers of written expression at the Department of Letters and English Language at the University of Guelma, 8 Mai 1945. The teacher is the monitor of writing paragraphs of students in order to help them enhancing their level.

7.Data Gathering Tool

We selected the questionnaire as a method of data collection, which represents the only quantitative descriptive method that will be directed to teachers of written expression. Besides that, the questionnaire will be composed of the background about assessing writing; then, it tended to discover whether an effective assessment affects students' writing paragraphs and their performance or not. In addition, it will figure out the problems that students face during their writing. At the end, it will tackle the major criteria of assessing used by teachers.

8.Structure of the research

This dissertation is composed of three chapters; the first two chapters are theoretical parts in which the third is a practical part. The first chapter entitled "Teaching and Learning the Writing Skill" which present an overview about writing and its importance in addition to its characteristics. Additionally, this chapter includes the main approaches used by teachers. The second chapter entitled "Assessment Criteria in EFL Classes" will tackle the main criteria that teachers follow in assessing writing paragraphs; also it highlights to which extent a good assessment affects students' performance. Finally, the third chapter contains the analysis of collected data from the questionnaire directed to teachers of English language at the Department of the English and culture at Guelma University.

Chapter One: Teaching and Learning the Writing Skill

Introduction.....	6
1.2 Definition of Writing.....	6
1.2 The Importance of Writing.....	7
1.2.1 Reinforcement.....	8
1.2.2 Language Development.....	8
1.2.3 Learning Style.....	8
1.2.4 Writing as Skill.....	9
1.3 Elements of Writing.....	9
1.3.1 Punctuation.....	9
1.3.2 Spelling.....	9
1.3.3 Coherence.....	9
1.3.4 Cohesion	10
1.4 Writing Process.....	10
1.4.1 Planning.....	10
1.4.2 Drafting.....	11
1.4.3 Editing.....	11
1.4.4 Final Draft.....	12
1.5 Approaches to Teaching Writing.....	12
1.5.1 The Controlled to Free Approach.....	13
1.5.2 The Free Writing Approach.....	13
1.5.3 The Product Oriented Approach.....	14
1.5.4 The Process Oriented Approach.....	14
1.5.5 The Genre Approach.....	15
1.6 Writing Paragraphs.....	15
1.7 Format of Paragraphs.....	15
1.8 Structure of Writing Paragraphs.....	16
1.8.1 Topic Sentence.....	16
1.8.2 Supporting Details.....	16

1.8.3 Concluding Sentences.....	17
1.9 Types of Writing Paragraph.....	17
1.9.1 Descriptive Paragraph.....	17
1.9.2 Narrative Paragraph.....	18
1.9.3 Expository Paragraph.....	18
1.9.4 Argumentative paragraph.....	18
Conclusion.....	19

Introduction

Language is very important tool of communication used to communicate between two or more people in carrying out their daily activities. In learning language; there are four skills that should be mastered, they are speaking, listening, reading and writing. Language proficiency is needed in order to illustrate facts and opinions in a logical manner. On the onset; writing and its importance is defined from several perspectives. Then, the process of writing is introduced including: planning, drafting, editing and the final version. Moreover, great number of approaches and methods of teaching have come out; they have all proved to be successful to teaching writing. Therefore, the structure of writing paragraph is introduced followed by format and different types of paragraphs.

1.1 Definition of Writing

According to Nunan (1991) “writing is seen as the most troublesome subject/skill to learn due to its complicated process, he adds that writing is considered as the last skill to acquire” (p.87). In order to write, students must have sufficient knowledge of the topic that will be written. For Hedge (1998) “writing is the way in which a writer puts together the pieces of the text, developing ideas through sentences and paragraphs within over all structure” (p.89). In writing, students should reinforce a certain mechanisms as spelling, grammar, vocabulary... to achieve well constructed paragraph. Writing is about properly choosing and selecting words to explain complicated concepts to a group of readers and audiences. Coulmas (1999) also describes it as a unit of language with the function of storing messages that may be retrieved by anybody who understands the language.

Crossly, Roscoe, and McNamara (2004) suggest that “successful writing cannot be defined simply through a single set of predefined features; rather, successful writing has multiple profiles” (p.184). Writing is intellectual activity of finding ideas and think about the way to make them into clear

paragraph and statement. Nunan (1991) says that writing is very difficult activity in which the writer must display simultaneous control of multiple variables. These include sentence level, format, sentence structure, vocabulary, and spelling. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph text.

So, Writing can be defined as the act of expressing ideas through the use of a given language. Writing is one of the most difficult skills to master, especially when it comes to paragraph writing. Evidently, students found it challenging to construct and organize ideas, use proper language and word selections, and employ proper writing mechanics. Grabe and Kaplan (1996) also state that “readers expect the paragraph, as a unit, to convey a sense of information which can be summarized in a single sentence, and which contributes to the organization of the total text” (p.353). Additionally, Damayanti (2009) points out that before beginning to write, a writer must first consider the aim of writing, which will justify the use of language later on, as well as the information they require and how to develop and organize it in their writing. Based on those definitions, it can be stated that writing is a complex activity consist of techniques and steps used in order to achieve an effective writing. To improve students’ writing skills, the teaching and learning process of writing need to be done well through considering student’s needs, ability and capacity.

1.2 The Importance of Writing

Writers spend hours of thought just to get exactly the right words onto paper. As Walsh (2010) says, writing is important because it’s used extensively in higher education and in the work place. If students don’t know how to express themselves in writing, they won’t be able to communicate well with professors, employers, peers or just about anyone else. Writing is taught to the students of English as

foreign language for variety of reason includes reinforcement, language development, learning style and writing skill.

1.2.1 Reinforcement

Reinforcement is one of the most valued behavior management tools among teachers. It appears to be straightforward method that many teachers employ, but it is not. The teacher should provide the reinforcement every single time the students need it. Harmer (1998) said that “the majority of students acquire language in a purely oral way. Most of us benefit greatly from seeing the language down. Therefore, written language can be traced greatly in the memory than in the oral way” (p.79).

1.2.2 Language Development

Writing process implies that teachers examine the students’ grammar, spelling, and vocabulary in order to increase their writing performance. According to harmer (1998) “the mental activity we have to go through in order to construct proper written texts is all parts of the ongoing learning experience” (p.79).

So, students acquire language and construct proper writing through following numerous techniques which became basic rules to express their thoughts.

1.2.3 Learning Style

Understanding the learning style is a key component in effective teaching. As Sarasin (1999) declares that “teaching cannot be successful without a knowledge of learning styles and commitment to matching them with teaching style and strategies” (pp. 6-7). It refers to the way in which students learn process and retain information differently. Therefore, learning style has a significant importance on students’ achievement. When they recognize their own learning style whether visual, auditory and kinesthetic, they will be able to integrate it into their learning process.

1.2.4 Writing as Skill

The most important reason for teaching writing is that it is considered a language skill just as important as speaking, listening and Reading. Technically, Harmer (1998) represents that students must understand how to write letter, how to set written report together in addition they must be aware of some writing convention such as punctuation, paragraph construction and so on. Ultimately, students need to recognize the linear sequence of sounds, the need for space between terms and chunking of words.

1.3 Elements of Writing

1.3.1 Punctuation

According to Richards and Schmidt (2002) “punctuation is the use of graphic marks such as commas (,), semicolons (;), dashes (-), and periods (.) to clarify meaning in written sentences or to present spoken sentences in writing” (p.434). Accordingly, the use of punctuation guides the students to stop and make pauses as well as help them to understand what is written.

1.3.2 Spelling

Sárosdy and Bencze (2006) say that “spelling is to know the correct form of a word” (p.70). It means that when students are unable to construct words, they produce a piece of writing that is inadequate. In which Stahl and Nagy (2005) agree that the abstraction of phonological, orthographic and morphological regularities in words is made easier with effective spelling.

1.3.3 Coherence

Coherence is the chronological and natural order throughout sentences and paragraphs progress i.e. it is when all the ideas are organized smoothly from one to another. As Lepionka (2008) assumes that

“coherence is the quality of sequenciality and integrity, or togetherness” (p.118). By the use of transitional words to show the order or the logic; it will make a bridge from the first to the last sentence.

1.3.4 Cohesion

According to Stott and Chapman (2001) “cohesion looks at how sub-units within a text hold together. It refers to the way a speaker or writer uses the built-in relationships between words, phrases and sentences to create a sense of shape and connectedness” (p.132). This means that the link between sentences, words and phrases is visible or easily understandable. In addition, it focuses on the grammatical aspects of writing.

1.4 Writing Process

Writing process differs from one person to another, but to make a good academic writing, four steps need to be followed which will help to accomplish certain goals.

According to Harmer (2004, p.5) the stages of writing might be represented in the following way:



Figure 1.1: The Linear Model of the Writing Process

(Harmer 2004, p5)

1.4.1 Planning

The first stage of writing is planning, also called pre-writing. Flower and Hayes (1981) argue that planning comprises establishing objectives, creating and constructing the content, in terms of the developing text. In other words, planning is a form of brainstorming and organizing ideas before writing

the first draft. Thus, it is a process of thinking, brainstorming and collecting information before to start writing. Besides, in this stage the writer discovers how to express his ideas as Clark (2003) confirms that prewriting is “the stage of discovery in the writing process” (p.8). It depends on students’ creativity and reflection that will facilitate the other process of writing.

1.4.2 Drafting

After the stage of planning, another stage comes that is drafting. Kane (2000) defines a draft as “the early version of a piece of writing; the writers must write and rewrite so as to arrive to the final draft” (p.34). Thereby, drafting is where real writing takes place in which learners put their ideas on papers after setting specific goals, the writer here does not pay attention to the mistakes that could be committed in that draft, as spelling mistakes, grammar mistakes and others. Donohue (2009) refers to drafting as the stage where “the students are able to craft their own writing” (p.12).

1.4.3 Editing

According to Jozsef (2001), when editing, the writer reflects by reading the content, correcting any problems identified, and rewriting to include features that improve the purpose and readership awareness. So, it is about revising and reviewing by correcting mistakes at the level of cohesion, coherence, grammar, etc. Also, Smith (1986) notes that “editing which is the refinement stage of the writing process is the cleaning up and correcting of a piece of writing” (p.19). In addition to that it is helpful to share with classmates or teachers to read the text in order to give their judgment and feedback before writing the final version. As Schmitz (2012) argues that “editing often involves adding or changing words and fixing any problems in grammar, punctuation, and sentence structure” (p424). So, editing is revising what is done in order to get the direct meaning of the intended message that the writer want to send to the reader in a clear and organized way.

1.4.4 Final Draft

After making changes that are needed in the previous stage, the student has to make his final draft. Therefore, the final version has to be arranged and error-free as from spelling mistakes and punctuation; Harmer (2004) states that writers develop their final version after editing their draft and making the adjustments. The writing process is presented by Harmer (2004, p.6) in the following process wheel:



Figure 1.4.4.2: Stages of the Writing Process

Harmer (2004, p6)

1.5 Approaches to Teaching Writing

Writing as productive skill is complex process that must broken down into its most basic component in order to be understood, taught and learned. There are different theories that substantiate various approaches to teaching writing as Walter (2004) proposes that revising, adding, asking questions and clarifying purposes are all part of the modeled writing process, which is based mostly on teacher demonstration.

