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The Efficiency of Using Essay Scoring Rubrics in Increasing Learners' Self-Efficacy
A Case Study of Second Year Students, Department of English, University of 8 Mai 1945- Guelma

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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

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DEDICATION

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

I dedicate this work

To my adorable parents for their encouragement and patience

To my brother, Brahim

To my sisters, Samah and zaina

To my nephews, Zied, Nizar, and Yanis

To my niece, Balkis

To my friends, Farah, Halima, Nabila, Nedjela, Rahma and Sarra

To all my family

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ABSTRACT

The current study aims at investigating the efficiency of using essay scoring rubrics in increasing learners' self-efficacy. It also attempts to examine the effectiveness of using this assessment tool in enhancing the students' level of performance and scores. Hence, this study has hypothesized that using essay scoring rubrics while assessing learners' compositions would affect their self-efficacy. To prove or reject the aforementioned hypothesis, a mixed method which encompassed a one group quasi-experimental study and two questionnaires has been followed. The quasi-experiment has started by administering a pre-test to forty one second year students at the department of English in 8 Mai 1945- Guelma- University, without the use of rubrics. After that, the rubric has been introduced to the students in written expression sessions in order to be familiar with it, its role, its content, and the way it is used. By the end of the experiment, a post-test attached to a scoring rubric has been administered with the same sample. Besides the experiment, two questionnaires have been distributed to twenty one teachers of written expression and fifty eight second year students from the department of English. Both questionnaires aimed at probing the teachers' and students' attitudes with reference to the topic in question. The scores of both tests have been compared using the T-test paired sample to test the hypothesis. The analysis of the students' scores and the results proved the positive effect of scoring rubrics in enhancing students' scores. Moreover, the obtained findings from the questionnaires revealed that the majority of the respondents share positive attitudes toward the importance of using scoring rubric and its positive impact on the learners' self-efficacy. Accordingly, some practical recommendations were suggested to teachers in order to apply techniques that help in increasing students' self-efficacy and improving their writing ability.

Key words

Essay scoring rubrics, learners' self-efficacy

LIST OF ABBREAVIATIONS

DF: Degree of Freedom

EFL: English as a Foreign Language

FLL: Foreign Language Learning

FLT: Foreign Language Teaching

GRE: Graduate Record Examination

GSE: General Self-Efficacy

MCQ: Multiple Choice Questions

N: Number

Q: Question

SCT: Social Cognitive Theory

SSE: Specific Self-Efficacy

TEEP: Test of English for Educational Purposes

TS: Thesis Statement

LIST OF TABLES

LIST OF FIGURES

LIST OF GRAPHS

CONTENTS

GENERAL INTRODUCTION

CHAPTER ONE: ESSAY SCORING RUBRICS

CHAPTER TWO: SELF-EFFICACY

CHAPTER THREE: FIELD OF INVESTIGATION

CHAPTER FOUR: TEACHERS' ATTITUDES TOWARDS THE USE OF RUBRICS AND PEDAGOGICAL IMPLICATIONS

GENERAL INTRODUCTION

1. Statement of the Problem

Students at the Algerian Universities, including those at the Department of English of Guelma University are always complaining about their grades. This disgruntlement is mainly due to several factors; one of them is the traditional holistic grading system carried out by assessors, by which they directly provide the final grades. Consequently, students would not know the reason behind getting their marks, and against which criteria their products are evaluated. More importantly, they would also be hindered to recognize their weaknesses in order to not commit the same mistakes in future tasks.

2. Aims of the study

This study aims at investigating the efficiency of using essay scoring rubrics in increasing students' self-efficacy. It also attempts to shed light on the urgent need for teachers to adopt new ways of assessment.

3. Research Questions

The present study addresses the following questions:

1. What is the importance of using essay scoring rubrics while assessing students' written products?

2. Do essay scoring rubrics boost students' self-efficacy in the learning process?

3. What do teachers and learners think about the efficiency of using essay rubrics in assessing students' writing, and their relationship with learners' self-efficacy?

4. Research Hypotheses

In this study, it is assumed that using essay rubrics would have an impact on learners' self-efficacy. Hence, we hypothesize that:

H1: If teachers use essay scoring rubrics while assessing learners' compositions, this will affect learners' self-efficacy.

H0: if teachers use essay scoring rubrics while assessing learners' compositions, this will not affect learners' self-efficacy.

5. Research Methodology and Design

5.1. Research Method

The current study has followed a mixed method of research to confirm or disconfirm the research hypotheses. It consists of two questionnaires and a quasi-experiment. The former are administered to written expression teachers and to second year students in order to know their views concerning the importance of using rubrics in assessing writing and in increasing learners' self-efficacy. The latter; however, is conducted with second year students to check whether or not using and providing students with scoring rubrics affects their essay scores and self-efficacy.

5.2. Population and sampling of the study

The sample of this study consists of two types of population; teachers and students of English at the department of letters and English language, in the University of 8 Mai 1945 - Guelma. The participants of the first population are twenty one teachers of written expression; while the second population consists of fifty-eight second year students. However, the quasi-experimental group consists of forty one second year students.

5.3. Data Gathering Tools

In order to find out whether or not using essay scoring rubrics while assessing students' writing has any significant effect in increasing their sense of self-efficacy, and to determine how teachers and learners perceive the use and usefulness of rubrics in relation to learners' self-efficacy and essay scores, the study has opted for two questionnaires and a quasi-experiment. The former have been administered to written expression teachers and to second year students of English to know their views concerning the role of using scoring rubrics to assess students' writing in increasing learners' self-efficacy beliefs. The latter;

however, was a one group quasi-experimental study which has been conducted with second year students in which essay scoring rubrics were integrated as a kind of treatment. Moreover, a pre-test has been delivered without providing learners with scoring rubrics to determine the learners' level before the treatment. Then, a post-test, attached to a scoring rubric, has been administered to the same group in order to check the effectiveness of using essay scoring rubrics in increasing students' essay scores and in increasing their efficacy beliefs.

6. Structure of the Dissertation

The dissertation contains two parts in addition to a general introduction and a general conclusion. The first part encompasses two chapters which are devoted to the literature review; while the second practical part contains two other chapters. The general introduction covers the statement of the problem, aims of the study, research questions, research hypotheses, population and sample of the study, data gathering tools, and the structure of the dissertation.

The first chapter is divided into two parts. The first part deals with the theoretical framework of essay writing. It offers a brief overview about essay writing; its types, essay writing processes, and assessing essays. Then, it sheds light on essay scoring rubrics as the main focus of the study by introducing rubrics, presenting their different types and parts; as well as; providing steps of rubric development.

The second chapter offers a brief overview about self-efficacy, its sources and its types. Then, it focuses on self-efficacy in the learning environment tackling learners' writing self-efficacy, factors influencing their self-efficacy, strategies strengthening it, and self-efficacy measurement.

The third chapter consists of a quasi-experiment implementation along with the questionnaire for students. First, it presents the research design and how scoring rubrics were

integrated in the experiment. Second, it analyzes and compares the results using descriptive statistics and inferential statistics where a paired sample t-test was calculated to prove the hypothesis. Then, displays and analyses data from the students' questionnaire in relation to learners' perception of themselves and of the usefulness of rubrics in boosting their self-efficacy.

The fourth chapter is devoted to the analysis of the teachers' questionnaire along with some pedagogical recommendations. It describes, analyzes and interprets the data obtained from the teachers' questionnaire regarding their attitudes towards the effectiveness of using scoring rubrics while assessing students' written tasks and the role of rubrics in increasing learners' self-efficacy. In addition to that, it offers some recommendations to teachers in regard to scoring rubrics integration in assessing writing. The general conclusion is a summary of the whole research.

CHAPTER ONE: ESSAY SCORING RUBRICS

Introduction

Assessing students' essays plays a vital role in the educational circle since it gives teachers the opportunity to gather necessary information about the learners' level of achievements on the one hand, and enables the learner diagnose their strong and weak points in this area. However, it has been always considered as a challenging and time consuming task which requires teachers to evaluate the different writing aspects at the same time; as well as; they should provide students with fair, transparent, reliable and valid judgments to help them improve their writing ability. Accordingly, this chapter attempts to represent essay writing in general in one section, and essay scoring rubrics in another section. The former provides general overview about essay writing in general; covering its major types and processes. However, the latter sheds light on introducing the term rubric; dealing with its origins, definitions, types, and rubric development.

1.1. Definitions

1.1.1. Writing

Writing is a crucial skill in learning a foreign language. It is the means through which human beings communicate, exchange and express their thoughts and ideas. Furthermore, writing is the most used means to assess students' level of achievements. It was defined by Harmer (2007) as a "thinking time" (p.112). This means that, writing gives any writer enough time to think about the language s/he is going to produce because s/he is not required to use the language spontaneously. Moreover, essay writing is considered as the most difficult task to be performed by EFL students.

1.1.2. Essay Writing

Scoles (2009) defined essay writing as a composition of three or more paragraphs of no less than five hundred words and often more than five thousand words turned around a particular topic. According to McMillan and Weyers (2010), essay writing is one category of

writing that requires students to bring and organize their background knowledge and relevant data to a specific topic in response to a specific assignment. In other words, essays require from students to coherently and consistently spell the information needed by readers.

1.2. Types of Essays

Essays are usually written in different styles and types and this depends on what the writer wants to achieve and on what kind of effect s/he wishes to have on the reader. There are different types of essays. The following paragraphs explain six major types briefly.

1.2.1 Narrative Essay

A narrative essay is all about telling stories and/ or narrating events. These stories could be either in the past, present, or future. According to Ghaith (2001), a narrative usually aims at retelling a personal or fictional experience, or telling stories based on real or imagined events. Wyrick (2010) added that in this type, EFL students focus mainly on telling real incidents and facts to initiate a discussion. They also tend to include all the components of storytelling: plot, character, setting, climax and ending. They recreate the characters in an authentic way, so that the readers can understand and visualize the people or animals of the story.

1.2.2. Descriptive Essay

According to Rollins (2009), a descriptive essay is a type of essays by which writers provide a detailed description of an object, a person, a place, and an action. The aim of this type is to draw a picture in the reader's mind that reflects what s/he is reading, as well as, to help readers see, smell, taste, and feel the described things. Descriptive essays have two kinds which are known as objective descriptive essay and subjective essay. The former is about describing people or objects as any person could see them, while the latter is about describing people or objects with the inclusion of the writer's impression.

1.2.3. Expository/Informative Essay

Summers (2000) stated that an expository essay is "writing for real purposes and real audiences. These compositions must be experienced and descriptive while they are also being informative and instructive" (p.5). In other words, an expository essay is that type of essay in which writers use a clear tone to give information, clarify a process, define a concept, and instruct with explanation and illustration of something in a way that helps readers to clearly understand it. Therefore, this type of essays may take various forms such as; a report, a research paper, and an exploration.

1.2.4. Argumentative Essay

Langan and Winstanley (2014) have defined argumentative essay as a genre of writing "in which you defend a position with a series of logical reasons" (p.243). In other words, an argumentative essay is that type of essay which is about defending a particular viewpoint and drawing a conclusion based purely on logic and evidence. Its main purpose is to convince readers to change their views and make them believe the truthfulness of your position about a particular topic.

1.2.5. Comparison- Contrast Essay

Gillett, Hammond and Martalo (2009) have defined comparison- contrast essay as one type of essay by which writers analyze the differences and similarities between two objects, subjects or views. This indicates that comparison-contrast essay's aim is to explore the common and different points between two distinct subjects by comparing and contrasting them against each other.

1.2.6. Cause-Effect Essay

For Barker (2013), cause and effect essay is another common type of essays where writers' main aim is to understand how certain events happened. In other words, cause and effect essay is mainly about examining the reasons and the results of a given topic.

1.3. Essay Writing Process

Harmer (2004) defined the writing process as a range of stages that any writer follows to produce a piece of writing in its final version. He suggested four elements of writing process which are: planning, drafting, editing and final draft.

According to Oshima and Hogue (2007), planning is the first step in the writing process which encompasses all the steps that precede writing. It is also known as the pre-writing phase where learners in general and EFL learners in particular do not write their essays directly, rather they focus more on how to get ideas concerning a particular topic .In the same vein, Roberts (2004) added that the pre- writing phase is about choosing the topic and narrowing it, then brainstorming and generating ideas to support the assigned topic.

It is important to mention that there are different techniques for planning such as: mind mapping, listing and outlining. According to Zemach and Rumisek (2005), in this phase, learners are going to write down all what comes into their minds about the chosen subject without paying attention to grammar, spelling, and correctness of ideas. Further, they will decide and organize the ideas that will be included in a clear and organized plan.

The second step in the writing process is drafting. In this phase, writers start to write the paragraph or essay from the beginning till the end using the outline as a guide. For Oshima and Hogue (2007), while drafting, the writers' main focus is on writing down the ideas related to the assigned topic without thinking about the mechanics of writing.

After finishing the draft, writers revise their works in the third step in the writing process. This step is known as editing or revising, some use these two terms interchangeably however Oshima and Hogue (2007) tried to differentiate between them by stating that revising is mainly about content and organization and editing is about grammar, spelling and punctuation .In this stage, writers revise what has been written in order to modify, add, omit

or rearrange ideas, as well as, trying to make sure that their product will be transmitted clearly and efficiently.

After editing the first draft, writers make necessary changes to have their final product. According to Zemach and Rumisek (2005), writing the final draft is the last step in the writing process where writers make necessary changes to produce their task's final version (p.3). Once the text has been finished, writers could publish it to the intended audience.

1.4. Assessing Students' Writing

Assessing writing has a vital role in the teaching and learning process by which teachers can refine their teaching practices, measure students' progress and their level of achievement; as well as; determine whether or not the intended learning goals have been achieved in a particular course.

According to Clark (2011), the writing assessment dated back to the 1950s when the focus was on assessing students' writing ability through direct tests. At that time, students were required to answer a set of direct multiple choice questions (MCQ) about language principles and usage. Despite the MCQ test's reliability, controllability, and objectivity, it was criticized because of its invalidity. Since then, the nineteenth century witnessed a shift from direct tests to indirect tests such as essays which were considered as more valid by many composition makers. In other words, assessing writing has been changed over time based on the reliability and validity of the tests' procedures.

1.4.1. Assessing Students' Essays

Nowadays, there are different alternate assessment methods by which teachers evaluate the students writing compositions; such as portfolios, free writing activities and essays. The latter are widely used by teachers to measure students' ability to recall the acquired data appropriately and communicate it effectively with readers.

In this regard, Kevin, Bradford and Miller (2013) argued that teachers should be able to determine when essay questions are more appropriate and when other assessment forms are more suitable depending on the nature of the learning objectives that need to be measured. In other words, teachers should be aware which method of assessment they use each time according to their needs and learning conditions. Teachers also should pay more attention on how to mark students' essays fairly. For Kevin, Bradford and Miller (2013), despite their popularity, essays can not be measured quickly and their marking reliability is very hard to be achieved. Regardless of the importance and validity of essays, teachers need to be more aware of how and when to assess students' progress through essays.

Scoring students' essays is an influential element in the educational circle since it is the most common information supplier about students' level of achievement and the most used form of feedback which is provided to students in the classroom. Despite its importance, it is a difficult task for teachers as they should make the scoring process as fair and transparent as possible; since fair and impartial scoring boosts students' learning confidence and social life. According to Walvoord and Anderson (1998) the process of grading is a "complex context- dependent" (p.2) as it serves different roles at the same time such as: it evaluates students, communicates their level of progress to all the educational staff and motivates them to be more involved in the classroom.

Scoring essays is the ability to evaluate, judge and grade students' piece of writing. Page (1966) "content loosely refers to what the essay says and style refers to syntax and mechanics and diction and other aspects of the way it is said" (p.240). Simply put, the content is the essay message and its style is about how this message is communicated. Thus, according to Fazal, Hussain, and Dillon (2013), in the essay scoring process, teachers should take into consideration all aspects of style and content.

1.5. Essay Scoring Rubrics

1.5.1. Origins

The genesis of the term rubric according to Selke (2013) dated back to the 13th century. It has been derived from a Latin word "ruber" or "rubrica" where the former denotes "red" and the latter denotes "red color"; it was then translated into an Anglo- French word "rubrique" which stands for "red chalk". Later, in the 14th century the term has come from a Middle English word "rubrike" which means "red ocher" (pp. xii- xiv). From Selke's description it could be noticed that the term rubric is all about redness which was first used to refer to directions, rules, or headings in religious documents. Nowadays, this term has shifted from the religious context to the educational context as a series of specific guidelines for assessment.

1.5.2. Definitions

According to the Glossary of Educational Reform (2013), rubric is a tool used to assign students' works which aims at applying learning anticipations, goals, and standards consistently in the classroom. Rubrics play a crucial role in the educational context, so that, many researchers approached this concept and its importance differently. As pointed by Valencia (2007) who believed that a rubric is a reference to the teachers' expectations about a given assignment learners will perform. This means that, rubrics are the bridge between teachers' anticipations and students' performance, and that they are considered as predetermined guidelines for each task provided by teachers to make an assignment clearer for students; as well as; to avoid their misinterpretations. Simply put, Anderson (2003) perceived the rubric as a "rating scale" through which the comments about students' works are recorded (p.88).

In similar point of view, Wiggins (1998) stated that a rubric is "one of the basic tools in the assessors kit . . . telling us what elements matter most" (p.153). This indicates that

rubric reduces the gap between what teachers think is the most important and what learners should do in a specific task.

Moreover, Andrade (2000) described rubrics as a document that contains specific criteria for a specific work such organization, language, and grades, and the "levels of quality, from excellent to poor" (p.13). Accordingly, rubrics consist of a set of criteria listed by teachers in a particular form either in a page or a table to assess a specific task that is performed by students. In addition to her description of the term, she stated that rubrics are generally used to assess complicated tasks such as: "research papers, essays, and any other long-term project" (p.13), and that the main purpose of rubrics is to give a detailed and informative feedback to students about their achievements. In the same vein, Stevens and Levi (2005) argued that rubrics are grading instruments that set out the specific expectations for an assignment and that they are widely used to grade different types of assignments including essays , " research papers, book critique, . . . oral presentations, and more" (p.3).

In addition to the aforementioned definitions, there is an important point to draw light on it which is the distinction between scoring and instructional rubric. Andrade (2005) made a clear distinction between these two concepts. She clarified that a rubric that is created and used by both teachers and students is an instructional rubric. However, a rubric which is only used by teachers is a scoring one. So that, teachers can use either the instructional or scoring rubrics according to assessment purpose.

Based on the previous definitions, it can be summarized that the concept of rubric is a crucial element in assessment. In spite that it has been labeled differently by scholars as a rule, a criterion, a guideline, or description that clarifies what teachers need students to do, it is used as scoring tool to assess students' progress in different subject matters in the learning process.

1.5.3. Differentiating Rubrics, Checklists, and Rating scales

The terms rubrics, checklists, and rating scales have been used interchangeably in the field of assessment; however, teachers and students should make a clear cut between them. According to Anderson (2003), rubrics, checklists, and rating scales are guidelines used to avoid subjectivity in the assessment process. Conversely, Brookhart (2013) has tried to distinguish between them by stating that checklists are "a list of specific characteristics with a place for marking whether that characteristic is present or absent", whereas, rating scales provide a score to the "degree to which each characteristic is displayed" (pp.77-78).

In order to avoid the misuse of these assessment tools, Brookhart has made it clear that rubrics involve both the criteria of the work and a description of the performance quality, but checklists and rating scales do have only the criteria of the work. Similarly, Bromley (2007) stated that "Checklists are sometimes called rubrics, but checklists only provide a list of criteria without descriptions of quality" (p.215). Accordingly, when teachers need to grade learners' work and give specific marks to every individual learner, s/he uses rubrics, but if s/he just wants to rank learners' achievement or to raise their awareness of specific criteria, s/he should use checklists and rating scales.

1.6. Types of Rubrics

Using rubrics to assess students' level of achievement in a specific area requires from teachers to choose a particular type of rubrics. Generally, there are four kinds of rubrics which are: holistic, analytic, general, and task specific, each one has its characteristics, principles and reasons to use it.

1.6.1. Holistic versus Analytic Rubrics

Brookhart (2013) pointed out that holistic rubrics involve teachers to provide a general judgment of the students' whole work at once, by considering all the criteria which are used in the holistic scoring, and providing the students with a single score. This indicates that in the holistic scoring, teachers will evaluate all criteria simultaneously.

