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Option: Linguistics

**The Impact of Peer Assessment on Enhancing Learners' Writing
Proficiency**

The Case of Third Year Students at the University of 8 Mai 1945, Guelma

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Degree of Master in Anglophone Language, Literatures,
and Civilizations.**

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Dedication

In the Name of Allah, Most Gracious, Most merciful

All the Praise is due to Allah alone, the Sustainer of all the Worlds

I dedicate this work to the most precious people:

- My dear parents, ‘‘lakhdar’’ and ‘‘Habiba’’, for their endless love, help and encouragement in my learning path, thank you for everything you have always given me.
- To the people who gave me love, support and encouragement, my sisters: Samia, Salima, Zineb and my beloved brother Yazid.
- To my grandmother ‘‘Fatma zohra’’.
- To my lonely and lovely cousin who supported and shared the hard moments with me, Wafa.
- To my nieces and nephews: Mouens, Mayson, Arwa, Yakoub.
- To all my family members without forgetting anyone.
- To my kind friends with whom I shared nice times: Chaima, Bessma, Hanan, Amina, Khawla, Loubna and especially my best friend Sabah.
- And all the teachers who have contributed to my learning career.

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Abstract

The current study aims at examining the impact of peer-assessment in enhancing students' writing proficiency in the Department of English, university of Guelma. Students of English as a foreign language are facing a variety of problems that make their writing not proficient. Thus, in order to test our hypothesis which suggests the probability of enhancing the writing proficiency through using peer-assessment technique a descriptive method has been conducted, in which two questionnaires were administered. The first one has been provided to a sample group(60) of third year LMD students who were assigned randomly, whereas; the other sample was addressed to(15) English teachers of written expression from the English Department at Guelma university. The main aim of these questionnaires was to gather significant information about the importance of peer-assessment in enhancing the writing proficiency in EFL classrooms. The gathered data have shown that peer-assessment is an effective technique which increases students' writing proficiency, also this technique of PA help teachers to monitor and support their students learning in general and writing in particular. Consequently, the results of the questionnaires have confirmed the research hypothesis. In the light of the results, students need to be assessed by their peers in order to enhance their writing proficiency.

LIST OF ABBREVIATIONS

EFL: English foreign language

LMD: License Master Doctorate

MA: Magister/ Master

PA: Peer-Assessment

PhD: Doctorate

Q: Question

WE: Written Expression

%: Percentage

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General Introduction

Among the most important skills students of English as a foreign language need to develop is writing.

Despite the attention given to writing in foreign language classes, students still have problems with this skill. The primary cause of these problems in this skill is that students still believe that the only sense of good written production comes from what they have learned about grammar. So, students often rush towards more grammar practice and tend to forget about the specific techniques and methods which they have to go through before reaching their final product.

Hence, teachers search for proper methods of providing more support to students in developing their writing proficiency and give them opportunities to become actively involved with peers to help them learn. This method of peer assessment may help in facilitating the writings' problems because undergraduate students incline to participate in collaborative activities during English classes, this is because they get to interact with peers, present, defend their ideas and exchange opinions. In this respect, peer assessment may appear as a solution that may help learners to enhance their writing proficiency.

Thus, this study aims at highlighting the impact of peer assessment on enhancing learners' writing proficiency and finding out whether teachers at the department of English at Guelma university employ peer assessment, and to help their learners' how to collaborate effectively in order to decrease the difficulties that face them.

1. Statement of the Problem

Most of students at the department of English face difficulties in their writing; this may be caused by many factors mainly the lack of regular assessment. Moreover, teachers do not give opportunities to their learners to interact or exchange opinions and respond to each others' or assess each others' writings in order to overcome their writing's difficulties, in this respect; peer assessment may appear as a solution that may help learners to increase their writing proficiency. It is crucial that learners should assess and respond to each others' writing and have their own space to develop and enhance their writing proficiency. Taking charge of their own learning may help students to be highly motivated and have the desire to develop their writing proficiency independently. Hence, our research addresses the issue whether peer assessment may help in enhancing the writing proficiency.

2. Research Questions

This research aims to answer the following questions:

1. Does peer assessment technique help learners' improve their writing proficiency?
2. If yes, are learners and teachers aware of the effect of this strategy in enhancing students' writing proficiency?
3. Do teachers use the peer assessment technique or not?

3. Aims of the Study

Peer assessment is recognised as a significant process that may lead to improve the writing proficiency. Hence, the aim of this research is three fold:

1. To know whether the technique of peer assessment help learners enhance their writing proficiency.

2. To check if the learner and the teacher are aware of the effect of peer assessment on learners' writing proficiency.

3. To figure out whether teachers employ this strategy or not.

4. Research Hypothesis

Peer assessment is one of the essential and effective ways of enhancing the learners' writing proficiency. The lack of peer assessment would lead to a low proficiency in writing. So, we hypothesize that:

(H1) If students use peer assessment, their writing proficiency would increase.

The null hypothesis implies that no relation exists between the two variables:

(H0) If students use peer assessment, their writing proficiency would not increase

5. Research Methodology and Design

5.1 Population of the Study

The population of this research is composed of third year LMD students at the department of English at Guelma University and we randomly select a sample that consists of 60 students, this sample is intended to be representative from the overall population of 170 students. The main reason of choosing this sample is that third year students normally have engaged in peer assessment activities more than other levels. So, they would have an opinion or view about working in peer, and responding to each

others'. In addition, the second sample consists of 15 teachers of written expression from the department of English at the University of Guelma.

5.2 Research Method

Our research would be conducted through quantitative descriptive method aiming at confirming the research hypothesis through administrating teachers' and students' questionnaires which would provide us with different views concerning how learners take charge of improving their writing proficiency and whether the teachers employ this strategy or not.

6. Structure of the Dissertation

Our dissertation is divided into four chapters. The first chapter will be devoted to the writing, general description, its importance, the relationship between writing and other skills. In addition to that this chapter includes the approaches to teach writing and the role of assessment and feedback in writing. The second chapter presents various concepts most relevant to the research topic such as definition assessment in general and peer assessment in particular, guidelines to implement this technique. Furthermore, this chapter presents the purpose and the main principles of assessment and the difference between assessment, test and evaluation. Besides, the role of peer-assessment in teaching writing. The third and the fourth chapters represent the practical side of the study, it describes the research methodology underlying the research which includes two questionnaires, the two chapters also contain a presentation and analysis of data, as well as, some explanations and interpretation of the findings of the study. Finally, a general conclusion would state the main findings of the research, in addition to some suggestions and recommendation.

CHAPTER ONE

THE WRITING SKILL

Introduction

Learning and teaching a foreign language with its four skills is a complex process, mainly the writing skill which is considered as the most difficult and challenging aspect of language learning. Therefore, teachers have been always looking for effective methods that may help learners to improve their written production. This chapter will be devoted to the writing skill, including its definition according to different researchers and the elements of effective writing. It also, sheds light on the importance of writing skill in language learning, as well as the relationship between writing and the other language skills. Finally, this chapter ends with different approaches of teaching writing and the role of assessment and feedback in writing.

1. Definition of writing

Writing is one of the four language skills which is classified as the most important productive skill in learning a new language. Collins (2003) stated that writing is a process of transmitting symbols which are organized according to some rules to form words and then sentences to be read and to achieve communication. This means that writing is a specific ability through which learners put their thoughts and ideas into words that are arranged in a meaningful way to be communicated in a readable form.

Widdowson (2001, p. 62) has claimed that writing is the production of something heard or read in a written form or through using graphic symbols, this later is a combination of letters according to some rules in order to form words and words to form

sentences and sentences to form paragraphs. Writing cannot be achieved if there is no coherence between words and sentences which are linked together in a systematic way. This definition suggests that writing is a process used to represent a language in a visual and concrete form through the use of graphic symbols or words which are arranged in a logical way to form sentences. We produce a sequence of sentences which are grouped together in a certain manner to form cohesive piece of writing. Moreover, White and Arndt (1991) have argued that:

Writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time (p. 31).

In terms of difficulty and complexity, many researchers argue that language production is a difficult process which needs a high level of concentration as Harmer (2007, p. 251) has pointed that writing or learning how to write has been one of the most complex language skills and this complexity is due to many reasons, because writing requires a hard work with enough time and more practice.

A similar point is discussed by Grabe and Kaplan (1996) who said that “probably half of the world’s population does not know how to write adequately and effectively” (p. 87) which means that they face difficulties and problems in writing and how they communicate their ideas in a coherent way. Among those problems: the lack of creativity, misuse of grammar rules and probably the fundamental problem is the lack of confidence in which learners feel that they can’t and don’t have anything to say or write.

Furthermore, Tribble (1997, p. 65) finds out that the reasons behind the difficulty of writing skill to be acquired is due to the lack of knowledge in the subject matter which is

classified as psychological factor, in addition to the linguistic and cognitive factors. So, the difficulty and the complexity of writing increases anxiety in writing courses, and learners gain negative attitudes towards the writing skill.

Another idea is discussed by Byrne (1979) in which he defines writing as the ability of transforming thoughts and feelings into language as a means of communication; hence, it is a complex process which needs a mental and physical effort, because it is a process in which learners have to consider various aspects such as punctuation, the structure of sentences and the choice of words. Accordingly, Byrne classifies this complexity into three categories, the first one is related to the lack of interaction between the writer and reader, the second category is mainly about linguistic problems, and the last category is characterized by cognitive problems. Similarly, Hedge (2000, p. 305) has investigated this issue of complexity and he finds that only few students (9%) are able to write correctly.

Friedlander (1997, p. 109) has pointed that learners' written production in a foreign language can be affected by their first language because the nature of writing is related to language transfer. Thus, the good or bad performance in a second language is determined by the good or bad production of the first language as students apply their first language strategies and methods in their second language performance. By contrast, Blanchard and Root (2004, p. 01) find out that each language has its rules and strategies which differ from other languages, so the learners' performance changed from one language to another depending on the language use. In addition to that, the good or bad productivity is determined by the learners' abilities, because writing is a skill to be learned with massive amount of practice in order to achieve success.

Moreover; Emig (1971, p. 07) has argued that the reason behind seeing writing as one of the most complex and challenging tasks to be mastered is that the learner (or writer) follows different steps to set his final production. First, he must think about what he is going to write, then to develop and organize those ideas into logical and cohesive manner, in addition to the revision and correction of ideas till he will reach the final product.

The idea which summarizes the previous definitions is that writing is one of the language skills that is very important to be mastered in learning EFL. It is regarded as an effective way of communication presented through words, those words are arranged together in a particular order to make sentences and this latter are grouped together to form paragraphs in a coherent way. Furthermore, EFL students consider writing as a difficult and complex process which doesn't come automatically or naturally, but it needs conscious and mental effort. Finally, to overcome this difficulty students need to practice more exercises and to read appropriate texts because the more they read, the better.

2. The Importance of Writing

Hyland (2003, p. 69) has stated that the writing skill plays a crucial role in teaching and learning EFL. It is a way through which individuals' create a coherent relationship through their engagement with others. Furthermore, it is a helpful tool mainly for those who cannot learn through the oral skill because through the practice of writing, they can increase and develop their learning styles, they feel relaxed and communicate easily their ideas while writing. Besides that, it helps in developing the psychological state of the learner, because once learners write about their feelings and experiences they reduce depression.

In addition to that, Byrne (1979) has argued that writing is an important tool of communication because it is a way through which students can express ideas, thoughts, and to demonstrate their understanding of theories and concepts studied during their learning process. Moreover, it is an essential form for critical thinking and problem solving, since it helps students to find out the gaps in their understanding and thinking. Also, writing is considered as a tool to improve learners' fluency and enhance their language skills, because the process of teaching writing includes the integration of the other skills as well as enrich their vocabulary, grammar and their knowledge.

Consequently, writing is considered as one of the most important language skill that students require for their personal development in order to achieve academic success.

3. Elements of Effective Writing

Starkey (2004) has stated that learners need to follow effective elements in order to produce a coherent piece of writing.

3.1. Organization

In achieving a coherent piece of writing, learners present their ideas and information in a well structured format through the use of specific ways and techniques that precede the actual act of writing, also they use appropriate linking words and phrases that make the ideas clear in order to help the reader understand the product and to willingly follow the lead, as Starky (2004) has stated that

By following (an organized method of writing), you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your (piece of writing) work together and how they support your thesis. (p. 02)

Furthermore, the students should be aware about the writing process which includes developing ideas logically, writing grammatically correct sentences, and to focus on the content and meaning.

3.2. Clarity

Clarity is another important element that helps the learners to produce a readable piece of writing, through avoiding the use of ambiguous words and sentences that may convey more than one meaning; also, they should be aware of the “connotative” and “denotative” meaning of the words to be used. According to Murray and Hughes (2008, p. 86), clarity is an essential elements of writing, through which learners should write short and simple sentences in order to achieve it.

Starky (2004, p. 12-9), argues that there are certain points that the learner should use during their writing in order to achieve clarity:

1. They should avoid using ambiguous words that have more than one meaning and that could confuse the reader.
2. They should use precise and concise words that lead directly to the meaning in order to avoid wordiness. For that, starky (2004) sees that “wordiness is boring and it takes up valuable time and space...there are two equally important approaches to more concise writing: eliminating unnecessary words and phrases, and using active (as opposed to passive) voice whenever possible.”(p. 15)

3.3. Coherence

Coherence is an essential element that helps in linking and arranging the ideas in a reasonable way through the appropriate use of cohesive devices in order to achieve a

good piece of writing, and to help the reader understand easily the written product, as Murray and Hughes (2008) have noticed that a good writer is the one “who sticks his ideas together as links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down” (p. 45). This means that the clear connection of ideas helps the reader to follow the writers’ chain of thoughts and to make sense of what he is reading at any particular point. As shown in figure1, that coherence occurs when the ideas are related to each other, so that every sentence is connected to the one before it.