1.5.1 The Controlled to Free Approach

It is believed that the mastery of grammar rules lead to the improvement of spoken form of a foreign language as Raimes (1983, p.06) supports this view by stating:

The controlled-to-free-approach in writing is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by, for instance, changing questions to statements, present to past, or plural to singular. They might also change words or clauses or combine sentences.

With this controlled composition, it is relatively easy for students to write and avoid errors. Meanwhile, students are allowed to try some free composition after they have reached an intermediate level of proficiency in which they can express their own ideas without mistakes.

Raimes (1983) adds that the controlled to free approach focuses on grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency; it does not encourage creativity but it is about imitating the pre-existing information given by the teachers. The shift from controlled to free writing takes place as teacher's guidance decreases gradually from the first exercise to the last.

1.5.2 The Free Writing Approach

The free writing approach is essentially based on the belief that when we write freely and frequently, we improve our ability in that language skill, as Byrne (1988) argues that “many students write badly because they do not write enough” (p.22). So free writing is an approach that allows students to write freely on any topic without worrying about grammar, spelling and other elements.

Furthermore, Raimes (1983) claims that “the emphasis in this approach is that intermediate-level students should put content and fluency first and not worry about form” (p.7). As freedom is given to

students to choose their own topics, they are motivated to write, and it is highly likely that they believe in what they write. Therefore, it is clear that the free writing cannot be used successfully with beginners because it requires some basic notion of writing.

1.5.3 The Product Oriented Approach

A product-oriented approach is the traditional approach which is concerned with the findings writing process, it is mainly based on activities, which require from the learners to be engaged in imitating and transforming model texts. Additionally, Lázaro (1996) supposes that “teachers regard the provision of modeled texts for students as the main tool for students to avoid committing mistakes” (p. 92). A model text is always taken as starting point; it is studied and analyzed from all points of view: structure of grammar, content, sentences, organization and rhetorical patterns. The most important thing in this approach is the organization of ideas more than the ideas itself.

1.5.4 The Process Oriented Approach

Grabe and Kaplan (1996) claim “writing as a process did much to change the general perceptions of writing instruction and of the ways students learn to write” (p.86). Students improve their writing skills through participating in the writing process, which leads to an excellent piece of writing. Along with Nemouchi (2008) adds that the primary goal of this approach is to teach students how to generate writing ideas, plan these ideas, consider the audience, draft, and redraft in order to produce a final written paper that effectively communicates their thoughts. In other words, this approach is used to foster creativity, allow students to work appropriately and offer them chance to improve it. Actually, the goal of this approach is to nurture the skills with which students work out their solution to the problem.

This process gives an opportunity to students to develop their linguistic skills especially the writing skill, with the help of their teacher who play the role of a facilitator and a monitor.

1.5.5 The Genre Approach

Sheng Hung (2008) defines genre as “a term of grouping text together, representing how writers use language to respond to recurring situations” (p.17). In which students use the language in different situations to express various types of texts. Likewise, the genre approach to teaching writing is mainly concerned as the name indicates with teaching particular genres that students need to control of in order to succeed in particular situations. As Nemouchi (2008) assumes that “this may include an emphasis on the content of the text in which the text is produced” (p.92). The fundamental principle that underlines the genre approach is that language is functional, in which through language we achieve certain goals.

1.6 Writing Paragraphs

There are many kinds of writing, one of them is writing paragraph. It usually stands alone and consists of a group of sentences; it has a topic sentence with supporting sentences. According to Muhammad (2015) “paragraph in English primarily consists of three parts in the following: topic sentence, supporting details and conclusion” (p.24-25).

In addition, the four common types of paragraph are: descriptive, narrative, expository and argumentative; each type have its characteristics and write within different genres “political, scientific, literary and academic”.

1.7 Format of Paragraph

In English language, knowing the format of paragraph is very important. Paragraph that follows the correct format is regarded as an excellent example of professionalism in writing skills. There are certain numbers of rules which have to be followed while writing while writing standard of paragraph in the term of format. As Boardman and frydenberg (2008) argues that:

- In the up right hand corner, write your name and date.
- The first sentence of your paragraph should be indented.
- Each sentence should begin with capital letter.
- Use period, question mark, or an exclamation mark to end each phrase.
- Write on every other line, this is known double space.

1.8 Structure of Writing Paragraphs

A well written paragraph can make big difference in students' research and accessibility. It consists of three parts: a topic sentence, supporting details and concluding sentences. Each part supports the next part. Zemach and Islam (2005) state that "a paragraph has a topic sentence that directly tells the reader the main idea. The other sentences in the paragraph, called supporting sentences, give more information about the topic. They add specific details and explanations" (p. 9).

1.8.1 Topic Sentence

Often the topic sentence is the first sentence in the paragraph; the topic sentence guides the development of the paragraph. Its existence is suggested by Bain (1866) saying that the subject of the paragraph is required to be stated prominently by an opening sentence. On the beginning of a paragraph there is two parts: topic sentence and controlling idea; as Boardman & Frydenberg (2008) clarify that the topic is a word or a phrase, which introduces what the entire paragraph is going to be about and the controlling idea is the writer's opinion about the topic.

1.8.2 Supporting Details

After the topic sentence, the writer has to support the previous idea of the main topic in order to convince the reader by the use of facts, statistics, quotations or examples. As Oshima and Ann (2007)

tell that “supporting sentences explain the topic by giving more information about it. Supporting point sentences list the main points of the paragraph” (p.44). Additionally, the body should be clearly related to the subject; it is important to use transitional words and phrases that connect sentences to move from one idea to another, which indicate the nature of the relationships between sentences.

1.8.3 Concluding Sentences

Concluding sentence is the closing and the last sentence that restate the main point of the paragraph in different way. As Alice and Ann (2007) proclaim that “a concluding sentence signals the end of the paragraph and reminds the reader of the main idea” (p.47). So, it is a summary of the previous ideas; it does not include new information. To give reference to the reader to understand that it is the concluding sentence, you use transitional phrases.

1.9 Types of Writing Paragraph

A well structured paragraph should be coherent and unified; therefore it is important to identify at the beginning the nature of your writing. Suriyanti & Yaacob (2016) state that “descriptive, narrative, expository and argumentative writings are the four most common types of writing” (p.4).

1.9.1 Descriptive Paragraph

Descriptive paragraph describes the topic; it is like painting a detailed picture in the mind of the reader. At first glance, Meyers (2009) describes it as “the fundamental and the best way to lay the foundation of the writer’s craft” (p.245). That depends on the writer’s creativity on how to send the correct message. In addition, Meyers (2009) adds that all types of writing encompass some elements of descriptive writing that cause a reader to see, think, feel, and react through vivid language and a good description. The reader creates a mental image of the object, place, or person. It typically includes

modifiers (adjectives, adverbs, prepositional phrases) and figurative language (metaphors, personification, similes) to help enrich the “experience” for the reader.

1.9.2 Narrative Paragraph

Narrative paragraph is to talk about events and to tell a story that happened in the past, real or imaginative story; it could be a novel, a tale or social events as Alice and Ann (2007) mention that “narration is story writing. When you write a narrative paragraph, you write about events in the order that they happen” (p.24). In its topic sentence it includes what did happen, whom and where, and then in the supporting details many events would be introduced. Obviously, the narrative paragraph is usually written in chronological order by the use of transitional expressions and completing with a conclusion.

1.9.3 Expository Paragraph

Expository paragraph is a paragraph that is used to convey information, to explain something to a reader and give examples. Exposition often includes techniques such as the use of examples or illustrations to support a point or the use of some kind of ordering (chronological or numerical) to help a reader follow a process. Exposition needs to be clear; it also gives directions or show how something is happening. In general, this type is used for explanation by including facts. According to Boardman (2008) expository paragraph is a kind of paragraph where the writer explains something.

1.9.4 Argumentative paragraph

An argumentative paragraph has one central role, as Anker (2010) mentions that “it takes a position on an issue and gives supporting evidence to persuade someone else to accept or at least to consider the position” (p.258). So, in order to convince the reader about a point of view; is by providing evidence or facts.

Conclusion

The proper use of words and phrases, as well as some acceptable strategies for attaining unity, coherence, and emphasis, results in a good paragraph. All of these elements are part of the stylistic process which aids in the production of a paragraph in an acceptable and effective manner. Further, Chaddha (2001) points out that the more vocabulary you have, the better your expression will be. As a result, a writer should have a large vocabulary of synonyms, antonyms, on-word substitution, homophones to be a creative writer. Overall, a good paragraph can only be written after a lot of practice. Training is essential for acquiring the ability to react appropriately when confronted with a large range of subjects.

Chapter Two: Assessment Criteria in EFL Classes

Introduction.....	20
2.1 Definition of Assessment.....	20
2.2 Types of Assessment.....	21
2.2.1 Formative Assessment.....	21
2.2.2 Summative Assessment.....	22
2.4 Importance of Assessment.....	23
2.4 Assessment Criteria in EFL Classes.....	24
2.4.1 Definitions of Assessment Criteria.....	24
2.4.2 Assessment of Writing Paragraph.....	24
2.5 The Major Criteria of Assessing Students' Writing Paragraphs.....	25
2.5.1 Grammar.....	25
2.5.2 Organization.....	26
2.5.3 Unity.....	26
2.5.4 Vocabulary.....	27
2.5.5 Capitalization.....	28
2.5.6 Coherence and Cohesion.....	28
2.5.7 Accuracy.....	29
2.5.8 Punctuation.....	29
2.5 Students' Paragraph Writing Problem.....	31
2.5.1 Inadequate Exposure to the Target Language.....	32
2.5.2 Lack of Practice	32
2.5.3 Ignorance of the Criteria.....	33
2.5.4 Lack of Motivation.....	33
2.6 The Impact of Writing Paragraph's Assessment on Students' Performance.....	34
2.6.1 EFL Classroom Assessment.....	34
2.6.2 The Influence of Assessment on Students' Writing Paragraph.....	35

2.7 Teachers' Attitudes towards Assessment.....	35
Conclusion.....	36

Introduction

Writing is an essential skill highly valued as powerful means of self expression. Whenever we talk about the need to develop a specific skill, teaching and assessment become preference. So, writing is a process that needs to be taught, practiced and assessed. Thereby, the purpose of assessment in teaching and learning is to provide communication and feedback that allows learners and teachers to understand where they are in their learning, where they need to go and how to get there. This chapter provides an overview about assessment, it also attempts to highlight the different types of assessment. Then, it introduces the major criteria used to assess students' writing paragraph followed by problems that hinder students' writing. Finally, the main concept is teachers' attitudes towards assessment to help students' in achieving their needs.

2.1 Definition of Assessment

There are many experts such as Stefaniks, Georgiou and Sommer who define the term assessment. For example, Stefanakis (2002) explains that "this means to sit beside. Literally then, to assess means to sit beside the learner" (p.9). In addition, Georgiou (2003) claims that assessment is used to obtain information about a student's knowledge, ability, understanding, attitudes and motivation. There has been strong emphasis on the field of language assessment. Inside classroom, teachers consider assessment as part of the educational process that lead to an effective teaching. Thus, classroom assessment is used to motivate students in the process of learning in the classroom.