According to Arter and McTigh (2001) holistic rubrics are unlike analytic rubrics; they are more rapid and less time consuming especially when teachers have to asses a large number of students' products (p.18). Thus, holistic rubrics are helpful and easier for teachers when they are assessing large- size classes. However, Brookhart (2013) added that despite that holistic rubrics are a time saver, but they are less informative to both teachers and students (p.7). To put it differently, when teachers use holistic rubrics to score students' performances, they are prevented from identifying students' strengths and weaknesses and unable to help them improve their learning.

Table (1.1) shows an example of a holistic rubric suggested by Wagner and Hibbard (2013). In their holistic rubric, the overall picture of writing is presented entirely to teachers in order to judge students' written work as a whole. It contains four scales arranged gradually from above goal to well below goal. For instance, if a student has used poor vocabulary and his text does not respond to the assignment appropriately, s/he will probably have a bad mark.

Table 1.1

A Sample of Holistic Rubric **(Wagner & Hibbard, 2013, p.32)**

Level of Performance	*Description of Writing at That Level of Quality*
Above Goal	The main idea is accurate and clearly on the topic of the assignment. The title is very well suited to the main idea. Three accurate supporting details are presented and explained. The first paragraph presents the main idea. The next paragraph(s) present(s) the supporting details and there is a concluding paragraph. A variety of transitional words help make the writing smooth. All of the writing is on the topic. Vivid and content-specific vocabulary is used accurately. A variety of correct and complete sentences help make the writing more interesting. Mechanics and spelling are correct. The work is very neat. Overall the writing does an excellent job of teaching and explaining.
At Goal	The main idea is accurate and on the topic of the assignment. The title is well suited to the main idea. Two accurate supporting details are presented and explained. The first paragraph presents the main idea. The next paragraph(s) present(s) the supporting details and there is a concluding paragraph. Some transitional words are used. All of the writing is on the topic. Content-specific vocabulary is used accurately. Some variety of complete and correct sentences are used. Minor errors in mechanics and spelling do not distract the reader. The work is neat.
Near Goal	The main idea is accurate and on the topic of the assignment. The title is somewhat suited to the main idea. One accurate supporting detail is presented and explained. The first paragraph presents the main idea. The next paragraph presents the supporting details but it may not be explained well. There is a concluding paragraph. Few transitional words are used and the writing is choppy. Some of the writing may be off-topic. Few content-specific words are used. There is little variation in sentence structure and some sentences may be incomplete. Errors in mechanics and spelling distract the reader. The work is not neat.
Well Below Goal	The main idea is not on the topic of the assignment. The title is absent or not well suited to the main idea. Supporting details are inaccurate or not provided. There is no apparent structure to the writing. No transitional words are used. Vocabulary is poorly used. There is no variety in sentence structure, and some sentences are incomplete. Major errors in mechanics and spelling make the work very difficult to read. The work is not neat

Note: Wagner & Hibbard, 2013, p.32.

Unlike holistic rubrics which provide a single score to the entire task, analytic rubrics are the type of scoring that provides a detailed score. According to O' Neil, Moore and Huot

(2009) an analytic type of rubrics is used for evaluating students' performance by dividing it into different features and providing a separate score for each feature (p.197). Simply put, through using an analytic rubric; teachers aim at assessing students' works in a detailed manner, focusing on scoring each criterion separately, and then providing a summed total score.

In the same vein, Weigle (2002) provided a clearer definition of this type. She stated that analytic scoring rubrics "provide more detailed information about a test taker's performance in different aspects of writing". To put it differently, the teachers' purpose behind using this type is to analyze and assess the different dimensions of the students' works such as: "content, organization, vocabulary, language use, and mechanics" (p.115).

Brookhart (2013) claimed that besides the importance of an analytic rubric in providing a reliable score, it is also "good for learning" (p.53). In other words, an analytic scoring rubric provides students with enough details and directions they need when performing a given task and helps them learn what aspects of their performance require more attention. Blaz (2001) stated that an analytic rubric enables students to determine their weaknesses and motivates them to make more efforts in the upcoming tasks. Moreover, Mertler, (2001) has pointed out that analytic rubrics are more time consuming than holistic scoring because teachers can focus on only one criterion at a time.

Weir (1990; as cited in Weigle, 2002) provided a sample of an analytic rubric for the Test of English for Educational Purposes (TEEP) which is shown in figure (1.1). Weir's analytic rubric involves seven scales which are as follows: relevance and adequacy of content, compositional organization, cohesion, adequacy of vocabulary for purpose, grammar, punctuation and spelling. The levels of performance of each scale are described and scored separately from 0-3. For example, if a student is out of subject and his/her answer has no relation with the assignment; s/he will get 0 point. However, if his/her work is

coherent and his message is communicated effectively, s/he will get 3 points for this aspect.

The same scoring procedure is applied to the other aspects

Figure 1.1

A Sample of An Analytic Rubric

A. *Relevance and adequacy of content*
   0. The answer bears almost no relation to the task set. Totally inadequate answer.
   1. Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/or pointless repetition.
   2. For the most part answers the tasks set, though there may be some gaps or redundant information.
   3. Relevant and adequate answer to the task set.

B. *Compositional organisation*
   0. No apparent organisation of content.
   1. Very little organisation of content. Underlying structure not sufficiently controlled.
   2. Some organisational skills in evidence, but not adequately controlled.
   3. Overall shape and internal pattern clear. Organisational skills adequately controlled.

C. *Cohesion*
   0. Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible.
   1. Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication.
   2. For the most part satisfactory cohesion although occasional deficiencies may mean that certain parts of the communication are not always effective.
   3. Satisfactory use of cohesion resulting in effective communication.

D. *Adequacy of vocabulary for purpose*
   0. Vocabulary inadequate even for the most basic parts of the intended communication.
   1. Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and/or repetition.
   2. Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution.
   3. Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and/or circumlocution.

E. *Grammar*
   0. Almost all grammatical patterns inaccurate.
   1. Frequent grammatical inaccuracies.
   2. Some grammatical inaccuracies.
   3. Almost no grammatical inaccuracies.

F. *Mechanical accuracy I (punctuation)*
   0. Ignorance of conventions of punctuation.
   1. Low standard of accuracy in punctuation.
   2. Some inaccuracies in punctuation.
   3. Almost no inaccuracies in punctuation.

G. *Mechanical accuracy II (spelling)*
   0. Almost all spelling inaccurate.
   1. Low standard of accuracy in spelling.
   2. Some inaccuracies in spelling.
   3. Almost no inaccuracies in spelling.

Note: Weir 1990; as cited in Weigle, 2002, p.117.

All in all, using rubrics as a measurement tool becomes crucial in assessing students' essays. Teachers could use either holistic or analytic rubrics in the scoring process. According to Fazal, Hussain, and Dillon (2013), in holistic scoring rubrics, they provide a

single score that is selected from a predetermined score range. For instance, the Graduate Record Examination (GRE) ranged essay scores from 0 to 6, where the score '6' if for an excellent essay and the '0' score is for a very poor essay. Different from holistic scoring, when using analytic rubrics, essays are scored based on a set of outlined features. Each feature is defined and scored separately from others and a sum of all scores given to students' essay (p.1041).

1.6.2. General versus Task-Specific Rubrics

According to Arter and McTighe (2001),on the one hand, a general or generic rubric is that type of rubric which is used for assessing general tasks such as "all writing . . . all critical thinking, or all group interaction" (p.24). This means that, general rubric is a standard rubric that can be used for evaluating various tasks.

In the same vein, Brookhart (2013) defined this term as a rubric that involves describing different tasks whose learning objectives are approximately the same. For her, general rubrics are useful in different ways. For example, they can be reused with different assignments, they can share the teachers' expectations and instructions explicitly to students, as well as, they help in increasing students' self- assessment. However, they require more practice and they are less reliable than task- specific rubrics.

On the other hand, Arter and Mctighe (2001) clarified that the task- specific rubric is used for assessing one single task exclusively. This means that, unlike the general rubric, task- specific rubric can not be used to measure more than one task. In addition, Brookhart (2013) argued that task- specific rubric's role is to describe the specific content of only one assignment for example, it "gives an answer, specifies a conclusion". In comparison to general rubric, task-specific rubric makes the scoring process easier, and it is also faster in achieving reliability. Though, it cannot be shared with students, and it needs to be rewritten

each time for each task. Besides that, the open-ended assignments, answers could be poorly measured because there is no valid and specific answer listed in the rubric.

1.7. Parts of Rubrics

Although teachers form rubrics in various ways, any rubric has four main parts which are the task description, scales, dimensions, and descriptions. Stevens and Levi (2005) explained these components by stating that firstly, the task-description refers to the content of the task, and it is usually presented at the top of any rubric. Secondly, the scale is about the students' level of mastery in the assigned work, and it could be from three to five scale levels. These levels should be clearly set out either through quantitative and/ or qualitative labels. As it is stated by Andrade (2000), the former could be ranged "from excellent to poor", while the latter could be weighted "from 1 to 4" (p.13) to describe the students' quality of performance. Stevens and Levi (2005) added the other rubric component which is the task dimensions where the assignment's requirements, parts or skills are clearly listed and explained. Rubrics usually involve from six to seven dimensions which should be described at each scale and this process is the last part of a rubric.

1.8. Steps of Rubric Development

Nowadays using rubrics to assess students 'performance becomes crucial in the teaching and learning processes. Thus, teachers need to master how to generate and use rubrics appropriately in the classroom, taking into consideration the task's objective, content and most importantly the students' level.

Hawai'i University in 2012 published a set of steps that any teacher should know in building a rubric. First, "identifying what to assess" by which teachers have to determine the content of the task and the type of rubric that will be used. The second step is "Identify the characteristics to be rated", teachers are required to pinpoint the dimensions of the task, this is done by specifying what criteria are to be measured in a particular assignment. The third

step is "Identify the levels of mastery/scale", in this step, teachers will determine different scale levels and different scores for each criterion. Then they should describe each scale level for each dimension. Later, teachers should test their rubric through applying it on a given task. Finally, teachers can share this rubric with colleagues to evaluate and review it (para.8).

Andrade (1996) suggested other steps to be followed by teachers in order to construct a well- structured rubric. She insisted on students' involvement in the rubric construction. According to her, there are seven steps in constructing a rubric. First, teachers are required to present different model works to be discussed with students. Second, they list the characteristics of a good work. Then, they are going to rate the quality of the work gradually from best to worst. After that, teachers involve students to self-assess or to peer- assess their tasks and provide feedback to each other. Based on the given feedback, students are given time to revise their works. Finally, teachers evaluate students' assignments using the same rubric.

In the same token, Gallo (2004) provided five simple stages to develop a rubric. The first step is to "[b]egin with the end in mind" (p.21).This indicates that before generating a rubric, teachers should establish what they want from students to perform. The second step is to "[d]efine the target assessment" exactly. In this stage, teachers are required to clearly determine what they are going to assess such as a skill, a conceptual knowledge, or an overall performance. Gallo labeled the third stage as: "decisions, decisions, decisions" when teachers distinguish whether they are assessing a skill or a project. They also choose which procedure to use in order to describe students' levels of mastery gradually, and then, they decide whether to use words and/ or scores to label the scale levels.

In addition to the aforementioned stages, there are two remaining ones which are "[i]t looks good on paper, but does it work?" and "[l]earn from using the rubric". In the former, teachers introduce the rubric to students and explain its components, before providing them

with the assignment in order to ensure that they understand against which criteria they are going to be assessed. In the latter stage, teachers aim at ensuring the accuracy of their rubrics through asking students to give feedback concerning the transparency and clarity of the rubric, as well as, through asking educators to assess their practicality and reliability (pp. 21-23).

Moreover, Wolf and Stevens (2007) have divided the rubric development into three steps which are: Identifying performance criteria, setting performance level, and creating performance description. Firstly, teachers clearly determine the key features that define the performance which be assessed, depending on the assignment objectives and context. Secondly, they decide how many levels are appropriate for the given assignment. Wolf and Stevens argued that these performance levels are determined according to the assessment goals. For instance, if the primary goal is to make summative judgments; it is preferable and more reliable to choose few levels. Whereas, if the main aim is to make a formative decision; the more levels teachers use, the more informative the feedback will be. Finally, teachers describe each scale level briefly and clearly for each dimension; this is done in order to inform students about their teacher's expectation, to guide and help them to focus more on different features, as well as, to score their final works (pp.5-8).

Different scholars have suggested the steps of rubric development in which all of them turned around the idea that in order to design a rubric, teachers should first determine what is going to be assessed. Secondly, they specify what will be measured exactly. After that, they describe and score each criterion in the rubric. Then, they test the efficiency of the rubric and finally they will use it to assess the students' tasks.

1.9. Metarubrics

Arter and McTighe (2001) have suggested that before applying rubrics in the classroom assessment, teachers need to test their effectiveness by using "a rubric for rubrics"

or what is known as "metarubrics" (p.45). This latter is about evaluating the quality of a particular rubric, including its content, its clarity and practicality. To state it differently, before using any rubric teachers have to make sure that the content description and dimensions fit the assigned task; as well as; the language used is clear and understood by students. The most important element in the rubric that needs to be checked is the ratings' reliability and fairness of this rubric (Stevens and Levi, 2004, p.93).

Figure (1.2) shows a metarubric which was provided by Stenvens and Levi (2005). It is developed by Graduate School of Education at Portland State University in which the key components of a rubric construction are listed and accompanied with a "yes/no" to make it easier and quicker for teachers to evaluate their rubric.

Figure 1.2

A Sample of a Metarubric

Rubric part	Evaluation criteria	Yes	No
The dimensions	Does each dimension cover important parts of the final student performance?		
	Does the dimension capture some key themes in your teaching?		
	Are the dimensions clear?		
	Are the dimensions distinctly different from each other?		
	Do the dimensions represent skills that the student knows something about already (e.g., organization, analysis, using conventions)?		
The descriptions	Do the descriptions match the dimensions?		
	Are the descriptions clear and different from each other?		
	If you used points, is there a clear basis for assigning points for each dimension?		
	If using a three-to-five level rubric, are the descriptions appropriately and equally weighted across the three-to-five levels?		
The scale	Do the descriptors under each level truly represent that level of performance?		
	Are the scale labels (e.g., exemplary, competent, beginning) encouraging and still quite informative without being negative and discouraging?		
	Does the rubric have a reasonable number of levels for the age of the student and the complexity of the assignment?		
The overall rubric	Does the rubric clearly connect to the outcomes that it is designed to measure?		
	Can the rubric be understood by external audiences (avoids jargon and technical language)?		
	Does it reflect teachable skills?		
	Does the rubric reward or penalize students based on skills unrelated to the outcome being measured that you have not taught?		
	Have all students had an equal opportunity to learn the content and skills necessary to be successful on the assignment?		
	Is the rubric appropriate for the conditions under which the assignment was completed?		
	Does the rubric include the assignment description or title?		
	Does the rubric address the student's performance as a developmental task?		
	Does the rubric inform the student about the evaluation procedures when their work is scored?		
	Does the rubric emphasize the appraisal of individual or group performance and indicate ways to improve?		
Fairness and sensibility	Does it look like the rubric will be fair to all students and free of bias?		
	Does it look like it will be useful to students as performance feedback?		
	Is the rubric practical given the kind of assignment?		
	Does the rubric make sense to the reader?		

Note: (Stevens & Levi, 2005, p.94)

10. Advantages and Disadvantages of Rubrics

In the educational context, many scholars believed that rubrics are beneficial for both teachers and students. According to Wolf and Stevens (2007), rubrics make the teaching and

learning objectives clear and transparent, they assess students' works accurately and fairly, as well as, they make the process of self and peer- assessment easier.

In the same token, Stevens and Levi (2005) set up five reasons to use rubrics. They claimed that, rubrics give students a quick and detailed feedback, in a short time, which help them diagnose their strengths and strengthen their weaknesses. They also make communication easier between all the educational staff; they help teachers enhance and modify their teaching methods, and the final reason is that rubrics help teachers to teach and learners to learn.

Despite the several benefits of rubrics, they were harshly criticized by many scholars, namely, Wiggins (1994) who stated that:

[A]lmost all writing assessments I have seen use rubrics that stress compliance with rules about writing as opposed to the real purpose of writing, namely, the power and insight of the words. Writing rubrics in every district and state over-emphasize formal, format, or superficial-trait characteristics. Most rubrics look for necessary but not sufficient criteria in judging the ability to write, in relation to dimensions that are formal. (p.132)

For him, rubrics merely assess the written performances' surface structure and its textual aspects; ignoring the main goal of writing which is about teaching students to represent their own feelings and thoughts regarding a particular topic on a paper. Accordingly, Broad announced that "[t]he age of rubrics has passed" (p.4).

In addition, Wilson (2007) believed that the use of rubrics as an assessment tool hinders students' creativity. She also emphasized that rubrics make students write just to be measured rather than writing for the sake of expressing their thoughts about the assigned subject. In other words, rubrics are appropriate to develop academic achievement, but when

students are involved in more creative tasks such as plays, memoirs, and short stories; rubrics may limit their creativity.

Conclusion

The current chapter tackled an important issue in assessing students' writing performance. It emphasized the ways by which teachers score and grade students' essay compositions as one tool of assessing writing. The major element discussed in this chapter was essay scoring rubrics dealing with the definitions, types, parts, and steps of their development. It is important to mention that, rubrics are beneficial in making the teachers' expectations clear, providing a reliable score. Despite the fact that many researchers claimed that constructing and applying rubrics in the classroom is a time- consuming, rubrics remain effective in assessing students' work because they provide reliable and fair scores.

CHAPTER TWO: SELF-EFFICACY

Introduction

It is widely known that learners' psychological characteristics are affected by their learning environment and in return they influence their learning. One of these psychological constructs is self-efficacy which affects the students' motivational beliefs either positively or negatively. Increasing the students' self-efficacy would help them be more engaged in learning and guide their behaviours to achieve better outcomes in different areas in life. Accordingly, many researchers have examined the relationship between learners' self-efficacy and their performance especially in mathematics; whereas, only few studies were directed towards the development of self-efficacy in the EFL context, especially in writing. Thus, this chapter sheds light on the different definitions of self-efficacy, its different types, its main sources and the difference between self-efficacy and other constructs. In addition, it tackles the concept of self-efficacy in the learning environment emphasizing on writing self-efficacy and on how to boost learners' self-efficacy.

2.1. Self-Efficacy

The concept of self-efficacy has been first introduced by the Stanford psychologist Albert Bandura (1977) in his article "Self-Efficacy: Toward a Unifying Theory of Behavioral Change"; his main concern was on the ways through which individuals regulate their motivation and behaviors in a given situation.

2.1.1. Definitions of Self-Efficacy

Self-efficacy was portrayed by Bandura (1986) as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p.391). In other words, self-efficacy is an individual's faith in his/her ability to undertake and accomplish a given task successfully. This definition emphasizes the significance of building high self-efficacy beliefs to succeed in any specific field. For

instance, in the educational context, self efficacy is one's confidence to perform tasks that affect his/her learning process.

Tweed (2013) claimed that self-efficacy is a key factor that regulates a person's own behaviour and decision making. She added that "the efficacy beliefs of people determine their decision to take an action, their persistence, and efforts to attain the goals previously set" (p.19). Furthermore, Pajares and Miller (1997) reported that an individual's efficacy is the key determinant of the required efforts to perform a particular activity, it also determines how long a person will persist when facing obstacles, and what to do to attain his/her goals. To put it differently, the stronger the self-efficacy beliefs are, the higher people's objectives would be achieved.

In addition, Moran and Hoy (2007) perceived self-efficacy as "a motivational construct based on self-perception of confidence rather than actual level of competence" (p.946). Based on this view, it can be stated that self-efficacy encourages individuals to undertake a particular activity based mainly on their own belief in their capacities to attain their goals rather than depending on the proficiency and skills that they possess.

All the above definitions of the concept of self-efficacy turned around its prominent role in any part in the human endeavor. The efficacy beliefs that any person possesses regarding his/her self-capability to execute any action may strongly affect his/her choice, behaviour, feeling, motivation and persistence. Thus, it is prerequisite to recall that an individual's success or failure in any domain is closely linked to the efficacy beliefs that s/he holds.