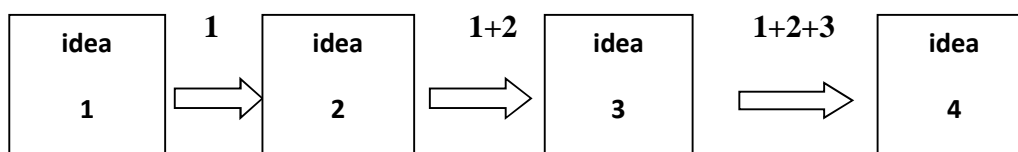


Figure1: A sequence of ideas (Murray and Hughes, 2008, p. 46).

So, a given text achieves coherence only when it makes sense through the relevance and accessibility of its configuration of concepts and ideas.

3.4. Word Choice, Brevity and Simplicity

During the writing process the learner should be selective in choosing the right words in conveying his/her ideas in order to help the reader understand what he is writing. The learner should avoid the informal language by knowing the connotative and denotative meaning of the word. Furthermore, it is necessary to convey the maximum information with minimum words in order to not make the product boring and to save reader’s time. In addition to that, the words should be simple and understandable for the reader.

3.5. Mechanics

Learners should take into consideration other basic rules and mechanics of writing. In this context, Starky (2004) addresses those mechanics in terms of grammar, spelling and punctuation, which are considered as key elements in written communication.

Harmer (2004, p. 13) points that grammar is the basic rule that organizes the language, so it is not concerned with writing only but with language as well. Learners should have a good knowledge of the parts of speech and the structures of the language in order to achieve a good piece of writing. Brooks and Penn(1970) have argued that: “ ...for one thing, in writing, we must understand the structure of the language, what the parts of speech do, how the words relate to another, what individual words mean, the rules of grammar and punctuation”(p. 20).

Punctuation and capitalization marks are important mechanics in producing a good piece of writing and to facilitate the reading process. Most of the time, students' writing is judged by the quality of their punctuation because the bad or wrong use of punctuation does not only give a bad judgment about writing but, also makes a text difficult to be understood. Murray and Hughes (2008) have stated that:

They indicate pauses and sentence boundaries and also eliminate ambiguity. A well punctuated and capitalized piece of writing should make your work easier to read and understand and will therefore help it make a more favorable impression on your readers. (p. 185)

In addition to that, spelling is one of the features that many teachers focus on when evaluating their students' work, thus students should take it into account when they are

writing in order to express and communicate their ideas clearly and understandably. Moreover, in achieving a good mastery of the language, students should practice more lexical and grammatical activities with a focus on organizational skills.

4. Writing and Other Language Skills

4.1. Writing and Speaking

Both writing and speaking are productive skills which are considered as effective ways that enable the language users to express and communicate their ideas to others. However, writing and speaking are different as O'Grady et al. (1996) argued that:

Speaking and Writing are different in both origin and practice spoken language is acquired without specific formal instruction, whereas writing must be taught and learnt through deliberate effort...there are many people who are unable to write. While spoken language comes naturally to human beings, writing does not. (p. 591)

Raimes (1994, p. 14) discusses a similar point in which he notices that both skills are different in the structure and the way of functioning. Also, writing has to be taught and learners have to make a lot of efforts and go through much practice to develop this skill, that's why writing is considered as a complex and difficult skill especially when it comes to punctuation and organization of ideas. Unlike the speaking which is considered as spontaneous process where the speakers use simple connectors like "and", "but" which tend to be used more frequently.

Rivers and Temperley (1978, p. 263) argue that the written text can be used for a long time, it can be stored or referred back at any moment because it is permanent; whereas, speaking cannot last for a long period because it is temporary.

Another significant idea is held by Brown (1994) who points that learners or writers take enough time while producing their paper and go through different stages such as: plan, draft, write and revise. Moreover, the writer can correct and modify the mistakes at any stage before handing it to the reader; whereas, speakers haven't time to think about their speech, they have to decide quickly what to say and modify their speech while they are speaking. In this context, Brown (1994) argues "writing generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan, formulate, and deliver their utterances within a few moments if they are to maintain a conversation"(pp. 15-16). Furthermore, the difference between the skills lies in the audience, in which the writer can address others as he can address himself; however, in speaking the speaker can just address others.

Another important difference between writing and speaking is the feature that each skill is used to convey meaning. The speakers use what is known as paralinguistic features during face to face conversation such as gestures, facial expressions. They can speak louder or softer, faster or slower. Whereas, in writing, the writers express their ideas through using other features such as question, exclamation marks, writing words in italics, and the use of indentations which modify the meaning.

Norman and Robin (1983) have stated that writing is a complex process which includes rules and components like sentence, vocabulary, structure and punctuation. Learners should respect those components in order to produce a well organized and coherent texts but usually speaking does not. Certainly, writing is a conscious process while speaking is spontaneous activity.

To sum up the differences between writing and speaking, Finegan (1994) has argued that there are four main differences between writing and speaking:

1. Speaking has such channels as intonation, voice pitch, and gestures to convey information, whereas writing has only words and syntax.
2. Writing requires more time than speaking in terms of planning.
3. Speakers and addresses are often face to face, while writers and readers are not.
4. Speaking tends to rely on the context of the interaction more than writing. But, they still share the same characteristic in which they are concerned with conveying information. (p. 120)

Finally, there are various differences between writing and speaking, but they are regarded as two modes of language and they are powerful instruments for learning and conveying information. Thus, each skill reflects its importance when it is used appropriately.

4.2. Writing and Reading

Writing and reading are two different skills in which writing is a productive skill, whereas, reading is a receptive one. However, the two skills are mutually dependent and interrelated since they share the same objective which is learning. Dobie (2011) points that “writing and reading seem to be inseparable acts, rather like two sides of the same coin” (p. 01).

Writing and Reading are essential tools to improve the forms and functions of the language, the two skills have a very close relationship which is mainly based on

communication. Farrell (1977; as cited in Flippo & Caverly, 2000) stated that “writing and reading are essential tools to build the forms and functions of language. Reading and writing affect how people communicate, what they think is involved in communicating, and what they think is involved in thinking” (p. 166) when a writer writes, s/he is expressing and communicating his/her ideas and thoughts. Therefore, the writer tries to clarify and make his/her ideas simple in order to help the reader understand and grasp the intended meaning.

A similar point is discussed by Harris (1993) who views writing and reading as reciprocal, in which the two skills are considered as social activities that have the same purpose which is communication. He points that everyone needs both writing and reading abilities in order to develop the communicative skill.

Furthermore, reading goes hand in hand with writing, they complement each other as Thomas (1976; as cited in Flippo & Caverly, 2000, p. 15) claims that when students read; they can improve their writing and become better writers. Since, reading provides students with new ideas and information that helps them to reach their language and knowledge. In this way, students can learn much about writing by reading, and readers can learn much about reading by writing because readers cannot read if writers do not write and vis-versa.

To support this, Kern (2000) refers to seven points that show the similarities between reading and writing:

- a) Interpretation: in which the writer, from one hand, tries to comprehend the world in his own words. The reader, on the other hand, tries to understand the writer's interpretation of the world.
- b) Collaboration: although writers write for themselves, audience also has the chance to read the writers' works. On the other hand, readers use their experience and knowledge during their reading to get the writer's exact message. Thus, there is indirect collaboration between readers and writers.
- c) Convention: both reading and writing are ruled by cultural conventions which differ from one readers/writer to another.
- d) Cultural knowledge: reading and writing have relation with particular systems of attitudes, beliefs, customs, ideas and values.
- e) Problem solving: reading and writing indicates the connection between words and the other units of text as well as between texts and the fact or unreal worlds.
- f) Reflection and self-reflection: readers and writers give importance to language and its relation to the world and themselves.
- g) Language use: knowing about language use in both written and spoken situations to produce a discourse.(pp. 16-17)

From another perspective, Weigle (2002, p. 27) stresses the importance of reading in the evaluation of written production, where the learner reads his text critically and evaluates it in order to find the main problems in grammar, vocabulary, word choices and structures. In fact, this process of reading critically helps the writer to improve their language and writing style. Hence, learners cannot deal with one skill without manipulating the other.

Finally, Manzo and Manzo (1995, p. 113) view the relationship between reading and writing as ‘Two-way relationship’

Table.1

Reading and writing connection (Manzo and Manzo, 1995, p. 113)

Reading to Write	Writing to read
<ol style="list-style-type: none"> 1. Reading increases the knowledge individuals have to write about. 2. Reading instills knowledge of linguistic pattern and form. 3. Reading builds vocabulary and familiarity with writer craft. 	<ol style="list-style-type: none"> 1. Understanding of subjects, making subsequent reading easier. 2. Writing helps one to read like a writer, hence, sparking insights into writer mechanism and enhancing comprehension. 3. Revision in writing or making changes at various point in the process, involves many of the same high-order thinking strategies involved in critical reading.

To develop the writing skill, teachers should encourage their students to read more, and one of the effective ways of enhancing writing is that readers construct meaning from what they read and use it in their writing.

5. Approaches to Teaching Writing

In the early 1960's, Rivers (1968, p. 51) argued that language is more important in its spoken form and less important in its written form, thus writing was not given much attention. However, after 1960's, writing gained its importance where many method and approaches emerged in the context of language learning.

5.1. The Product Approach

The product approach is a traditional approach of teaching writing, it was widespread in the mid 1960's where students are typically provided by the teacher with a model text and encouraged to imitate it in order to produce a similar product, hence accuracy will be achieved. White (1988) summarizes the process of this approach as the following:

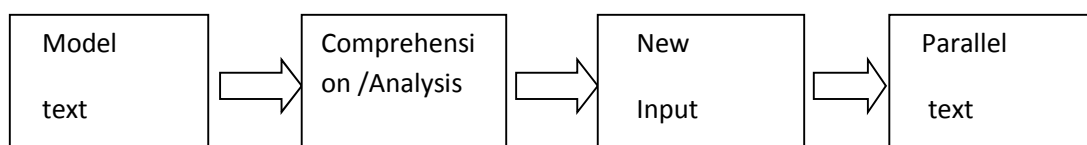


Figure2: *White's summary of the Product Approach.*

Furthermore, the product approach focuses on the production of well produced composition where grammar and written form are emphasized with particular effort to avoid errors and to come out with well production. Nunan (1991) has argued that "...a product oriented approach, as the title indicates focuses on the end result of the learning process, what is that the learner is expected to be able to do as a fluent and component user of the language"(p. 86). This means that this approach is concerned with the final result of the writing process where the teachers can use those results in order to recognize the strengths and weaknesses of their students.

Richards (2003) has argued that the product approach provides students with a model text in order to raise their awareness of the text features and consider familiarization as the first stage while using this approach in teaching writing.

1. Familiarization: learners are taught certain grammar and vocabulary usually through a text.
2. Controlled writing: learners manipulate fixed patterns, often from substitution tables.
3. Guided writing: learners imitate model texts.
4. Free writing: learners use the patterns they have developed to write an essay, letter and so on. (pp. 3-4)

Indeed, this approach is concerned with the final product and it emphasizes the sentence structure and grammar, in this way little attention is given to the process of thinking. Richards and Rodgers (2001) considered language as “basically a process of mechanical habit formation” (p. 57) which means that this approach hinders the learners’ creativity, it neglects their needs and the stages of the writing process.

5.2. The Process Approach

It came as a reaction to the product approach, Murray (1992, p. 16) has stated that the process oriented approach sheds light on the process of how ideas are developed and formulated in writing, also it focuses on the way and the stages that the learner goes through in order to set their product rather than on the product itself. This approach emphasizes that writing is an activity which is composed of a variety of activities and those activities are typically recursive.

Tribble (1996) stated that learners go through four stages in producing a well structured piece of writing.

1. Pre-writing: is the stage when the writer gathers information, and thinks about what he knows about a given topic.
2. Drafting: is a physical act of writing in which students put together their ideas in paragraphs, and then they share their piece of writing with their peers or teachers where they discuss structures and language use, also to overcome their difficulties of writing.
3. Revising or reviewing: is the process in which students check again their writing produced in the draft stage in order to correct their mechanical errors or to make some changes in the content through additions or deletions.
4. Editing: is the final stage where the learner concentrates on punctuation, spelling and grammar.

In addition to that, these stages involve different forms of brain-storming, selection, ordering ideas and planning. Many proponents of this approach argue that the procedures of process writing help learners to develop more effective ways of conveying meaning.

5.3. The Genre Approach

This approach considers writing as a way through which both the learner and the reader can interact easily. It is defined by Swales (1990) as “a class of communicative events, the members of which share some sets of communicative purposes” (p. 58). In other words, it is a written text which serves to achieve specific goals in the society through which the writers use particular conventions and rules in arranging their ideas in order to help their audience understand their purposes.

Moreover, this approach focuses on the language functions, which means that students should specify their purpose of writing and to whom the written text is delivered. In achieving this goal students should take into consideration different factors.

Harmer (2001, p. 258) has stated that students who are writing within a certain genre they need to have knowledge about the type of text that they are going to write, then analyze, and manipulate the grammatical and lexical features of that text, also they should pay attention to the context in which their writing will be read, after that they can produce their own final product.

In supporting this idea, Hyland (2003, p. 19) has argued that language is functional and situational because it takes place in particular context. Thus, this approach helps students to be creative in their writing because the genre approach gives them an opportunity to master different structures of different genre according to specific setting.

5.4. The Controlled-To Free Approach

It is known as Controlled Composition or Guided writing, in early 1960's the dominance of audio-lingual method on foreign language teaching led to the emergence of this approach. Hyland (2003, p. 29) points that, this approach helps students to write frequently without mistaking because their writing are guided in order to achieve accuracy through stressing the importance of structural aspect of language and neglects its communicative goal as Raimes(1983) says “this approach stresses three features: grammar, syntax and mechanics”(p. 76).

Moreover, Leki (1991, p. 08) says students' writing is controlled and they practice only what have been learned about grammar in order to produce a correct language. It

means that students are not going to write their own texts but they write only grammar exercises. Furthermore, students are provided with a text in order to make some grammatical changes with the help of teachers, for instance transforming questions to statements and phrases to clauses. Through this process, students can avoid making errors and they can achieve accuracy.