Moreover, Sommer (1989) defines assessment as the process of determining who the students are, their capacities, what they need to know and how they view learning. Assessment is an umbrella term that encompasses some instruments used to measure learner's achievement for instance: texts, project works. However, Brocken (1994) points out that "testing is different from assessing; a test is a method of measuring person's ability or knowledge in a given area" (p.252). Assessment is ongoing process, and

it is conducted to observe and to improve student learning. According to Brown (2004) assessment is popular in today's educational paradigm which is sometimes misunderstood, it is commonly regarded as the pencil-and-paper tests that students take at the end of the semester to determine how successful the teachers and students are.

However, the essential purpose of assessment is to place students in the right level of classroom instruction. In other words, to learn about students' strengths and weaknesses with diagnostic assessment; to learn about the language proficiency of the students and finally to learn about students' immediate needs. While, Coombe et al. (2007) demonstrate that assessment has an impact not only on students, but also on teachers, school administration and the community in which they work. To conclude, it can be said that assessment is a process of gathering and discussing information from multiple sources to develop a deep understanding of what students know as well as improving students' proficiency.

2.2 Types of Assessment

Teachers use assessment to determine whether students have met their learning objectives. Hence there are two main types of assessment which are formative and summative assessment.

2.2.1 Formative Assessment

Shavelson et al, (2008) claim that teachers can use this type of assessment to help students narrow the gap in their learning by giving them advice on how to ameliorate their performance. This type is used to form and change the learning process in order to achieve better results. Moon (2000) defines formative assessment as “the sort of assessment that we do on a daily basis. It is closely related to the feedback that pupils receive during lessons and indicates if they are doing good or wrong” (p. 152). This does not

only give feedback to the students, but also helps the teachers to realize which elements he or she should concentrate on more and which aspects he or she succeeded in. Shermis and Di vesta 2011 say:

The feedback addresses various topics related to student learning, such as: weak and strong points, suggestions for correction and for learning strategies, tips regarding how to better understand learning tasks and how to address them in an efficacious manner, causes of mistakes and how to correct them; perceptions, attitudes and beliefs about self and about learning and school; knowledge/skills gaps.

(p.88)

Therefore, one can conclude that formative assessment is an ongoing process which is integrated into the learning process. Black and William (1998) assert that assessment can generate information that can be utilized to improve teaching and learning; however, it only becomes formative when this information is used to alter instruction to match the needs of students. This latter has an important fact which is to satisfy the requisition of the learners.

Without effective feedback, formative assessment is unable to serve its purpose. A grade or a simple comment such as ‘good work’ provides the students with no information on how to improve their work. William (2013) notices that students must be actively involved in their learning in order to improve it. Unhelpful feedback that does not assist them in understanding how to develop their competence is likely to demotivate them. It's important to consider how each student reacts to the comments, because what motivates one student may discourage another.

2.2.2 Summative Assessment

Summative assessment happens when instruction is over, it means at the end of a project, unit course semester, program or school year. It has a little value as a diagnostic tool to guide teachers in making adjustment to instruction; it is carried out by the end of the lesson to make clear judgments about

learners' success or failure; typically a written test almost always graded. The type and amount of feedback will vary depending on whether it is formative or summative. It is a source of judgment which shows the students' level as follow:

Summative assessment is the process by which teachers gather evidence in a planned and systematic way in order to draw inferences about their students learning, based on their professional judgment, and to report at a particular time on their students' achievements. (Assessment Reform Group 2006, p.4)

Hence, summative assessment requires a considerable investment of time from both of students and teachers; it is used to sum up the recording of student's achievement. Also, Ouakrime (2000) claims that summative assessment is "the measurement of the extent to which a learner has been able to achieve the perceived aims or objectives of a given language teaching program" (p.60).

2.3 Importance of Assessment

Assessment has an important role in teaching process. Through appropriate assessment, teachers can judge and grade their students; also giving them feedback in order to check students' level. An effective assessment focuses on students' abilities, make judgment about their performance. Besides that, assessment activities are a core component of any course experience, as they represent opportunities for the teachers to gather information and make determination about what students have learned. It helps to diagnose students' strengths and weaknesses related to classroom instruction and provide feedback to students to support their learning, it also helps teachers to shape their teaching process. Because of this fact we have to define assessment and realize the importance of it. Moon (2000) says "consider what kinds of information it provides and the decisions that might be taken based on that information" (p.148). In other words, without assessment the teacher cannot provide feedback neither to the students

nor to himself. We actually assess things almost all the time and without even knowing it. For example we say sentences such as “I like it”, “This looks good”, “Well done” or the opposite, “I should have prepared better”, “I did not do so well” or “I hate it”.

2.4 Assessment Criteria in EFL Classes

2.4.1 Definitions of Assessment Criteria

The definition of assessment criteria is an essential element of assessment process. According to Foxman et al (1989), criteria are viewed as the description of the teacher's knowledge and skills in order to ensure that all students learn. In addition, INCCA (1998) declares that “assessment criteria provide clear indications of how achievement may be demonstrated” (p.36); in which assessment criteria specify how the task, the paragraph will be judged. Whereas, Teachers should specify what the learner is required to do in order to show that the learning objective has been achieved.

Bonniol & Vial (1997) consider that assessment criteria are useful in helping students to focus on their study and make the assessment process more transparent and fair. It should also represent the module's level, with higher level modules require more complex analytical skills and knowledge depth than lower level modules. The assessment criteria are based on procedures and concrete examples.

2.4.2 Assessment of Writing Paragraph

In a well written paragraph, sentences fit within an organizational framework. The main purpose of the paragraph, which is coherence and cohesion, unifies the ideas and conveys a relevant to the readers. Besides that, teachers have to assess their students’ writing paragraphs in order to improve their skills and knowledge in academic field. Learners have been learning to write paragraphs based on the activities and tasks planned by the teachers for assessing their abilities in writing. Meanwhile, Hyland

(2003) mentions that writing is the hardest language skill to learn compared to other language skill, according to language teachers. It is therefore the most difficult language skill to teach, and even to assess.

2.5 The Major Criteria of Assessing Students' Writing Paragraphs

Assessment criteria provide students with information about the qualities, characteristics and aspect of assessment task that will be used to measure their attainment of each of the learning outcome. Criteria make it clear to students what factors will be taken into account when making judgment about learner's performance. They include:

1) Grammar

Grammar, according to Kane (1988), is the set of rules that shape our language. As a result, grammar is divided into three categories: word grammar, sentence grammar, and text grammar. First, the word grammar refers to associated patterns or systemic behavior of the words; whereas the second is sentence grammar which refers to rules associated with form, syntax relationships within the sentence. The third category is the text grammar which examines the inter-connectedness of sentence within larger bodies of text. According to Francis (1954) "grammar refers to the set of formal patterns in which the words of language are arranged in order to convey larger meaning" (p. 229-312). In addition, Wilcox (2004) defines grammar as a system of rules which allows the language users to produce meaning by combining both meaningful words and larger sentence structures.

Hence, for a successful writing, writers need to master the grammatical rules of the language, in order to be understood correctly by readers. Thus, the students have to obtain grammatical knowledge in order to avoid mistakes and to ensure a good quality in writing. Grammar is defined in several different ways.

The Oxford American Dictionary (1980), for example, defines grammar as “the study of words and the rule for their formation and their relationships to each other in sentences; the rules themselves; speech or writing judged as good or bad according to these rules” (p.282).

2) Organization

Writing organization refers to organizing words into sentences and sentences into paragraphs to convey a coherent and cohesive meaning. It also deals with organizing the ideas in a logical way so that the teachers can easily follow and understand what the students are saying. Indeed, Manka (1996) asserts that “effective writing, therefore, depends on one’s ability to structure and organize words and sentences into a meaningful whole” (p.38). So, organizing one’s own writing is very necessary because unorganized writing may not help the writer to inform, persuade, and entertain the teachers. Thus, clear organization and following an organized pattern before starting writing are very important in guiding the reader. To sum up, Kathleen (2005) defines organization as a presentation of ideas, how to connect these ideas in a way that makes sense that leads to communicate relevant sentences or messages.

3) Unity

Unity is an important concept for achieving good organization, as Oshima and Hogue (1981) indicate that “when we talk about paragraph unity we mean that you should discuss only one main idea in each paragraph” (p.17-19). In addition, Eells (1942) states that “by unity it is meant that each paragraph should have one central and main idea” (pp.12-14). It is a very important characteristic of good paragraph writing. Paragraph unity means that one paragraph is about only one main topic. That is all the sentences, the topic, supporting sentences, the detail sentences, and sometimes the concluding sentence are telling the reader about one main topic. If your paragraph contains a sentence or some

sentences that are not related to the main topic, then we say that the paragraph “lacks unity” or that the sentence is “off-topic”.

4) Vocabulary

According Hatch and Brown (1995), “vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use” (p.1). It means that the vocabulary is all the words in a language that are familiar and used by a person to communicate with others. Besides that, Rivers (as cited in Nunan 1991, p.117) states “vocabulary is essential for successful second language use because without an extensive vocabulary, the learners will be unable to use the structures and functions we may have learned for comprehensible communication. Without vocabulary, learners cannot reach their goal for achieving a well written paragraph”. Furthermore, Hornby (2000) claims that “vocabulary is the number of words a person knows. Without having a repertoire of vocabulary at one’s disposal, a person cannot express his intentions and ideas and will then struggle in his writing” (p.1506). When we have meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning. In addition, many scholars argue that vocabulary is one of the most important concepts in learning a foreign language. Wilkins (1972) explains that “there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p.97). So, writing a paragraph requires number of vocabulary used by learners to express meaning. It is impossible for the learners to write a relevant paragraph in a foreign language without having enough knowledge of vocabulary. Furthermore, Neuman & dwyer (2009) estimate that “vocabulary can be defined as words we must know to communicate effectively, words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (p.385).

Many teachers recognize the importance of teaching vocabulary and they emphasize it in student's writing paragraphs in order to enhance their writing skills. Therefore, students must learn and understand the meaning of vocabulary words to facilitate their writing abilities.

5) Capitalization

Capitalization occurs in specific areas as Smith and Ritter (2002) mention:

- Capitalize the pronouns (I, He, She...) in the beginning of the sentence.
- Capitalize the first word of a sentence.
- Capitalize names and other proper nouns.
- Don't capitalize after a colon.
- Capitalize the first word of a quote.
- Capitalize days, months, and holidays.
- Capitalize most words in titles (books, articles...)
- Capitalize cities, countries, nationalities, and languages.

6) Coherence and Cohesion

Coherence is necessary for good academic writing in which the flow of ideas from one sentence to another need to be fluently, it indicates the clarity of expression. Coherent writing uses devices to connect ideas within each sentence and paragraph such as the transitional words (first, second, finally...). Paragraphs without coherence are difficult to read and understand, the readers will become confused and eventually disinterested about the topic. As Harmer (2004) states that "coherence is how phrases and sentences are related to each other" (p.24). So a coherent paragraph should be relevant i.e. each idea should be related to the subject as well as ideas should be arranged depending on their importance.