2.1.2. Social Cognitive Theory

Social cognitive theory (SCT) is a learning theory which was developed by Albert Bandura in 1986. It seeks to understand how individuals are influenced by their environment and how they shape it. The basic notion of SCT is that a person could learn through observing

others' performance in a social and interactive context. According to LaMorte (2018), one of the components of the SCT is self- efficacy which explains how individuals exercise control over their cognition, emotion, action and motivation. It also holds that each person has his/her own system that enables him/her to self-control thoughts, actions and emotions. SCT is composed of both emotional and cognitive aspects including the ability to represent; learn from observation and modeling; control one's own behavior; and engage in self-reflection.

2.1.3. Self-Efficacy and Other Constructs

Self-esteem, self-concept, and self-confidence are other different self- constructs that have unclear boundaries with self-efficacy. These constructs seem to have a conceptual overlap with self efficacy, but in fact, they do not. Making a clear cut between self-efficacy and the other constructs is necessary to help individuals use them appropriately.

Self-esteem differs from self-efficacy in that the former generally refers to a sense of self-worth or self-value a person holds about oneself. This is supported by Brockner (1988) in which he defined self-esteem as a trait that refers to one's degree of liking or disliking him/herself. However, the latter is the individual's perception about his/her capabilities to accomplish a given task. Maddux (1995) distinguished these two concepts by which he stated that, unlike self-esteem, self-efficacy is not a general trait that one possesses; rather it is the belief that one has about his/her capacity to achieve a certain goal.

Chen, Gully and Eden (2004) have further made a distinction between self-esteem and general self-efficacy. They reported that despite the fact that both self-esteem and general self-efficacy are evaluative constructs, the main difference between them is that general self-efficacy refers to one's judgments regarding different task capabilities; however, self-esteem is mainly about evaluating feelings towards the self. Their claim supported the idea that general self-efficacy is related to motivational traits; while self-esteem is related to affective traits.

There is no relationship between these two constructs. One could have a high self-esteem but low self-efficacy in any specific field such as drawing, learning a language, practicing sport and vice versa. In this respect, Bandura (1997) noted that "individuals may judge themselves hopelessly inefficacious in a given activity without suffering any loss of self-esteem whatsoever, because they do not invest their self-worth in that activity" (p.11).

One of the other closest constructs to self-efficacy is self-concept in which the difference between them is often overlooked. In this respect, Zimmerman (1995) clarified each concept and made a clear cut between them. He claimed that, unlike self-efficacy which is a specific judgment of one's own capabilities in performing a given task successfully, self-concept is a more general evaluation that focuses on not only the cognitive judgments but also the affective ones about oneself (p.203). In (2000), he added that, self-efficacy focuses only on how you can perform a given task. However, self-concept focuses more on how good you are in something, and it has a relation with self-esteem.

Another distinctive construct is self-confidence which is defined by Bandura (1997), as "a nondescript term that refers to strength of belief but does not necessarily specify what the certainty is about" (p.382). In other words, self-confidence is different from self-efficacy in its generality. Self-efficacy is a task-specific confidence while self-confidence is a general sense of confidence. Simply put, self- confidence is the individual's belief in something whether negative or positive; however, self-efficacy is the belief in one's power to achieve his/her goals.

As it is stated above, researchers have distinguished the self-efficacy construct from the other related constructs such as self-esteem, self-concept and self-confidence. In fact, self-efficacy differs from the other motivational constructs in that it has specific dimensions, and it focuses on the performance abilities.

2.2. Sources of Self-Efficacy

People's beliefs in their own capability in executing and accomplishing different tasks in different areas are the construction of four main sources of information. These sources are crucial in either boosting or reducing one's self-efficacy beliefs. Albert Bandura in 1977 and in 1997 introduced these sources and labeled them as following: enactive mastery experiences, social/verbal persuasion, vicarious experiences and physiological states.

2.2.1. Enactive Mastery of Experiences

Enactive mastery of experiences is the most evident indicator of capability and it is considered by Bandura (1997) as the most important and influential source which contributes in building a strong sense of efficacy beliefs. According to him, past experiences; either success or failure; have a great impact on one's efficacy; where previous success boosts the individual confidence in his capability and competence, while failure reduces his/her beliefs in the capability that s/he possesses (p.80).

In the same token, Bandura (1997) has mentioned that people's success should not be only quick and easy to be achieved, rather this success needs to be challenging in some situations; so that; people will not give up while facing difficulties and obstacles. In addition, Coronado (2006) has pointed out that in the learning context, mastery of experiences is closely linked to the way people interpret their results (p.3). This indicates that, when learners in the classroom see their results as successful; they would believe that they can master any activity successfully and vice versa.

2.2.2. Vicarious Experiences

A vicarious experience is another important source of information that greatly affects people's personal efficacy beliefs. According Bandura (1997), this source of information is about observing actions modeled by others where the observers will "appraise their capabilities in relation to the attainment of others" (p.86). This means that, the observers'

self-capability is measured through visualizing others performing certain tasks in any specific field and comparing them with one's own capability.

In the same vein, Bandura (1997) stated that through comparison "the attainments of others who are similar to oneself are judged to be diagnostic of one's own capabilities" (p.87). In other words, comparing others who are similar to oneself performing a given activity is a key feature in either raising or decreasing one's own beliefs in his/her capabilities to perform a similar task. Simply, if the model succeeds in performing the task, the observer's efficacy beliefs in his/her capability to perform similar tasks will be raised; however, if the model fails in performing the given task, the observer's evaluation of his/her own capabilities will be lowered and his/her efficacy beliefs will be reduced. In this respect, Schunk (1987) stressed that in order to have an accurate assessment of one's own capability, it is important to compare oneself with people who "are similar in the ability or characteristic being evaluated" (p.149).

2.2.3. Social /Verbal Persuasion

Social or verbal persuasion is another source of information that helps in developing a sense of self-efficacy. In 1977, Bandura has claimed that when a knowledgeable person shows to another person that s/he believes in that individual's capability to perform a given task successfully, this affects that person' beliefs in him/herself. Thus, s/he would do his/her best to succeed in a given activity. This source of information is very important, especially for those who doubt their abilities in a specific area (p.198). In brief, it could be said that any individual needs to be encouraged by their models to put all his/her efforts to accomplish a certain activity.

In the learning environment, learners create and develop a strong sense of efficacy mainly from the received words from their peers and teachers. In this case, it can be summarized that teachers play a crucial role in raising the learners' self- efficacy and in

cultivating their competence to a higher degree through showing them that they could achieve their goals. This action happens by providing learners with constructive, clear, and fair feedbacks.

2.2.4. Physiological and Affective States

An individual physiological and emotional status is considered by Bandura (1997) as an important indicator of one's self-efficacy beliefs through which people often judge their own capabilities in relation to their somatic and/or emotional states such as: anxiety, stress, fatigue, pain and so forth. Furthermore, they use these emotional reactions as signs of success or failure in which pleasing reactions are signs of a good performance, whereas unlikeable reactions are signs of poor performance (pp.106-107). In short, it is important to mention that personal efficacy could be affected by people's psychological and physical conditions.

The previous sources that help in developing a sense of self-efficacy beliefs draw light on the idea that these beliefs are flexible traits which could be influenced by various factors from the surrounding environment. This leads to conclude that the beliefs in one's capabilities are critical to improvement and mastery especially when taking into account the aforementioned sources of information.

2.3. Types of Self-Efficacy

In recent years, Scherbaum, Charash , and Kern(2006) have found that there are two types of individuals' efficacy beliefs which are as follow: general self-efficacy (GSE) and specific self-efficacy (SSE) and they claimed that, GSE is an extension of SSE which is viewed by Bandura(1997) as the one's beliefs in the ability s/he possesses to accomplish a specific task.

On the one hand, Judge, Erez and Bono (1998), GSE is "individuals' perception of their ability to perform across of a variety of situations" (p.170). In other words, GSE is the person's beliefs in his/her own capabilities to perform any task in any life domains. Similarly,

Chen, Gully and Eden (2001) defined it as the "individuals' tendency to view themselves as capable of meeting task demands in a broad array of contexts (p.63). In other words, GSE is the global confidence in one's self-capability to achieve different goals and to cope with various situations in life.

On the other hand, SSE has been described by Scherbaum, Charash and Kem (2006) as "a situation-specific competence belief" (p.1047). This means that, SSE refers to individuals' beliefs in their capabilities to accomplish specific tasks. It deals with the beliefs an individual holds about his capability to successfully perform a specific task in a specific domain, such as writing performance, and this self-capability does not extend to other situations.

Furthermore, Chen, Gully and Eden (2001) reported that the persons' life experiences are the sources of development of both general and specific self-efficacy. They stated that GSE is developed from numerous and varied experiences in one's life and that each experience may lead to either success or failure. However, SSE is considered as the result of past experiences performing a given task. Despite the usefulness of general self-efficacy in understanding an individual's performance in various domains, Bandura (1997) and Chen, Gully and Eden (2001) argued that specific self-efficacy is more reliable and evident than general self-efficacy in predicting how people would think, act, and feel in a given domain.

2.6. The Role of Self-Efficacy in Learning Environment

2.4.1. Self-Efficacy and Learning

During the 1970s, Albert Bandura, among other researchers, has become aware that there is a missing component in the learning theories. He introduced an important psychological concept related to the individual's ability to assess his/her capabilities to perform a task and to achieve his/her goals. This important ability was termed as self-efficacy

by Bandura (1997, cited in Pajares, 2002a). Since that time, researchers have explored its role in various areas including education, health and wellness.

In the academic context, Bandura and Schunk (1981) made the importance of self-efficacy in the learning process clearer. They claimed that, unlike low efficacious students, those with high self-efficacy usually try to set higher academic goals to be achieved, they work harder, they control their own learning; as well as; they never give up easily while facing challenging situations. Similarly, Schulze and Schulze (2003) reported that high self-efficacious students are motivated and willing to learn new skills and strategies to cope with different learning situations, and to solve challenging problems in the classroom and in any other area in life. From their views, it can be said that students' self-efficacy motivates learners to work harder and give them more chance to achieve their goals successfully.

Furthermore, Wan and Madya (2017) argued that self- efficacy is a key aspect in the academic settings which contributes in achieving students' academic goals. Academic self-efficacy refers to the students' ability to gauge their own capabilities in attaining a certain level of achievements; as well as; it enables them to always choose the more effective ways to reach higher academic levels (pp.41-42). In other words, academic self- efficacy is the learners' confidence that they are capable to accomplish a given task and perform it in its best form.

Self- efficacy significantly affects the learning process in general and the language learning in particular. Adapting Shunck's (1991) definition, self- efficacy in the language learning classroom refers to the students' own judgments regarding the language skills and abilities they possess. It is also organization of these skills and abilities in a way that enables learners perform a particular language task successfully. Zimmerman (1995) reported that the students 'self- efficacy beliefs influence their skill acquisition. This means that, high self-

efficacious students participate more readily in acquiring a new skill or performing a language task successfully than those who doubt their learning ability.

Moreover, Pajares (2002 b) claimed that academic self- efficacy is an important factor that plays an influential role in school performances and successes. According to him, self-efficacy affects the choices students make about different tasks. It is usually hypothesized that they choose tasks that make them feel more confident and comfortable. It also helps them determine the amount of the required efforts to pursue their goals. In addition, students' self-efficacy specifies how long they could persist when facing obstacles, and determines the way to cope with different situations (p.116). In brief, students' efforts, perseverance, and resilience are highly affected by their self-efficacy beliefs.

Learners' self-efficacy is a psychological construct that has gained an increased interest in the late 1990s. This growing attention is based on the vital role that the learners' self-efficacy plays in improving their academic performances and achievements. According to Bandura's and Schunk's (1981) definition, learner's self-efficacy is the overall belief in one's self-competence in relation to a particular task or activity. Pajares (1996) claimed that high self-efficacy positively influences a learner's choice of a given task, the efforts s/he should put to complete that task, and his/her persistence until the accomplishment of the chosen task. In other words, high-efficacious learner would likely undertake challenging tasks, put greater efforts to attain his/her goals, and usually persist for longer period of time when facing obstacles.

Whilhite (1990) pointed out that having a strong internal locus of control is one of the major predictor of increased self-efficacy. The latter is related to an individual holding that one's success or failure is determined by his/her own efforts rather than by external factors over which s/he has little control. In this respect, locus of control is to measure the perceived relationship between one's actions and the consequences of these actions. In the learning

context, locus of control would include the learner's beliefs that their learning is greatly affected by their efforts, work, and energy rather than other external forces.

2.4.2. Learners' Writing Self-Efficacy

Bandura in 1977 stated that self-efficacy is a task or domain specific. For instance, students may have high self-efficacy in writing however they are low efficacious readers. According to Chea and Shunmow (2014), writing self-efficacy is the students' ability to perform a writing task, such as writing essays in English. They claimed that self-efficacy has a great influence on a person's behaviour, which further leads him/her to achieve a particular goal. In other words, unlike low-efficacious students, high self-efficacious ones tend to exercise more efforts when writing essays and persevere despite difficulty, thereby achieving good outcome.

Bruning, Kauffman, Dempsey, and Mckim (2013) defined writing self-efficacy as the writers' beliefs in their abilities in the "ideation . . . conventions . . . and self-regulation" (pp.28-29). According to them, ideation is an ongoing process that influences all the writing steps. It refers to the writers' beliefs in their capabilities to generate ideas regarding the assigned topic. They also claimed writing self- efficacy in conventions is highly linked to the writers' beliefs in their self-capabilities to successfully articulate and present the generated ideas through specific use of writing conventions. Moreover, they explained that self-regulation in writing is about the writers' confidence about the writing skills they have to effectively control the writing process from one side, and to overcome stresses that can occur while writing from the other side. Simply put, writing self-efficacy is the students' beliefs regarding their capacities to generate ideas in relation to the assigned topic, to successfully articulate and present them and to manage and effectively control the writing process.

2.4.3. Factors Strengthening Learners' Self-Efficacy

In the educational context, Bandura (1997) has examined the relationship between students' self-efficacy and their academic performances concluding that self-efficacy has a significant impact on the students' academic performance. Furthermore, he agreed upon the idea that learners' self-efficacy beliefs are not static; they could be improved and in turn, students' academic performance would be enhanced.

The above findings shed light on the significance of helping students boost their academic self-efficacy. In this respect, Schunk (1991) suggested some strategies that contribute in increasing learners' self-efficacy in the learning environment which are: modeling, goal setting, information processing, encouragement, and feedback. It is necessary to mention that the aforementioned strategies are helpful in all domains.

Modeling is a crucial strategy through which students; especially beginners; can learn new skills and perform tasks more comfortably. Schunk (1991) stated that modeling explicitly provides the observer with the necessary skills for performing a task successfully. According to him, it plays an effective role in increasing the students' self-efficacy. In other words, observing others perform a task successfully would help students build a strong sense of efficacy beliefs regarding his/her capabilities to accomplish a task. However, watching others fail would diminish it. Shunck added that, observing similar peer models strengthens efficacy to a greater extent than teacher models.

In addition**,** goal setting is another important cognitive process that affects an individual's task accomplishment. Schunk (1991) argued that, students who have goals; tend to be more persistent, work harder, and engage in all activities that help them attain that goal(p.213).Accordingly, it can be said that, setting goals for oneself would highly affect one's self-efficacy and this could be proved through observing one's goal progress.

Furthermore, he claimed that the motivational advantages of any goal rely on three main factors. The first factor is the proximity of the goal. This means that, the more the goal is close at hand, the higher students' self-efficacy would be. The second factor is the goal's specificity which means that a goal that requires specific skills promotes self-efficacy more than the general one. The final factor is the goal's difficulty, the students' self-efficacy would be enhanced when they pursue easier goals, especially for novice ones (pp.213-214).

Another important influencing factor is the students' information processing. Schunk (1991) argued that students' learning achievement is greatly affected by their beliefs regarding their ability to cognitively process an academic material (p.215). In other words, students who perceive themselves as incapable to comprehend a material are more likely to have low self-efficacy in acquiring that material. Whereas, those who believe that they are able to understand the material, tend to have a high sense of self-efficacy in processing that information.

The last strategy suggested by Schunk is encouragement and feedback. He pointed out that, when teachers and parents encourage students and provide them with feedback before and/or after performing a task, their self-efficacy would be increased. He further insisted on linking the feedback to students' efforts to sustain students' motivation; as well as; increase their sense of self-efficacy as well (pp.217-18). In this regard, Schraw, Dunkle, Bendixen and Roedel (1995) shed light on the idea that teachers should provide students with well defined assignments and give them clear and fair feedback to increase students' self-efficacy (p.433).

2.5. Developing Learners' Self-Efficacy

Bandura (1997) claimed that "perceived self-efficacy is a dynamic fluctuating property, not a static trait" (p.406). In other words, self-efficacy is not stable and it could be increased through providing help and guidance. In education, the sense of self-efficacy is very important for students in different learning areas such as writing performance. In

relation to Bandura's four sources of efficacy beliefs, Friedman (2006) suggested that learners need the practice, the teacher's encouragement, the teacher/peer modeling, and a good learning atmosphere to develop their academic efficacy. Along with this development, students' cognitive capabilities would be increased (pp.930-32). In this respect, teachers need to focus on the different sources of the efficacy beliefs in order to help learners develop a sense of self-capability to complete different tasks, such as essay compositions.

Moreover, Marchisan and Alber (2001) argued upon the idea that learners' self-efficacy in writing could be increased through the guidance, support, and feedbacks from teachers who are considered to be more experienced and capable persons. Furthermore, Hidi and Pietro (2008) have elaborated that one of the most important conditions that determines the learners' motivation to write is to nurture their positive beliefs and self-efficacy about writing. The latter could be realized through giving learners tasks that result in success, starting by easy tasks then moving gradually to more complex ones; setting attainable writing goals and helping learners achieve these goals; modeling expected behaviours; and finally creating a positive writing context and classroom atmosphere.

The aforementioned steps help learners be more involved in the writing process and engage in performing different writing tasks as well. Thus, it is concluded that it is important for teachers to follow these steps to boost learners' writing self-efficacy. They can also contribute in increasing the students' writing self-efficacy using the insights that they gained from their previous experiences in different writing contexts.

2.6. Measuring Learners' Writing Self-Efficacy

Learners' sense of self-efficacy is a task specific which varies from one domain to another. Bandura (2006) pointed out that "there is no all-purpose measure of perceived self-efficacy" (p.307). Accordingly, researchers should focus on items that test only students' beliefs and capabilities in a specific area in order to have more evident and reliable results.

In this regard, Bandura (1977) emphasized that in order to measure one's self-efficacy in a given domain, it is important to take into consideration the three different dimensions of efficacy expectations which are: magnitude, generality and strength. According to him, magnitude refers to what extent the activity is difficult and complex; generality is about knowing whether the activity is related to general or specific sense of efficacy beliefs; and strength is related to the extent to which an individual's self-efficacy is weak or strong (p.194).

2.6. 1. Magnitude

According to Bijl and Baggett (2001) Magnitude refers to one's beliefs about a given performance in an increasingly difficult task. In other words, magnitude is the level of self-efficacy that refers to how difficult an individual finds it to perform a specific task. According to Bandura (1977), when "tasks are ordered in level of difficulty, the efficacy expectations of different individuals may be limited to the simpler tasks, extend to moderately difficult ones, or include even the most taxing performances"(p. 194). In other words, writing self-efficacy magnitude measures the level of difficulty of a given task a person feels that s/he is required to perform; such as essay writing.

2.6.2. Generality

According to Priest and Gass (2018), generality of self-efficacy is about the extent to which an individual's past experiences affect his/her self-efficacy expectations. The latter could be either specified only to the performed task or extended to other similar tasks and similar situations (p.207). In other words, generality is the act of transferring the person's self-efficacy expectancies for success or failure in a particular task to other different tasks and contexts.

2.6.3. Strength

Maddux (1995) pointed out that strength "refers to the resoluteness of a person's conviction that he or she can perform a behavior in a question" (p.17). In other words, strength of self-efficacy is related to an individual's degree of confidence that s/he can perform a particular task even under hard conditions. For example, a learner with a weak sense of efficacy beliefs may give up easily if s/he fails once in performing the assigned task; however, a learner with a strong sense of efficacy will continue to accomplish the assigned task successfully even when facing many obstacles in a given.