5.5. The Free-Writing Approach

It stresses the importance of writing quantity rather than quality. Raimes (1983) has viewed that, this approach allows students to be free while writing and helps them to improve their ability in this skill. The free-writing approach focuses mainly on content and fluency, as well as on the audience rather than on accuracy and form. Thus, they write as much as possible. Byrne (1988, p. 22) points that this approach gives the students the opportunity to be free in expressing their thoughts and ideas and writing will be an enjoyable act for them, not just only performing such kind of exercises.

Moreover, Weigle (2002) views that; this approach limits the role of the teacher to simply offering models or making comments on the students' production.

6. The Role of Assessment and Feedback in Writing

Writing is a process through which learners express and communicate their thoughts in words, those words are analyzed and assessed by the reader who is going to decide whether the writer transmitted the intended meaning properly or he failed. Rowntree (1987) has stated that "If we wish to discover the truth about an educational system, we must look into its assessment procedures" (p. 01). In other words, assessment plays an important role in the context of educational objectives which are achieved by learners.

Also, it is one of the most effective tools for promoting the learning and teaching of writing.

Assessment is a process of gathering information to find the particular needs of students and their language ability or achievement. ie, assessment is a procedure used throughout the teaching process for the sake of collecting information about learners and the quality of their learning in order to see to what extent their performance improves and monitoring their progress. Airasian(2000) said “assessment is the process of collecting, synthesizing and interpreting information to aid in decision making”(p. 10). This means that, assessment plays a significant role for both students and teachers; it provides them with guidance and feedback that they can use to improve teaching and learning of writing skill.

Besides its role in teaching and learning the writing skill, assessment has numerous benefits for both the teacher and the learner. For instance, when students are engaged in the learning process; they became aware of their weaknesses and evaluate their own learning. Assessment encourages them to clarify, review and edit their ideas. Also, it helps the teacher to evaluate his own teaching and ameliorate his methods and procedures.

In fact, there are two forms of assessment: formative assessment and summative assessment. Formative assessment “intends to help students identify their strengths and weaknesses and guide students toward the achievement of learning goals during the learning process” (prins.et.al, 2005, p. 419) this means that the aim of this type is to gather evidence and to find out the areas of difficulties for the purpose of improving learning. While, summative assessment that aims “to determine the success or failure

only after a student's performance'' (prins.et.al, 2005, p. 417). It aims to provide evidence of students' progress in order to make judgment about their production. In brief, both formative and summative assessment have a fundamental part of teaching writing and a significant role in enhancing the learners' writing abilities as Lippman(2003) has stated that:

Yet, whether it is summative assessment conducted system wide or formative assessment conducted in the classroom, assessment should be an integral part of teaching writing. When classroom teachers develop a clear approach, good assessment can improve student writing and learning. Specific goal for good writing clearly communicated to students will allow both teachers and students to be more successful in the writing classroom. (p. 218)

Among the most important functions of assessment techniques is feedback. Feedback is defined by Ur (1991) as "the information that is given to the learner about his or her performances of a learning task, usually with the objective of improving this performance'' (p. 242). Specifically, it is the comment given by the teacher about his students' performance in order to correct it. Also, it is the information and suggestion that students get to strengthen their learning and guide them to attain the objectives of the course. Thus, the teacher's feedback during the writing process helps the learner to make the right corrections and modifications concerning the language, ideas and the organization of the text. Moreover, the students develop their critical thinking ability, they learn how to assess their work and they take responsibility toward their learning. Hence, feedback helps the students to ameliorate their writing and to find out their own strengths and weaknesses.

Another activity used in the assessment of writing is Peer assessment, which is defined by Topping (1998) as “an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status”(p. 250). It is one of the collaborative learning strategies where students exchange their pieces of writing, they give their views and comment about each other’s work and provide correction. This strategy gives the students the opportunity to know new ideas and information which can be used in their learning and writing, it helps them to focus on their mistakes in order to improve their writing.

More importantly, peer assessment plays a significant role since it is considered as another source of giving feedback to students’ performance. Furthermore, when students engage in the assessment process they become more active in the class, more autonomous and learn how to think systematically. Thus, peer assessment is of great importance for both students and teachers because it provides the students with opportunities to analyze their writing as well as that of their peers critically and they become more consciously about their learning. Also, it saves time and effort for many EFL teachers of writing mainly for those who have constraints and large class sizes.

In brief, assessment and feedback plays a crucial role in improving the students’ writing and the teacher’s instruction that facilitate the learning process.

Conclusion

In language teaching and learning writing is seen as a difficult skill which requires much practice and effort, that is why both teachers and learners need to have knowledge about the writing process and to follow specific approach in order to make the teaching and learning of the writing skill more easier. For this sake, we highlight the importance

of peer assessment technique as a way to overcome this difficulty and to give the students opportunity to take control and responsibility over their learning.

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CHAPTER TWO

PEER ASSESSMENT

Introduction

Assessment is a significant tool that improves students' achievement, it is considered as part of classroom activities through which learners can discover their strengths and weaknesses in learning. One of the effective assessment strategies that help students to improve the process of learning is peer-assessment. Therefore, the present aim of the chapter is to discuss the impact of peer-assessment in improving the writing skill. This chapter will review the basic components related to assessment and peer assessment. First, we will deal with assessment definition, its purpose and the main principles of assessment. In addition to that, the chapter provides an explanation about the difference between assessment, testing and evaluation. Besides to assessment's types with more emphasis on peer-assessment including its definition and guidelines to implement this technique. Finally, this chapter sheds light on the role of peer-assessment in teaching writing.

1. Definition of Assessment

Assessment is one of the most powerful tool that has gained much attention in the context of education and it has been defined and used by many researchers in different ways and in different context, Cizek (1997) clarified that “there is certainly no standard usage of the term: it is used in so many different ways, in so many different contexts, and for so many different purposes” (p. 08).

Lambert and Lines (2000) have defined assessment as “the process of gathering, interpreting, recording and using information about the pupils’ response to educational tasks” (p. 04). That is to say, it is the process of collecting information and data about learners’ achievement. In fact, assessment is regarded as an umbrella term which is contained many instruments and ways (for instance tests, quizzes, and teacher observation) of gathering information throughout a student’s time in a course or at the end to measure student learning and achievement.

Moreover, Richards and Schmidt (2002) have offered a detailed definition about assessment in educational context where they view assessment as “a systematic approach to collecting information and making inferences about the ability of a student or quality or success of teaching course on the basis of various sources of evidence”(p. 35). This means that, the teachers gather information about their students’ progress and the quality of their learning through using different tools of assessments.

Furthermore, assessment is a process used for the sake of improving the learning process through collecting data about the quality of students’ learning in order to monitor their progress and teachers will find out what lacks in their teaching methods. For this sake, Angelo (1995) provides a comprehensive definition of assessment:

assessment is an ongoing process aimed at understanding and improving students’ learning. It involves making expectations explicit and public; setting appropriate criteria and high standards for learning quality; system-atically gathering, analyzing and interpreting evidence to determine how well performances matches those expectations and standards and using the resulting information to document, explain and improve performances.(p. 07)

Another idea is held by Brown and Douglas (2003, p. 03) who viewed assessment as an integral and a significant activity in the education process in which they have stated that it is impossible to think of teaching without assessment in the field of English as a foreign language, because learners should be continuously assessed about their performance and it is an opportunity for the teacher to find out the gaps in his/her teaching methods that is why teaching, learning and assessment are interrelated.

In addition to that, assessment can simply be defined as an activity in which the teachers give feedback about their students' progress and this is what is known as "Traditional assessment" which "relies mainly on standardized testing emphasizing the importance of objectivity, standardization and reliability" falchikov (2005, p. 60). On the other hand, as a reaction to traditional assessment in 1990's "Alternative assessment" arose and it involves the students in the assessment procedure where they can take a responsibility of their learning. Among the alternative assessment methods that the students use is peer assessment or self assessment in addition to other methods such as conferences, portfolios and performance assessment.

Douglas (2010) emphasized important aspects of alternative assessment which are:

- Assessment should emanate from "normal classroom learning activities" that learners are familiar with.
- It should concentrate on higher level thinking skills.
- it should enable students to produce language in real-world context
- Scores and grades should be given by human beings rather than computers.(p. 73)

Finally, falchikov (2005) argued that the difference between traditional assessment and alternative assessment "is related to the role of the students and the extent of power given

to them by teachers'' (p. 82). So, assessment is a social interaction between teachers and students.

2. Purpose of Assessment

Assessment has become a very important part of education process because it is considered as one of the most important tools that the teacher uses to select and understand the needs of their students. Besides, it helps teachers to identify the strengths and weaknesses of their students and to discover which part of the lesson the students do not understand in order to select the best instructional methods that suit the learners' level and to improve the teaching process.

Zidane (2010) has argued that assessment "...provides data concerning the kind of progress made in achieving the objectives designed for the teaching programme'' (p. 13). This means that, the data collected from the different assessment practices help the teacher to determine whether the objectives of the course have been achieved or not.

Geeslin (2003) has viewed the purpose of assessment as support and encouragement because when the teachers inform their students that they master or achieve something; this will encourage and support the students to achieve new progress. Furthermore, when the teacher rewards his students for having answered a question or participated in a lesson this will help them to be more active and worked hard to flourish their knowledge more.

3. Principle of Assessment

Any instructors follow a set of principles in order to achieve the effectiveness of the assessment activity.

3.1. Validity

Validity refers to the accuracy of an assessment activity. This principle of assessment ensures that assessment tasks and associated criteria effectively measure student attainment of the intended learning outcomes at the appropriate level. There are different types of validity which are distinguished by Gallagher (1998) who identified three types.

First, content validity, which refers to whether the test adequately represents the content of the target area, and to check whether the test covers the elements designed in the syllabus. More importantly, the test items should really represent the course objectives that are designed by the teacher. The second type is criterion-related validity, which is related to the extent to which a test predicts the learners' performance. This kind of validity also emphasizes the relationship between the test score and the outcomes. The last type is construct validity, which refers to concepts that are underlying the usage of certain ability including language ability. It shows that the result of the test really represents the same construct with the ability of the students, which is being measured.

3.2. Reliability

Any assessment should be clear and consistent in order to be reliable. This later is only achieved when the teachers find the same results of the assessment tools which are used in different context, as it is supported by Brown (2004) who points that "if you give the same test to the same students or matched students on two different occasions, the test should yield similar results"(p. 20). Thus, reliability does not really deal with the test itself, it deals with the results of the test where those results should be consistent.

3.3. Authenticity

Authenticity is another principle of assessment that aims to evaluate students' abilities in real world context. In the other hand, the students learn how to apply their skills to authentic tasks; also they should deal with meaningful and interesting topics. Brown (2004) proposes some helpful items to present authenticity in a test.

1. The language in the test should be natural as possible.
2. Items are contextualized rather than isolated.
3. Topics are meaningful (relevant) to the learners.
4. Some thematic organization to items is provided, such as through a story or episode.
5. Tasks represent or closely approximate real world tasks.(p. 28)

3.4. Wash back

Wash back is a term that refers to what extent the teaching and learning process have influenced by a test. This influence can be either positive or negative which means that whether this influence gives good and beneficial effect or not. Brown and Abeywickrama (2010) point that wash back should contain the following characteristics:

- Positively influences what and how teachers teach.
- Positively influences what and how learners learn.
- Offers learners a chance to adequately prepare.
- Gives learners feedback that enhances their language development.
- Is more formative in nature than summative.

- Provides conditions for peak performance by the learner.(p. 38)

To sum up, those principles provide guidelines for both constructing and evaluating the tests that can be used by the teachers in assessment activities.

4. Assessment, Testing and Evaluation

There are diverse views on the interpretation of assessment, which may cause confusion. This confusion is about the terms such as assessment, evaluation and test, which have been used interchangeably. However, there is a clear-cut distinction between them.

Nunan (1992) defined assessment as “the processes and procedures whereby we determine what learners are able to do in the target language” (p. 185). This means that, assessment is a process through which teachers can judge their students’ performance in learning a target language. Also, it is a classroom activity used to get a valuable feedback for the achievement and progress of both teaching and learning. In other words, the instructor collects information from the students’ feedback in order to see how much they are progressing in their learning.

On the other hand, testing is a measured procedure that is used to analyze the quality and the degree of students’ success in learning. Indeed, testing and assessment are different because assessment can include a variety of strategies including tests as sources of information about the students’ learning. So, testing is one tool of assessment that is used to collect information about learners’ progress.

Evaluation differs from assessment that is related to the interpretation of data collected in order to judge the learners’ progress and to see how well they have performed, it occurs through quizzes, exams...etc. Angelo and Cross (1993) argue that evaluation focuses on

scores and grades in order to see the students' final level, so it is summative where as assessment is formative because it is used to check the students' improvement.

Angelo and Cross (1993, p. 427) have summarized some points of differences between assessment and evaluation in the table below.

Table2

Difference between assessment and evaluation according to Angelo and Cross (1993, p. 427).

Dimension of difference	Assessment	Evaluation
Content: timing, primary purpose	Formative: ongoing, to improve learning.	Summative: final, to gauge quality.
Orientation: focus of measurement	Process-oriented: how learning is going.	Product-oriented: what's been learned
Findings	Diagnostic: identify areas of improvement.	Judgmental: arrive at an overall grade/score

5. Types of Assessment

Assessment is an important tool that aids the teachers in gaining a better insight into the learning of their students. For that they use various types of assessment to take correct decisions.

5.1. Formative and Summative assessment

Formative assessment is an assessment for learning, where both students and teachers are engaged in. Greenstein (2010,) described assessment as “a systematic way for teachers and students to gather evidence of learning, engage students in assessment, and use data to improve teaching and learning” (p. 29). This indicates that, formative assessment is a process that provides both teachers and students with the information that they need to improve the learning process.

Moreover, Bloxham and Boyd (2007) view formative assessment as “any activity during a module which provides information to students and tutors on their progress” (p. 52). In other words, formative assessment is a procedure that is generally carried out throughout a course with the aim of monitoring learning progress and providing feedback to students and teachers.