Halliday & Hasan (1976) consider the concept of cohesion as a systematic one which refers to “relations of meaning that exist within the text, and that define it as a text” (p.4). It is the tie that exist within the text, it means that the cohesion is used to create a relation in a text. They also add that “cohesion is expressed partly through the grammar and partly through the vocabulary in the text. There are two types of cohesion: grammatical cohesion, and lexical cohesion. First, grammatical cohesion is expressed by the grammatical system of a language such as conjunction, reference, substitution and ellipsis. Second, Lexical cohesion includes repetition and collocation” (p.274). Both of cohesion and coherence contribute to maintain unity in the paragraphs and it should be clear that a text may be cohesive (linked together), but incoherent (meaningless).

7) Accuracy

Accuracy refers to how students use the correct language in writing including the appropriate use of grammar and vocabulary. So that, choosing words that are appropriate to your main topic will convince your teacher but if your words are ambiguous, you will confuse him and he will not get the idea. So, accuracy takes a large size in improving students’ writing paragraph which leads directly to the main topic that teachers ask for as well as facilitating the learning process.

8) Punctuation

Punctuation shows the limits of sentences or paragraphs, for instance, putting a period at the end of the sentence. For Starkey (2004), “proper punctuation makes your text more polished and technically correct” (p.2). Also, Johnson (1991) points out that “punctuation can be taught as a means of indicating in writing the pauses and changes of tone that are used in speech to help communicate the meaning of sentences” (p.81). There is no doubt about the importance of punctuation because it facilitates the reading and makes the message clear. Moreover, Grellet (1996) describes the role of punctuation as “to

make the text you write clear and easy to read. Defective punctuation can make a text very difficult to understand, and even lead to misunderstanding” (p.8). Then, Jane (2008) explains that “they are signals to the reader that indicate pause, place emphasis, alter the function or show the relationship between the elements of the text” (p.122). Therefore, punctuation is essential and used to convey and clarify the meaning of written language. All in all, punctuation is considered as the system of symbols that are used to separate and clarify written sentences.

Mark	Name	Use to...
.	Period	End a sentence or indicate an abbreviation
,	Comma	Separate list items, link complete thoughts, enclose parenthetical thoughts, or separate introductory phrases
;	Semicolon	Separate two independent clauses not joined by a conjunction. Often thought of as a soft period
:	Colon	Introduce a list
“ ”	Double Quotes	Indicate a quotation from a person or publication
‘ ’	Single Quotes	Indicate a slang or a quotation within a quotation
()	Parentheses	Set off remarks that explain or comment on the sentence
[]	Brackets	Indicate your own words within a quotation
...	Ellipsis	Indicate words that have been deleted from a quotation
–	Emdash	Enclose or set off parenthetical expressions or abrupt changes in thought

-	en dash	Indicate continuing or inclusive numbers, such as dates, time, or reference numbers
-	Hyphen	Create hyphenated words, such as “co-worker”, or to create compound modifiers, such as “one-day course”
?	question mark	Indicate question
!	exclamation mark	Emphasize a statement_ infrequently used in business writing
&	Ampersand	Replace ‘and’_ spell out instead
/	Slash	Indicate an and/or situation (avoid by stating whether one or both possibilities exist)

Table 2.5.8: Common Marks of Punctuation

(Adapted from Duncan Kent & Associates, 2002, p.76)

2.6 Students' Paragraph Writing Problem

Students in EFL classes face a various problems in dealing with writing paragraphs. Writing skill is one of the challenges for students in developing English paragraph. For Weir (1988) “writing deficits are shown in producing pieces of writing with high frequency of grammatical errors, poor spelling and punctuation” (pp.17-34). So, students must be careful for arranging a form of words because it will cause trouble to the teacher in the evaluation. In the Algerian context, Ghodbane (2010) identifies that EFL university learners' poor writings is primarily due to their inability to structure a sentence, inability to find the appropriate word or syntax for a specific content as well as inability to map and organize ideas.

Moreover, Shanghness (1979) reminds that “the major difficulties of students are related to hand writing and punctuation, syntax, common errors (problems in the inflection of regular verbs and nouns,

subject verb agreement and the use of articles). Spelling, vocabulary and beyond the sentence (i.e. problems in presenting and elaborating of a central idea” (p.415). From the presented data, it could be said that errors are the negative side of the learner in writing.

2.6.1 Inadequate Exposure to the Target Language

Grosjean & Miller (1994) argue that “language is a means of communication that is used to transfer ideas, information, and feelings from one person to another. However, it has been estimated that half of the world’s population is multilingual” (p. 201-206). Many students do not have access to use English language inside the classroom, they lack the way of communicative goals. Since students have limited exposure to the language, there will be all the time the possibility for them to commit errors in their writing; language exposure can be defined as the contact of students with the target language they are trying to learn. Generally speaking, the students have problems in learning English language because they do not have the courage to speak English or to interact with others fluently. Besides that, learning English language requires to be developed inside and outside the classroom in order to help students become more able to improve it and to express themselves in the target language correctly. Evidently, teachers play an essential role in enhancing student’s learning and exposed to the EL through different classroom assignments.

2.6.2 Lack of Practice

Since the practice has large influence on the writing level of the learners, Hedge (1988) states that “my own experience tells me that in order to become a good writer; a student needs to write a lot” (p.8). Similarly, Italo (1999) believes that practice is the key to learn any skill. Effective writing paragraph cannot be acquired without enough practices; if student fails to develop certain basic skills, he will be unable to write with the speed. Therefore, learning how to write has gained a considerable importance

for the last decades as a tool for effective communication of ideas. It is clear that EFL teachers make strong efforts with their students in order to develop their competence to write correct sentences and paragraphs.

2.6.3 Ignorance of the Criteria

Ignorance of the criteria of unity in a paragraph is one of the problems that hinder students' performance. Students need to know how to organize what they learned about any topic or assignment into well structured paragraph, they should know each criteria that teacher follows to assess their writing. According, to Rama (2017) "EFL university students think that writing is the hardest part particularly in learning English" (p.140-159). Moreover, it requires not only having various vocabularies but also considering its mechanisms. Regarding these mechanisms, the students are obliged to apply some of them in writing for instance: grammar, punctuation, coherence, organization... So, teachers' role is to provide students with major criteria of assessing paragraphs as well as giving them suitable feedback to encourage and increase their writing performance. Actually, writing paragraphs becomes much easier for students when recognizing the assessment criteria, in addition to continual discipline to improve their personal skills.

2.6.4 Lack of Motivation

Motivation is a desire that pushes the person depending on his goals; it is something that cannot be understood by words but with practice; it is a discipline that helps students to reach their objectives. It has two types: First, the intrinsic motivation which is internal that meets with personal needs and interests. Second, the extrinsic motivation comes from the external environment. Williams and Burden (1997) define motivation as "a state of cognitive and emotional arousal which leads to conscious decision to act, that gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal" (p.120). Students with highly motivation perform better than one who is not

motivated. However, lack of motivation is a serious problem both for teachers and students in language classroom for instance in writing paragraphs. Subsequently, motivation is important for the overall development of the personality and their competencies.

2.7 The Impact of Writing Paragraph's Assessment on Students' Performance

Assessment of writing paragraph is a process of measuring students' knowledge and skills in writing. Moreover, it helps teachers get a large view of learners' needs and directions for future instructional development. Writing paragraph is used to analyze learners' performance whether they have achieved a successful and relevant paragraph or no yet and this through mastering a specific criteria provided by teachers to promote good writing skills (vocabulary, organization, coherence...). Based on the presented information, students who have good writing paragraphs are always successful at expressing their thoughts and reaching their goals. So, strong writing skills may enhance students' chance for success and they will become more competent in writing and expressing the development of ideas as well as constructing their sentences in good paragraphs.

2.7.1 EFL Classroom Assessment

CA is a systematic approach to formative evaluation used by teachers to determine how much and how well students are learning; CA provides key information during semester so that changes can be made when is necessary. Angelo and Cross (1993) argue that "the central purpose of classroom assessment is to empower both teachers and their students to improve the quality of learning in classroom" (p.4). It helps to provide students with appropriate feedback and teachers with subsequent instruction. Ghallagher (1998) emphasizes that classroom assessment refers to the procedure by which a teacher gathers information regarding a students' performance in a certain task. To summarize, the goal of these evaluation activities is to foster collaboration and an active learning environment in the classroom, either as peer or individually.

2.7.2 The Influence of Assessment on Students' Writing Paragraph

Students' writing skills empower through assessment, as McMillan (2000) argues that "in order for assessment to be considered fair and ethical, students must know the format of the assessment before lessons begin; they must know what will be tested, how it will be graded, scoring criteria, anchors, exemplars and examples of performance" (p.10). Moreover, influential assessment enables learners to construct well written paragraph, they recognize the weaknesses and strengths as well as master the graphic system of language, its grammatical structure, vocabulary related to subject matter, topic sentence, supporting details and concluding sentences. More importantly, following clear criteria of writing paragraph is also a skill that enhances production and the flow of ideas besides keeping learning updates by the teacher to raise students' awareness of progress.

2.8 Teachers' Attitudes towards Assessment

Wiggins (1993) believes that "good teaching is inseparable from good assessing" (p.21). When teaching process is dynamic, the learning is obviously presented, so that assessment is a part of teaching. In addition, teacher should be able to choose and develop appropriate assessment methods, should be good manager, good observer and good communicator in order to discuss assessment results and gather evidence about student's learning. Assessment proves to be a multifaceted tool, in which teachers must discover, accept and apply this new understanding of classroom assessment to facilitate teaching process. Guskey (2003) assumes that "teachers mistakenly believed that they must keep their assessment secret" (p.7); students find difficulties in reaching their objective in certain tasks because of the ambiguous criteria used by the teachers. So, the way to minimize the blind of assessing students' writing paragraphs; teachers have to inform them about the details and the specific goals from the beginning of the unit or lessons. Additionally, when students know that they will be assessed, they become more interested in the class and their level of participation will increase. According to Martin, Kulinna, and

Cothran (2002) “helping students monitor their improvement on regular basis is also motivational” (p.18). Teachers select appropriate assessment that fit with the lesson or sequence as well as considering students’ age, level, abilities and number. Therefore, McDonough (2007) describes teacher’s role as “it involves providing supportive and challenging learning environment, but also facilitating the development of the learners own motivational thinking, beyond simply identifying their original orientation” (p.2). Thus, they should be all the time aware and encompass the whole curriculum. Teachers’ personal factors as Miller et al (2015) suggest, include: “personality structure, past conflict, cultural norms, religion, gender, migratory experiences and family” (p.37). It means that the impact of these factors could be either positive or negative in assessing student’s performance.

Conclusion

Assessment is a set of activities used by teachers to assist students’ learning, whereby the activities involve teachers to gather information about prior knowledge before instruction. In addition to determine a students’ understanding of the topic. Thus, by providing students with the major criteria of assessment to the teacher facilitates learning process. Moreover, providing insights to the students to self reflect their weaknesses and strengths in order to evaluate their progress to be self directed learner. Overall, learning outcomes will be enhanced when learners are able to connect the relevance of the learning with assessment activities to meet the goals required.