Conclusion

The chapter has focused on the concept of self-efficacy and its crucial role in determining the learners' level of achievements in the learning process in general, and in the writing performance in particular. The former has been proved that it is highly related to positive learning outcomes. Thus, this chapter tackled different aspects of self-efficacy focusing on how teachers can help learners boost their learning efficacy beliefs using different strategies. Knowing how to develop learners' sense of efficacy beliefs is crucial in the educational and social life context, because this sense of self-capability is a key factor in achieving better learning outcomes.

CHAPTER THREE: FIELD OF INVESTIGATION

Introduction

This study is based on a quasi-experiment besides a questionnaire for students which took place at the department of letters and English language in 8 Mai 1945- Guelma-University. It aims at exploring the relationship between the use of scoring rubrics, learners' scores, and their self-efficacy. The former was a one group pre-test/post-test quasi-experiment which was conducted with forty one second year students. The latter, however; was administered to second year students after the experimental study. This chapter presents the methodology and design of the study, the description and analysis of the pre-test and post-test results along with the students' questionnaire. In addition to that, the students' scores are statistically analyzed through the paired t-test sample technique in order to check the effectiveness of using the scoring rubric. Furthermore, teachers' attitudes towards the use and efficiency of using scoring rubrics to assess students' writing cannot be excluded; hence, they will be covered in the next chapter for the purpose of achieving the reliability of research tools.

3.1. Research Methodology and Design

3.1.1. Research Method and Tools

The current study investigates the efficiency of using essay scoring rubrics in assessing writing and its role in increasing students' level of efficacy beliefs as this latter is highly related to their scores. To achieve this end; a mixed method has been followed which encompasses two questionnaires and a quasi-experiment. The former are administered to written expression teachers and to second year students of English; while the latter is conducted with second year students in order to check whether or not integrating scoring rubrics to assess their essays impacts their essay scores and self-efficacy.

3.1.2. Population and Sampling

The present research consists of two types of population; teachers and students at the

department of English in 8 Mai 1945- Guelma- University. The first population includes twenty one teachers of written expression, while the participants of the second sample are fifty-eight second year students; however, forty one of them participated in the quasi-experiment. The choice of second year level was due to the inclusion of essay writing in the syllabus of written expression. At this level, learners are given opportunities to focus on the detailed steps of writing and organizing different kinds of essays.

3.2. The Quasi-Experimental Procedure

3.2.1. The Pre-test

At the beginning of the experiment, a pre-test was delivered to the whole group in order to evaluate their writing level. In this test, the students were asked to write a compare and contrast essay which deals with comparing and contrasting the traditional methods of communication and the new tools of communication.The choice behind the topic was related to the lesson. The time devoted to the task was one hour and a half. It is important to mention that in the pre-test the rubric was used only for the teacher to assess students' essays.

3.2.2. The Treatment

After the pre-test has been administered, one session was devoted to define to the students the scoring rubric, and explain to them how to use it while writing their essays. Each criterion listed in the table was explicitly explained in its different levels of quality and the score which was given to each quality in regard to the different aspects of writing. The latter were relevance, organization, vocabulary, grammar and presentation as they were given excellent, good, fair, or poor.

3.2.3. The Post-test

After a week, a post-test with a scoring rubric which was adapted from Silva (2014) has been administered for one hour and a half during the written expression session (see appendix 5). In this phase, the rubric has been used for both student self-assessment and

teacher assessment. The essay task contains a statement about working women and an instruction to respond to the statement by writing a cause and effect essay. Provided with the scoring rubric, the students were asked to use it as a guide to check the major characteristics of essay assessment while writing their essays.

3.3. Results and Discussion

3.3.1. Descriptive Statistics

The following graphs display the comparison between the students' scores without and with rubrics where each criterion is compared separately

3.3.1.1. Pre-test and Post- test results in Relevance and Content

Graph 01

Comparison between Students' Scores in Relevance and Content Criteria with and without the Essay Scoring Rubric
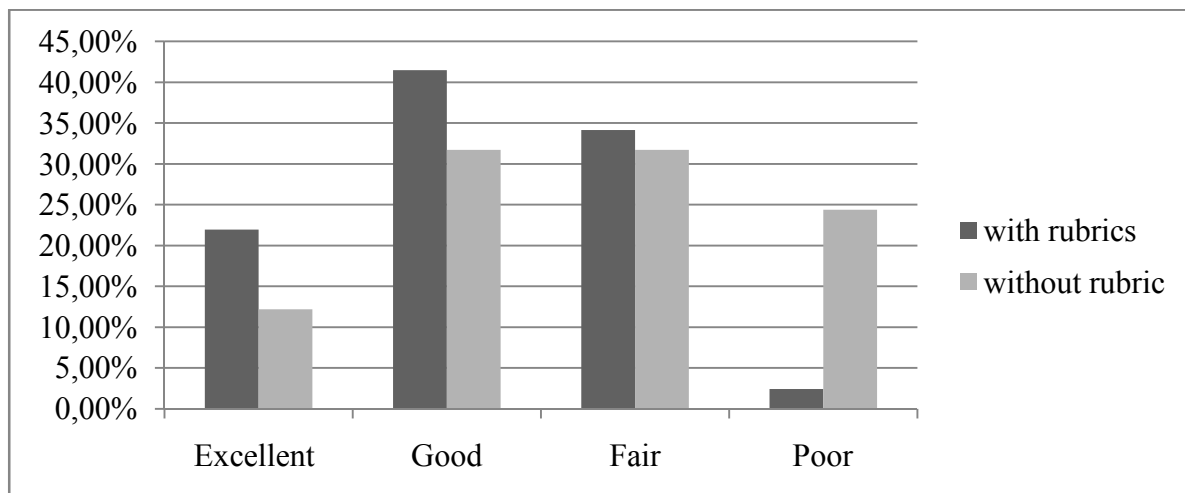
The scores displayed in the above graph show that there is a difference between relevance and content in both essays, when they were written with and without the scoring rubric. In the first test and before providing the participants with the essay scoring rubric, ten among forty one of the participants (24.40%) wrote a poor essay which was irrelevant to the assigned topic and with unrecognizable thesis statement (TS); while thirteen (31.7%) of them wrote a fair essay that barely answers the assigned topic with an inadequate development of

the TS. Another category which consists of thirteen of them wrote a good essay which is somehow relevant to the assignment and with limited development of the TS. However, only five students (12.20%) wrote an excellent essay with precise and well-developed TS.

In the second test which is accompanied with the scoring rubric, the number of the students who wrote an excellent essay was nine (21.95%), and the number of the students who wrote a good and somehow relevant essay was seventeen (41.46%). Fourteen essays were fair with an inadequate development of the TS; while only one participant (2.44%) wrote a poor and irrelevant essay. The results reveal that guiding students through a scoring rubric positively affects their level of performance and scores.

3.3.1.2. Pre-test and Post- test results in Organization

Graph 02

Comparison of the Students' Scores Regarding the Essay Organization with and without the Essay Scoring Rubric
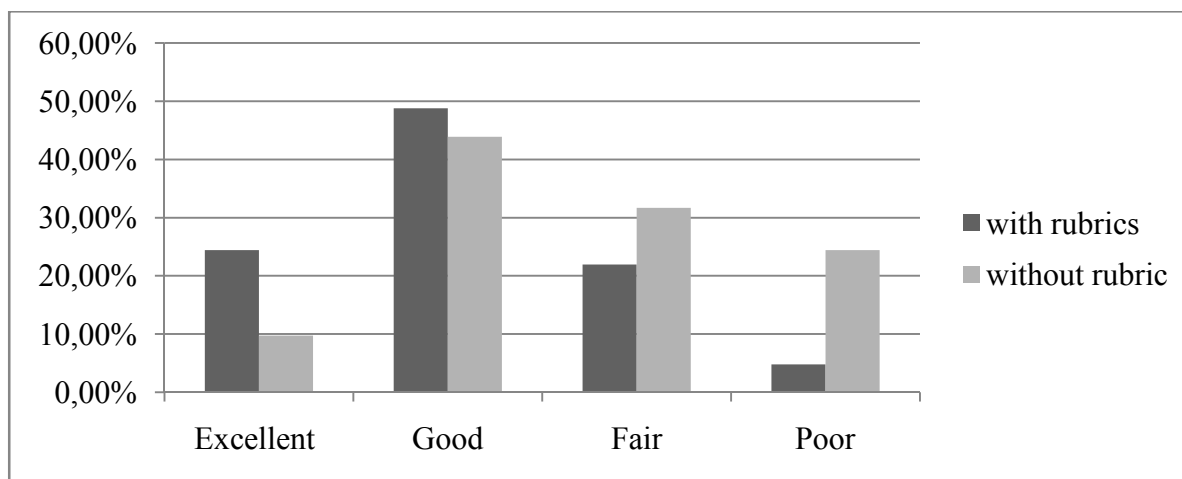
Graph 02 displays the students' organization of their essays without and with the scoring rubric. In the pre- test, five essays (12.19%) were poorly organized in which the assigned topic was not clearly communicated; while fourteen of the students (34.15%) fairly organized their essays in which they attempted to include an introduction and conclusion; as well as; the main idea was not supported in the body. Eighteen of the participants (43.9%)

wrote a good and organized essay; while only four of them (9.76%) wrote excellent essays that include inviting introduction and conclusion, and the main idea is well developed and clearly supported in the body.

In the post- test, the number of students with poor organized essays decreased from five to only two (4.79%); while nine essays were with fair organization (21.95%); twenty essays (48.78%) were good, and ten essays (24.4%) were with excellent organization. This shows that while students responded to the second test, they benefited from the explanation of the organization criterion provided in the rubric.

3.3.1.3. Pre-test and Post- test results in Vocabulary

Graph 03

Comparison of the Students' Grades Regarding the Vocabulary Choice with and without Rubrics
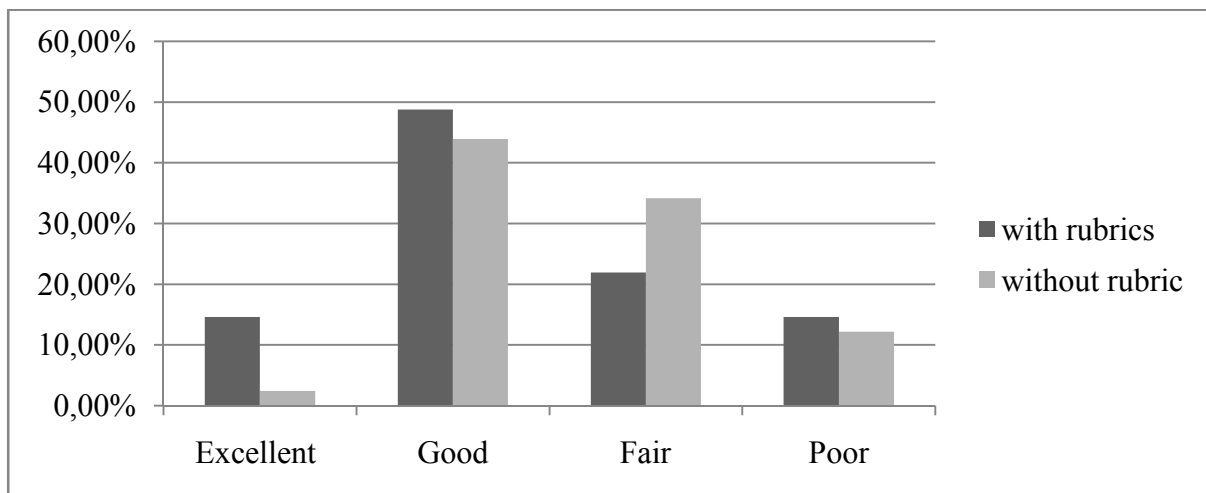
As it is shown in the above graph, there is a difference between the vocabulary choices used in both tests. Before providing the participants with the essay scoring rubric, five students among forty one (12.19%) were writing with poor, inappropriate and inaccurate vocabulary; while eighteen (43.9%) were writing with fair , limited range of vocabulary and frequent errors in word choice. Good and accurate vocabulary with occasional errors in the

choice of words was found in seventeen essays (34.15%), and only one essay was written with an excellent vocabulary and perfect word choice.

In the second test; which was attached to the scoring rubric, six students (14.63%) wrote their essays with poor and inappropriate vocabulary; and nine of them (21.95%) used fair vocabulary. Whereas, twenty (48.78%) used good and appropriate range of vocabulary, and six (14.63%) used an excellent range of vocabulary. As it is shown in graph 03, the progress made by students in terms of vocabulary is very slight; even though, they were given a scoring rubric. The results may also indicate the students' deficiencies in vocabulary are very high and they affect negatively their writing.

3.3.1.4. Pre-test and Post- test results in Grammar, Spelling and Punctuation

Graph 04

A Comparison of the Students' Grades of Grammar, Spelling and Punctuation with and without the Essay Scoring Rubric
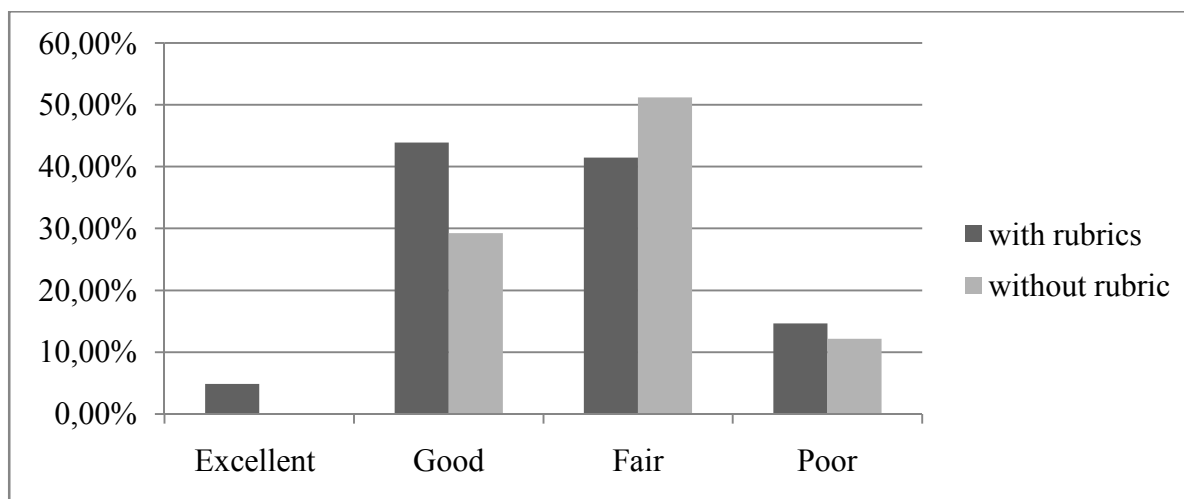
According to the graph 04, the difference between the grammar, spelling and punctuation in both essays is clear. In the pre- test, grammar, spelling and punctuation were poor and full of errors in eight essays (12.19%). Twenty one essays (51.22%) were fair with frequent errors, and twelve of the participants' essays (29.27%) were good and accurate with

few errors; however, there was no excellent essay with any grammatical errors, perfect spelling and accurate punctuation.

In the second test, four students (9.76%) kept writing with poor grammar, spelling and punctuation; while seventeen of them (41.46%) wrote with fair grammar, spelling and punctuation. Eighteen of the participants (43.9%) wrote with good grammar, spelling and punctuation; while two participants (4.88%) wrote with excellent grammar, spelling and punctuation. The difference between the students' level of performance in the pre-test and post-test reveals that there is an increase in the students' essay writing in the aspects of grammar, spelling and punctuation. This means that the provided and explained scoring rubric shows its effectiveness in enhancing the students' quality of performance.

3.3.1.5. Pre-test and Post- test results in Presentation

Graph 05

A Comparison of the Students' Scores in Presentation with and without the Essay Scoring Rubric
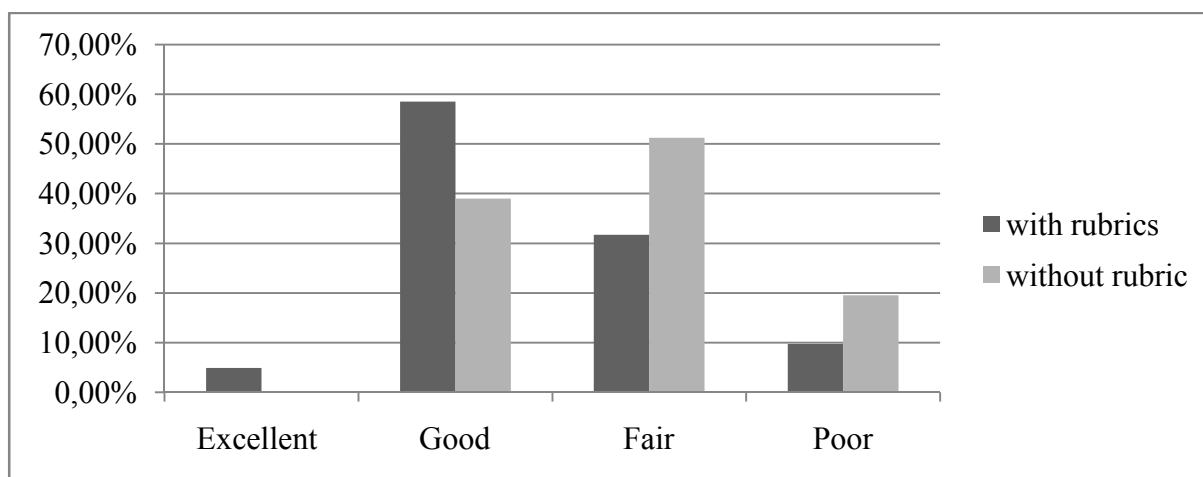
As it is displayed in graph 05, there is a difference between the presentations of the students' essays in both tests. In the pre-test, five essays (12.19%) were poorly presented when they were illegible; twenty essays (48.8%) were fairly presented which were unclear

with frequent errors, and sixteen essays were presented in a good and neat way with minimum errors. However, there was no essay with an excellent presentation.

In the second test, only two of the participants (4.88%) poorly presented their essays; while thirteen essays (31.7%) were fairly presented. However, twenty four essays (58.54%) were presented in a good way, and two essays (4.88%) were presented in an excellent way. The results show a clear increase in the presentation of the students' essays sincethe majority of the participants presented their essays in a good way. This indicates that there is a remarkable progress in this criterion. The results also suggest that the integration of scoring rubrics has been successful in developing this area.

3.3.1.6. Pre-test and Post- test Results Overall Difference

Graph 06

Comparison between Pre-test and Post- test Overall Mean Essay Scores
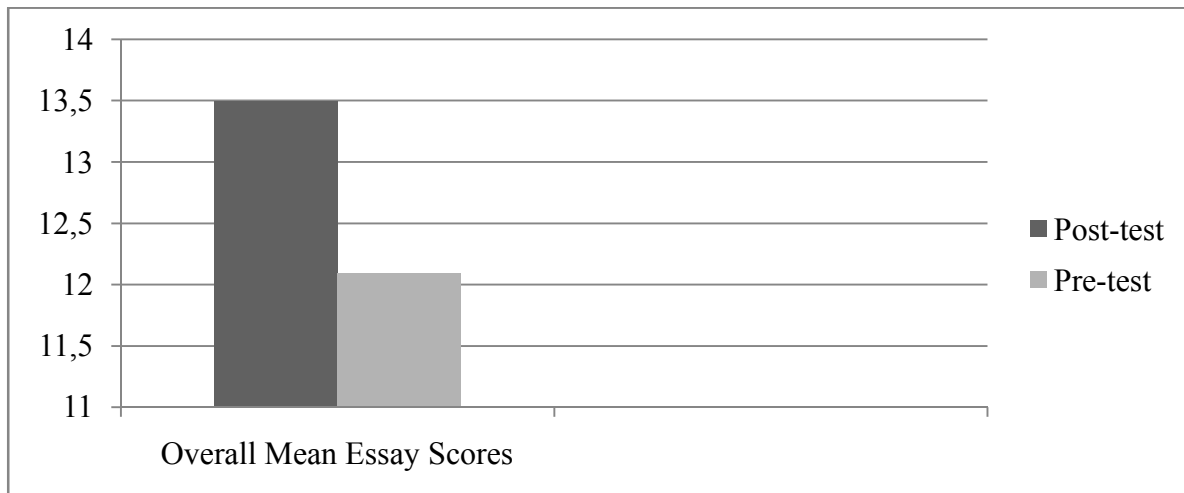
The difference between pre-test and post test overall mean scores is clearly displayed in graph 06 where the obtained results imply the effectiveness of the treatment. In addition, the results suggest that there is a significant improvement in the students' quality of performance in the post-test. However, to confirm this significant change, a paired sample t-test will be measured.