As indicated, formative assessment is part of the instructional process that is undertaken by the teachers in order to enhance the students’ competence. So, it is all about gathering information about students’ learning in order to identify their strengths and weaknesses. In doing so, students can improve their learning and achievement, Irons (2008, p. 07). Thus, formative assessment is used to help students to modify and improve their work in order to make it more effective. Also, it helps teachers to see to what extent their instructions are appropriate and to recognize the success of the teaching /learning process.

By contrast, Summative assessment is a procedure that takes place at the end of a course with aim of checking students’ knowledge, according to Brown (2004) “summative assessment aims to measure, or summarize what a student has grasped, and

typically occurs at the end of a course or unit of instruction, final exams in course and general proficiency exams are examples of summative assessment'' (p. 06).

Summative assessment is also known as assessment of learning which seeks to evaluate the effectiveness of the course and to judge students' performance at the end of an instructional period typically at the end of project, unit, course, or semester. For instance the most known forms of summative assessment within the Algerian educational system are the BEM and BAC exams. Bell and Cowie (2001) view this type of assessment as a process where teachers grade their students' competence and knowledge at the end of a course for the purpose of measurements rather than improvement, but generally teachers give time to their students to be ready for the assessment.

Moreover, this process of learning allows the teacher, parents and students' themselves to monitor the students' educational progress. In supporting this idea, Pelligrino,etal(2001) suggest that " summative assessment serves as a vital role in providing information to help students, parents, teachers, administrators and policy makers to reach decisions''(p. 42).

Cizek (2010, p. 03) points that summative assessment is a criteria used to get information about the students' achievements and he also asserts the importance of two conditions while using this type of assessment, one refers to the evaluation of students at the end of a semester or a school year, the other one is about the importance of scores/ grades which are obtained to act as an indicator about the students' success or failure.

Finally, Kordurck (2009, p. 89) suggests a table in which he provides the summary and the purpose of each type of assessment.

Table 3

Assessment key terms and purposes by Kordurck (2009, p. 89)

Types of assessment	Purpose
Formative assessment	The assessment that promotes learning by using evidence about where students have reached in relation to the goals of their learning, to plan the next steps in their learning and know how to take them. It includes diagnostic assessment to assess the progress and development to knowledge and skills during the process of learning.
Summative assessment	Summative assessment provides a summary of achievements at a particular point. It provides information to those with an interest in students' achievement: mainly parents, other teachers, employers, higher education institutions and students themselves. It serves as an evaluative purpose as predictors of future performance.

5.2. Formal and Informal assessment

As the name indicates, Formal assessment is a formal technique of finding out how much a student has learnt or improved during the instructional period. Brown (2003, p. 05) has stated that formal assessment deals with the organized and planned ways and methods that are used by the teacher to get into the students' achievement. In fact, in this process the students should be aware that the activities they are doing are assessment techniques, this later are applied in the class in order to find out how much students have

improved. Moreover, those techniques are prepared in advance, in a well-organized way with special grading methods for instance exams, diagnostic tests and quizzes.

Formal assessment determines the students' proficiency or mastery of a skill, what's more this type of assessment motivates students to get higher scores in order to be rewarded for their production and those rewards encourage the students to improve themselves.

On the other hand, informal assessment is an assessment that takes place during the flow of the lesson in form of feedback or praise. Hence, it is not a planned techniques or a process of providing scores about the students' work but rather it is an evaluation process in which the teacher gives comments about the students' performance; for example the teacher can say "Good work", "carry on"...etc.

Brown(2003, p. 05) argues that this type of assessment is carried out by the teacher through providing feedback or they write a marginal comments on the students' written work for example, in a writing activity teachers provide their students with comments and advices that help them in producing good piece of writing.

5.3. Self-Assessment

Self-assessment is another type of assessment where learners take control over their learning. It allows the learners to judge and evaluate the quality of their progress. Also, this type of assessment helps learners to be more active and autonomous because they can identify their strengths and weaknesses. For that, Harris (1997) defined self-assessment as "a key learning strategy for autonomous language learning enabling students to monitor their progress and relate learning to individual needs" (p. 12).

Sheerin (1989) points that self assessment gives students opportunities to be responsible for their learning and they will try to monitor their achievement through planning different strategies that may improve their performance and progress in the future.

In addition to that, self-assessment is a good pedagogical tool, which enables learners to rely on themselves, and it encourages critical thinking rather than focusing on marks and grades. Furthermore, this process of assessment motivates students to work hard in order to improve their skills, they feel more confident and this enables them to enhance their hidden competencies.

Sambell and MacDowell (1998) have summarized the strengths of self assessment as the following:

1. It can foster students' feeling of ownership for their own learning.
2. It can motivate students and encourage their active involvement in learning.
3. It encourages students to become more autonomous in learning.
4. It leads to more directed and effective learning. (p. 39).

Finally, teacher should help their students to become more autonomous and to identify their goals because it is very important to assess their growth more clearly.

5.4. Peer Assessment

In EFL classroom teachers always search for proper methods of providing more support to their students in order to improve their language proficiency and knowledge. Thus, they adopt various collaborative learning strategies in the field of education, and

peer assessment is one of the most effective strategies that motivate students to engage more deeply with the course material.

6. Definition of Peer Assessment

Peer-assessment is generally defined by Topping (2009) as “an arrangement for learners to consider and specify the level, value or quality of a product or performance of other equal status learners” (p. 20). This means that PA is a process where learners responding to others work and judging how well they have performed.

Bonwell and Elison (2003, p. 38) have stated that PA allows learners to be more active and to take part in the learning process rather than passively absorbing the lesson. Thus, Peer assessment helps students to make reflection on their learning process and develop their capacities through assessing their peers’ performance.

Moreover, peer assessment is considered as a social activity where students collaborate together in order to judge and provide comments and feedback about each other’s work. Many scholars have argued that students can benefit and help each other because peers have strong relationship in the classroom context or outside; this relationship reduces students fear and allows them to correct and assess each other’s work easily. For that, teachers should provide their students with assessment criteria that guides them in order to build a good learning environment where students feel comfortable and can trust each other.

Peer assessment gives much importance to the products and outcomes of learning that peers are asked to assess according to some criteria. It is an occasion for learners to recognize their strengths and weaknesses through judging others’ performance because through assessing others’ mistakes, students can easily grasp their weaknesses. In

supporting this idea Brown(1994)points that “one of the keys, but not the only key, of course, to successful learning lies in the feedback that a learner receives from each others”(p. 20).

More importantly, Saito (2008) declared that peer-assessment has great importance since it encourages reflective learning through analyzing others’ performance and the students become more aware about performance criteria. It leads to the development of collaborative learning where students can raise their level of critical thinking and enhance their learning.

Topping (2009) has stated that peer assessment aims to engage learners in assessing their peers’ work, and help them to revise their own work based on peer feedback. Therefore, peer assessment includes two crucial activities one is evaluation of peers’ work, the other is revision of self-work.

Finally, topping (2009) emphasized some points about the PA activities:

- Peer-assessment can be used in a wide range of different subjects and thus, the product or output can vary for example oral presentations, writing...
- Peer-assessment can be formative or summative.
- The organization of the assessors can be either in pairs or groups.
- Place and time can vary as PA can occur formally in class, or informally out of the classroom.
- The objectives of using PA may vary.(p. 21)

Bloxham and Boyd (2007, p. 62) have pointed that peer-assessment is a powerful educational technique which provides significant benefits for students. It helps them to understand the academic standards of the module; it gives them an opportunity to take

part in the classroom and to know more about the assessment criteria and how they are applied to students' work. Also, this technique helps learners for autonomous learning and to develop their abilities.

To sum up, peer-assessment refers to the practice of classmates evaluating each others' work. It may take place individually, in pairs, or in small groups in order to develop group work and enhance individual learning. This technique is much more than only a process of checking for errors, it makes learning process explicit in which learners become more active in their learning, it develops the students' confidence and enhances their abilities of self evaluation.

7. The Implementation of Peer-Assessment

Peer-assessment is a process that helps students to develop a sense of autonomy and responsibility over their learning. To reach this aim, many teachers manage to involve their students in an effective and well-organized peer-assessment through providing them with useful and important guidelines because the organization of this technique helps students to improve their skills.

First of all, teachers should specify their purpose behind using PA in order to choose appropriate strategy for implementation. For instance, the aim of using peer assessment may be to promote group work or to develop students' language proficiency.

Then, as it is stated by Topping (2009, p. 25) teacher should create and prepare a supportive classroom atmosphere in order to develop a sense of cooperation where the students are grouped into small peer feedback groups based on ability level. Also, it is

very important to integrate the students into the process of the criteria of assessment which helps them to develop a sense of ownership as well as to decrease their anxiety.

Furthermore, Topping (2009, p.25) has pointed that the teacher should provide their students with written guidelines or reminders that remind them how to deliver effective peer assessment. The teacher should explain the role of assessors and assesses to their students and provide them with examples in order to understand the whole process of peer assessment. Moreover, the students should be aware that the feedback they give must be constructive and their comments should be followed by evidence.

When it comes to practice, the teacher can help their students through providing them with further instructions, as they can give feedback while monitoring the progress of the peer assessments groups because students will need a lot of support especially when they are introduced to peer assessment for the first time.

After that, the outcomes of peer assessment can be used to determine the students' weaknesses to be corrected and it can guide them to achieve progress of their works. Topping (2009, p. 26) argues that the teacher should provide their students with further information about the quality and the reliability of their assessments in order to improve their feedbacks and to become successful peer assessors.

Indeed, teachers should help their students to achieve more progress and provides them with effective guidelines in order to achieve the reliability and validity of assessment; as well the students should be effectively engaged in such kind of tasks in order to improve their proficiency.

8. The Role of Peer Assessment in Teaching Writing

In language teaching/ learning, writing is regarded as a medium through which learners/ writers deliver their internal thoughts and ideas in words to the reader who is going to analyze and assess whether the writer transmitted his message successfully or not, because learners may face some problems, for example: miss spelling, grammar and punctuation which distort the meaning. For this sake, with new teaching approaches, the learners started to take certain responsibility by learning how to take part in assessing their own and peers' writing. Brown(1994) points that ‘‘one of the keys, but not the only key, of course to successful learning lies in the feedback that a learner receives from each others’’(p. 20)

Peer-assessment is a process through which the writer and reader communicate in a formal way by giving comments, corrections and suggestions. Also, this idea of peer-assessment encourages cooperation between students and helps them to identify their strengths and weaknesses. During peer-assessment process, students are highly motivated when their peers notice their errors on the writing because students do not feel shame when they respond and explain things to each other through using familiar language.

Additionally, peer assessment technique gives the student opportunity to interact freely with their peers, in which different groups with different abilities exchange ideas and judge the work of each other. Consequently, they gain insight into their own performance and gradually they recognize the elements and rules of good writing that help them to enhance their writing performance.

Research on collaborative learning, and studies on peer assessment, show that the feedback which the students receive from each other increases their motivation for

writing because students usually share similar perspectives and problems. Also, learners learn how to read critically their own writing and enable them to receive different views on their writing that help them to overcome their weaknesses.

Peer assessment in writing class has a lot of importance especially in large classes, because teachers could not correct every student's work in a limited period of time. However, peer may share their ideas, exchange thought and correct mistakes.

Thus, the implementation of peer assessment in writing class creates good atmosphere where students can interact properly with their peers and to express themselves within a diverse group of skills. The practice of this method helps students to increase their abilities in writing skill and to become better collaborators, because every error or mistake in the organization of ideas, grammar and punctuation can be corrected and recognized by those peers.

Conclusion

From this, one may say that assessment with its various forms especially peer-assessment plays a crucial role in language teaching generally and in writing particularly. Peer-assessment is efficient specifically in helping students how to interact with each other, learn from other peers as well as evaluate themselves. On the other hand this technique tells the teachers about the effectiveness of their methods. In fact, peer-assessment technique can be considered as a powerful tool which supports both teaching and learning processes.

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CHAPTER THREE

Analysis and Interpretation of Students' Questionnaire

Introduction

The present chapter sets to determine the impact of peer-assessment in enhancing the writing proficiency. The main objective of this chapter is to address the issue of peer-assessment and to know whether this strategy helps students in improving their writing proficiency. Also, the chapter sheds light on the students' knowledge about the writing process and their awareness of its importance. For this sake, this research work relies on the collection of data from third year students in the department of English at Guelma University through a questionnaire tool. The procedure followed is the analyses of each question separately, then the summary of the results and findings from students' questionnaire.

1. Choice of the Sample

Our sample has been chosen randomly from a whole population (170students) of third year students of English language at the department of English languages, Guelma University. The questionnaire took place during the academic year 2016 /2017. Our sample contains 60 students who are selected from five groups. So, our sample could be representative of the theoretical population.

2. Description of Students' Questionnaire

Students' questionnaire mainly aims at investigating the impact of peer-assessment in enhancing the writing proficiency. Through this questionnaire, we seek to know what

students know about peer learning and whether they benefit from this technique or not. This questionnaire consists of twenty-four (24) questions which are classified into three major sections. Most questions are closed-ended in which respondents are asked to choose from the pre-determined options, in addition to the type of follow-up questions in the form of clarification such as ‘‘please explain’’ in order to obtain clear and complete responses.

The first section consists of three questions in order to gather general information about the informants. (Q1) is related to the period of studying English language. (Q2) is about students’ choice of studying English in order to know whether it is their choice or not. (Q3) seeks to know students’ level in English.

Furthermore, the second section contains ten questions from (Q4toQ13) about learners’ views concerning the writing skill. (Q4) is about the most important language skill that the students need to develop more. In (Q5) students are asked about their level in writing. However, in (Q6) students are asked if they face difficulties when writing in English, the (Q7) is devoted to the most important element for effective writing.(Q8) is about students’ frequency of writing and the(Q9) is about knowing the main approach that their teachers follow in teaching writing. While the (Q10) deals with the degree of importance of the writing expression courses in helping the students to improve their writing. (Q11) investigates whether students prefer working individually, in pairs or in groups. Then, students in (Q12) are asked whether their teachers assess their writing. In (Q13) students are asked about their teachers’ frequency in assessing their writing.