Chapter Three: Field Investigation

Introduction.....	37
3.1 Teachers' Questionnaire.....	37
3.1.1 Population of the study.....	37
3.1.2 Administration of Teachers' Questionnaire.....	37
3.1.3 Description of Teachers' Questionnaire.....	38
3.1.3.1 Section One: General Information.....	38
3.1.3.2 Section Two: Teachers' Attitudes towards Teaching Writing Skill.....	38
3.1.3.3 Section Three: Teachers' Attitudes towards the Criteria of Assessing Paragraphs.....	39
3.1.3.4 Section Four: Teachers' Attitudes towards the Impact of Writing Paragraph's Assessment on Student's Performance.....	39
3.1.4 Analysis of Teachers' Questionnaire.....	40
3.1.4.1 Section One: General Information.....	40
3.1.4.2 Section Two: Teachers' Attitudes towards Teaching Writing Skill.....	42
3.1.4.3 Section Three: Teachers' Attitudes towards the Criteria of Assessing Paragraphs.....	48
3.1.4.4 Section Four: Teachers' Attitudes towards the Impact of Writing Paragraph's Assessment on Student's Performance.....	55
3.1.5 Summary of Results and Findings from Teachers' Questionnaire.....	59
Conclusion.....	61
General Conclusion.....	62

Introduction

The topic under research sheds light on the importance of the major criteria used to assess students' writing paragraphs. In doing so, a questionnaire was administered to teachers of written expression. Hence, this chapter aims to provide an answer to the research questions and hypothesis. For this need, this questionnaire is divided into four outstanding sections. In addition, it covers a description of the questionnaire, an analysis of the questionnaire and corpus analysis of teachers' assessment. Moreover, this chapter deals with a discussion of the findings.

3.1 Teachers' Questionnaire

3.1.1 Population of the Study

The current study was directed to teachers of written expression at the department of Letters and English Language University of 8 Mai 1945- Guelma. The chosen sample appears to be adequate for gathering information on the topic under research. Only teachers of written expression were requested to answer this questionnaire, by which the results increases the validity of the study.

3.1.2 Administration of Teachers' Questionnaire

The researcher of the sample distributed the questionnaire used in the current study. It has been submitted to 13 teachers of written expression at the Department of Letters and English Language- Guelma University. All of them answered immediately which helped us to collect findings needed for this research. During the distribution of the questionnaire some obstacles were faced because of teacher's lack of time, although they answered sincerely.

3.1.3 Description of Teachers' Questionnaire

The Teachers' questionnaire aims at exploring teachers' attitudes towards assessing students' writing paragraphs in EFL classes. It consists of (27) questions divided into four sections. The questions are of different types: yes/no questions, multiple choice questions and open ended questions, some questions are left open for justifying certain answers. They are about teachers' attitudes about teaching writing, its impact on students' performance and the criteria used to assess writing paragraphs.

3.1.3.1 Section One: General Information

This first section aims to know about teachers' qualification (Q1), and years of teaching written expression at the university (Q2). Notably, (Q3) examines the teachers' highest level of formal education.

3.1.3.2 Section Two: Teachers' Attitudes towards Teaching Writing Skill

The first question in this section (Q4) requires teachers' attribution toward the importance of writing skill for EFL students. Then, they are demanded to select how frequently they ask students to practice their writing skills (Q5). In question six (Q6), teachers were asked to choose the reason behind students' writing. The next is a yes/no question that investigate whether teachers have specific method to teach writing or not (Q7), followed by an explanation if they choose yes (Q8).

Accordingly, (Q9) asked teachers to stick the appropriate component that seems suitable to produce a good piece of writing. Question (Q10) explored the major obstacles that face students during their writing.

3.1.3.3 Section Three: Teachers' Attitudes towards the Criteria of Assessing Paragraphs

The question is another yes/no question in which teachers were asked if students should be aware of the criteria of assessing their writing paragraph or not (Q11), with providing a clear explanation (Q12). Additionally, teachers should select the reason behind knowing the criteria (Q13).

Afterward, (Q14) is a yes/no question for teachers about having a specific method to evaluate students' writing. After that, they have to clarify their answer (Q15). List of options was provided in (Q16) about the primary criteria used to evaluate students' writing paragraphs. Then, teachers were asked if they focus either on content or form during assessment (Q17), as well as, selecting options and asked them if they design separate evaluation criteria for each written work (Q18). Likewise, (Q19) is used to see whether teachers provide students with the criteria of assessment before or after their writing by giving a clarification in (Q20).

3.1.3.4 Section Four: Teachers' Attitudes towards the Impact of Writing Paragraphs' Assessment on Students' Performance

This section comprises seven items. The first, (Q21) explored to what degree assessment affects the students' writing performance. The second, (Q22) is concerned with giving justification. Third, (Q23) was formed to see the influence of assessment on students' writing paragraphs. Fourth, (Q24) investigated the opinions of teachers concerning the structure of assessment. Fifth, (Q25) teachers were requested to add explanation to facilitate comprehension. Finally, the last question was yes/no question (Q26) about teachers' opinion regarding the improvement of students' writing after the assessment, followed by a clarification at the end of the questionnaire (Q27).

3.1.4 Analysis of Teachers' Questionnaire

This part of the chapter consists of the analysis of the results obtained from the questionnaire, which was the only data collection tool used for this study.

3.1.4.1 Section One: General Information

Q1. How long have you been teaching English at university?

- a) Less than five years
- b) Five years
- c) More than five years

Table 3.1: *Teachers' Experience in Teaching English*

Options	Number of teachers	Percentage
A	1	7.69%
B	3	15.38%
C	9	69.23%
Total	13	100 %

The findings displayed in table (3.1) demonstrate that (69.23%) of the teachers have been teaching English at the university more than five years. Then, (15.38%) of them claim that they spend five years teaching the language. Nevertheless, only (7.69%) respond that they teach EFL classes less than five years. the results shows that the majority of teachers are well experienced in teaching English language.

Q2. How long have you been teaching written expression?

Table 3.2: *Years of Teaching Written Expression*

Options	Number of Teachers	Percentage
A	4	30.76%
B	4	30.76%
C	5	38.46%
Total	13	100%

We can deduce from the table above that the majority of the respondents to the questionnaire who represent (38.46%) have been teaching written expression for eight years. This shows the qualification of those teachers in dealing with this module.

Q3. What is the highest level of formal education you have completed?

- a) Master degree
- b) Magister
- c) Associated Degree
- d) PHD

Table 3.3: *Teachers' Level in Education*

Options	Number of Teachers	Percentage
A	2	15.38%
B	10	76.92%
C	0	0%
D	1	7.69%
Total	13	100%

Regarding the results, most of teachers (76.92%) declare that they have Magister degree; however, (15.38%) of them have master degree as the highest level of formal education and (7.69%) have PHD

level. We notice that teachers' levels differ from one to another, and most of them achieved the Magister degree as the ultimate level. Analysis

3.1.4.2 Section Two: Teachers' Attitudes towards Writing Skill

Q4. How important is the writing skill for your FFL students?

- a) Very important
- b) Important
- c) Not important

Table 3.4: *Importance of Writing Skill from Teachers' Perspectives*

Options	Number of Teachers	Percentage
A	9	69.23%
B	4	30.76%
C	0	0%
Total	13	100%

Concerning the importance of writing skill for EFL students, (69.23%) of teachers state that writing is a very important skill, likewise (30.76%) of them report that it is only important. An essential observation is that no one of the teachers think that writing is not an important skill. So, Writing gives a value to the language as well as its branches. According to these results, There is awareness among teachers about the value of learning to write, in which student can express their ideas and thoughts properly

Q5. How often do you ask your students to practice their writing skill?

- a) Usually
- b) Often
- c) Sometimes

d) Never

Table 3.4: *Teachers' Contribution to Written Practice*

Options	number of Teachers	Percentage
A	8	61.53%
B	2	15.38%
C	3	23.07%
D	0	0%
Total	13	100%

The results obtained from the teachers point out that (61.53%) of them 'Usually' ask students to write in order to develop their writing competence. Whereas, (23.07%) display that they 'sometimes' request the students to perform writing. Yet, (15.38%) of them state that they 'often' inform their students to draft. Practicing writing has a considerable impact on learners' writing levels because without sufficient practice, it is impossible to learn how to write effectively.

Q6. For which purpose do you think your students need the writing skill?

- a) For formal academic studies
- b) For informal private social life
- c) For Their future profession

Table 3.5: *Teachers' Attitudes towards Students' Need for Writing*

Options	Number of Teachers	Percentage
A	6	46.15%
B	2	15.38%
C	5	38.46%
Total	13	100%

The findings of this table show that (46.15%) of teachers agree that students need the writing skill for formal academic studies because it helps to develop and apply their scientific, professional and artistic achievements, as well as, academic writing is very beneficial for human intellectual development. Moreover, (36.46%) of them declare that the aim of writing skill for students is to obtain their future profession, in which writing enables them to be creative and analytical writers, in addition to construct and communicate complex ideas in much more effective way. However, the rest (15.38%) see that is useful for social life where expressive writing has also been linked to improve mood, well being and reduced stress levels.

Q7. Do you have any special method to teach writing?

a)Yes

b)No

Table 3.6: *Teachers' Methodology for Teaching Writing*

Options	Number of Teachers	Percentage
A	8	61.35%
B	5	38.46%
Tot	13	100%

The results in table (3.6) indicate that (61.35%) of teachers have special methods to teach writing. This fact shows that all teachers use methods in presenting their lessons. However (38.46%) of teachers demonstrate that they have no specific method to follow in teaching writing. In the question (Q8), the teachers who opt for 'yes' were requested to identify their explanation about the methods that are used. Their explanation includes the following:

- "Focus on practice and home assignment".

- “Teach students how to write sentences, paragraphs and finally essays”.
- “Encourage collaborative learning inside the classroom and participation”.
- “By giving them texts, reports, essays and ask them to write similar”.
- “Teaching writing skill through asking students to write a piece of paragraphs contains a given topic and after their writing, there will be a kind of discussion and feedback to enhance their performance”.

Q9. Which components do you think that a good piece of writing should contain?

- a) Vocabulary
- b) Good ideas
- c) Spelling
- d) Correct grammar
- e) Style

Table 3.7: *Teachers’ Recognition toward the Appropriate Component of Writing*

Option	Number of Teachers	Percentage
A	0	0%
B	0	0%
C	0	0%
D	0	0%
E	0	0%
A+C+D	3	23.07%
A+B+C+D+E	6	46.15%
A+D	4	30.76%
Total	13	100%

Concerning teachers' recognition toward an adequate writing, (46.15%) of teachers confirm that vocabulary, good ideas, spelling, correct grammar and style are the most valued components because without them, learners cannot reach their goal for achieving a well written text. Many teachers recognize the importance of teaching those elements, in order to help students improving their writing skills. Whereas, students must acquire grammatical knowledge in order to avoid errors and ensure good writing quality. As a result, students must learn and comprehend the meaning of words in order to improve their writing abilities. In addition, good ideas contribute in shaping a well understanding of the topic and they are the source of progress. Spelling is also an essential element in which knowing the correct form of the word, it facilitates the production of clear writing. Then, writing style is about how the writer presents the words to the reader, how well he or she understands the beauty of the language.