3.3.2. Inferential Statistics

The following paragraphs are devoted to confirm or reject the hypothesis through comparing means from the same group at different times (scores without rubrics and with rubrics). In this case, the measurement of a paired sample t-test is necessary.

3.3.2.1. T-test

One of the most common types of inferential statistics is the t-test. It is defined by Urdan (2016) as a test that compares two averages for the sake of detecting any significant difference between them. It also enables the researcher to know whether this difference between the averages occurred by chance or not (p.93). However, since this study is a one group quasi-experiment, the t-test type required in here is a paired sample t-test in which the comparison would happen within the same group in two different times. Thus, the results of pre-test, post-test group have to be set under two hypotheses which are as follows:

- The null hypothesis (H0) which assumes that there is no significant difference between the pre-test and post test averages

- The alternative hypothesis (H1) assumes that there is a significant difference between the pre- test and post-test averages.

On account of the importance of the paired sample t-test, it is measured in this study for the sake of proving that using and providing students with essay scoring rubrics has a positive effect in enhancing students' essay scores. In this regard, some criteria are taken into account:

- P-value or calculated probability. It is 0.01 by convention and refers to 1% of probability of occurrence of the results which was retrieved from a t-test table (see appendix 8)

- Degree of Freedom (DF) which is N-1; N refers to the number of the participants.

The following formula is going to be used to calculate the paired sample t-test

$$t = \cfrac{(\Sigma D)/N}{\sqrt{\cfrac{\Sigma D^2 - \left(\cfrac{(\Sigma D)^2}{N}\right)}{(N-1)(N)}}}$$

Where:

ΣD: Sum of the differences (Sum of score1-score2)

ΣD^2: Sum of the squared differences

$(\Sigma D)^2$: Sum of the differences squared.

3.3.2.1.1. Testing the Hypothesis for the Overall Essay Score

DF= N-1= 41-1=40

α= 0.05 = 5%

P-value= 0.01= 01%

Critical Value = 1.68 for forty degrees of freedom at an alpha (α) level 0.05

Calculation of the paired-sample t-test of the overall averages

ΣD= -58

ΣD^2= 442

$(\Sigma D)^2 = (-58)^2 = 3364$

N=41

N-1= 40

T= 3.01

3.3.3. Interpretation of the findings

The t-test value is going to be compared with the critical value i.e. if t-value > critical value, there would be a considerable difference between the students' scores in the pre-test and post-test. Whereas, if the t-value < critical value, there would be no difference between the scores in both tests. Another important comparison would happen between the p-value of

forty DF and alpha. If the p-value is < 0.05, then the null hypothesis is rejected and the alternative hypothesis is confirmed. However, if the p-value is > 0.05, the alternative hypothesis is rejected.

The results of this study show that the t-test which is 3.01 is greater than the critical value which is 1.68 (3.01> 1.68); this indicates that there is a considerable difference in students' essay scores in the pre-test and post-test. They also display that p-value is less than the alpha level. The results also confirm that this considerable increase in the students' overall scores is related to the effectiveness of providing the students with an explained and well-determined scoring rubric which proved to be efficient. Accordingly, the null hypothesis which assumes that there is no considerable difference between the means is rejected. Hence, the alternative hypothesis is confirmed.

3.4. General Discussion

The findings of the paired sample t-test confirmed the efficiency of using essay scoring rubric in assessing students' level in writing. The quasi-experimental group participants were exposed to an essay scoring rubric which addressed the students' writing skill. Moreover, this assessment tool provided the students the opportunity to be guided throughout the writing process, to self-regulate, and to self-reflect their own writings. Furthermore, the instructions within the provided scoring rubric helped students to diagnose their strengths and weaknesses. It also enabled them to make more efforts to improve their fallacies. Therefore, integrating essay scoring rubrics had a significant effect on the improvement of the students' level of performance in writing.

3.5. The Questionnaire for the Students

The students' questionnaire has been designed based on the previous theoretical chapters. It is administered after the quasi-experiment has been done in order to gather the students' perception of themselves and of the usefulness of rubrics. It also investigates the

students' attitudes towards the impact of using rubrics on their self-efficacy beliefs. The questionnaire is organized into three sections and it consists of twenty-three closed questions.

3.5.1. Section One: Learners' Self-Efficacy (Q1-Q11)

In this section, the first three questions ask about students' background information. The first question was given to students in order to indicate their age. In the second question (2), they are demanded to identify their gender, and in the third question (3), they were asked to indicate whether studying English at the university was their personal choice or not.

The question number (4) is an indirect one through which we can know the students' perception of the power of self-efficacy beliefs. In the fifth question (5), students are asked to indicate the source of their self-efficacy beliefs. In the sixth question (6), learners are asked to describe how they perceive their level in writing. In the seventh question (7), students are required to indicate the extent to which they are confident in performing a written task

In question number eight (8), students are asked to indicate whether they approach a difficult task as a challenge and they do their best to accomplish it, or as a threat which must be avoided. In the question number (9), students are demanded to indicate whether they are efficacious or inefficacious when they are writing with many writing problems.

In the tenth question (10), learners are asked to indicate the extent to which they are satisfied or unsatisfied when their teachers gave them back their marks. In question number (11), students are asked whether or not they try to acquire new writing strategies to cope with difficult writing tasks.

3.5.2. Section Two: Students' Perception of Essay Scoring Rubrics

In the question number (12), students are asked to indicate whether or not they know rubrics or not. In the thirteenth question (13), students are asked to identify which procedure their teachers use when they assess their essays. In question number fourteen (14), students are demanded to indicate on what their teachers focus more.

In the fifteenth question (15), students are asked whether they believe that rubrics help them improve their essay writing or not; then, they are given a space to justify their answer. In question number sixteen (16), learners are asked to indicate the extent to which they agree or disagree with some statements.

3.5.3. Section Three: Learners' Attitudes toward the Impact of Using Essay Scoring Rubrics on Their Self-Efficacy (Q17- Q 23)

In the question number seventeen (17), students are required to indicate the extent to which they are confident or not in performing a particular task when they are provided with a rubric in which they were given three choices: confident, not confident at all, more confident than without it; then, they are asked to justify their choice.

In question number eighteen (18), students are demanded to indicate whether or not rubrics help them to be more optimistic regarding the assigned task. In the nineteenth question (19), learners are asked to indicate if rubrics help them gain more marks or no, and in question number twenty (20), they are asked to indicate whether or not they need to know how they have gotten their marks when the teachers gave them back.

In the question number twenty-one (21), I ask students to indicate if rubrics help them feel more confident and comfortable with their marks even if they are not that good just because they are already provided with the necessary criteria of assessment; then, they are given a space to justify their answers.

For the twenty-second question (22), students are given three choices in which they were asked to tick one of them to indicate how rubrics can help them when they fail in writing an essay. In the last question (23), the students are asked to indicate the degree to which they agree or disagree with some statements.

3.6. Analyzing Data from the Questionnaire for the Students

3.6.1. Section One: Learners' Self-Efficacy

Q1. Age: … years

Table 3.2

Students' Age

Age Categories	Number of students	Percentage
19	23	39.65%
20	15	25.86%
21	10	17.24%
22	08	13.80%
23	01	1.72%
24	01	1.72%
Total	58	100%

As it is shown in table 2, the majority of second year students are between the age of 19 and 20 years. Others (17.24%) stated that they are 21years; while (13.80%) are 22years, and only one of the participants is 23 years and one is 24 years. This leads to conclude that the sample of this study is not homogeneous.

Q2. Specify your gender

    a. Male

    b. Female

Table 3.3

Students' Gender

Options	Number of students	Percentage
A	10	17.24%
B	48	82.76%
Total	58	100%

The results in table 3 show that the number of male participants is ten of the whole population with percentage of 17.24%; while the number of female participants is forty-eight with percentage of 82.76%. This is mainly because girls choose to study English however boys choose scientific and technical branches.

Q3. Was studying English at the university your personal choice?

    a. Yes

    b. No

Table 3.4

Students' English Learning Choice

Options	Number of students	Percentage
A	50	86.20%
B	8	13.80%
Total	58	100%

Table 4 displays that studying English at the university was the personal choice of the majority of the students, with the percentage of (86.20%); while it was not for only 13.80% of them. This would confirm that opting for studying English at the university is the personal choice of the majority.

The obtained results from (Q2 –Q3) demonstrates that the collected data in this research is going to be more from a female perspective, and that most of the students are motivated to learn English at the university as being their personal choice.

Q4. Do you agree with the following statement?

"If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning".

    a. Yes

b. No

Table3.5

Students' Perception of Self-Efficacy Beliefs

Options	Number of students	Percentage
A	57	98.27%
B	1	1.73%
Total	58	100%

As it is shown in table 5, the majority of students (98.27%) agreed with the provided statement; however, only one student did not agree with it. The results reveal that most students are aware that if they believe in their own capabilities; they will work harder to perform challenging tasks and to achieve higher goals. Thus, it is highly important to help students to be more self-efficacious when they are in more challenging situations.

Q5. In your opinion, which of the following factors affects more your belief in your capabilities to perform a task?

a. Your previous experiences

b. "role models" i.e. you compare yourself with your peers

c. Others' encouragement and feedbacks

d. Your personal emotions

Table 3.6

Students' sources of self-efficacy beliefs

Options	Number of students	Percentage
A	29	50%
B	3	5.17%
C	12	20.69%
D	14	24.14%
Total	58	100%

The results in table 6 reveal that previous experiences seem to be the most important source of self-efficacy with the majority of students (50%); while (24.14%) of them argued that their personal emotions are the factor that affects more their beliefs in their abilities. Others' encouragement and feedback was the he choice of (20.69%) of the students, and only (5.17%) considered comparing themselves with their peers as an influential factor. The results imply that most students consider their mastery experiences as the main source of self-efficacy.

Q6. How good do you think that you are in writing?

    a. Very good

    b. Good

    c. Average

    d. Bad

Table 3.7

Students' Perception of their Level in Writing

Options	Number of students	Percentage
A	2	3.45%
B	15	25.86%
C	38	65.52%
D	3	5.17%
Total	58	100%

The results displayed in table 7 reveal that the majority of the students (65.52%) described their level in writing as average; while (25.86%) perceived their writing level as good. Others (5.17) admitted that their level in writing is bad; and only two participants with (3.45%) saw their levels in writing as very good. The results imply that most students share an average level in writing. Therefore, their level in writing needs to be improved.

Q7. To what extent are you confident that you can succeed in performing a written task?

    a. To a great extent

    b. To some extent

    c. Not confident at all

Table 3.8

Students' Confidence in Writing

Options	Number of students	Percentage
A	13	22.41%
B	42	72.41%
C	3	5.17%
Total	58	100%

As it indicated in the table above, 72.41% of the participants agreed that they feel that they are confident to some extent in performing a written task; while 22.41% admitted that they feel confident to a great extent in performing a written task, and only 5.17% reported that they feel unconfident at all. This implies that, the students feel to some extent that they can perform a written task successfully. Thus, their efficacy beliefs need to be increased.

Q8. When you face a difficult writing assignment, you approach it as:

   a. A challenge and you do your best to succeed in accomplishing it

   b. A threat which should be avoided

Table 3.9

Students' Perception of a Difficult Task

Options	Number of students	Percentage
A	48	82.76%
B	10	17.24%
Total	58	100%

As it is shown in table 9, the majority of the participants (82.76%) claimed that they approach a difficult task as a challenge which must be accomplished; whereas, (17.24%) of them reported that when they face a difficult task, they see it as threat and they avoid performing it. This means that, most of the students do not give up easily when facing a difficult task; instead, they resist the obstacles and make more efforts to accomplish it.

Q9. How do you perceive yourself when you are writing with many writing problems?

   a. Highly efficacious and you can persist your ideas successfully

   b. Somehow efficacious and you will try to present them in a good way

   c. Inefficacious and you cannot overcome the writing problems

Table 3.10

Students' Writing Self-Efficacy

Options	Number of students	Percentage
A	8	13.80%
B	47	81.03%
C	3	5.17%
Total	58	100%

The collected answers from question nine reveal that most of the participants (81.03%) perceived themselves as somehow efficacious in succeeding in performing a writing task when they face obstacles; while (13.80%) saw themselves as highly efficacious and only (5.17%) perceived themselves as inefficacious and cannot overcome the writing problem. The results show that most of the students are somehow efficacious in performing a written task. Thus, this sense of writing self-efficacy needs to be boosted.

Q10. When your teacher gives you back your scores, you usually feel:

a. Satisfied

b. Somehow satisfied

c. Unsatisfied

Table 3.11

Students' Satisfaction Regarding their Scores

Options	Number of students	Percentage
A	13	22.41%
B	37	63.79%
C	08	13.80%
Total	58	100%

The majority of the respondents (63.79%) claimed that they are not totally satisfied with their marks; while (22.41%) showed a great satisfaction, and (13.80%) reported that they are not satisfied with their marks at all. This leads to conclude that learning Self-efficacy disparities among learners affects their own satisfaction and perception of their scores. Thus, it is important to boost the students' self- efficacy since it plays a major role in helping students to be more satisfied with their works and scores.

Q11. Do you try to acquire new writing strategies to cope with difficult writing tasks?

    a. Yes

    b. No

Table 3.12

Students' Acquisition of New Writing Strategies

Options	Number of students	Percentage
A	41	70.69%
B	17	29.31%
Total	58	100%

The majority of the participants (70.69%) claimed that they try to acquire new writing strategies to overcome the writing obstacles; while (29.31%) reported that they did not try to do so. These results indicate that most students are aware of the importance of acquiring new writing strategies to overcome writing problems. The obtained data reflect one of the characteristics of high efficacious learners.

3.6.2 Section Two: Students' Perception of Essay Scoring Rubrics

Q12. Do you know Rubrics?

   a. Yes

   b. No

Table 3.13

Students' Knowledge of the Concept of Rubrics

Options	Number of students	Percentage
A	39	67.24%
B	19	32.76%
Total	58	100%

As it is displayed in table 12, the majority of the respondents (67.24%) have certain knowledge about rubrics; while (32.76%) claimed that they do not know them. This is because most of the respondents participated in the quasi-experiment when this concept has already been explained, and they were provided with a sample of essay scoring rubrics.

Q13. When your teachers assess your essays, which procedure do they use?

   a. Providing a single score only

   b. Providing a detailed score, i.e. they use rubrics "scoring guides" through which they correct your work based on a set of criteria such as grammar, organization, spelling, punctuation, etc.

Table 3.14

Students' Perceptions towards Teachers' Assessment Procedures

Options	Number of students	Percentage
A	15	25.86%
B	43	74.14%
Total	58	100%

According to table 14, most of the respondents (74.14%) reported that their teachers use scoring rubrics when they assess their essay compositions and provide them with a detailed score; while (25.86%) reported that their teachers provide them only with a single score. As it is displayed, there is a recognizable difference between teachers who give students a detailed score and with those who do not. The results indicate that students are aware of the ways they are being assessed with and they are distinguishing holistic and analytic scoring procedures.

Q14. When your teachers correct you essay, they focus more on:

    a. Form

    b. Content

    c. Both of them

Table 3.15

Teachers Focus in Correction

Options	Number of students	Percentage
A	3	5.17%
B	1	1.72%
C	54	93.1%
Total	58	100%

Most of the respondents (93.1%) claimed that their teachers are interested in both the form and the content. however, 5.17% of them opted for the form; while only (1.72%) opted for the content. The gathered data indicate that the teachers pay attention to both the structure and the information and that the students are aware of the teachers' focus.

Q15. Do you believe that rubrics will help you improve your essay writing?

   a. Yes

   b. No

Table 3.16

Students' Perception of the Importance of Rubrics in Improving Their Essay Writing

Options	Number of students	Percentage
A	56	96.55%
B	2	3.45%
Total	58	100%

According to the collected data from table 16, the highest percentage (96.55%) of the participants believed that rubrics are helpful in improving their essay writing performance; while only two of them with (3.45%) did not. The participants were asked to provide justifications for their choice in (Q15). Only twenty nine of them did so. All the respondents considered rubrics helpful in diagnosing their strengths and improving their weaknesses; helping the students to take into consideration the necessary criteria for a well-organized essay in terms of both relevant information and form; guiding the students throughout the writing process; and helping them in making less errors and gaining more marks.

Q16. Please, indicate the extent to which you agree or disagree with the following statements

   a. Only rubrics can exactly ensure what teachers want from students.

b. Knowing what your teachers will focus on when correcting your essay would help you perform the writing task more successfully.

c. Rubrics are very helpful in all modules as they make the evaluation process clearer and more transparent.

Table 3.17

Students' Attitudes towards the Importance of Using Rubrics

Options	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total number of teachers and percentage
A	19 32.76%	39 67.24%%	00 0%	00 0%	00 0%	58 100%
B	37 63.80%	21 36.20%	00 0%	00 0%	00 0%	58 100%
C	36 62.07%	22 37.93%	00 0%	00 0%	00 0%	58 100%

It is clearly shown that in table 17, each statement is analyzed separately. In the participants' responses to the first statement, the majority of them (67.24%) agreed that only rubrics can ensure what teachers want from students. This leads to conclude that almost all students are aware of the importance of using rubrics to make the teachers' expectation clearer. For the second statement, the majority of the participants (63.80%) strongly agreed

that when they know what their teachers will focus on when correcting their essay, they will perform the writing task more successfully; while in the third statement, (62.07%) of the participants agreed that rubrics are very helpful in all modules as they make the evaluation process clearer and more transparent.

The collected data from Q16 indicate that most of the students have positive attitudes toward the importance of using rubrics in assessing their essay because they make the assessment more transparent, as well as, they help them perform better because the teachers will clearly state what they expect from students to do.

3.6.3. Section Three: Learners' Attitudes toward the Impact of Essay Scoring Rubrics on their Self-Efficacy

Q17. To what extent do you feel confident or not in performing a particular task when you are provided with a rubric?

  a. Confident

  b. Not confident at all

  c. More confident than without it

Table 3.18

Students' Perceptions about their Confidence when they perform with rubrics

Options	Number of students	Percentage
A	32	55.17 %
B	8	13.8%
C	18	31.03%
Total	58	100%

As it is displayed in table 18, the majority of the respondents (55.17%) claimed that they feel confident in performing a particular task when they are provided with rubrics; while

(31.03%) of them reported that they feel more confident than without it. However, only

(13.8%) of the participants claimed that they are not confident at all.

In this question, the respondents were asked to justify their answers; however, only 33

out of 58 justified their answers. The majority of the participants claimed that since all the

necessary criteria are clearly stated in the rubric, they are sure that they will make more

efforts to produce a good essay with minimum errors. Others considered the provided rubric

as a guideline by which they keep checking it from time to time to ensure that they will not

make mistakes and will focus on what their teachers expect from them to do.

Q18. Do rubrics help you to be more optimistic regarding the assigned task?

    a. Yes

    b. No

Table 3.19

Students' Optimism Regarding Assignments with Rubrics

Options	Number of students	Percentage
A	51	87.93%
B	7	12.07%
Total	58	100%

As it is displayed in table 19, the majority of the participants (87.93%) reported that

rubrics make them feel more optimistic regarding the assigned task; while only (12.07%) said

that they do not feel optimistic regarding the assigned task. This means that, the majority of

the students consider rubrics as a helpful tool in both performing better and being optimistic

that they can achieve better results.

Q19. Do rubrics help you gain more marks?

    a. Yes

b. No

Table 3.20

Students' Perceptions Regarding the Importance of Rubrics in Gaining More Marks

Options	Number of students	Percentage
A	50	86.20%
B	8	13,80%
Total	58	100%

The results in the table above reveal that the majority of the respondents argued that rubrics help them perform better and gain more marks; while only 13.80% of them claimed that rubrics do not help them gain marks. This means that, the majority of the students have positive attitudes towards the use of rubrics in their classes.

Q20. When your teacher gives you back your assigned work, do you need to know how do you get the mark?

a. Yes

b. No

Table 3.21

Students' Reaction to Teachers' Correction

Options	Number of students	Percentage
A	47	81.03%
B	11	18,97%
Total	58	100%

The highest percentage in this question (81.03%) indicates that the majority of the respondents care about their grades and need to know how do they get these marks; however,

(18.97%) of the respondents claimed that they do not need to know how they have gotten these marks.