The third and the last section is entitled ‘‘peer-assessment in writing’’ (fromQ14toQ24). It is considered as the most important section of this questionnaire

because it seeks to gather information about students' attitudes and awareness toward this learning technique in writing. (Q14) investigates whether the students prefer to be corrected or not when making mistakes and (Q15) is devoted to the type of correction that the students prefer. In (Q16) students are asked whether they have problems when working with their peers or not with an explanation for their answers. However, in the (Q17) students are asked whether they know peer-assessment technique or not, also the informants are asked in (Q18) if their teachers help them to recognize the importance and the benefit of this technique. Moreover, the (Q19) investigates whether the students prefer PA in writing. In (Q20) students are asked to choose an option in which PA helps them in. Then, the (Q21-22) deal with students' opinions about PA in improving their writing proficiency and how this technique can enhance the quality of their writing. Students in (Q23) are also supposed to specify the degree in which PA technique can enhance their writing.

Finally, an open ended question is left for students to express any further suggestion for this topic.

3. Administration of Students' Questionnaire

The questionnaire has been administered at the Department of English, University of 8 Mai 1945 –Guelma, during April 2017. The questionnaire was administered in a good and relaxed environment and the students were very cooperative in this operation. The questionnaire has been answered anonymously inside the classroom at the end of the sessions. During the distribution of the questionnaires, we have explained everything that seem ambiguous to the participants in order to help them understand and provide appropriate answers.

4. Analysis of Results and Findings from Students' Questionnaire

Section One: General Information

Q 1. How long have you been studying English?

Table 4

Years of Studying English

	Number	Percentage
11 years	60	100%
12 years	0	0%
13 years	0	0%
14 years	0	0%
Total	60	100%

Concerning the years for studying English, all the students (100%) have opted for eleven years. This indicates that our respondents have a certain (acceptable) structural knowledge and they are familiar to a given extent with the English language system.

Q2. Was it your choice to study English?

Table 5

Students' Choice of Studying English

	Number	Percentage
Yes	47	78.33%
No	13	21.67%
Total	60	100%

Table5 indicates that, the majority (78. 33%) of students has freely chosen to study English, which means that most of the students are highly motivated to learn English. While (21. 67%) have been administratively oriented to study it.

Q3. Which of the following describes your level in English?

Table 6

Students' Appreciation of their Level in English

	Number	Percentage
Very good	08	13.33%
Good	38	63.34%
Average	12	20%
Bad	02	3.33%
Total	60	100%

According to the results in table 6, the majority of students (63. 34%) have said that their level is good which indicates that students have acquired a good knowledge about the basic principles of this language. (20%) of students have opted for average, this implies that some students need extra time and should make effort with massive amount of practice in order to enhance their level. Eight students (13. 33%) have chosen very Good which means that they have mastered the rules and principles of this language. However, only two students (3. 33%) opted for bad, so they need more help with a lot of efforts in order to improve and develop their level.

Section Two: The Writing Skill

Q4. Pick the most important skill that you need to develop most? (One option)

Table 7

The Most Difficult Language Skill

	Number	Percentage
writing	30	50%
speaking	27	45%
listening	01	1.67%
reading	02	3.33%
Total	60	100%

As indicated in table 7, half of the sample (50%) has indicated that writing is the most difficult language skill for them. This implies that students face difficulties when come to write and they are aware that this skill is a complex process which needs hard work. Others(45%) have chosen speaking, which indicates that some students have faced difficulties when they express their ideas and thoughts orally and those difficulties are due to many reasons. only,(3.33%) and(1.67%) of students have opted for reading and listening respectively, this implies that students have neglected the importance of these skills and they lack motivation for doing so.

Q5. How could you describe your level of writing proficiency in English?

Table 8

Students' Level in Writing

	Number	Percentage
High	6	10%
Above average	21	35%
Average	33	55%
Below average	0	0%
Total	60	100%

When it comes to check students' level in writing, the majority of students (55%) have opted for average, this implies that students have some problems with the different aspects of the writing skill. While (35%) have said that their level is above average which means that they have worked hard in order to improve their writing and diagnose their learning. Six students (10%) have chosen high, so they master the basic rules and principles of writing skill.

Q6. Do you find difficulties when writing in English?

Table 9

Students' Difficulties when Writing in English

	Number	Percentage
Yes	38	63.33%
No	22	36.67%
Total	60	100%

As we see in table9, thirty-eight of our informants who represent the highest rate (63.33%) claimed that they find difficulties when they write in English. On the other hand, twenty-two of them (36.67%) said the opposite.

Q7. What is the most important element for effective writing?

Table 10

The most Important Element for Effective Writing

	Number	Percentage
Spelling	2	3.34%
Grammar	8	13.33%
Punctuation	5	8.33%
Vocabulary	11	18.33%
Organization of ideas	12	20%
Cohesion and coherence	22	36.67%
Other	0	0%
Total	60	100%

From the results in table10, the majority of students (36.67%) have said that the most important element for effective writing is cohesion and coherence. This indicates that students know that in achieving unity and producing cohesive piece of writing they should use the appropriate cohesive devices and linking words between ideas. 20% of students have chosen the organization of ideas, 18.33% for vocabulary and 13.33% for grammar. This implies that students are aware about the importance of different aspects of language and they need more practice with more emphasis on grammar, vocabulary and organization in order to produce correct paper. However, only few students (8.33% and 3.34%) have opted for punctuation and spelling which means that they have neglected the importance of practice some writing activities that help in improving these

two elements, thus they need more practice. No student has opted for “other”, in other words students do not think of other effective elements of writing.

Q8. How often do you practice writing?

Table 11

Frequency of Practicing Writing

	Number	Percentage
Every day	6	10%
Sometimes	50	83.33%
Not at all	4	6.67%
Total	60	100%

When students are asked about the frequency of practicing writing, half of the sample (83.33%) has said sometimes. This indicates that they only write when it is necessary for instance, doing home work, and they are not aware enough about the importance of this skill in improving their language and learning process. Few students (10%) have opted for every day, which indicates that they like writing and they practice it whether they are asked to write or not, because they have acknowledged its importance. Four students (6.67%) from the whole sample have chosen not at all, this implies that they do not care about enhancing their writing skill.

Q9. Which approach (es) does your teacher follow in teaching writing?

Table 12

Approaches to Teaching Writing

	Number	Percentage
The product approach	12	20%
The process approach	30	50%
The genre approach	11	18.33%
The controlled-to free approach	7	11.67%
Other	0	0%
Total	60	100%

Table12 shows that the students' opinions concerning the approaches followed to teach writing are extremely different. The majority (50%) of students have opted for the process approach. So, they prefer to follow different stages of writing and to use their mental abilities in expressing their ideas. 20% of students have chosen the product approach; this implies that students prefer to imitate the model text in order to avoid making errors. 18.33% have opted for the genre approach, while(11.67%) of students have chosen the controlled to free approach in which they prefer to be guided in their writing in order to write frequently without mistaking and to achieve accuracy. No student has opted for "other" that is to say, students don't think of other approaches to teach writing.

Q10. To what extent did the written expression courses help you improve your writing proficiency?

Table 13

The usefulness of Written Expression Courses in Writing

	Number	Percentage
Very much	30	50%
Don't know	12	20%
Not very much	17	28.33%
Not at all	1	1.67%
Total	60	100%

As indicated in table13, half of students (50%) have recognized the usefulness of written expression courses because they help learners to improve their language skills, for that, most of them have opted for very much. 28.33% have chosen not very much, this implies that they do not practice various activities that may help them improve their writing. However, 20% of students claimed that they don't know and only 1.67% opted for not at all. This indicates that students are not aware about the usefulness of writing.

Q11. In written expression do you prefer?

Table 14

The Preferable way of Working in Writing

	Number	Percentage
Individual work	27	45%
Pair work	21	35%
Group work	12	20 %
Total	60	100%

According to the results obtained in table14, the majority of students (45%) prefer to work individually. 35% of them prefer working in pairs. While, only 20% of students prefer working in groups. This indicates that students depend on themselves and they prefer individual work because they don't trust others' ideas, also to evaluate their level and to enhance their autonomous learning.

Q12. Does your teacher make assessment in writing?

Table 15

Teachers' Assessment in Writing

	Number	Percentage
Yes	50	83.33%
No	10	16.67%
Total	60	100%

In table15, students are asked whether their teachers make assessment in writing, the majority of them (83. 33%) have confirmed the fact that teachers make assessment in writing. This implies that teachers acknowledge the importance of assessment in enhancing students' writing as well as to improve their teaching methods. But (16. 67%) have disproved this fact, this indicates that teachers use other procedures in order to ameliorate their students' level.

Q13. How often does your teacher make assessment in writing?

Table 16

Frequency of Teacher Assessment in Writing

	Number	Percentage
Always	20	33.33 %
Usually	12	20%
Sometimes	9	15%
Rarely	7	11.67%
Never	1	1.67%
Total	60	100%

Concerning the frequency of teacher assessment in writing, the majority of students (33. 33%) have claimed that their teachers always make assessment in writing. This indicates that teachers use this tool in order to help their students recognize their strengths and weaknesses. Besides (20%) of the respondents have chosen usually. However, (15%) and (11. 67%) of students have confessed that their teachers sometimes and rarely make

assessment in writing. This implies that teachers neglect the importance of assessment in the classroom. Only one student (1.67%) opted for never.

Section Three: The Impact of Peer Assessment in Enhancing the Writing Proficiency

Q14. When you make mistakes, do you like to be corrected?

Table 17

Students' Attitudes toward Correcting Their Mistakes

	Number	Percentage
Yes	57	95%
No	3	5%
Total	60	100%

The first question in this section aims at knowing whether students like to be corrected when they make mistakes, the results show that 95% of students would like to be corrected when they make mistakes, while, 5% of them do not. So, the majority of the informants ensure that the correction they receive is helpful technique for them to achieve their goals and improve their writing skill.

Q15. Which type of correction would you prefer?

Table 18

Students' Preferable Form of Correction

	Number	Percentage
Teacher correction	11	18.33%
Peer correction	30	50%
Self correction	19	31.67%
Total	60	100%

50% of the results show that the most preferable form of correction for students is peer correction then self correction which took 31.67%, whereas 18.33% of students preferred teacher correction. From the results in table3.15 one can deduce that peer assessment is more plentiful than teacher assessment because most of the students understand their friends' comments better than their teachers because they use shared language, also this form of correction has a positive impact on students' ability of self correction.

Q16. Do you have problems working with your peers?

Table 19

Students' perception of Their Problem When Working with Their Peers

	Number	Percentage
Yes	19	31.67%
No	41	68.33%
Total	60	100%

It seems from table19 that students do not face problems when working with their peers. The results demonstrate that (68.33%) of students answer with 'No'. Therefore, our participants like working together and try to help each other through sharing information and correcting each others' writing mistakes. However, (31. 67%) of students argue that they have problems when working with their peers.

Explanations

Some students confirm that they have some problems when working with their peers; they provide us with some reasons behind those problems. The students' first reason is

about having some communication difficulties to express their ideas to their peers; the second reason is mainly about students' anxiety about others' comments which is related to the lack of self-confidence. The last reason is that some students do not accept and trust others' judgment about their mistakes.

Q17. Have you ever heard of peer assessment (respond to each others' work) technique?

Table 20

Students' Awareness about Peer-Assessment Technique

	Number	Percentage
Yes	37	61.67%
No	23	38.33%
Total	60	100%

The table20 clarifies students' opinions about their awareness of PA technique. Consequently, (61. 67%) have heard and acknowledged the importance of PA technique which means that their teachers use this technique and they benefit more when responding to each other work. However, (38. 33%) reported that they don't know this technique.

Q18. Does your teacher help you see the importance of peer assessment in written expression?

Table 21

Rate of Teachers' Involvement in Helping the Students to See the Importance of Peer-Assessment in Written Expression

	Number	Percentage
Yes	32	53.33%
No	28	46.67%
Total	60	100%

As shown in table21, the majority of students (53. 33%) admit that their teachers help them to acknowledge the importance of PA during the written expression course. This implies that teachers use and apply this technique in order to help their students improve their writing. The rest of the respondents (46.67%) report that their teachers do not help them to recognize the importance of PA. This indicates that teachers do not use this technique and rely on other procedures during the written expression course.

Q19. Do you prefer peer assessment in writing?

Table 22

Students' Attitude toward PA in Writing

	Number	Percentage
Yes	35	58.33%
No	25	41.67%
Total	60	100%

When asked students whether they prefer PA in writing or not, the majority (58.33%) of students prefer PA. However, (41.67%) do not prefer this technique, this shows that most of our respondents enjoy working in peers to exchange more ideas and learn from each other. Also, this technique helps them to recognize their strengths and weaknesses.

Q20. Do you think that peer assessment help you to?

Table 23

Advantages of Peer Assessment

	Number	Percentage
Develop and exchange various ideas	26	43.33%
Increase your motivation	19	31.67%
Decrease your anxiety	5	8.33%
Develop your English performance	10	16.67%
Total	60	100%

Concerning the advantages of PA, the above table indicates that, the most opted answer (43.33%) is to develop and exchange various ideas and information. 31.67% of students declared that, PA helps them to increase their motivation in which they become more active. Whereas, (16.67%) of students considered PA as an effective and beneficial technique in developing their English communicative competence.

Q21. Do you agree that peer assessment is useful in improving the writing proficiency?

Table 24

Peer Assessment to Improve the Writing Proficiency

	Number	Percentage
totally agree	17	28.33%
partially agree	11	18.33%
agree	26	43.33%
neither agree nor disagree	4	6.67%
partially disagree	0	0%
disagree	2	3.34%
totally disagree	0	0%
Total	60	100%

Concerning the usefulness of PA in improving the writing skill, (43.33%) of students have agreed that PA is very useful in improving the writing skill and (28.33%) of students have totally agreed on the usefulness of PA technique in enhancing students' performance. Only, four students (6.67%) stand neutral, they neither agree nor disagree which indicates that students do not recognize the importance of this technique; also they don't understand the relationship between PA and writing. Moreover, (18.33%) of students have partially agreed on the usefulness of this technique. However, two students (3.34%) disagreed with the efficacy of PA in writing which means that they ignore the importance of this technique. Finally, none of the students partially or totally disagreed with the efficacy of PA in writing. Thus, the results indicate that most students realize that

PA is important and useful technique to enhance their writing abilities. While the others who consider PA not useful, they think that there are other practical techniques for improvement.