While, (30.76%) of them report that vocabulary and grammar are essential in shaping a well structured paragraph. However, the remaining ones said that vocabulary, spelling and correct grammar are the appropriate components to produce a clear form of writing. From above, we can say that all the components complete each other in realizing good piece of writing.

Q10. What do you think are the major problems hindering your students' in paragraph writing?

- a) Ignorance of criteria
- b) Lack of knowledge
- c) Lack of communicative goals
- d) Limited exposure of the language

Table 3.8: *Teachers' Perception of the Writing Skill Difficulty*

Options	Number of Teachers	Percentage
A	5	38.46%
B	0	0%
C	0	0%
D	6	46.15%
A+B+D	2	15.38%
Total	13	100%

On the basis of the results recorded in table (3.8), (46.15%) of teachers agree that limited exposure of the language is considered as one of the major problem that students face during their writing. It is believed that learning English language needs to be encouraged and developed inside and outside the classroom through various exercises. Basically, if learners only focus on classroom activities, they will not acquire the second language or a foreign language appropriately. Moreover, (38.46%) of them view that ignorance of criteria is another problem that hinder students' writing; they need to recognize what will be assessed, which criteria should follow and which one should be avoided in order to accomplish their assignment without any deficits.

Only (15.38%) agree that the ignorance of criteria, the lack of knowledge and the limited exposure to the language are the major problems that hinder students' paragraphs writing. Besides this, EFL classes lack knowledge that is why they suffer from writing paragraphs. Knowledge enhances mental stimulation, it provides the ability to infer things correctly. So, when we have background knowledge of a topic, our brain makes a connection between prior information and the new one. Eventually, we can notice that almost all the teachers agree that learning language is the core of any development.

3.1.4.3 Section Three: Teachers' Attitudes towards the Criteria of assessing paragraphs

Q11. Do you think that students should know the criteria of assessing their writing paragraph?

a) Yes

b) No

Table 3.9: *Students' Awareness about the Criteria*

Options	Number of Teachers	Percentage
A	13	100%
B	0	0%
Total	13	100%

The results in table (3.9) revealed that (100%) of the teachers agree that students should know the criteria of assessing their writing paragraph since it is the only way to encourage and help them to improve their writing. following clear criteria of writing paragraph enhances production. Besides, raising student's awareness towards progress.

Q12. The teachers provided us with some arguments in which they explained why they think that students should know the criteria of assessing their writing paragraph:

- “They should know the main element of their paragraph (form and content)”.
- “In order to provide them with sufficient information about their strength and weaknesses”.
- “Students have to be aware of different rules linked to know how to write a good paragraph at the level of methodology and content”.

- “Whenever students are aware of the criteria of assessing their writing paragraph, they will pay attention during the writing process to come out with coherent paragraph”.
- “For the sake of transparency”.
- “Because students learn only from their mistakes and feedbacks”.
- “In order to write through basic parameters and to develop their own skill especially writing”.

Q13. For which reason should they know those criteria?

- For avoiding mistakes in writing
 - For achieving a coherent and relevant paragraph
 - For improving their level in writing
- d) Table 3.10: *Reasons behind Knowing the Criteria*

Options	Number of Teachers	Percentage
A	4	30.76%
B	3	23.07%
C	6	46.15%
Total	13	100%

Teachers’ opinions concerning the reasons behind the consciousness of students toward the criteria differ from one teacher to another. In which, (46.15%) of them declare that students should know the criteria for improving their level in writing; the criteria make significant contribution in promoting EFL students’ performance. However, (30.76%) of teachers announce that knowing the criteria help discovering mistakes and avoiding them in the field of learning and teaching. Further, (23.07%) indicate that its purpose is to achieve a coherent and relevant paragraph. For instance, it can be said that without knowing the criteria which will be used, the students do not know what is being assessed

Q14. Should each teacher have his own method to evaluate his student’s writing paragraph?

a) Yes

b) No

Table 3.11: *Teachers' Own Method of Assessment*

Options	Number of Teachers	Percentage
A	7	53.84%
B	6	46.15%
Total	13	100%

The data shows more than half (53.84%) of teachers prefer having their own method to evaluate students' writing paragraph. Whereas, (46.15%) of them declare that it is not necessary for each teacher to have his/her method.

Q15. Would you justify your answer?

-Teachers who responded with 'yes' clarified their answers as follow:

- "Depending on the objective behind the writing of paragraph set by the teacher".
- "Individual evaluation helps students to improve their writing skill".
- "Each teacher should have his/her method to evaluate paragraph writing as he/she focus specific aspects of writing".
- "Students who have opportunity to have face to face correction session with the teacher will absolutely achieve better writing feedback".
- "Teachers prefer common criteria, one based on academic research. Some books contain paragraph scoring rubric, they could be adapted and revised to make the scoring comprehensive and complete".

However, certain teachers (46.15%) who disagree with having a specific own method for evaluating students' writing paragraph did not give any explanation.

Q16.What is the major criteria you use to assess students' paragraphs?

- a) Unity
- b) Coherence and Cohesion
- c) Accuracy
- d) Organization
- e) Punctuation
- f) Vocabulary
- g) Capitalization and Spelling

Table 3.12: *The Effective Criteria to Assess Writing Paragraph*

Options	Number of Teachers	Percentage
A	0	0%
B	0	0%
C	0	0%
D	0	0%
E	0	0%
F	0	0%
G	0	0%
A+B+E+F	6	46.15%
A+B+E+F+G	4	30.76%
B+E+F	3	23.07%
Total	13	100%

This question sheds light on teachers' perceptions about the most important criteria that are used to evaluate students' writing paragraphs. The results show that (46.15%) of teachers agree that Unity, cohesion and coherence, punctuation and vocabulary are essential criteria that are designed to assess paragraphs. unity is selected as key criteria for assessing paragraphs. Because unified paragraphs mean that all ideas are connected to the main idea which is a significant concept in attaining good outcomes. Whereas, both cohesion and coherence help to maintain the paragraphs together and allow the flow of ideas. Following this, (84.61%) of teachers state that 'punctuation' has an extra role in writing as it is necessary for conveying and clarifying meaning of written language. So, the punctuation facilitates the reading process. Despite the importance of the precedent elements, EFL learners will not be able to achieve their goal of writing a well paragraph if they lack vocabulary; since vocabulary is the only way to express a meaningful context.

While (30.76%) of them argue that Unity, coherence and cohesion, punctuation, Vocabulary, Capitalization and spelling are presented in their assessment. The rest of them (23.07%) opt for coherence and cohesion, punctuation and vocabulary as they are the most effective criteria.

Q17. On which side do you focus more?

- a) Content (generating ideas).
- b) Form (to avoid errors).
- c) Both of them (content and form).

Table 3.13: *Teachers' Focus during the Assessment Phase.*

Options	Number of Teachers	Percentage
A	0	0%
B	0	0%

C	13	100%
Total	13	100 %

From table (3.13) all the teachers (100%) claimed that they focus on both content and form during assessment phase. The form of a written text is significant because it reveals the writers' intentions and main ideas also it refers to how the work is created or structured. Whereas the content is what you are trying to say, the subject matter, how you may interpret your work. From this explanation we can notice that all teachers indicate their awareness of the importance of both form and content in achieving a well written paragraph.

Q18. Do you design different assessment criteria for each written task?

- a) Never
- b) Always
- c) Sometimes

Table 3.14: *Teachers' Frequency of Designing Assessment Criteria*

Options	Number of Teachers	Percentage
A	2	15.38%
B	6	46.15%
C	5	38.46%
Total	13	100%

According to the table (3.14) we noticed that (46.15%) of the teachers who choose 'always' create different assessment criteria for each written work. This means that they found new techniques to assess their students and motivate them, so that learners can follow the update of assignments to produce a good piece of writing in various contexts. There are (38.46%) of teachers who select 'sometimes'

several criteria to evaluate different tasks. Whereas, only (15.38%) of them opt for ‘never’ to formulate new criteria because they think that applying features of good writing should not be changeable.

Q19. Do you provide your students with the criteria of assessment before or after their writing?

- a) Before
- b) After

Table 3.16: *Teachers’ Provision of Assessment’s Criteria for Students*

Options	Number of Teachers	Percentage
A	8	61.53%
B	5	38.46%
Total	13	100%

This question discusses the findings regarding if teachers provide their students with the criteria of assessment either before or after the evaluation. We notice that (61.53%) of teachers agree on giving the instruction before assessing them. It will result in enhancing their production, as they will be aware about the elements which they should focus on to obtain a good grade and this facilitates the correction. Meanwhile, some teachers (38.46%) think that it is preferable to give the criteria after students’ evaluation in order to highlight both strength and weaknesses.

Q20. If it is before, explain why?

In question (20) teachers are asked to justify their answers for the previous question. Those who responded by ‘before’ explain their choice as follows:

- “Students could create a kind of self-assessment”.

- “In order to provide them with diagnostic information, students should recognize the criteria previously”.
- “I used to tell them how I will assess their writing, this in order to help them to improve certain goal. For example, if I ask them to write topic sentence or thesis statement, I will explain the areas of this assessment then ask them to start writing”.

3.1.4.4 Section Four: Teachers’ Attitudes towards the Impact of Writing Paragraphs’ Assessment on Students’ Performance

Q21. To what extent could assessment improve students’ writing performance?

- a) To higher extent
- b) To limited extent
- c) To very higher extent

Table 3.17: *Teachers’ View about the Degree of Writing’s Development through Assessment*

Options	Number of Teachers	Percentage
A	10	76.92%
B	0	0%
C	3	23.07%
Total	13	100%

From table (3.15), we notice that most of teachers (76.92%) found assessment as a very helpful tool in enhancing students’ writing performance to a higher extent because it depicts their abilities and knowledge, then reflect their progress toward educational goals. Likewise, assessment highlights weaknesses, errors and mistakes in students’ writing. The remaining ones (23.07%) reveal that assessment plays a very extent role in developing learners’ proficiency. Hence, a considerable amount of

teachers is highly appreciating the significance of assessment inside classroom as an essential element of learning a foreign language

Q22. Justify your answer please.

Teachers who said that assessment improve students' writing performance 'to higher extent' answered as follow:

- "Because assessment improves learning and this is a general fact".
- "To assess means to give students opportunity to improve their writing, knowing about their errors and so on".

Whereas, (23.07%) of them agree that it improves their writing performance 'to a very higher extent' in which they explained their views as follow:

- "Because assessment gives students clear idea about their progress".
- "Through assessment, students know their errors and avoid them in future writings".

Q23. What impact could assessment have on your students' writing paragraph?

- a) Solving problems
- b) Reasoning
- c) Raising critical thinking
- d) Awareness of strength and weaknesses

Table 3.18: *The Effect of Assessment on the Students' Writing Paragraph*

Options	Number of Teachers	Percentage
A	2	15.38%
B	2	15.38%
C	3	23.07%

D	6	46.15%
Total	13	100%

In the table (3.18) we found (46.15%) of teachers said that assessment has a great impact on students' awareness of strengths and weaknesses. Recognizing them can assist in improving the areas where the students are lacking off, as well as, mastering different skills through following teachers' instruction. Further, (23.07%) of them state that through constructive assessment, students' critical thinking will rise extensively. Thinking clearly and systematically can improve the way we express ideas. Critical thinking plays a crucial role in evaluating thoughts, selecting the best ones and modifying them if necessary. Likewise, (15.38%) of teachers agree that reasoning and solving problems are other remarkable factors that evaluations do on students' writing. As a result, it is observed that a good evaluation has a positive effect on students' performance that will enhance their writing paragraphs.