Q21. Do you feel more confident and comfortable with your score even if it is not that good just because your teacher has given the necessary criteria of assessment clearly in a rubric?

    a. Yes

    b. No

Table 3.22

Students' Reactions regarding their Grades when they are accompanied with Rubric

Options	Number of students	Percentage
A	47	81.03%
B	11	18,97%
Total	58	100%

From the data collected, it is clearly shown that the majority of the respondents (81.03%) feel confident and comfortable with their grades because they know against with criteria they have been evaluated; while (18.79%) of the participants had negative responses. They claimed that they feel more confident because the assessment procedure is clear and transparent. Since they know how they are evaluated, they will not doubt their grades and even if they are not good because they did not make more efforts to have better grades.

Q22. When you fail in writing your essay, the provided rubric helps you to:

    a. Feel confident to promote your performance

    b. Use different strategies to manage the situation

    c. Other

Table 3.23

The Helpfulness of Rubrics

Options	Number of students	Percentage
A	22	37.93%
B	36	62.07%
C	00	0%
Total	58	100%

In table 23, the majority of the participants (62.07%) reported that when they fail in performing the assigned essay, the provided rubric help them use different strategies to accomplish it; while (37.93%) of the respondents reported that the provided rubrics help them feel confident to promote their performance. This means that, almost all students consider rubrics as helpful in boosting their efficacy in performing a difficult task.

Q23. Please, indicate the extent to which you agree or disagree with the following statements

  a. The presence of rubrics makes you respect the form of any piece of writing confidently

  b. Rubrics guide in writing with correct grammar throughout the whole essay

  c. Rubrics foster your ability to write well-organized, coherent and relevant essay components

  d. Rubrics help in boosting your concentration on correcting spelling and punctuation mistakes

Table 3.24

Students' Attitudes toward the Impact of Rubrics on their Writing Self-Efficacy

Options	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total number of students and percentage
A	30 51.72%	26 44.83%	02 3.45%	00 0%	00 0%	58 100%
B	16 27.59%	27 46.55%	9 15.52%	6 10.34%	00 0%	58 100%
C	18 31.03%	35 60.34%	4 6.89%	1 1.72%	00 0%	58 100%
D	35 60.34%	20 34.48%	3 5.17%	00 0%	00 0%	58 100%

As it is shown in table 24, each statement in Q23 is analyzed separately. In their response to the first statement, the majority of the participants (51.72%) strongly agreed that the presence of rubrics makes them respect the form of any piece of writing confidently. For the second statement, the majority of the participants (46.55%) agreed that rubrics guide them in writing with correct grammar throughout the whole essay.

The highest percentage in the third statement (60.34%) indicates that the majority of the students agreed with the claim that rubrics foster their ability to write well-organized, coherent and relevant essay components. In their response to the last statement, the majority

of the participants (60.34%) strongly agreed that rubrics help in boosting their concentration on correcting spelling and punctuation mistakes.

The collected data in this question reveal that most of the students considered using essay scoring rubrics as one way to boost their self-efficacy in writing by which they will be able to respect the form of any piece of writing. Students also believed in their efficiency in enabling them to well-structured and relevant essay components. Therefore, teachers are expected to provide students with essay scoring rubrics in order to help them boost their confidence in their self-capabilities to perform tasks successfully and to achieve their learning goals.

3.7. Summary of Results and Findings from Students' Questionnaire

Based on the collected and analyzed data from the students' questionnaire, some views have been detected concerning the efficiency of using essay scoring rubrics in increasing learners' self-efficacy according to the students. Firstly, in the learners' self-efficacy section, the first three questions were devoted to gather background information about the learners; the results have shown that most of the participants are aged between 9-24. Additionally, it is clearly demonstrated that this research is going to be more from a female perspective, and that most of the learners appear to study English out of personal choice, which means that they are willing to engage in the learning activity and to improve their level.

This section has also dealt with the learners' self-efficacy in general, and in writing in particular where different questions were listed to tackle different parts of their self-efficacy. The obtained results revealed that students are aware that high efficacious learners are the ones who work harder and persist longer even in the face of challenging situations. It has been also detected that the students' enactive mastery of experiences is the most influential and evident source of self-efficacy; thus, Bandura's claim is strongly supported. The

students' efficacy beliefs influence the way they perceive their writing, this idea was established by this research tool when students claimed that when they face a difficult writing task, they approach it as a challenge which must be accomplished.

As it is widely known that if individuals believe in their abilities to attain their goals, they usually show satisfaction regarding the outcomes; however, it is not the case here because the majority of students declared that when they are given back their grades, they are not highly satisfied. Moreover, they claimed that they try to learn new writing strategies to cope with more challenging writing task. From the obtained results in this section, it has been noticed that students' writing self-efficacy is not that high. Therefore, it is important to help learners boost their writing efficacy beliefs gradually; from easy to more challenging situations and through using different techniques and tools to boost their sense of efficacy beliefs especially in writing.

Secondly, the second section covers questions in relation to the students' perception of essay scoring rubrics. The majority of the students' reported that they know this concept and that their teachers used to provide them with an analytic scoring. They also asserted that with scoring rubrics, the teachers' expectations become clearer and in turn, their essay performance would be improved. Moreover, they claimed that essay scoring rubrics are helpful in all modules as they make the assessment process clear and more transparent.

Thirdly, the third section tried to make a relation between using essay scoring rubrics and its impact on the learners' self-efficacy. The majority of the students asserted that when they are provided with rubric, they are highly confident and optimistic in that they can perform the assigned task successfully and achieve high grades. Furthermore, the majority of the students reported that when they are provided with an analytic score; they become more satisfied and comfortable with their scores. Since everything is clearly set, they are more aware why exactly they have gotten such marks. They also claimed that when they fail in

writing an essay, scoring rubrics help them use different strategies to cope with the situation. This leads to conclude that rubrics help learners to be high efficacious, be more confident, optimistic, and satisfied with their learning. They would also make higher efforts and persist longer in the face of writing obstacles to achieve better results.

Finally and equally important, this section shows that the majority of learners indicated their awareness regarding the importance of rubric in boosting their self-ability to better perform their essays. They stated that when they are provided with a rubric, they focus more on the form and the content of any piece of writing, because rubrics help them foster their ability to concentrate more on different aspects of writing such as: relevance, organization, vocabulary and punctuation. Therefore, it is important to provide students with essay scoring rubrics to help them diagnose what they should do and should not do, and to concentrate more on what needs to be accomplished. Through applying this technique, the students' writing self-efficacy would be increased, as it was proven by the t-test results in the quasi-experiment.

Conclusion

The obtained findings in this chapter clearly prove the relationship between the use of scoring rubrics and students' achievements. It also shows the learners' positive attitudes toward the effectiveness of using essay scoring rubrics in increasing their sense of self-efficacy beliefs. Therefore, integrating scoring rubrics to assess learners' compositions is necessary to promote one's learning in general and the writing skill in particular.

CHAPTER FOUR: TEACHERS' ATTITUDES TOWARDS THE USE OF RUBRICS AND PEDAGOGICAL IMPLICATIONS

Introduction

Assessing students' written products is an essential part in the educational circle. Through using different assessment tools, teachers can obtain necessary information regarding learners' level of achievements; as well as; they give students the opportunity to diagnose their strengths and improve their weaknesses. In this respect teachers are required to give detailed scores as much as they can to draw a clear picture regarding their students' level. One of these detailed assessment tools are scoring rubrics. Therefore, through a questionnaire that is administered to the teachers of written expression; this chapter tends to present and analyze teachers' views, attitudes, and perceptions in relation to the efficiency of using scoring rubrics while assessing students' essays in increasing their self-efficacy.

4.1. Research Methodology

4.1.1. Research Method

The current chapter follows the quantitative descriptive method. Therefore, a questionnaire has been administered to written expression teachers in order to know their attitudes towards the use and efficiency of using scoring rubrics to assess students' writing. Hence, this chapter presents, analyzes and interprets the findings; as well as; it offers some pedagogical implications to EFL teachers.

4.1.2. Sample

This questionnaire targets twenty one teachers of written expression at the department of English 08 Mai 1945 –Guelma- University.

4.2. Description of the Questionnaire for the Teachers

The questionnaire that has been administered for the teachers was designed on the basis of the theoretical chapters. It aims at exploring the teachers' perception of essay scoring rubrics. Furthermore, it seeks to investigate their attitudes toward the impact of using the aforementioned assessment tool on learners' self-efficacy. The questionnaire is divided into

two sections and consists of twenty questions; eighteen are closed questions and only two questions are open ended ones.

4.2.1. Section One: Teachers' Perception of Essay Scoring Rubrics (Q1- Q15)

In this section, teachers are asked to answer fifteen questions. In the first question (1), teachers are required to identify their teaching experience at the university. This question is designed to obtain the necessary information about the teachers' experience in teaching because it would affect teachers' answers in the upcoming questions.

In the second question (2), teachers are asked to identify the reasons behind the students' failure in writing by selecting an option from a list of items which contains grammar, vocabulary, organization, punctuation, or by choosing all of them. In the third question (3), teachers are required to express their opinions towards the most helpful way(s) to improve the learners' writing skill.

In the fourth question (4), teachers are asked to identify what type of assessment they use more; formative, summative, or both of them. The fifth question (5) was designed to indicate how often some actions happen in their classes, and they are given a space to give their opinion regarding the reason that makes learners doubt their grades.

The sixth question asks teachers to mention whether they focus on content or form while assessing students' essays, they can even choose the option 'both' if they focus on both from and content. The seventh question (7) was designed to indicate whether or not the teachers consider essay assessment as a time consuming. They are given a space to justify their answers.

In question number (8), teachers are asked to indicate whether they used to provide learners with a single or a detailed score. Then, in question nine (9), they are asked whether or not they know rubrics, and in question ten (10), teachers are asked if they used to use scoring rubrics to assess the students' essay compositions. In the following question, teachers

are required to indicate what type of rubrics they use more. And in the question number (12), teachers are required to identify whether they use essay scoring rubrics for teacher, peer, self-assessment, or they use them for all.

In the question number (13), teachers are demanded to indicate the extent to which they agree or disagree with some statements. The fourteenth question is designed to know the teachers' attitudes toward the use of scoring rubrics to assess the students' essay; whether they are helpful or unhelpful. The question number (15) is an open ended question where teachers are requested to identify in what sense they consider essay scoring rubrics helpful or unhelpful.

4.2.2. Section Two: Teachers' Attitudes Toward the impact of Essay Scoring Rubrics on the Learners' Self-Efficacy (Q16-Q20)

In the sixteenth question (16), teachers are asked to indicate whether they motivate the students to persist and make more efforts to accomplish the assigned task when they face writing problems, or they do not interfere even if the students would give up. In question number (17), teachers are demanded to indicate whether they think that the assessment tool they used to use affects the learners' confidence or not, then they are requested to justify their answer.

In the eighteenth question (18), teachers are asked to indicate whether they used to encourage their students to perform the assigned tasks successfully or not; then, they are demanded to specify how they do this if the provided answer is positive. In question number nineteen (19), teachers are required to indicate the extent to which they agree or disagree with some statements. In the final question, teachers are provided with an open space and they are invited add further comments or suggestions regarding the issue under investigation.

4.3. Analyzing Data from the Questionnaire for the Teachers

4.3.1. Section One: Teachers' Perceptions of Essay Scoring Rubrics

Q1. How long have you been teaching English?

    a. 1-5 years

    b. More

Table 4.25

Teachers' Years of Experience

Options	Number of teachers	Percentage
A	01	4.76%
B	20	95.24%
Total	21	100%

      The results displayed in the table above reveal that the majority of the teachers (95.24%) who have responded to the questionnaire have been teaching English for more than five years. The obtained results in Q1 indicate that the teachers' long experience in teaching English will provide reliable results, since they have met different students and taught different modules, mainly written expression.

Q2. According to you, what are the reasons behind students' failure in writing?

    a. Grammar

    b. Vocabulary

    c. Organization

    d. Punctuation

    e. All of them

Table 4.26

Reasons behind Students' Failure in Writing

Options	Number of teachers	Percentage
A	00	0%
B	00	0%
C	00	0%
D	00	0%
E	22	100%
Total	22	100%

The results in table 26 illustrate that all teachers who have responded to the questionnaire reported that students suffer from all the aforementioned problems as they are the reasons behind students' failure in writing. This indicates that teachers are aware of the students' weaknesses. Thus, teachers need to help students work on improving these lacks.

Q3. In your opinion, what are the most helpful way(s) to improve students' writing skill?

    a. A lot of practise

    b. Provide instructions throughout the writing process

    c. Provide helpful feedback

    d. Provide them with scoring rubrics

Table 4.27

Teachers' Opinion towards the Helpful Ways to Improve Students' Writing Skill

Options	Number of teachers	Percentage
A	03	14.29%
B	01	4.76
C	00	0%
D	00	0%
A+B	03	14.29%
A+C	04	19.05%
A+D	01	4.76%
A+B+C	03	14.29%
A+C+D	01	4.76%
A+B+C+D	05	23.8%
Total	21	100%

As it is displayed in the table, 23.8% of the respondents confirmed that all the suggested ways are helpful to improve students' writing skills. 19.05% of them opted for practising a lot and giving students' helpful feedback. 14.29% confirmed that practising a lot, providing students with instructions throughout the writing process and giving students helpful feedback are the key helpful ways to improve students' writing skills. Another 14.29% of teachers choose a lot of practice and providing instructions. Only one teacher opted for practising a lot, providing instructions and providing scoring rubrics to students and only one opted for practicing a lot as a key helpful way to improve students' writing skills. This indicates that only few teachers are aware of the helpfulness of scoring rubrics in improving learners' writing skills.

Q4. What type of assessment do you use more?

    a. Formative

    b. Summative

    c. Both

Table 4.28

Types of Assessment

Options	Number of teachers	Percentage
A	04	19.05%
B	00	0%
C	17	80.95%
Total	21	100%

As the above table shows, the majority of teachers who responded to the questionnaire reported that they use both types of assessment; while four teachers claimed that they only use formative assessment. The obtained result reveals that all teachers are interested in gathering information regarding the students' progress and level of achievement all over the year and not only in exams.

Q5. Would you please indicate how often do the following actions happen in your classroom?

    a. You assess your students' writing performance through essays?

    b. Your students proclaim about their grades?

    c. When you give back your students' marks, they ask you to clarify how they have gotten them

Table 4.29

Actions Happened in the Classroom

Options	Always	Often	Sometimes	Never	Total number of teachers and percentage
A	15 71.43%	02 9.52%	03 14.28%	01 4.76%	21 100%
B	04 19.04%	04 19.04%	09 49.85%	04 19.04%	21 100%
C	13 61.9%	02 9.52%	03 14.28%	03 14.28 %	21 100%

As it is displayed in table 29, each action is analyzed separately. In the first option, the majority of teachers (71.43%) always assess their students' writing through essays; while two of them claimed that they often assess their students' writing through essays, three of which stated that they sometimes assess the students' writing performance; however, one teacher reported that she never uses essay as an assessment task. The results reveal the majority of teachers use essays to assess students' writing progress as it is considered important to assess students in different areas of writing. Whereas, some teachers tend to avoid using essays as an assessment task mainly because essays' correction is time consuming besides the over-crowded classes.

In the second option, teachers were asked to indicate how often their students complain of their grades. In this respect, most of the teachers 42.86% claimed that sometimes the students proclaim about their scores; while (19.04%) reported that their students' always

complain about the grades and (19.04%) said that the students often proclaim about their marks. Another (19.04%) claimed that the students never complain about the grades. All in all, from the gathered data, it is clearly noticed that generally students are not convinced by their marks and complain about them.

The highest percentage in the third statement (61.9%) reveals that students are always asking teachers to clarify to them how they have gotten their marks; while three teachers claimed that their students never ask for clarification because they gave them detailed scores. another three teachers reported that this happens sometimes. However, only two teachers said that students often want to know from where they have gotten their grades. The obtained results reveal that the majority of students do not take their marks for granted; however, they usually ask for more clarifications. Thus, it is important to provide students with detailed scores to make the assessment process transparent and more reliable.

In this question, teachers were asked to provide some reasons that make students doubt their scores. The majority of the respondents agreed that students usually doubt their marks because they do not pay much attention to the teacher's criteria of assessment. They also stated that students think that they will have good marks just because they provided the required information even if it is not communicated in a right way. Two teachers; however, claimed that students do not really care for the writing per se but rather for the mark itself. In this regard, it is important for teachers to make the assessment criteria clearer through which students will be able to concentrate more on what their teachers want from them to do exactly.

Q6. When you correct your students' essays, do you give more focus to:

    a. The form

    b. The content

    c. Both of them

Table 4.30

Assessment Focus

Options	Number of teachers	Percentage
A	02	9.53%
B	00	0%
C	19	90.47%
Total	21	100%

Table 30 displays that the majority of the participants (90.47%) claimed that when they assess the students' essays, they pay attention to both the form and the content; whereas, only two teachers indicated that they focus only on the form. This means that, almost all teachers are aware that both the form and content are necessary to assess the students' level of achievement.

Q7. Do you consider essay assessment as a time consuming task?

    a. Yes

    b. No

Table 4.31

Teachers' Attitudes about the Essay Assessment Time

Options	Number of the teachers	Percentage
A	18	85.71%
B	03	14.29%
Total	21	100%

As it is indicated in table 31, the majority of teachers (85.71%) reported that essay assessment procedure is a time consuming task. In this question (Q7) teachers were asked to

justify their choice. All teachers who perceived it as a time consuming task claimed that this is due to the fact that teachers need to pay attention to the different criteria of essay composition namely, content, grammar, punctuation, organization, and word choice. They also argued that assessing all these aspects entails more than one reading. However; three teachers visualized that essay assessment is not a time consuming task because they give much importance to the benefits of this procedure since it enables students to know their weaknesses and improve them in further tasks.

Q8. When you assess your students' essays:

    a. You provide them with a single score

    b. You provide them with a detailed score

Table 4.32

Teachers' Procedure of Assessment

Options	Number of the teachers	Percentage
A	06	28.57%
B	15	71.43%
Total	21	100%

The Results in table 32 show that the majority of teachers (71.43%) provide students with a detailed score; while only six teachers claimed that they used to provide them with a single score. This reveals that teachers are aware of the importance of making students aware about their weaknesses and strengths through giving them detailed scores to explain to them how they have gotten these scores. This latter may also affect the students' confidence as they will be convinced by their scores.

Q9. Do you know scoring rubrics?

    a. Yes

b. No

Table 4.33

Teachers' Knowledge of Scoring Rubrics

Options	Number of the teachers	Percentage
A	19	90.48%
B	02	9.52%
Total	21	100%

The results obtained from (Q9) reveal that the majority of teachers know the scoring rubrics (90.48%); while only two respondents do not know them. It is important to mention that some teachers; especially teachers of literature and civilization; used to use scoring rubrics but they do not know its exact term until they were provided with an explanation of the term. The obtained results indicate that most teachers are aware of this assessment tool even though they do not know its exact term. Thus this questionnaire raises the teachers' awareness of this assessment tool.

Q10. Do you use scoring rubrics to assess your students' essays?

a. Yes

b. No

Table 4.34

Teachers' Use of Scoring Rubrics

Options	Number of the teachers	Percentage
A	15	71.43%
B	06	28.57%
Total	21	100%

Table 34 displays that the majority of teachers (71.43%) who responded to the questionnaire used to use scoring rubrics to assess their students' essays; while six of them reported that they do not use them. The obtained results indicate that most of the teachers are aware of the usefulness of using essay scoring rubrics.

Q11. What type of rubrics do you use more?

    a. Holistic

    b. Analytic

    c. Both

    d. None

Table 4.35

Most Used Types of Scoring Rubrics

Options	Number of the teachers	Percentage
A	03	14.28%
B	07	33.33%
C	06	28.57%
D	05	23.81%
Total	21	100%

From the data presented in the table above, 33.33% of teachers claimed that they use the analytic rubric while assessing the students' essays; while six teachers reported that they used to use both of them, and three of them use the holistic one. However, five teachers (23.81%) claimed that they neither use holistic nor analytic rubric. The obtained results indicate that teachers are aware of the usefulness of the analytic rubric because it assesses each writing aspect separately. Thus, it helps teachers give more transparent essay scores.