Q22. In your opinion, How can peer assessment influence the quality of your writing?

Table 25

Students' Opinion about the Influence of PA on the Quality of Their Writing

	Number	Percentage
Very positively	19	31.67%
Positively	31	51.67 %
Neither positively nor negatively	8	13.33%
Negatively	2	3.33%
Very negatively	0	0%
Total	60	100%

The given answers in table25 illustrate that, the majority of our informants (51.67%) claimed that PA has a positive influence on the quality of their writing. Moreover, (31.67%) have declared that it has a very positive influence on their writing. This implies that students prefer peer work rather than individual work because they benefit more when sharing their ideas. However, (13.33%) of students stand neutral, only two students (3.33%) said that PA has a negative influence on their writing and none of them declared that it has very negative influence. In this regard, one might say that PA is used as an effective strategy to improve the quality of students' writing.

Q23. To what extent is peer assessment important in enhancing the writing proficiency?

Table 26

The Importance of PA in Enhancing the Writing Proficiency

	Number	Percentage
not at all	2	3.33%
very little	5	8.33%
a little	17	28.33%
a lot	36	60%
Total	60	100%

As it is indicated in table26, the majority of students (60%) have claimed that PA is very important strategy during the writing course which means that they fully agree on the significance of PA in enhancing their writing proficiency; this indicates the good results of PA in their writing. Whereas, (28.33%) of students have said that it is of little importance and five of them (8.33%) have claimed that it is of a very little importance. This indicates their little interest in PA technique and they view that there are other ways which have more importance in improving their writing. Only two participants (3.33%) have said that ‘not at all’, which implies their ignorance of the importance of PA in the field of writing.

Q24. Do you have any suggestions to provide? please feel free to write them below

This question is an open question, which is about further suggestion concerning the improvement of writing proficiency through Peer-assessment technique. Only, 13

students (21.67%) from a whole sample have added suggestions, their suggestions can be summed up as follows.

-Teachers should provide their students with help and guide them during peer-assessment process.

-Theory is not enough; we need more practice concerning the writing skill through using such technique PA.

-Students should be collaborative and serious during the PA process in order to provide effective correction and feedback.

-Students should be active, more responsible and help each other using different methods as PA.

-Other students note that PA has a positive effect on students' self-confidence because students have more opportunities to express their ideas freely and they feel less embarrassed than when they work individually since everyone in the group shares the responsibility of the answers provided.

-PA has a great benefit because it helps them a lot in learning how to listen to others' opinions and how to respond. Also, it helps them to build their confidence and reduce their anxiety.

-Finally, teachers should help their students to develop their grammar and vocabulary...etc, in order to produce good writing; hence, they can assess their peers more effectively.

5. Summary of Results and Findings of Students' Questionnaire

The results obtained from students' questionnaire about section one show that almost all students claim that learning EFL is beneficial and the majority of students declare that English is their own study choice at the university level. Moreover, (63.34%) of students demonstrate that they have a considerable level in English. This indicates that learners are aware about the importance of learning a foreign language.

The results achieved from the writing skill section indicate that the very vast majority (50%) have claimed that writing is the most difficult language skill compared with other skills. This indicates that, they are aware that it is a demanding activity which needs massive amount of practice. From the analysis of students' responses about the writing section, one may recognize that the majority (63.33%) of students face difficulties when writing in English because of the limited number of vocabulary, knowledge and less practice..etc. Also, they argue that cohesion and coherence are the most important elements for them to reach an effective writing.

However, students can overcome this difficulty through practice in order to enhance their level and learn how to organize their ideas in a logical way to achieve the unity of the text. Moreover, half of the participants (80.33%) practice writing only sometimes. Hence, teachers should motivate them in order to practice more and to improve their writing.

This section reveals that the majority of students (50%) are aware about the importance of the process approach. So, they believe that this approach would help them to achieve a better writing through following different stages. In addition to that, individual work seems to be preferable to the majority of students (45%). Hence, they

neglect peer work, besides the majority of students (83.33%) have confirmed the fact that teachers make assessment in writing and teachers always assess their works. This implies the importance of assessment in enhancing the writing skill.

The results achieved in the last section, which is about the impact of peer-assessment in enhancing the writing proficiency, point that most of students (95%) prefer to be corrected and the majority of them (50%) prefer peer correction. Thus, they refer to it as an opportunity to exchange ideas, improve language practice and promote interaction. Furthermore, the results revealed that (68.33%) of students have no problems when working with their peers because this collaborative task allows them to learn together through exchanging different ideas and correcting each others' mistakes in order to enhance their writing proficiency.

Concerning students' awareness about PA technique, most of the students (61.67%) have argued that they know and acknowledge the importance of this technique; also the majority of them (53.33%) have claimed that their teachers help them to get the benefits of this technique through implementing it during written expression courses. In the same vein, the majority of students (58.33%) said that PA is a preferable tool in writing since it helps them to exchange various ideas, increase their motivation and develop English communicative competence.

From the analysis of students' responses, the majority of them agreed on the usefulness of peer-assessment in improving their writing proficiency and most students (51.67%) assume that PA affects positively their writing quality. Accordingly, (60%) of our informants believe that PA is important in enhancing the writing proficiency.

To sum up, writing skill is one of the most important as well as difficult process which deprives learners of producing good piece of writing. The results of this study show that the majority of students prefer PA in order to improve their writing proficiency.

Conclusion

The analysis of students' questionnaire reveals that students face difficulties in approaching the writing task. This indicates that writing is a complex skill and this complexity is due to many reasons.

The results of the study strongly support the importance of peer-assessment technique in enhancing the writing proficiency. So, students need to be more active, responsible and independent in order to monitor and assess their peers' as well as their own learning process. Moreover, teachers have to raise learners' awareness toward the importance of peer-assessment during the writing course because teachers' assessment is not enough due to time constraints in the classroom.

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CHAPTER FOUR

Analysis and Interpretation of Teachers' Questionnaire

Introduction

The present chapter is devoted to the analysis of teachers' questionnaire. It has been used to shed light on teachers' awareness about the importance of peer assessment in writing courses and to identify whether teachers of written expression in the department of English at Guelma University use this technique. Furthermore, the chapter aims at investigating the effectiveness of PA and its impact on enhancing the writing proficiency. Finally the chapter ends up with some suggestions and recommendations concerning this topic and with a general conclusion in the form of summary of the main findings of the chapters.

1. Choice of the Sample

Our sample includes teachers of written expression course aiming at gathering different perspectives and thoughts relevant to our topic. This questionnaire had been handed to fifteen (15) teachers at the English department at Guelma University, for the academic year 2017, where they answered it anonymously.

2. Description of Teachers' Questionnaire

Teachers' questionnaire aims at investigating the impact of peer-assessment in enhancing the writing proficiency. Also, this questionnaire explores whether teachers of the English department at the University of Guelma are aware about the effect of this technique and if they use it in their teaching process. This questionnaire is a whole of

Twenty (20) questions yes/no, open-ended and multiple choices questions divided into three sections.

Section one consists of general information about teachers' experience in teaching English and the teaching of written expression module, and their qualification.

Section two is concerned with the writing skill (Q4-Q11), aims at investigating teachers' opinions about some practical aspects of this skill. (Q4) is about the time allocated to written expression module. The (Q5) is about knowing the main approach that the teachers use in teaching writing. Also, in (Q6) teachers are asked about their role in writing session. The (Q7) and (Q8) are about students' problems and teachers description of students' level in writing.

Furthermore, teachers are asked if they use group work in their writing classes and on what basis they set the groups in (Q9) and (Q10) respectively. Besides, the (Q11) is devoted whether their students face problems when working together; and they are required to explain their answers.

Section three is about the impact of peer-assessment in enhancing students' writing proficiency. It is composed of ten questions (Q12toQ20). In (Q12) teachers are asked if their students like to be assessed with a brief explanation. The (Q13) is devoted to the type of assessment that they use in the classroom and the frequency of using peer-assessment in classroom is asked in (Q14). In (Q15) teachers are asked to specify their purpose behind using peer-assessment and to describe their students when they use this technique in (Q16). In addition, the questions (Q17) and (Q18) are devoted to know the importance of peer-assessment. The remaining two questions (Q19) and (Q20) are open

questions where teachers can provide us with ideas that raise students' awareness of PA, also to add further suggestions concerning the impact of PA on the writing skill.

3. Administration of Teachers Questionnaire

The teachers' questionnaire has been administered at the English department of Guelma University during three days on April, 2017. The questionnaire was handed out to 15 teachers of written expression which is answered anonymously.

4. Analysis of Results and Findings from Teachers' Questionnaire

Q1. How long have you been teaching English?

Table 27

Years of Teaching English

	Number	Percentage
From 7-10	12	80%
From 11-20	3	20%
Total	15	100%

Among the(15) teachers questionnaire, the majority of teachers(80%) have been teaching English for 7-10 years. only(20%) of them have been teaching English for 11-20 years. the results show that our English department involves a considerable number of experienced teachers, which will positively contribute to achieving good learning outcomes.

Q2. What is your academic level?

Table 28

Teachers Qualification

	Number	Percentage
License(B-A)	0	0%
Magister/master(M-A)	15	100%
Doctorate PhD	0	0%
Total	15	100%

As the table28 indicates that none of our teachers hold License and Doctorate which means that our department suffers from lack of doctors. Whereas, the whole of our participant has Magister/master degree.

Q3. How long have you been teaching the module of “written expression”?

Table 29

Years of Teaching Written Expression

	Number	Percentage
Less than 5 years	12	80%
More than 5 years	3	20%
Total	15	100%

The results in table29 show that (80%) of teachers have been teaching writing less than five years and three teachers(20%) have been teaching writing more than five years. This

indicates that teachers should acquire more experience in teaching writing in order to help students to take the advantage of such experience to improve their writing.

Section Two: The Writing Skill

Q4. The time allocated to written expression?

Table 30

Teachers' Opinions about the Time Allocated to Written Expression

	Number	Percentage
Very sufficient	5	33.33%
Sufficient	6	40%
Insufficient	4	26.67%
Total	15	100%

We notice that, most of the teachers (40%) have argued in table30 that the time allocated to written expression is sufficient. (33.33%) of them have opted for very sufficient. However, (26.67 %) of them believe that the time is not sufficient to practice writing in class because most of the students face difficulties when came to write, so they need more practice.

Q5. Which approach do you use in teaching the writing skill?

Table 31

Approaches to Teach Writing

	Number	Percentage
The product-approach	4	26.67%
The process-approach	9	60%
The genre-approach	2	13.33%
other	0	0%
Total	15	100%

The findings in table31 determine that the process approach is the most adopted while teaching writing (60%). This indicates the efficiency of this approach as it helps learners to improve their writing through using different stages, also it allows teachers to check students' understanding and give them feedback whenever necessary. On the other hand, four teachers (26.67%) claimed that they use the product approach because they emphasize the grammatical correctness of students' production. However, only two of the respondent teachers use the genre approach in order to enhance their students' writing. None of them have opted for "other".

Q6. What role do you play in the writing course?

Table 32

The Teachers' Role in the Writing Course

	Number	Percentage
Controller	6	40%
Organizer	4	26.67%
Assessor	3	20%
Prompter	0	0%
Participant	2	13.33%
Total	15	100%

Concerning the role of the teacher in writing course, most of teachers(40%) argued that their roles are as a controller and(26.67%) of the respondents teachers advocated that their roles are as an organizer in order to encourage students to write effectively also this implies that the presence of the teacher inside the classroom is very important. However, (20%) and (13.33%) of the teachers stand as assessors and participant in order to create motivational atmosphere for learning and to identify the strengths and weaknesses of heir students. None of them has opted for prompter.

Q7. What are the most common writing problems that your students encounter?

Table 33

Types of Difficulties that the Students Face

	Number	Percentage
Grammar mistakes	7	46.67%
Punctuation	3	20%
Spelling	0	0%
Lack of vocabulary	5	33.33%
Total	15	100%

According to teachers' responses to the type of difficulty, the majority of them (46.67%) noticed that students face difficulties in grammar ;(20%) of them have opted for punctuation. (33.33%) have chosen lack of vocabulary and none of them have opted for spelling. This advocates the most problem are grammar, vocabulary in addition to punctuation mainly because of the extensive rules, lack of practice and reading which help learners' to reach their vocabulary and language.

Q8. How can you describe your students' writing level in English?

Table 34

Students' Level of Writing Proficiency in English

	Number	Percentage
High	0	0 %
Above average	2	13.33%
Average	11	73.33%
Below average	2	13.33%
Low	0	0%
Total	15	100%

The majority of teachers (73.33%) have argued that their students' level is average. (13.33%) declared that their students' level is above average; whereas, (13.33%) of the respondents claimed that their students' level is below average and none of them have opted for 'High' or 'Low'.

Reasons behind Choosing "below average"

Only two respondents teachers claim that their students' level is below average and they provide the following reasons: most of students suffer from the bad and wrong use of effective strategies(punctuation, vocabulary) also the problem of mother tongue interventions, the lack of knowledge and the lack of practice because they do not master the elementary techniques of this skill.

Q9. Do you use group work in your writing courses?

Table 35

Teachers' Opinion about the Use of Group Work

	Number	Percentage
Yes	14	93.33%
No	1	6.67%
Total	15	100%

Table 35 reveals that almost all teachers use group work in writing courses, this implies that this process creates a good learning atmosphere and helps their students exchange different ideas and collaborate together in order to overcome their weaknesses. Indeed, group work is very helpful and beneficial in the writing class; also it is an opportunity for students to be active agents in their learning process. However, one teacher (6.67%) claimed that he/she did not rely on such pedagogical strategy tasks in his/her writing classes.