Q24. Do you think that assessment should be well structured?

a) Yes

b) No

Table 3.19: *Teachers' Opinion Concerning Assessment Structure*

Options	Number of Teachers	Percentage
A	13	100%
B	0	0%
Total	13	100%

The answers we collected reveal that all of teachers (100%) believe that the evaluation should be well-structured.

Q25. Would you justify your answer?

-Teachers explain their point of view as follow:

- “Each error has to well noticed and marked by the teacher to facilitate students’ assessment”.
- “Organization is helpful to achieve students’ needs”.
- “To give important instructions and to show the value of organization”.
- “It should be focused on all the element of good paragraph: form, content, sentence, types of paragraph: topic sentence/supporting ideas/concluding sentence/mechanics/grammar/spelling”.

Q26. Do you think that students’ writing paragraph is really advanced after your assessment?

a) Yes

b) No

Table 3.20: *Students’ Progression after Assessment*

Options	Number of Students	Percentage
A	13	100%
B	0	0%
Total	13	100%

Regarding teachers’ answers, all of them (100%) answered that almost students are really advanced after classroom assessment. Well assessment provides students with suitable feedback and teachers with subsequent instructions

Q27. Would you explain how?

Teachers were asked to provide clear explanation to this question. Their explanations include:

- “Students, who apply instructions, will be enhanced in their writing”.
- “To some extent because most students are not good in writing”.
- “Student’s writing is highly considered since he/she knows his/her weaknesses”.

- “Following such criteria would improve the quality of their writing”.
- ”Students’ writing improves through practice and assessment, but an advanced level in writing remains a challenge for many of them. Most are not sufficiently exposed to the language, and even with instruction, the time they spend practicing is very limited in the classroom. At home not all students are motivated to make writing an important element of their daily routine”.

3.1.5 Summary of Results and Findings from Teachers’ Questionnaire

A significant number of perspectives on this part has been investigated based on the data collected and analyzed from teachers’ questionnaire concerning the major criteria of assessing students’ paragraphs and teachers’ attitudes.

Concerning the first section, it showed the background information of teachers. Moving to second section which covered teachers’ attitudes toward writing skill, as an essential element in students’ writing performance. This implies that teachers are aware that writing is a crucial factor for processing information. As it is a productive skill to learn the language and should be practiced; for many teachers, practice is the key of improvement. Besides that, tutors agree that learners need writing for many reasons since it is beneficial for human development such as academic studies and future profession. Consequently, almost all of them have special method in teaching writing. It differs from one teacher to another; several teachers prefer learner-centered rather than teacher-centered approach. However, many tutors think that achieving good piece of writing should contain: vocabulary, correct grammar, spelling, good ideas and style; those are considered as the main components of any writing work. Yet, it is notable that students face certain problems which hinder their paragraph writing. For teachers the major problem for preventing EFL progress is the limited exposure of the language.

Concerning the third section “teachers’ attitudes towards the criteria of assessing paragraphs”, the majority of teachers claim that in order to write, students need to follow basic parameters to develop their own skill as well as improving their level to achieve a relevant paragraph. This highlights that learners have a strong willingness to raise their thinking abilities for higher levels. It is mostly affirmed that the most used criteria to evaluate students’ writing paragraphs consist of certain items like: unity, organization, accuracy, punctuation and vocabulary; which help to maintain the order of the paragraph, as well as, to obtain good outcomes. From the previous findings, the teachers indicate their awareness of the importance of both form and content in achieving a well written paragraph. Moreover, assessment is ongoing process, which is conducted to observe and to improve students’ learning. In order to encourage learning process, teachers provide those criteria to their learners to have general overview about what should be assessed and focused on.

Section four entitled “teachers’ attitudes toward the impact of writing paragraphs assessment on students’ performance”, where the majority of teachers state that assessment affects students to higher extent, which highlight the weaknesses and strengths. Besides that, it helps to raise their critical thinking. Learning through problems can improve critical thinking skill, so teachers identify some basic skills in learning and teaching their students with the right system to apply in real situation. Furthermore, almost all teachers affirm that a good writer is the one who has the ability to employ structure and vocabulary items correctly in order to convince reader and precisely to make a comprehensible written paper, whereas assessment is teachers’ instruction. Teachers decide on classroom equilibrium, supply feedback and incentives to their students, realize students’ problem, judge and grade academic learning process.

Consequently, the current study tended to explore the role of effective assessment in improving students’ writing paragraphs. Results showed the interconnectedness existing between the evaluation

and the development of the writing skill. Additionally, the role of the teacher is very important in encouraging students to write. As well as, teachers should remind their students of the benefits of using such skill to save and allocate time appropriately.

Conclusion

Based on the results collected from the field investigation that is recorded in this questionnaire, the findings show that teachers are aware of the importance of assessment in enhancing students' performance to raise their motivation in writing.

General Conclusion

The present study investigates the behind the criteria that are selected by teachers of written expression. It also endeavors at exploring teachers' attitudes concerning the importance of evaluation in enhancing students' writing paragraphs. The conducted results from teachers' questionnaire demonstrate that EFL teachers have shown positive attitudes towards the impact of assessment. Therefore, the hypothesis is confirmed at the end of this study which presumes that learners' writing skills will be increased when teachers use the appropriate technical method in assessing paragraphs besides informing them about the major criteria. Additionally, the main results that are gained from this work are:

1. Writing is a process in which words are combined in a correct and organized manner using grammatical rules, sentence structure and vocabulary in order to express thoughts and ideas into coherent texts.
2. A successful piece of writing should be well-organized, with an accurate language and appropriate choice of words. Thus, to produce a good piece of writing, writers have to consider various elements of the writing skill as spelling, punctuation, coherence and cohesion.
3. Assessment is not a separate part of education; furthermore it is a tool or method of obtaining information about the achievement or abilities of learners.
4. Assessment can do more than diagnose and identify learning needs, it is used to assist improvement across the education system, in other words, teacher use assessment in their classes to better understand students' intellectual development, learning style, learning approaches such as process approach and product approach.
5. Assessment can provide teachers and students with information about the level of knowledge, skills, difficulties in foreign language learning and which activities and methods are most useful.

6. References

- Abbot, Edwin A. (2007). *How to Write Clearly: Rules and Exercises on English Composition*, University Press: John Wilson and Son, Cambridge.
- Angelo, TA., & Cross, K.P (1993). *Classroom assessment techniques a handbook for college teachers*. San Francisco Jossey Bass.
- Anker, S. (2010). *Real writing with readings: Paragraphs and essays for college, work and everyday life*. Boston: St. Martin's.
- Assessment Reform Group (1999) *Assessment for Learning: Beyond the black box*. Cambridge: University of Cambridge, School of Education.
- Bain, A. (1866). *English composition and rhetoric*. London : Longmans, Green & Co
- Black, P. and William, D. (1998) *Inside the black box. Raising standards through classroom assessment*, London: King's College London School of Education.
- Boardman, A. C. & Frydenberg, J. (2008). *Writing to communicate 2 (3 rd Ed.)*. Boston: Pearson Education, Inc.
- Boardman, A. C. (2008). *Writing to communicate (3rd Ed.)*. Boston: Pearson Education, Inc.
- Bonniol, J. & Vial, M. (1997). *Les modèles de l'évaluation*. Paris: De Boeck Université.
- Brown, D. (1994). *Principle of Language Learning and Teaching*. Prentice Hall Regents.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed.)*. New York: Longman.

- Buyukkarci, Kagan. (2019). Teachers Perceptions of Assessment in EFL Classes at Turkish Science and Arts Centers. *International Journal of Languages Education*. 7.2. 294-318 10.29228/ijlet.12383.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Chaddha, R.K. (2001). *Communication Techniques and Skills*, Eleventh Edition, New Delhi: Dhanpat Rai Publications (P) Ltd., 16-16.
- Clark, L.I. (2003). *Concepts in composition: Theory, Practice in the Teaching of Writing*. London: Lawrence Erlbaum Associates.
- Coulmas, F. (1999). *The Blackwell Encyclopedia of Writing System*. Oxford: Blackwell Publishing.
- Crossley, S. A., Roscoe, R., & McNamara, D. S. (2014). What is successful writing? An investigation into the multiple ways writers can write successful essays. *Written Communication*, 31(2), 184-214.
- Damayanti, Y. (2009). *Micro and macro skills of writing found in the writing exercises of the Bridge English competence for SMP grade VIII*.
- Donohue, L. (2009). *The Write Beginning*. Markham, Ont.: Pembroke Publishers.
- DUNCAN KENT & ASSOCIATES (2002). “Sharpening your writing skills”. A Workshop for Business and Technical Writers.
- Eells, H. (1942). *Writing Thesis*. Edinburgh: The Antioch press, 12-14.
- Fien, J. (2007) 'Care and compassion: Values commitment and attitude clarification in education' In: Maclean, R. (ed.) *Education in learning and teaching for the twenty first century*. Festschrift for Professor Philip Hughes. New York: Springer 197-232.
- Flower, L.& Hayes, J.R. (1981). *A Cognitive Process Theory of Writing*. College

- Foxman D, Ruddock, G and Theop, J. 1989. Graduated tests in Mathematics : A study of lower attaining pupils in secondary schools NFER – Welson publishing.
- Francis,N.W. (1954).Revolution in Grammar. Vol. 40, pp299-312.Retrieved on March
- Gallagher, D. Jo. (1998). Classroom assessment for teachers. Upper Saddle River, NJ: Merrill.
- Ghodbane, N. (2010). Identification and Analysis of Some Factors behind Students' Poor Writing Productions: A Case Study of Third Year at the University of Batna. A dissertation submitted to the University of Batna for a partial fulfillment for the requirements of the magister degree in applied linguistics and foreign language teaching.
- Grabe, W. & B. Kaplan. (1996). Theory and Practice of Writing. London and New York: Longman.
- GRELLET, F. (1996). “Developing Reading Skills: A practical guide to reading comprehension exercises”. Cambridge University Press
- Grosjean, F. & Miller, J. (1994). Going in and out of Languages: an example of bilingual flexibility. Psychological Sciences 5, 201–206.
- Guskey, T. R. (2003, February). How Classroom Assessments Improve Learning. Educational Leadership, 60 (5), 6-11.
- Halliday, M.A.K. & Hasan, R. (1976). Cohesion in English. Edinburgh Gate, Harlow, England: Longman Group Limited.
- Halliday, M.A.K. and Martin J.R. (1993) Writing Science: Literacy and Discursive Power, London and Pittsburgh: University of Pittsburgh Press.
- Harmer, J (1998) How to Teach English. Addison Wesley Longman Limited.

Harmer, J. (2004). *How to Teach Writing*. (4th) Edition. Person. Longman.

Harmer, Jeremy. *The practice of English language teaching*. Harlow: Pearson Education Limited, 2007.

Hedge, T. 1988. *Writing*. Oxford: Oxford University Press.