Q12. Do you use essay scoring rubrics only for:

    a. Teacher-assessment

    b. Peer-assessment

    c. Self-assessment

    d. All the above

    e. None of them

Table 4.36

Utility of Rubrics

Options	Number of the teachers	Percentage
A	11	52.4%
B	01	4.76%
C	00	0%
D	03	14.28%
E	04	19.04
A+B	01	4.76%
A+C	01	4.76%
Total	21	100%

As it is shown in table 36, the majority of teachers (52.4%) use rubrics only for teacher-assessment; while three teachers claimed that they use rubrics for all the mentioned suggestions. However, only one teacher used them for both teacher and peer-assessment and one teacher used them for both teacher and self-assessment; while four teachers do not use them for any purpose because in the previous questions (Q9-11) they already declared that they do not use them at all. The obtained results from (Q12) reveal that most teachers use rubrics to assess students' essay compositions for their own. This leads to conclude that almost all teachers do not provide students with scoring rubrics to make them know against

which criteria they have been evaluated. Thus, it is important to raise the teachers' awareness regarding this crucial tool.

Q13. Please, indicate the extent to which you agree or disagree with the following statements

    a. Rubrics are a key tool in providing an objective, fair, and transparent scores

    b. Using essay scoring rubrics makes your expectations clearer for students

    c. Rubrics help students diagnose their strengths and weaknesses

    d. Making the assessment criteria clear and explicit would help students write an essay composition with minimum errors in terms of content, grammar, organization, punctuation and word choice.

Table 4.37

Teachers' Views Concerning the Impact of Using Essay Scoring Rubrics in Improving the Students' Level of Performance

Options	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total number of teachers and percentage
A	16 76.20%	05 23.8%	00 0%	00 0%	00 0%	21 100%
B	17 80.95%	03 14.29%	01 4.76%	00 0%	00 0%	21 100%
C	15 71.43%	04 19.04%	02 9.52%	00 0%	00 0%	21 100%
D	11 52.38%	06 28.57%	03 14.29%	00 0%	01 4.76%	21 100%

As it is indicated in table 37, each statement is analyzed separately. In the teachers' response to the first statement, the majority of the participants (76.20%) strongly agreed that rubrics are a key tool in providing an objective, fair, and transparent scores; while the highest percentage in the second statement (80.95%) indicates that most of the teachers strongly agreed that using essay scoring rubrics makes their expectations clearer for students. For the third statement, the majority of the participants (71.43%) strongly agreed that rubrics help students diagnose their strengths and weaknesses.

Moreover, the highest percentage in the last statement (52.38%) reveals that most of the teachers strongly agreed upon the idea that making the assessment criteria clear and explicit would help students write an essay composition with minimum errors in terms of content, grammar, organization, punctuation and word choice. The results obtained from (Q13) confirm that using essay scoring rubrics to assess students' essay composition plays a crucial role in improving the students' writing skill as they explicitly list to them what they should and should not do; as well as; they help in raising their awareness of their strengths and weaknesses in order not to repeat the same mistake in subsequent pieces of writing.

Q14. What is your attitude towards using rubrics in the assessment of students' essays?

    a. They are helpful for teachers

    b. They are helpful for students

    c. They are helpful for both

    d. They are unhelpful for teachers

    e. They are unhelpful for students

    f. They are unhelpful for both

Table 4.38

Teachers' attitudes regarding the helpfulness of using rubrics in assessments

Options	Number of the teachers	Percentage
A	00	0%
B	00	0%
C	21	100%
D	00	0%
E	00	0%
F	00	0%
Total	21	100%

As it is indicated in the table above, All teachers (100%) perceived the use of scoring rubrics as helpful for teachers and students. The gathered results reveal that all teachers are aware of the helpfulness of rubrics. In the following questions, the teachers reinforced their answers and gave further explanations to this question.

Q15. According to you, in what sense do you consider them helpful/unhelpful?

As it is indicated in question fourteen, all teachers considered rubrics helpful for both teachers and students. In this question, teachers are asked to precise in what sense they consider them helpful. The majority of the participants claimed that using scoring rubrics is helpful for both teachers and students in that they make the assessment procedure easier, quicker and more valid. They also stated that scoring rubrics help teachers to make fair evaluations and to provide learners with more explicit, transparent and reliable scores. Some other teachers reported that the scoring rubrics are helpful not only in providing reliable scores, but rather, they help teachers to be more focused on different criteria that need to be followed and organized; as well as; help teachers to plan for future assignments in accordance to the learners capacities and weaknesses.

Moreover, all the participants provided almost the same reason that makes rubrics helpful for students. They stated that because using scoring rubrics help students diagnose their strengths and weaknesses; they would help them ameliorate their writing products in which they will acquire more language skills and strategies to minimize their mistakes and to be more satisfied with their grades. This means that teachers are aware of the importance of using essay scoring rubrics in providing reliable scores and precise judgments; as well as; in promoting students' writing skill.

4.3.2. Section Two: Teachers' Attitudes toward the Impact of Using Rubrics on Learners' Self-Efficacy

Q16. When your students face writing problems which of the following actions do you take?

a. You motivate them to persist and make great efforts to accomplish the task

b. You do not interfere even if they will give up

Table 4.39

Teachers' reactions to the student' writing problems

Options	Number of the teachers	Percentage
A	20	95.24%
B	01	4.76%
Total	21	100%

As it is displayed in table 39, the majority of the respondents (95.24%) reported that when their students face writing problems, they usually motivate them to persist and make great efforts to accomplish the task; while only one teacher claimed that she does not interfere even if the students would give up. The obtained results reveal that most of the teachers care about their students and motivate them to be more engaged in a given task. This leads to conclude that teachers are one source of building the students' self-efficacy beliefs through encouragement and feedback.

Q17. Do you think that the assessment tool you used to use affects the students' confidence?

a. Yes

b. No

Table 4.40

Teachers Views Regarding the Effect of the Assessment Tools on Students' Confidence

Options	Number of the teachers	Percentage
A	17	80.95%
B	04	19.05%
Total	21	100%

As it is shown in the table above, the majority of the respondents (80.95%) reported that the assessment tool they used to use affects the students' confidence; however, only four (19.05%) teachers claimed that the assessment tool they used to use has no effect on the confidence of the students.

Teachers were requested to back up their answers with justifications. Among them, only five teachers did not justify their choice. In this respect, 71.4% stated that the assessment procedure followed by the teachers affects students' confidence either positively or negatively. In the former, they argued that if students are given a detailed assessment, they will accept the mark and be satisfied with it; as well as; they will improve their weaknesses to perform better in other assignments. However, if students are given a holistic assessment, they will not be able to know how they have gotten this mark and they will not believe in their own capabilities to perform better in the coming assignments. Another teacher claimed that there is no significant relationship between the assessment tools and the learners' psychological factors. The provided justifications prove that almost all teachers are aware that the assessment tools used by teachers impact the learners' confidence in their capabilities to perform further tasks.

Q18. Do you encourage and motivate your students to perform their tasks successfully?

   a. Yes

   b. No

Table 4.41

Teachers' Encouragement and Motivation to their Students

Options	Number of the teachers	Percentage
A	21	100%
B	00	0%
Total	21	100%

As it is shown in table 41, all the respondents reported that they encourage and motivate their students to perform their tasks successfully. The obtained results reveal that all teachers are aware of the importance of encouraging students to successfully perform their tasks. This confirms what has been concluded in (Q16).

In this question, teachers were asked to specify how do they encourage and motivate their learners to perform the assigned tasks successfully. Almost all the respondents reported that they do encourage their students through giving direct, clear and precise instructions of each task. They also stated that they raise the students' awareness of the important standards that make a good piece of writing. In this regard, it is important to shed light on the idea that all what teachers have stated to boost the learners' self-efficacy could be summarized in a scoring rubric.

Q19. Please, indicate the extent to which you agree or disagree with the following statements

   a. Rubrics help students believe in their capabilities

   b. Using essay scoring rubrics would convince students about their scores

   c. Providing students with a clear and well-defined scoring rubric would increase their self-efficacy in accomplishing the assigned task

   d. Providing students with rubrics helps them relate their success or failure to their own efforts and not to other external reasons

Table 4.42

Teachers' Attitudes towards the Efficiency of Using Essay Scoring Rubrics in Boosting the

Students' Efficacy Beliefs

Options	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total number of teachers and percentage
A	16 76.20%	03 14.28%	01 4.76%	01 4.76%	00 0%	21 100%
B	16 76.20%	04 19.04%	01 4.76%	00 0%	00 0%	21 100%
C	15 71.43%	05 23.81%	01 4.76%	00 %	00 0%	21 100%
D	17 80.96%	04 19.04	00 0%	00 0%	00 0%	21 100%

As it is displayed in table 42, each statement is analyzed in a separate way. In the teachers' response to the first statement, the majority of them (76.20%) strongly agreed that rubrics help students believe in their capabilities. Moreover, the highest percentage in the second statement (76.20%) reveals that the majority of teachers strongly agreed that using essay scoring rubrics to assess the students' writing task would convince them about their scores; since the score is clearly explained.

Another noticeable percentage (71.43%) in the third statement shows that the majority of teachers strongly agreed that providing students with a clear and well-defined scoring

rubric would increase their self-efficacy in accomplishing the assigned task. In the last statement, 80.96% of the teachers strongly agreed that providing students with rubrics helps them relate their success or failure to their own efforts and not to other external reasons.

From the obtained results, it can be concluded that most of the teachers are aware of the importance of using essay scoring rubrics to help students believe in their self-capabilities to perform essay writing tasks successfully, to attain their designated goals, and to persist and make more efforts to accomplish the assigned tasks; since each time they are provided with a detailed scoring rubric, they will be able to diagnose their strengths and concentrate more on certain fallacies.

Q20. If you have any further comments or suggestions, please add them

The majority of teachers did not provide their comments or suggestions mainly because they have felt that they already express their thoughts in the previous questions. However, only four teachers have provided some comments and suggestions. Two of them agreed that teachers, like learners, need to be aware of the importance of using and providing students with essay scoring rubrics. Their awareness can be raised through teacher training which helps teachers to be familiar and to familiarize students with all the different types of rubrics. One teacher considered the need for teachers to integrate the scoring rubrics in the exam question and in the classroom instruction. The latter would help students focus more on their efforts and provide high quality performances. The other teacher insists on the importance of using rubrics in all modules with all teachers to show students how they are evaluated and to reach the validity of the assessment through which learners' efficacy beliefs would be increased.

4.4. Summary of Results and Findings from Teachers' Questionnaire

The first section in this questionnaire is devoted to gather necessary information about the teachers' perception of essay scoring rubrics. The required data are obtained from

teachers who have significant teaching experience. In this section, teachers stated that students' failure in writing is mainly due to different deficiencies; namely, grammar, vocabulary, punctuation and organization of ideas. In this regard, they emphasized that the students' writing skill should be improved by helping them to practise more; giving them instructions throughout the writing process; providing them with helpful feedback, and giving them scoring rubrics by which they will be guided. They also argued that, either in summative or formative assessments, essays are the most useful types of activities in which they focus on both the information and how this information is communicated. However, they claimed that these assessment tasks are time consuming as they require from assessors to pay attention to any single aspect of writing.

In addition, teachers reported that when students' are given back their marks, they generally complain about them by asking for more clarifications to understand how they have gotten them and to be convinced with their results. It is also noticed that teachers have positive attitudes toward the importance of using scoring rubrics to assess students' writing in improving their quality of performance. The majority of teachers claimed that they used essay scoring rubrics; however, they used them only for teacher-assessment, but they never provided students with this type of scoring guide. All teachers considered rubrics as key tools in providing fair and objective judgments. Furthermore, according to their responses, when students are provided with this guide, they will compose essays with minimum errors.

All teachers, even those who do not use rubrics believed that rubrics are helpful for both teachers and students because they agreed that they help them to adjust instructions according to the students' needs; as well as; they help them reach the validity and reliability of the assessment. Moreover, they help students diagnose their strengths and weaknesses and motivate them to self-regulate some fallacies.

In the final section, it has been noticed that all teachers have had positive attitudes towards the importance of using scoring rubrics in increasing the learners' self-efficacy. They argued that scoring rubrics would boost the learners' efficacy beliefs in their own abilities to perform and accomplish a particular task successfully; in addition to that, they help learners to be more convinced with their scores since they are provided with the necessary details of the assessment procedure. Furthermore, they insisted upon the fact that scoring rubrics would affect the students' locus of control by relating their success or failure to their own efforts and not to other external reasons.

The results obtained from the questionnaire show that teachers believed that using scoring rubrics to assess students' writing is highly effective in increasing their self-efficacy and ameliorating their writing skill. They also recommended for teachers who do not use them to do so, to include this instruction in all modules, and to train teachers to know how to construct a rubric and to use it effectively.

4.5. Pedagogical Recommendations

In the light of the findings obtained with different research means in the current study; it is evident that most of the teachers and learners have positive attitudes towards the importance of using essay scoring rubrics as a necessary way to increase the students' self-efficacy. It has also been proven that scoring rubrics help students' enhance their level of performance, and in turn their scores are increased. In this regard, this section tends to highlight some pedagogical implications and recommendations for EFL teachers in relation to assessing writing with alternative and authentic tools, and in boosting the learners' efficacy beliefs.

4.5.1. The Importance of Teachers' Professional Knowledge in Assessment

Assessing students' works is the most difficult task to handle difficult task for teachers to handle when they need to reflect, evaluate, and judge students' progress.In this

sense, teachers' adequate knowledge in relation to their profession in general, and regarding the different assessment procedures in particular should be enriched. The latter may influence the teaching/learning achievements in one way or another. Therefore, knowing how to realize the assessment principles; such as: validity, reliability and consistency, becomes a necessity. In relation to assessment in general, all teachers are required to have a clear understanding of the key tools underlying assessment. The latter could be realized through training teachers how to use authentic ways of assessments, for example how to effectively use scoring rubrics. If the training sessions cannot be held; teachers can plan to have their own training at the local level where teachers who are specialized in the field can help those who are not.

4.5.2. Integrating Rubrics in All Types of Assessment

Assessing students' writing is an effective way to improve one's writing skill. Based on this importance, using alternative assessment tools is necessary. Among them is the use of the scoring rubrics. The latter makes the target learning clearer. It is important to highlight that the more learners are aware of the learning target, the more they are able to achieve it. That is to say, when students are provided with a scoring guide, their writing skill would be improved in order to meet the teachers' expectations. Moreover, it helps teachers provide more valid, reliable, transparent, and consistent judgments. By realizing all these principles, the students' efficacy beliefs would be increased, since their scores will not fall victims to personal emotions or other external factors, but rather they reflect their real level and are totally related to their own efforts. Furthermore, putting a rubric in front of students would not leave them any chance to complain about their scores mainly because they ensure that they get what they deserve. Therefore, teachers should integrate this technique in both formative and summative assessments to help students ameliorate the writing skill since all the required writing aspects are documented explicitly in the rubric.

4.5.3. Organizing Seminars for Teachers to Raise their Awareness Concerning Authentic Assessments

As the field of FLT requires teachers to be up to date about the recent teaching and learning issues and concerns, it is important to shed light on the benefits of raising the teachers awareness of the importance of using authentic strategies, techniques and tools of assessment that go hand in hand with the learning content and objectives. Through organizing seminars, teachers' knowledge in this area will not be stickered only to what they have learned previously, but rather it will be developed; since they will be exposed to others' views, models, and practices. If such seminars cannot be held; teachers can organize meetings at the local level where they can discuss different issues including the implementation of new assessment techniques in all classes.

4.5.4. Helping Learners to Build High Self-Efficacy

It is widely known that self-efficacy is a motivational and influential factor for EFLL, it is important for EFL teachers to help learners build a strong sense of self-efficacy in general and writing self-efficacy in particular. Teachers should adapt the teaching process to the teaching techniques that are based on the sources of self-efficacy in order to help students increase their level of writing self-efficacy. The latter can be achieved through different ways; they should ask students to perform easier tasks in order to experience repeated success since they make the learners' sense of self-efficacy higher than repeated failures. Moreover, teachers should use rubrics to always provide students with fair, objective and detailed feedback in order to encourage them perform better in other tasks. Furthermore, they may give students the chance to observe their classmate performing writing tasks successfully; this opportunity could help them foster their ability to perform similar tasks believing that if their peers did it; they also would. Another important factor lies in providing learners with positive and motivated atmosphere to help them grasp more knowledge during the sessions.

4.5.5. A Model of an Essay Scoring Rubric

All teachers have positive attitudes towards the use of essay scoring rubrics while assessing their students' written works; however, most of them claimed that the construction of a scoring rubric is a time and effort consuming. Therefore, this study suggests Jacobs' et al. (1981, p.30) analytic scoring rubrics where teachers can use it to score students' written works; as well as; it helps them gain time and efforts. They also may use the adapted rubric from (Silva, 2014) which will be founded in (appendix 5).

Figure 4.3.

Analytic Scoring Rubric

ESL COMPOSITION PROFILE

STUDENT   DATE   TOPIC

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

TOTAL SCORE   READER   COMMENTS

Jacob's et al., 1981, p.3

GENERAL CONCLUSION

The current study has aimed at investigating the efficiency of using essay scoring rubrics in increasing learners' self-efficacy. It has also attempted to shed light on the urgent need for teachers to adopt new ways of assessment; so that they can reach the assessments' validity, reliability and consistency. One way to effectively achieve the latter is through using rubrics where the assessment criteria are explicitly documented.

Therefore, By means of two questionnaires and a quasi-experiment, the impact of using scoring rubrics to assess students' essay compositions has been addressed. The former were administered to teachers of written expression and to second year students to identify their perceptions, views, and attitudes with reference to the topic in question. Furthermore, the quasi-experiment has been conducted to observe whether scoring rubrics impact learners' scores or not, and in turn they impact their self-efficacy or not. Accordingly, two tests have been conducted. A pre-test has been used to determine students' writing level; without the scoring rubric, and a post-test which was attached to an analytic scoring rubric. The latter has been used to check whether or not the treatment and the use of rubrics impact the students' scores.

Through these research tools, the research questions were answered and the alternative hypothesis was confirmed. The first question was set to know the importance of using essay scoring rubrics while assessing students' written product. From the obtained data, it has been noticed that the vast majority who answered the questionnaires believed that using essay scoring rubric in assessing students' written works is of great importance. However, some teachers do not possess adequate knowledge of scoring rubrics and its importance in relation to assessment.

The second question was related to the role of scoring rubrics in boosting students' self-efficacy during the learning process. Based on the obtained results from the

questionnaires and the quasi-experiment findings, it can be deduced that using essay scoring rubrics affects the students' efficacy beliefs in a positive way. This latter is clearly demonstrated in the participants' responses to the questionnaires and in the students' significant differences in the pre-test and the post-test scores.

The hypotheses of this study dealt with the effect of using scoring rubrics on the students' self-efficacy. From the collected data, it can be stated that the majority of the participants believe that using essay scoring rubrics has a positive impact on both the students' self-efficacy and their writing achievements. Hence, the research hypothesis which assumed that if teachers use essay scoring rubrics while assessing learners' compositions, this will affect learners' self-efficacy is confirmed.

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APPENDICES

Appendix 1

Questionnaire for Teachers

Questionnaire for Teachers of Written Expression -Department of English- University of 8 Mai 1945- Guelma-

Dear Teachers,

The current study aims at investigating **the efficiency of using essay scoring rubrics in increasing learners' self-efficacy**. Hence, I would be grateful if you could sincerely answer the following questions. The results will help the researcher in gathering reliable data about the usefulness of the essay scoring rubric.

Thank you in Advance for your collaboration

Halima BOUMAZA

Department of English language

University of 8 Mai 1945-Guelma

➢ **Please tick (√) the appropriate answer, and or give a full statement whenever necessary.**

Section one: Teacher's Perceptions of Essay Scoring Rubrics

1. How long have you been teaching English?

a.1-5 years	
b. More	

2. According to you, what are the reasons behind students' failure in writing?

a. Grammar	
b.Vocabulary	
c.Organization	
d.Punctuation	
e.All of them	

3. In your opinion, what are the most helpful way(s) to improve students' writing skill?

a. A lot of practice	
b. Provide instructions throughout the writing process	
c. Provide instructions throughout the writing process	
d. Provide helpful feedback	
e. Provide them with scoring rubrics	

4. What type of assessment do you use more?

a.Formative	
b.Summative	
c.Both	

5. Would you please indicate how often the following actions happen in your classroom

	Always	Often	Sometimes	Never
a. How often do you assess your students' writing performance through essays?				
b. How often do your students proclaim about their grades?				
c. When you give back your students' marks, how often do they ask you to clarify how they have gotten them?				