Q10. Do you set the groups on the basis of?

Table 36

Teachers Method of Seating Students' Groups

	Number	Percentage
Randomly	3	20%
According to students' seating	4	26.67%
According to students' ability	2	13.33%
Students' choice	6	40%
Total	15	100%

Teachers' response in table36 show that (40%) of the respondents said that they assign the groups according to students' choice, (26.67%) of the teachers claimed that they grouped their students according to students' seating and (20%) assigned them randomly. Besides (13.33%) of teachers opted for students' ability. Consequently, the majority of teachers set the group work without pre-plan because they prefer to give their students freedom to choose their group mates in order to overcome the anxiety problems, to protect group motivation and to promote collaborative work, for that they do not take into account students' ability.

Q11. Do your students face problems when working together?

Table 37

Teachers' Perspectives of Students' Problems in Group Work

	Number	Percentage
Yes	8	53.33%
No	7	46.67%
Total	15	100%

(53.33%) of teachers have said that students face some problems when working together. However, (46.67%) of teachers have argued that students do not face problems during group work.

Explanations

Teachers who said 'yes' believe that:

- “Unequal participation or involvement in the group work seems to be encountered as major problem”.
- “More brilliant/extrovert learners tend to dominate the group with their ideas and suggestions. So, they deprive other students from expressing what they know”.
- “Noise, lack of understanding, thus ineffective communication and conflict between team members”.

For teachers who said ‘No’, they claim that their students did not face problems when working together, they argue that what eliminate problems in their classes is that students had the opportunity to choose their partners. Additionally, their students usually preferred working in groups than individual work in order to exchange different ideas and information that may help them to overcome their weaknesses and identify their strengths. So, in each team there are various opinions and writing styles to incorporate into one good final product.

Q12. Do your students like to be assessed?

Table 38

Teachers’ Opinion about the Assessment of Students

	Number	Percentage
Yes	13	86.67%
No	2	13.33%
Total	15	100%

The statistics related to this question in table38 show that, the majority of teachers (86.67%) have claimed that their students like to be assessed. However, (13.33%) of them

have said that their students' do not like the assessment. Teachers provide the following justifications to support their opinions.

Justifications

Teachers who said “Yes” argue that:

- “They like to be assessed because this process helps them to think carefully”.
- “Assessment provides them with effective and constructive feedback in order to know their strengths and weaknesses, so they can ameliorate their level”.
- “It helps them to diagnose their learning and become more active”.

For the teachers who said No, they claim that assessment tends to cause anxiety; also they feel as if it's a threat to their capacities.

Q13. What is the assessment technique you use in the classroom?

Table 39

Types of Assessment that Teachers Use

	Number	Percentage
Peer-assessment	8	53.33%
Self-assessment	2	13.33%
Teacher-assessment	5	33.33%
Total	15	100%

In table 39 teachers are asked about the assessment technique that they use in the classroom. (53.33%) of teachers use PA, while 33.33% of them claimed that they use teacher-assessment and (13.33%) use self-assessment. This indicates that most teachers use PA in order to help students enhance their learning through cooperative work.

Justifications

Teachers who have chosen PA argue that this technique helps students to be more active and learn how to think systematically. Furthermore, when students have the opportunity to evaluate others' work, they are extending their own opportunity to learn how to write. This technique motivates students to engage with course material more deeply. So, they take the responsibility over their own learning. It helps learners to identify their own strengths and weaknesses through noticing others' mistakes.

Teachers advocated that there is a shift from teacher-centered approach to students-centered approach, for that they give the students opportunity to assess their works and to be more autonomous over their learning. Self-assessment gives teachers the necessary information to choose activities that match the different learning styles of their students.

Other teachers argue that they give their students a chance to work together freely but they insist on assessing them by themselves in order to provide the exact and right evaluation.

Q14. How often do you ask your students to work in peers?

Table 40

Frequency of Using Peer-Assessment

	Number	Percentage
Always	4	26.67%
Often	2	13.33%
Sometimes	9	60%
Rarely	0	0%
Never	0	0%
Total	15	100%

The results in table40 indicate that (60%) of teachers state that they sometimes give students the opportunity to assess each other's work in order to reach their goals. Moreover, (26.67%) of respondents always allow their students to work with their peers; this indicates that they acknowledge the importance of PA in enhancing students' learning. (13.33%) of them often depend on this technique in their classes and no answer is provided for 'rarely' and 'never'. So, this indicates that teachers are aware about the importance of PA in enhancing learners' level that is why they use it from time to time.

Q15. What is your purpose behind using peer-assessment technique in assessing the writing skill?

Table 41

Purpose of Using Peer-Assessment in Assessing the Writing Skill

	Number	Percentage
Monitoring students' progress	9	60%
Providing feedback	4	26.67%
Comparing between students	2	13.33%
Planning the course based on the students 'level	0	0%
Total	15	100%

Concerning the purpose of PA, more than the half of the sample has claimed that they use PA in writing skill in order to monitor students' progress. (26.67%) have used it in order to provide feedback, while (13.33%) argue that the purpose behind using PA is to

compare between students. None of them have opted for planning the course. This implies that PA plays a crucial role with various purposes during the writing class.

Teachers have provided other purposes behind using PA in assessing the writing skill. Assessment emphasizes the essence of good competition and collaboration between students; it identifies the students' strengths and weaknesses and helps them to become better writer. It also motivates weak students to reach their peers' level and to decrease anxiety. Making students feel at ease mainly for the introvert learners.

Q16. How would you describe your students when they assess each others' writing?

Table 42

Teachers' Perspectives about Students' Motivation Level in Peer-Assessment

	Number	Percentage
Motivated	11	73.33%
Highly motivated	4	26.67%
Not motivated	0	0%
Total	15	100%

The majority of teachers (73.33%) assume their students to be motivated when they assess each others' writing. Four teachers (26.67%) claim that they are highly motivated; none of them has opted for not motivated. According to these answers, most of teachers consider PA in writing as a good strategy to motivate students to collaborate together and benefit from each other.

Q17. Does peer-assessment technique enhance your students' writing skill?

Table 43

Teachers' Evaluation of Peer-Assessment Impact on Students' Writing Proficiency

	Number	Percentage
Yes	11	73.33%
No	0	0%
Somehow	4	26.67%
Total	15	100%

As it is mentioned in Table43, the majority of teachers (73.33%) have positively answered this question. However, four teachers out of fifteen (26.67%) believe that PA enhances somehow their students' writing skill. No one agrees about the idea that PA has a negative effect in improving students' writing proficiency. These results confirm that the majority of teachers rely on PA activities and do believe in the positive effect of this technique on the development of students' writing skill.

Justifications

Peer-Assessment can be considered as a positive technique that should be always implemented in FLL because it allows the learners to exchange ideas, providing feedback and highlighting problems and errors that even the teacher did not notice. It saves teachers' time and effort because teachers cannot evaluate each student's effort separately.

Q18. To what extent is peer-assessment important in teaching writing skill?

Table 44

The Importance of Peer-Assessment in Teaching Writing Skill

	Number	Percentage
A very great deal	5	33.33%
A lot	10	66.67%
A little	0	0%
Very little	0	0%
Not at all	0	0%
Total	15	100%

As it is indicated in table44, (66.67%) of the respondent teachers see that PA helps them a lot in teaching writing. In addition, (33.33%) of them acknowledge the importance of PA claiming that it has a very great deal. However, no one have opted for “very little”, “Not at all” and “a little”. This indicates that teachers cannot deny the fact that PA is important technique to each and improve writing.

Q19. How do you raise your students’ awareness towards the value of peer-assessment?

Techniques of Making Students Perceive the Value of Peer-Assessment

According to teacher responses (73.33%) the majority of them have agreed on the idea that the only way that is used to raise students’ awareness is through practice, since if teachers explain the value of this technique through theoretical lessons students will not pay more attention. In addition to that, teachers explain the importance and advantages of PA during practice in order to help and guide them how to respond and evaluate each others’ work effectively in order to achieve their goals. So, by drawing students’ attention

to the importance of helping each others to succeed, they will strength each others' weaknesses.

Q20. Could you add further suggestions concerning using peer-assessment technique to develop students- writing proficiency?

The last question is an open question, given to teachers to provide us with further suggestions concerning the impact of PA. Only, eight teachers (53.33%) from a whole sample have added suggestions. Hence forth, they state the following:

-“Teachers have to explain very well the goals behind using PA instead of using other techniques, and insist on their students to use English while exchanging ideas and correcting each others' mistakes in order reach their goals”.

-“Teacher can check their students' work from time to time while they are working to make sure that they are working seriously”.

-“Teacher should guide their students and correct them when necessary in order to help them provide effective assessment to each others”.

-“PA helps learners to improve their writing mainly through the provision of feedback which help them to know their strengths and weaknesses”.

-“Motivate students to collaborate with each other's effectively and provide appropriate correction”.

5. Summary of Results and Findings from Teachers' Questionnaire

The results obtained from teachers' question about section one reveal that all of our informants have a Magister/master (M-A) degree (100%) and most of them teach English for many years, so they are experienced teachers. This indicates that they are proficient enough in teaching writing.

The results achieved from section two show that the majority of teachers (40%) are satisfied with the time allocated to written expression. This section shows that the majority of teachers (60%) use the process-approach and they take a role of controller (40%). Hence, our teachers make a lot of efforts to facilitate learning in the writing courses. In addition to that most of the teachers assume that the majority of students have an average level (73.33%) in writing because they lack vocabulary and grammar rules about writing. A great number of our respondents (93.33%) agreed on the use of group work in writing courses, in which they set their groups according to students' choice (40%), while others do it according to students' seating or they set the groups randomly in order to help their students work easily without feeling embarrassed. Moreover, more than the half of the teachers (53.33%) believes that their students do not face difficulties when they work together.

The results achieved in the last section, which is mainly about the impact of peer-assessment in enhancing the writing proficiency demonstrate that the majority of our respondents (86.67%) claim that their students like to be assessed. More than the half of the teachers (53.33%) use PA in their classrooms, claiming that they always and sometimes following this technique in order to monitor students' progress and to provide feedback. This indicates that most of the teachers acknowledge the importance of peer-assessment technique in improving the students' writing as well as their learning. (73.33%) of teachers notice that their students appear to be motivated when assessing each others' writing, which means that students gain more benefits when they respond and provide feedback for each others'. Furthermore, most of the teachers (73.33%) confirm the fact that peer-assessment enhances students' writing and this technique has a

lot (66.67%) of importance in teaching writing skill. Moreover, teachers provide us with some ideas that can raise students' awareness toward the value of PA and they add some suggestions concerning the impact of PA in developing the writing skill.

The findings show that, the majority of teachers believe that Peer-assessment is an effective strategy that enhances students writing proficiency.

6. Answers of Research Questions

Many EFL learners face many difficulties when they write for instance lack of building coherent composition. Consequently, their teachers always are looking for appropriate methods to overcome their problems, besides they use different types of tasks and procedures that encourage their students to be more creative in their writing. The present study investigates the impact of peer-assessment in enhancing learners' writing proficiency. Accordingly, this study has tried to answer the following research questions:

1. Does peer-assessment technique help learners' improve their writing proficiency?
2. If yes, are learners and teachers aware of the effects of this strategy in enhancing students' writing proficiency?
3. Do teachers use the peer-assessment technique or not?

The questions are answered as follows:

1. The peer-assessment technique has a positive effect in enhancing learners' writing proficiency, so this technique help learners to improve their writing proficiency and most of the students agreed on the importance and the advantages of this strategy in enhancing their writing because it allows them to be more active and responsible for their own learning, through evaluating others' work students can identify their own areas of

weaknesses. Moreover, teachers have declared the efficacy of this strategy in enhancing their learners' writing performances.

2. Yes, most of the students and teachers are aware about the effects of peer-assessment in enhancing the writing proficiency. In other words, most of the teachers regarded peer-assessment as a way to monitor students' progress and to provide effective feedback. For students, half of the population claimed that peer-correction is the most preferable form for them because they understand their friends' comments better than their teachers' comments. Also, most of them declared that they are aware about the effect and importance of this technique with the help of their teachers who provides them with guidelines about the process of peer-assessment.

3. Most of the teachers in the department of English at Guelma University have claimed that they use peer-assessment in their teaching process because this technique saves their times and efforts and it helps them to identify their students' lacks and weaknesses, furthermore, most of the teachers assume that their students appear motivated when they assess each others' writing. Moreover, the majority of them agreed on the idea that peer-assessment enhance their students' writing.

7. Limitation of the Study

The findings and results from teachers' and students' questionnaire confirm the hypothesis that peer-assessment enhance students' writing proficiency and most of the teachers are aware about the positive effect of this technique, for that they use it in their teaching process. Nevertheless, this study has some limitations. The first one is related mainly to time constraints, longer time would help us to use different tools and a larger sample of students and teachers. For example, we had decided to make an experimental

study, but we have deleted it because of time limitation. If other future studies can be conducted over a long period of time, they will reach other different results.

The extended period of time would give us an opportunity to extend our research and make an experiment which is also considered as another limitation that is related to the instruments used in gathering data. This study may have generated more reliable results with multiple data sources.

In addition, this study is limited in the number of the written expression teachers' sample and the number of third year students at the English department of Guelma University. Thus, generalization of the findings is only limited to the targeted population and cannot be generalized on a larger scale.

8. Suggestions and Recommendations

The results obtained from the teachers' and students' questionnaires accentuate the need of teaching writing through peer-assessment technique. In the light of the findings, some recommendations and suggestions are suggested for both teachers and students in order to show the impact of peer-assessment in enhancing learners' writing proficiency.

As it is confirmed that peer-assessment helps learners to enhance their writing proficiency, teachers should give writing more careful attention as to make students realize that writing is a challenging skill that needs much practice; hence, the PA technique should be used as a strategy in teaching writing in order to develop learners' writing abilities. Teachers should broaden their awareness about this technique and devote an ample time for using it from time to time just as a part of the lesson in order to make their students familiar with PA as well as to encourage them to collaborate together in order to exchange more ideas, knowledge and strategies.