Hornby, A. S. (2000). *Oxford Advanced learners Dictionary of Current English*. (6th Ed). Oxford University Press.

Hyland, K. (2003). *Second language writing*. London: Cambridge University Press. InCCA, (1998) A Common Framework for Learning, Sheffield, DfEE.

Italo Beriso (1999) "A Comparison of the Effectiveness of Teacher versus Peer Feedback on Addis Ababa University Students' Writing Revision.

Jane S. (2008): *The Blue Book of Grammar and Punctuation*. Jossey-Bass A Wiley Imprint, the United States of America.

Johnson, B. and Boynton, M. (2010) "Putting attitudes in their place: Behavioral prediction in the face of competing variables In: Forgas, J. et al (eds.) *The psychology of attitudes and attitude change: The Sydney symposium of social psychology*. New York: Psychology Press 19-3 19-39

Johnson, E. D. (1991). *The Handbook of Good English*. New York: Facts on File.

Jozsef, H. (2001). *Advanced Writing in English as a Foreign Language*. Lingua Franca.

Kane, S.T. (2000). *The Oxford essential guide to writing*. Berkley Books. New York.

Kane, T.S. (1988). *The Oxford Essential Guide to Writing*. Berkley. NY: Oxford University Press.

Kathleen, T. (2005). *Reading across the Disciplines*. (2nd) Edition. New York. Person Longman

- Khoury, Mary. 2007. Paragraph Structure. Paragraph Structure (2009). Writing Effective Paragraphs.
- Lambert, D. & Lines, D. (2000). Understanding Assessment: Purposes, Perceptions, Practices. London, Routledge Falmer.
- Lázaro, L. A., (1996). Teaching and assessing writing skills.
- Lepionka, M. E. (2008). Writing and developing your College Textbook: A Comprehensive Guide to Text Book Authorship and Higher Education Publishing (2nd ed.). United States: Atlantic Path Publishing. Available in ([Books.google.dz/books?isbn=097281647](https://books.google.dz/books?isbn=097281647))
- Ioannou-Georgiou, Sophie. Assessing Young Learners (Resource Books for Teachers). Oxford: OUP, 2003. Print.
- Manka, N.H. (1996). Teaching organisational writing. English Teaching Forum, 34 (2), 38-39.
- Martin, J. J., Kulinna, P. H., & Cothran, D. (2002). Motivating students through assessment. Journal of Physical Education, Recreation & Dance, 73(8), 18-19, 30.
- Mayers, Alan (2006) Composing With Confidence - Writing Effective Paragraphs & Essays. 7th Edition. New York: Pearson Longman.
- McDonough, S.2007. Motivation in ELT. Oxford ELT Journal. (pp. 369-371).
- McMillan, J. H. (2000). Fundamental Assessment Principles for Teachers and School Administrators. Practical Assessment, Research & Evaluation, Retrieved November 27, 2004.
- Meyers, A. (2009). Writing with confidence (9th ed). USA: Pearson Education Inc.
- Moon, Jayne. Children Learning English. Oxford: Macmillan Education, 2000. Print.

- Muhammed Ali (2015) Paragraph Writing Challenges Faced by University EFL Learners. Vol3, Issue 8. ISSN 22347-3126.
- Nemouchi, A. (2008). Writing Connection with Grammar and Literature in the StudyOrganization of the LMD System. Unpublished Doctorate Thesis.
- Neuman, S.B., & Dwyer, J. (2009). Missing in action: Vocabulary Interaction in pre-k. *The Reading teacher*, 62(5), (pp.384-392).
- Nunan (2003). *Practical English Language Teaching*. Singapore: McGraw Hill.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Edinburgh, Harlow, England: Longman.
- Nunan, D. 1991. *Language Teaching Methodology*. New York: Prentice Hall.
- Oshima, A., & Hogue, A. (2007). Introduction to Academic Writing. In *The Longman academic writing process* (pp. 44, 47).
- Oshima, A., & Hoque, A. (1981). *Writing Academic English*. Addison: Wesley Publishing Company, (pp.17-19).
- Raims, A. (Grabe, W., Kaplan, R.B. (1996). *Theory & practice of writing. An Applied linguistic perspective*. Great Britain: Pearson education. 1983). *Techniques in teaching writing*. Oxford: Oxford University Press.
- Richard, J. C., & Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics*. (3rd Ed). London: Pearson Education Limited.

- Sarasin, L. C. (1999). Learning style perspectives: Impact in the classroom. Madison, WI: Atwood Publishing.
- Sárosdy, J., Bencze, F.T., & Vadnay, M. (2006). Applied Linguistics: For BA Students in English. Schools, K. (2007). The writing Process: An Overview of Research on Teaching Writing as a Process. Honolulu, Hawaii: The Research & Evaluation Report. From: <http://www.ksbe.edu/assets/spi/pdfs/reports/WritingProcessreport.pdf>
- Shanghness, M. 1979. Errors and Expectations: A Guide for the Teacher of Basic Writing. TESOL Quarterly, Volume 13, No.3.
- Shavelson, R., Yin, Y. Furtak, E., Ruiz-Primo, M., Ayala, C., Young, D., Tomita, M., Brandon, P. and Pottenger, F. (2008) On the role and impact of formative assessment on science inquiry teaching and learning. In: Coffey, J. et al (eds.) Assessing science learning: Perspectives from research and practice. Washington, DC: NSTA Press 21-36.
- Sheng Hung, F (2008). An integrated approach to teaching EFL writing. CRANE publishing CO., LTD: Crane.
- Shermis, M. and Di Vesta, F. (2011) Classroom assessment in action. Lanham, Maryland: Rowman & Littlefield Publishers.
- Smith, T. R. (Ed.). (1986). Handbook for planning an effective writing program: kindergarten through grade twelve. California: California State Department of Education.
- Snooks, O. (2002): Style manual for authors, editors and printers. Canberra: AGPS Press.
- Sommer, R.F. (1989). Teaching Writing to Adults. San Francisco: Jossey-Bass. (1992). The Writer's Craft. (teacher's edition) Evanston, IL: McDougal, Littell & Company.

- Stahl, S. & Nagy, W. (2005). *Teaching word meaning*. Mahwah, NJ: Lawrence Erlbaum.
- Starkey, L. (2004). *How to Write Great Essays*. New York: Learning Express.
- Stefanakis, E. (2002) *Multiple Intelligences and Portfolios*. Portsmouth: Heinemann
- Suriyanti & Yaacop. 2016. *Exploring Teacher Strategies in Teaching Descriptive Writing in Indonesia*.
- Templeton, S. (2003). Spelling. In Flood, J., Lapp, D., Squire, J. R., Jensen, J. M. (Eds.). (2003). *Handbook of Research on Teaching the English Language Arts* (2nd ed.). Lawrence Erlbaum Associates.
- Voïnée, Lucien. (2018). ÉVALUATION FORMATIVE COMME ÉVALUATION POUR LE DÉVELOPPEMENT DE L'APPRENTISSAGE. *Journal de Pédagogie*. (p.7-23).
- Walsh, K. (2010). *The importance of writing skills: Online tools to encourage success*.
- Weir, C. (1988). *Academic Writing- Can We Please All The People All The Time?* In P. C. Robinson 1988 (ed.). *Academic Writing: Processes and Product*. *ELT Document* 129, 17-34.
- Wiggins, G. (1993). *Assessing student performance: Exploring the purpose and limits of testing*. San Francisco: Josey-Bass.
- Wilcox, K.M. (2004). *Defining Grammar: A Critical Primer*. Montana State University.
- William, D (2013), 'Assessment: The bridge between teaching and learning, *Voices from the middle*, vol. 21, no. 2, p15-20.
- Williams, J. D. (2003). *Preparing to teach writing* (3rd ed.). Manwah, N.J.: Lawrence Erlbaum

Williams, M. & Burden, R.L. 1997. *Psychology for language teachers, a social constructivist approach*.
United Kingdom: Cambridge University Press.

Yule, G. (2008). *The study of language*. (3rd ed). New Delhi: CUP.

Appendix: Teacher' Questionnaire

Dear teachers, this questionnaire is designed to achieve a research work for a Master 2 degree in English. It deals with teachers' attitudes towards assessing students' writing paragraphs, we will be very thankful if you spend a little of your time to answer the following questions. Would you please put a (x) in the corresponding answer.

Section One: Background Information

1.How long have you been teaching English at university?

- a) Less than five years
- b) Five years
- c) More than five years

2.How long have you been teaching written expression?

.....

.....

3.What is the highest level of formal education you have completed?

- a) Master degree
- b)Magister
- c) Associated Degree
- d) PHD

Section Two: Teachers' Attitudes towards Writing Skill

4.How important is the writing skill for your FFL students?

- a) Very important

- b) Important
- c) Not important

5. How often do you ask your students to practice their writing skill?

- a) Usually
- b) Often
- c) Sometimes
- d) Never

6. For which purpose do you think your students need the writing skill?

- a) For formal academic studies
- b) For informal private social life
- c) For their future profession

7. Do you have any special method to teach writing?

- a) Yes
- b) No

8. If yes, explain it briefly.....
.....

9. Which components do you think that a good piece of writing should contain?

- a) Vocabulary
- b) Good ideas
- c) Spelling
- d) Correct grammar
- e) Style

10. What do you think are the major problems hindering your students' paragraph writing?

- a) Ignorance of criteria
- b) Lack of knowledge
- c) Lack of communicative goals
- d) Limited exposure of the language

Section Three: Teachers' Attitudes towards the Criteria of Assessing Paragraphs

11. Do you think that students should know the criteria of assessing their writing paragraph?

- a) Yes
- b) No

12. Explain.....
.....

13. For which reason should they know those criteria?

- a) For avoiding mistakes in writing
- b) For achieving a coherent and relevant paragraph
- c) For improving their level in writing

14. Should each teacher have his own method to evaluate his students' writing paragraphs?

- a) Yes
- b) No

15. Would you justify your answer?
.....

16. What are the major criteria you use to assess students' paragraphs?

- a) Grammar
- b) Organization
- c) Unity

- d) Vocabulary
- e) Capitalization
- f) Coherence and Cohesion
- g) Accuracy
- h) Punctuation

17. On which side do you focus more:

- a) Content (generating ideas).
- b) Form (to avoid errors).
- c) Both of them (content and form).

18. Do you design different assessment criteria for each written task?

- a) Never
- b) Always
- c) Sometimes

19. Do you provide your students with the criteria of assessment before or after their writing?

- a) Before
- b) After

20. Would you explain why?

.....

Section Four: Teachers' Attitudes towards the Impact of Writing Paragraph's

Assessment on Students' Performance

21. To what extent could assessment improve students' writing performance?

- a) To higher extent

- b) To limited extent
- c) To very higher extent

22. Justify your answer please

.....

23. What impact could assessment do on your students' writing paragraph?

- a) Solving problems
- b) Reasoning
- c) Raising critical thinking
- d) Awareness of strength and weaknesses

24. Do you think that assessment should be well structured?

- a) Yes
- b) No

25. Would you justify your answer?

.....

26. Do you think that students' writing paragraph is really advanced after your assessment?

- a) Yes
- b) No

27. Would you explain how?

.....