- In your opinion what are the reasons that make them doubt their marks?

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6. When you correct your students' essays, do you give more focus to:

a. The form	
b. The content	
c. Both	

7. Do you consider essay assessment as a time consuming task?

a. Yes

b. No

- Please, justify your choice

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…………………………………………………………………………………………………

8. When you assess your students' essays:

    a. You provide them with a single score   ☐

    b. You provide them with a detailed score   ☐

9. Do you know scoring rubrics?

    a. Yes   ☐

    b. No   ☐

10. Do you use scoring rubrics to assess your students' essays?

    a. Yes   ☐

    b. No   ☐

11. What type of rubrics do you use more?

    a. Holistic   ☐

    b. Analytic   ☐

    c. Both   ☐

    d. None   ☐

12. Do you use essay scoring rubrics only for

a. Teacher-assessment	
b.Peer-assessment	
c.Self-assessment	
d.All the above	
e.None of the above	

13. Please indicate the extent to which you agree or disagree with the following

statements

The Statements	Totally Agree	Agree	Neither agree nor Disagree	disagree	Totally disagree
a. Rubrics are a key tool in providing an objective, fair, and transparent scores					
b. Using essay scoring rubrics makes your expectations clearer for students					
c.Rubrics help students diagnose their strengths and weaknesses					
d.Making the assessment criteria clear and explicit would help students write an essay composition with minimum errors in terms of grammar, organization, word choice…etc.					

14. What is your attitude towards using rubrics in the assessment of students' essays?

a. They are helpful for teachers   ☐

b. They are helpful for students   ☐

c. They are helpful for both   ☐

d. They are unhelpful for teachers   ☐

e. They are unhelpful for students   ☐

f. They are unhelpful for both   ☐

15. According to you, in what sense do you consider them helpful/unhelpful?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Section two: Teachers' Attitudes Toward the Impact of Rubric on Learners' Self-Efficacy

16. When your students face writing problems which of the following actions do you

take?

a. You motivate them to persist and make great efforts to accomplish the task ☐

b. You do not interfere even if they will give up ☐

17. Do you think that the assessment tool you used to use affects the learners'

confidence?

a. Yes ☐

b. No ☐

- Whatever you answer is, please justify it

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18. Do you encourage and motivate your students to perform their tasks successfully?

a. Yes ☐

b. No ☐

- If yes, could you please specify how?

………………………………………………………………………………………………

………………………………………………………………………………………………

19. Please, indicate the extent to which you agree or disagree with the following

Statements

The Statements	Totally Agree	Agree	Neither agree nor Disagree	disagree	Totally disagree
a. Rubrics help students believe in their abilities					
b. Using essay scoring rubrics would convince students about their marks					
c. providing students with a clear and a well defined scoring rubric would increase their self-efficacy in accomplishing the assigned task					
d. Providing students with rubrics helps hem relate their success or failure to their own efforts and not to other external reasons					

20. If you have any further comments or suggestions, please add them

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Thank you

Appendix 2

Questionnaire for Students

Questionnaire for 2nd year LMD students- Department of English- University of 8 Mai

1945- Guelma-

Dear second year students,

   This questionnaire aims at investigating the efficiency of using essay scoring rubrics in increasing students' self-efficacy. I would be grateful if you answer the following questions as thoughtfully as possible. The results will help the researcher in gathering reliable information about the usefulness of the essay scoring rubric.

<div align="right">

Thank you for your collaboration

</div>

<div align="right">

Halima BOUMAZA

Department of English language

University of 8 Mai 1945-Guelma-

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  ➢ **Please tick (√) the appropriate answer and justify it whenever possible**

Section On: Learners' Self-Efficacy

❖ **Note:** Self-efficacy is a person's beliefs in his/her ability to complete a task successfully

1. Age: …. years

2. Specify your gender:

 a. Male   ☐

b. Female [ ]

3. Was studying English at the University your personal choice

a. Yes	
b. No	

4. Do you agree with the following statement?

"If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning".

a. Yes	
b.No	

5. In your opinion, which of the following factors affects more your belief in your capabilities to perform a task?

   a. Your previous experiences [ ]

   b. "Role models" i.e. you compare yourself with your peers [ ]

   c. Others' encouragements and constructive feedbacks [ ]

   d. Your personal emotions [ ]

6. How good do you think that you are in writing?

a. Very Good	b. Good	c. Average	d. Bad

7. To what extent are you confident that you can succeed in performing a written task?

   a. To a great extent [ ]

   b. To some extent [ ]

   c. Not confident at all [ ]

8. When you face a difficult writing assignment, you approach it as:

a. A challenge and you do your best to succeed in accomplishing it ▭

b. A threat which must be avoided ▭

9. How do you perceive yourself when you are writing with many writing problems?

a. Highly efficacious and you can present your ideas successfully ▭

b. Somehow efficacious and you will try to present them in a good way ▭

c. Inefficacious and you cannot overcome the writing problems ▭

10. When your teacher gives you back your marks, you usually feel:

a. Satisfied ▭

b. Somehow satisfied ▭

c. Unsatisfied ▭

11. Do you try to acquire new writing strategies to cope with difficult writing tasks?

a.Yes	
b.No	

Section two: Students' Perception of Essay Scoring Rubrics

❖ **Note:** Rubrics are grading tools used to evaluate learners' performance in which the teacher lists a set of criteria (e.g. grammar, vocabulary, organization…etc.) and gives a separate score for each criterion.

12. Do you know rubrics?

a.Yes	
b.No	

13. When your teachers assess your essays, which procedure do they use?

a. Providing a single score only ▭

b. Providing a detailed score, i.e. they use rubrics 'scoring guides' through which they correct your work based on a set of criteria such as grammar, organization, spelling, punctuation, etc. ▢

14. When your teachers correct your essays, s/he focuses more on:

a. The form ▢

b. The content ▢

c. Both of them ▢

15. Do you believe that rubrics will help you improve your essay writing?

a.Yes	
b.No	

- Whatever your choice, please justify

……………………………………………………………………………………………………

…………………………………………………………………………………………………….

16. Please, indicate to what extent you agree or disagree with the following statements

The Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.Only rubrics can exactly ensure what teachers want from students					
2. Knowing what your teachers will focus on when correcting your essay, would perform the writing task more					

successfully					
3.Rubrics are very helpful in all modules as they make the evaluation process clearer and more transparent					

Section Three: Learners' Attitudes Toward the Impact of Essay Scoring Rubrics on their Self-Efficacy

17. To what extent do you feel confident or not in performing a particular task when you are provided with a rubric

a. Confident	
b.Not confident at all	
c.More confident than without it	

- Please, justify your choice

…………………………………………………………………………………………………

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18. Do rubrics help you to be more optimistic regarding the assigned task?

a.Yes	
b.No	

19. Do rubrics help you gain more marks?

a.Yes	
b.No	

20. When your teacher gives you back your assigned work, do you need to know how do you get the mark?

a.Yes	
b.No	

21. Do you feel more confident and comfortable with your score even if it is not that good just because your teacher has given the necessary criteria of assessment clearly in a rubric?

a.Yes	
b.No	

- Please justify your choice

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22. When you fail in writing your essay, the provided rubric helps you to:

a.Feel confident to promote your performance	
b.Use different strategies to manage the situation	
c.Other	

- If others, please specify

……………………………………………………………………………………………………

……………………………………………………………………………………………………

23. Please indicate the extent to which you agree or disagree with the following statements

The Statements	strongly Agree	Agree	Neither agree nor Disagree	disagree	strongly disagree
a. The presence of rubrics makes you respect the form of any piece of writing confidently					
b. Rubrics guide in writing with correct grammar throughout the whole essay					
c. Rubrics foster your ability to write a well-organized, coherent and relevant essay components					
d.Rubrics help in boosting your concentration on correcting spelling and punctuation mistakes					

Thank you

Pre-test in Written Expression

There have been many advances in technology over the past fifty years. These have revolutionised the way we communicate with people who are far away. In a well formed essay, **compare** and **contrast** methods of communication used today with those which were used in the past.

Appendix 4

University of 8 Mai 1945   **Level: Second Year**

 Department of English   **Duration: 90 minutes**

Post-test in Written Expression

       More and more women are now going out to work and some women are now the major salary earner in the family. What are the **causes** of this, and what **effect** is this having on families and society?

NB: Use the scoring rubric to be aware of the major characteristics of essay assessment

Appendix 5

Essay Scoring Rubric Adapted from (Silva, 2014, pp.140- 141)

Criteria / scores	Excellent 4	Good 3	Fair 2	Poor 1
Relevance & Content	-The content is knowledgeable -Thesis statement is precise and well developed -Relevant to the assigned topic	- Some Knowledge of subject - Limited development of the TS. -Somehow relevant to the assignment	-Limited knowledge of subject -Inadequate development of the TS -Barely answers the assignment	- Does not show Knowledge of subject - TS is missing/ not recognizable at all -Irrelevant to the assigned topic
Organization	-Includes an inviting introduction and satisfactory conclusion. -The main idea is well developed and clearly supported in the body. - Paragraphing is Skillfully managed - Cohesion properly maintained.	- Includes an introduction, body and conclusion -Using paragraphing successfully - uses a range of cohesive devices	- Attempts to include an introduction and conclusion -Main idea is not clearly supported -Rare use of transitions/ lacks organization	- No clear message is communicated - No organization - cohesion is not maintained at all
Vocabulary	-Sophisticated and appropriate range of vocabulary -Effective word choice and usage	-Accurate vocabulary -Occasional errors in word choice and usage, but ideas are fully expressed.	-Limited and inaccurate range of vocabulary -Frequent errors in word choice and usage, and the ideas are partially expressed.	-Inappropriate and inaccurate vocabulary - The ideas are not expressed at all.
Grammar, spelling and punctuation	-No grammatical errors regarding subject verb agreement -Correct sentence structures -Perfect spelling -Accurate punctuation	-One or two mistakes regarding: subject verb agreement, spelling and punctuation -Uses mostly correct sentence structure	-Contains frequent errors regarding: subject verb agreement, spelling and punctuation - Uses fragmented sentences	- full of errors and mistakes regarding: subject verb agreement, spelling and punctuation which make writing incomprehensible
Presentation	-Neat - Easy to read - Free from errors	-Mostly readable -Neat -Minimum errors	- Not clear - Frequent errors	- Illegible

Appendix 6

Sample of Pre-test Production

Introduction

Before the dynamic development of technology, people used to communicate by traditional tools for instance: written letters or the archaic telephones. Today's world have known the greatest weakening of technology in other words today's world became the age of modernity, there is a wide range of technology in other words today's world became the age of modernity there is a wide range of communication tools, like smart mobile phones, applications (like facebook, viber, whatsapp and more), and video call. Though the ancient and modern tools of communications have little similarities still they do have differences.

Body:

In the past, there were only two ways of communication the written and the spoken form, like wise today people fifty years ago used the writing form by writing letters and send it. Beside that they used also the spoken form by using the archaic telephone to communicate. Similarly to today, people still use the two forms of communication that people used in past. The written form by text messages, emails and chats And the oral form by smart phones via voice messages.

Yet, beside the similarities of the tools of communications there still differences. Today's world became small thanks to technology that made it ease to people in everything and especially in communication in contrary to past. Firstly the most significant evidence is speed. People used for over long distance communication letters which take sometimes days for the receptor to recieve it. However nowadays it is easy people can use the text messages or emails that take only on second.

Another notable difference is in the availability of communication tools, people did not have really choice. In the past people had known only the telephone and the letter. Yet nowadays people are having a luxurious life where there vast arrangement of communication tools which can be used from smart phones to computers, also the application the social networks that allowed for people to use the technique of video calls in contrary to past where people when they want to see their relatives they need to cross long distance that may take hours or a day to arrive.

Conclusion.

Lastly, the forms of communications have hysterically evolved. beside similarities of communication forms, there are also differences mostly in speed and in the availability of communication tools. Technology is a series of uneneded of production, that will provide more and more for people every day new tools of communications.

Appendix 7

Sample of Post-test Production

"Hiring and promoting talented women is the right thing to do for society, and it's an economic imperative".

Women's work in society is a necessity at this time, because of the difficulty of life and increasing need for money. So, we find a great rush by women to study and work to secure a comfortable life, and to have their own independent entities, but if they have a family and children, they must have the ability to coordinate these matters.

Firstly, the reasons for the work of women outside the home are to improving the economic situation of their family and to increase their self-confidence, as well as, the social skills they acquire also the work of women contributes to the creation of new friendship, which leads to the formation of different social relations. As that the work helps to change women's psychology and increase their community participation. Also, the work of women strengthens their self-reliance, taking their place in society, and thus being able to make decisions.

Secondly, women's work has a great effect on family and society. Usually, a woman goes out to work leaving behind her children, often her parents or one of them. She either sends her children to the nursery or brings a maid help her, and often has to bring another servant to her disabled parents; however, the child needs the tenderness and maternal passion that the maid can not give it to him. Also women's employment may effect men's work which leads to increased unemployment among them and thus their ability to marry and settle.

Finally, the work of women's is one of the things approved by the Sharia, work is worship whether male or female. Therefore, working woman is a woman worthy of respect and appreciation, because she is a strong woman able to reconcile between her home and her family and work and is an ambitious woman who refuses to be dependent on anyone, and contributes to the effective building of society.

- Relevance: 3/4/4
- Organization: 3/4
- Vocabulary: 3/4
- Grammar & punctuation: 3/4
- Presentation: 3/4

15/20

Appendix 8

T-table

df/α	0.9	0.5	0.3	0.2	0.1	0.05	0.02	0.01	0.001
1	0.158	1	2	3.078	6.314	12.706	31.821	64	637
2	0.142	0.816	1.386	1.886	2.92	4.303	6.965	10	31.598
3	0.137	0.765	1.25	1.638	2.353	3.182	4.541	5.841	12.929
4	0.134	0.741	1.19	1.533	2.132	2.776	3.747	4.604	8.61
5	0.132	0.727	1.156	1.476	2.015	2.571	3.365	4.032	6.869
6	0.131	0.718	1.134	1.44	1.943	2.447	3.143	3.707	5.959
7	0.13	0.711	1.119	1.415	1.895	2.365	2.998	3.499	5.408
8	0.13	0.706	1.108	1.397	1.86	2.306	2.896	3.355	5.041
9	0.129	0.703	1.1	1.383	1.833	2.263	2.821	3.25	4.781
10	0.129	0.7	1.093	1.372	1.812	2.228	2.764	3.169	4.587
11	0.129	0.697	1.088	1.363	1.796	2.201	2.718	3.106	4.437
12	0.128	0.695	1.083	1.356	1.782	2.179	2.681	3.055	4.318
13	0.128	0.694	1.079	1.35	1.771	2.16	2.65	3.012	4.221
14	0.128	0.692	1.076	1.345	1.761	2.145	2.624	2.977	4.14
15	0.128	0.691	1.074	1.341	1.753	2.131	2.602	2.947	4.073
16	0.128	0.69	1.071	1.337	1.746	2.12	2.583	2.921	4.015
17	0.128	0.689	1.069	1.333	1.74	2.11	2.567	2.898	3.965
18	0.127	0.688	1.067	1.33	1.734	2.101	2.552	2.878	3.922

19	0.127	688	1.066	1.328	1.729	2.093	2.539	2.861	3.883
20	0.127	0.687	1.064	1.325	1.725	2.086	2.528	2.845	3.85
21	0.127	0.686	1.063	1.323	1.721	2.08	2.518	2.831	3.819
22	0.127	0.686	1.061	1.321	1.717	2.074	2.508	2.819	3.792
23	0.127	0.685	1.06	1.319	1.714	2.069	2.5	2.807	3.767
24	0.127	0.685	1.059	1.318	1.711	2.064	2.492	2.797	3.745
25	0.127	0.684	1.058	1.316	1.708	2.06	2.485	2.787	3.725
26	0.127	0.684	1.058	1.315	1.706	2.056	2.479	2.779	3.707
27	0.137	0.684	1.057	1.314	1.703	2.052	2.473	2.771	3.69
28	0.127	0.683	1.056	1.313	1.701	2.048	2.467	2.763	3.674
29	0.127	0.683	1.055	1.311	1.699	2.045	2.462	2.756	3.649
30	0.127	0.683	1.055	1.31	1.697	2.042	2.457	2.75	3.656
40	0.126	0.681	1.05	1.303	1.684	2.021	2.423	2.704	3.551
80	0.126	0.679	1.046	1.296	1.671	2	2.39	2.66	3.46
120	0.126	0.677	1.041	1.289	1.658	1.98	2.358	2.617	3.373
Infini	0.126	0.674	1.036	1.282	1.645	1.96	2.326	2.576	3.291

ملخص

تهدف الدراسة الحالية إلى معرفة فعالية استخدام نماذج تقييم المقالات في زيادة الكفاءة الذاتية للطلبة. كما تسعى إلى فحص مدى فعالية هذه الأخيرة في تحسين أداء الطلبة ورفع درجاتهم. من هنا, فإن فرضية استخدام نماذج تقييم المقالات لتقييم مؤلفات الطلبة هل من شأنه التأثير على فعاليتهم الذاتية أم لا. فإنه لإثبات أو رفض الفرضية السالفة الذكر تم إتباع دراسة شبه تجريبية واستبيانين. علما أن الدراسة شبه التجريبية تنص على إعطاء اختبارين لنفس الفوج خلال زمنين متباينين.ثم تمت مقارنة النتائج المتوصل لها من خلال الاختبارين المذكورين أعلاه لإثبات مدى تأثير فعالية استخدام وتزويد الطلبة بالنماذج السالف ذكرها على أدائهم. ومن جهة أخرى تم توزيع استبيانين على طلبة السنة الثانية وكذا على أساتذة التعبير الكتابي بقسم اللغة الإنجليزية بجامعة 08 ماي 1945 بولاية قالمة بهدف معرفة رأيهم في موضوع هذا البحث.والثابت من خلال الآراء التي أبداها هؤلاء أن أغلبية الأساتذة والطلاب كان لديهم أراء إيجابية فيما يتعلق بأهمية استخدام نماذج تقييم العلامات وتأثيرها الإيجابي على أداء الطلبة. علاوة على ذلك, أظهرت نتائج الاختبارات تحسن مستوى هؤلاء الطلبة إلى جانب التأثير الإيجابي لاستخدام نماذج التقييم والذي كان سببا مباشرا في رفع علامات الطلبة. وبناء على ذلك تم اقتراح بعض التوصيات للأساتذة من أجل رفع الكفاءة الذاتية للطلبة وتحسين قدراتهم الكتابية.

الكلمات المفتاحية

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Résumé

La présente étude vise à déterminer l'efficacité de l'utilisation des rubriques d'évaluation (barèmes) pour accroître l'auto-efficacité des étudiants. Elle cherche également à examiner l'efficacité de ces derniers dans l'amélioration de niveau de performance des étudiants et l'augmentation de leurs notes. Par conséquent, cette étude a supposé que l'utilisation des rubriques de notation lors de l'évaluation des rédactions des étudiants influencera leurs propre efficacité. Afin de prouver ou rejeter l'hypothèse ci-dessus, une étude semi-expérimentale et deux questionnaires ont été suivis. L'étude semi-expérimentale nécessite deux tests pour le même groupe pendant deux périodes déférentes, puis les résultats ont été comparés afin de démontrer l'efficacité d'utiliser et de donner les rubriques de notation aux étudiant pour leur performance. En outre, deux questionnaires ont été adressés aux étudiants de deuxième année ainsi qu'aux enseignants d'expression écrite du département d'anglais de l'Université du 08 mai 1945-Guelma pour connaitre leurs opinions concernant le sujet de cette recherche. Les résultats obtenus ont révélé que la majorité des répondants partageaient des attitudes positives à l'égard de l'importance de l'utilisation des rubriques de notation et de leur impact positif sur l'auto-efficacité des étudiants. De plus, les scores des tests ont montré une amélioration du niveau de performance du groupe. En conséquence, certaines recommandations pratiques ont été suggérées aux enseignants pour accroître l'auto-efficacité des étudiants et améliorer leur capacité à écrire.

Mots Clés

Rubriques de notation des rédactions, l'auto- efficacité des étudiants