Moreover, teachers should raise their students' awareness of the values of PA strategy through providing them with opportunities to interact and assess each others' work in order to help them recognize the importance of this technique in developing their independence and learning responsibility to construct knowledge on their own, as they can raise their awareness through stating the benefits of peer-assessment in enhancing their writing and promoting their learning in general.

More than that, teachers should create a good environment in order to help their students to engage more effectively in PA process for instance, they give the students the opportunity to choose their peers in order to avoid problems that may raise when students are working together as it is indicated in the questionnaire. Also, teachers should teach their students how to respond and assess each others' in a kind way and how to respect each others' opinions and comments, so teachers should talk about the responsibilities of each students and make clear why this particular assignment is being done in order to help their students to function effectively with their peers and raise their self-confidence.

More importantly, teachers may appear as a guide, facilitator and motivator when it is necessary during the process of PA in order to help their students produce appropriate assessment and feedback through providing them with guidelines about the assessment criteria. Motivate their students to practice more writing activities inside and outside classrooms.

We can also recommend that students should follow PA strategy in order to develop their writing. Students should collaborate and help each other to overcome their psychological factors for example anxiety, lack of confidence, stress...etc and this can be realized through engaging in a peer-assessment process.

Another implication is that English reading is helpful to writing because the proper expressions of ideas and information are based on large amount of information and knowledge that can be acquired by extensive reading which helps students to exchange various ideas when assessing their peers' work.

Furthermore, students should practice PA in writing activities inside and outside the classroom in order to grasp more the benefits of this technique. They should make a lot of effort to read widely on a variety of written materials such as news papers, books...etc with the help of the teacher who encourages them to flourish their knowledge in order to give effective feedback during the peer-assessment process.

As it is obtained in the results of this study, implementing peer-assessment technique to EFL learners in the classroom contributes in the development of students' writing skill.

Conclusion

This chapter has mainly shed light on teachers' and students' attitudes toward peer-assessment technique and its impact in enhancing the writing proficiency, also to check whether EFL teachers implement this technique in their teaching process. Two research instruments have been analyzed and the obtained results show that PA technique is an effective way that helps students to ameliorate their learning. In the light of the analysis of students' questionnaire, we found that the majority of students prefer peer-correction because it is regarded as an opportunity to exchange various ideas and feedback since students face many difficulties in expressing their ideas effectively through the writing skill. So, most of them are aware about the importance of peer-assessment in improving their writing performance.

Concerning the analysis of teachers' questionnaire, we noticed that the majority of our respondents claim the importance and the positive effect of PA. In relation to the main hypothesis of this study, one may say that peer-assessment helps learners to enhance their writing skill because this technique allows students to exchange ideas, raise self-confidence and take responsibility over their learning.

To sum up, the results of both questionnaires which have been administered at 8 Mai 1945 university of Guelma to third year students and teachers of written expression in the department of English confirmed the research hypothesis that the PA technique is an effective tool in enhancing EFL learners' writing proficiency. Consequently, PA is a beneficial and preferable strategy for both teachers and students, thus it should be adopted and implemented in written expression courses.

General Conclusion

This study aims at investigating the impact of peer-assessment in enhancing the writing proficiency. It is carried out with third year LMD students at the English department of Guelma University. Throughout this research, we hypothesize that if students use peer-assessment, their writing proficiency increase. In order to investigate the hypothesis, a descriptive method is followed where two research questionnaires are designed and administered for both EFL teachers and learners. In fact, most of the teachers always look for appropriate methods and techniques in order to help their students enhance their writing skill, because the majority of third year students at the English department of Guelma University lack competence in writing, lack of vocabulary and grammar mistakes.

Peer-assessment is suggested to be a good method that helps students to learn from each others' through assessing each others' writing and they decide on the strengths and weaknesses of their papers, so they become more aware of the similar mistakes they make in their own writings and get more knowledge to overcome those mistakes.

The present study is a total of four chapters; the first two chapters were primarily directed to the theoretical part of the dissertation, while the third and the fourth chapters are concerned with the practical part. The first chapter of this research has attempted to give a detailed account of writing skill including its different definitions, the importance of writing skill and the main effective elements that the learners should take into consideration in order to produce effective piece of writing. Also, this chapter deals with the relationship between writing and other language skills, namely reading and speaking which serve all in the development of each other and the different approaches of teaching

writing. This chapter provides an insight about the role of assessment and feedback in writing.

The second chapter introduces the most basic concepts and elements which are related to the Peer-assessment including definition of assessment in general, its purpose and the principles of assessment. As well as, introducing the main types of assessment with more emphasize on Peer-assessment technique including its definition and some guidelines that help students to implement peer-assessment and the chapter ends with the role of peer-assessment in teaching writing.

Moreover, the practical parts deal with an analysis of students and teachers questionnaires. This study has almost interpreted the hypothesis stated: If students use peer-assessment, their writing proficiency would increase. Besides, the obtained results from both questionnaires confirm that writing is a challenging skill and an activity that most of the students find difficulties when dealing with, but they have positive attitudes toward PA technique and most of them agreed on the importance of this strategy as a useful way in writing.

In addition, this study found that the majority of teachers and students are aware about the importance of the implementation of peer-assessment during the writing course. As well as the teachers' appreciation of the positive influence of PA on improving students' writing skill. Thus, PA is considered as a means through which evidences are provided in order to enhance the students learning and thereby their writing proficiency.

Throughout this study, some recommendations and suggestions are highlighted for both teachers and students in order to improve the teaching/learning writing skill and achieve good outcomes.

To sum up, both EFL teachers and students have agreed that peer-assessment enhance students' writing proficiency.

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APPENDICES

Appendix One

Students' Questionnaire

Dear student,

This questionnaire aims at investigating the impact of peer-assessment in enhancing learners' writing proficiency. We would appreciate your collaboration if you could answer this questionnaire. Please, tick () the choice that corresponds to your answer or make a full statement when necessary. Thank you in advance for your cooperation.

lamara latifa

Department of English

University of 8 Mai 1945- Guelma

Section one: General Information

1-How long have you been studying English?

11 years	
12 years	
13 years	
14 years	

2- Was it your choice to study English?

Yes	
No	

3. Which of the following describes your level in English?

Very good	
Good	
Average	
Bad	

Section Two: writing proficiency

4. Pick the most important skill that you need to develop most? (One option)

Writing	
Speaking	
Listening	
Reading	

5. How could you describe your level of writing proficiency in English?

High	
Above average	
Average	
Below average	

6. Do you find difficulties when writing in English?

Yes	
No	

7. What is the most important element for effective writing? (one option)

Spelling	
Grammar	
Punctuation	
vocabulary (lack of words)	
organization of ideas	
cohesion and coherence	
Other	

If other, specify

.....

8. How often do you practice writing?

Every day	
Sometimes	
Not at all	

9. Which approach (es) does your teacher follow in teaching writing? (One or more)

The product approach	
The process approach	
The genre approach	
The controlled to free approach	

10. To what extent did the written expression courses help you improve your writing proficiency?

Very much	
Don't know	
Not very much	
Not at all	

11. In written expression do you prefer?

Individual work	
Peer work	
Group work	

12. Does your teacher make assessment in writing?

Yes	
No	

13. How often does your teacher make assessment in writing?

always	
usually	
sometimes	
rarely	
never	

Section Three: Peer Assessment in Writing

14. When you make mistakes, do you like to be corrected?

Yes	
No	

15. Which type of correction would you prefer?

Teacher correction	
Peer correction	
Self correction	

16. Do you have problems working with your peers?

Yes	
No	

Please explain

.....

17. Have you ever heard of peer assessment (respond to each others' work) technique?

Yes	
No	

18. Does your teacher help you see the importance of peer assessment in written expression?

Yes	
No	

19. Do you prefer peer assessment in writing?

Yes	
No	

20. Do you think that peer assessment (assess each others' writing) help you to?

Develop and exchange different ideas and information	
Increase your motivation	
Decrease your anxiety	
Develop your English performance	

21. Do you agree that peer assessment is useful in improving the writing proficiency?

totally agree	
partially agree	
agree	
neither agree nor disagree	
partially disagree	
disagree	
totally disagree	

22. In your opinion, How can peer assessment influence the quality of your writing?

Very positively	
Positively	
Neither positively nor negatively	
Negatively	
Very negatively	

23. To what extent is peer assessment important in enhancing the writing proficiency?

not at all	
very little	
a little	
a lot	

24. Do you have any suggestions to provide? Please feel free to write them below

.....

.....

.....

.....

.....

Thank you.

Appendix Two

The Teachers' Questionnaire

Dear teacher,

This questionnaire is addressed to teachers in the English department, university of 08 Mai 1945. It is intended to gather data about the impact of peer assessment in enhancing students' writing proficiency. We shall be very grateful to you if you could share with us your consider-able ideas and opinions about this subject matter. You are kindly requested to answer the following questions by putting a tick (✓) in front of the chosen answer or making full statement when necessary. Thank you in advance for your collaboration

Lamara Latifa

Master II

English Department

Faculty of literatures and Foreign Languages

University of 08 Mai 1945-Guelma

Section One: General Information

1. How long have you been teaching English?

.....year(s)

2. What is your academic level?

License (B-A)	
Magister/ master (M-A)	
Doctorat PhD	

3. How long have you been teaching the module of “written expression”?

.....year(s)

Section Two: The Writing Skill

4. The time allocated to written expression is?

Very sufficient	
Sufficient	
Insufficient	

5. Which approach do you use in teaching the writing skill?

The product-approach	
The process-approach	
The genre-approach	

-If other, specify.....

.....

6. What role do you play in the writing course?

Controller	
Organizer	
Assessor	
Prompter	
Participant	

7. What are the most common writing problems that your students encounter?

Grammar mistakes	
Punctuation	
Spelling	
Lack of vocabulary	

8. How can you describe your students' writing level in English?

High	
Above average	
Average	
Below average	
Low	

-If 'below average 'or 'low', explain why?

.....

.....

9. Do you use group work in your writing courses?

Yes	
No	

10. Do you set the groups on the basis of?

Randomly	
According to students' seating	
According to students' ability	
Students' choice	

11. Do your students face problems when working together?

Yes	
No	

-what ever your answer is, please explain

.....

Section Three: The impact of peer assessment in enhancing students' writing proficiency.

12. Do your students like to be assessed?

Yes	
No	

Why.....

.....

13. What is the assessment technique you use in the classroom?

Peer-assessment	
Self-assessment	
Teacher-assessment	

Justify.....

.....

14. How often do you ask your students to work in peers? (Assess each others' work)

Always	
Often	
Sometimes	
Rarely	
Never	

15. What is your purpose behind using peer-assessment technique in assessing the writing skill?

Monitoring students' progress	
Providing feedback	
Comparing between students	
Planning the course based on the students' level	

Others.....

.....

.....

.....

16. How would you describe your students when they assess each others' writing?

Motivated	
Highly motivated	
Not motivated	

17. Does peer-assessment technique enhance your students' writing skill?

Yes	
No	
Somehow	

Please, justify your answer

.....

18. To what extent is peer assessment important in teaching writing skill?

Avery great deal	
A lot	
A little	
Very little	
Not at all	

19. How do you raise your students' awareness towards the value of peer-assessment?

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

20. Could you add further suggestions concerning using peer-assessment technique to develop students' writing proficiency?

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

Thank you.

Résumé

L'écriture en langue étrangère est considérée comme une des tâches les plus difficiles qui exigent un grand effort et une pratique efficace par les étudiants afin d'atteindre un niveau élevé. Par conséquent, cette étude vise à mettre en évidence le rôle actif de l'évaluation par les pairs dans l'amélioration des compétences en écriture pour les apprenants dans le département d'anglais à l'Université de Guelma 8 mai 1945. Afin de donner une crédibilité à cette étude, et de tester notre hypothèse, nous avons adopté le questionnaire comme moyen de recueillir des données de l'échantillon de recherche qui se compose d'une soixantaine d'étudiants de troisième année du système L.M.D. qui ont été choisis au hasard; tandis que l'autre échantillon a été distribué à quinze enseignants d'expression écrite de la langue anglaise. Les résultats ont révélé que l'évaluation par les pairs est efficace pour développer et améliorer les compétences écrites d'étudiants, de surcroit, ils ont démontré le soutien des enseignants pour l'hypothèse de la recherche fondamentale, qui met l'accent sur l'impact réel de l'évaluation par les pairs dans l'amélioration des compétences en écriture. En se basant sur ces résultats, l'hypothèse avancée a été confirmée et elle a clarifié la nécessité d'étudiants pour cette technique afin de développer leur compétence écrite.

تعتبر الكتابة باللغة الأجنبية واحدة من أكثر المهام الصعبة التي تتطلب جهدا كبيرا وممارسة فعالة من قبل الطلبة بغية الوصول إلى مستوى عالي. وعليه تهدف هذه الدراسة إلى إبراز الدور الفعال للتقويم بين الأقران في تحسين مهارة الكتابة للمتعلمين في قسم اللغة الانجليزية بجامعة قلمة 8 1945 . لغرض إعطاء مصداقية لهذه الدراسة ومن اجل اختبار فرضيتنا، قمنا بالاعتماد على استبيانين كوسيلة لجمع البيانات من عينة البحث التي تتكون من ستون طالب من طلاب السنة الثالثة نظام ل.م.د.الذين تم اختيارهم بشكل عشوائي، أما العينة الأخرى اتذة التعبير الكتابي للغة الانجليزية. فأسفرت النتائج على أن تقنية التقويم بين الأقران ناجعة لتطوير وتحسين مهارات الطلبة الكتابية, كما برهنت كذلك على تأييد الأساتذة لفرضية البحث الأساسية، والتي تتمحور حول الأثر الفعال للتقويم بين الأقران في تحسين مهارات ال . هذه , فان الفرضية المطروحة قد تأكدت ووضحت حاجة الطلبة إلى هذه التقنية من اجل تطوير كفاءتهم الكتابية.