People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohammed Seddik Ben YahiaUniversity-Jijel

Faculty of Letters and Languages

Department of English

Evaluation of EFL Students' Writing in Examinations :

Focus on Form or Content

Case Study: First Year Master Students at the University of Mohammed Seddik Ben Yahia - Jijel

A Dissertation Submitted in Partial Fulfilment of the Requirements of a Master Degree in Didactics of English

Submitted by: Supervised by:
  ✓ Grendi Rima   Houda Bouhadjar
  ✓ Bouchertane Imene

Board of examiners:

Chairperson: Salma Bouhali   University of Mohammed Seddik Ben Yahia- Jijel
Examiner: Redouane NAILI   University of Mohammed Seddik Ben Yahia- Jijel
Supervisor: Houda Bouhadjar   University of Mohammed Seddik Ben Yahia- Jijel

Academic Year 2018/2019

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Dedication

In the Name of God the Most Merciful and the Most

Compassionate, all the praise is due to God

I would like to dedicate this work to:

The dearest people to my heart: my dear mother and my

beloved father for their endless support, encouragement, care

and patience, may Allah bless them.

To my beloved sisters and brothers

To all my family Grendi

To my lovely friends

To my nieces and nephews especially Hamza

To my beloved SouSou

To all those who pray for me especially my mother and

those who have been supporting and helping me along my

way to complete this humble work.

Rima

Dedication

In The Name of Allah, the Most Gracious, the Most Merciful

I dedicate this humble work to:

My dearest parents for their incomparable love, patience, and encouragement

My precious and lovely sister "Fella"

My little brother "Yakoub"

My lovely grandmothers. And my dear aunt "yaya"

To all members of my family "Bouchertane" & "Zidane"

To all my dear friends for their endless support

"Imene"

Acknowledgements

Abstract

The present study attempted to evaluate EFL students' writing in examinations. More specifically, it investigated EFL Master One students' primary focus when writing examination essays in content modules regarding the aspects of form and content in addition to the reasons of their focus. Thus, two basic hypotheses were adopted in this research. The first one speculated that in writing exam essays in content modules, EFL students focus on content at the expense of form. The second hypothesis maintains that the main factors determining EFL students' focus are the lack of writing proficiency and effective training. To verify the validity of the hypotheses, two research instruments were used to collect data: two questionnaires and an analysis of syllabus design exam papers'. The teachers' questionnaire was addressed to eleven teachers of content modules and, the students' questionnaire was addressed to sixty two Master One students at the University of Mohammed Seddik Ben Yahia , Jijel, in addition to the analysis of exam papers to have concrete evidence and enable us to compare the results obtained to those of the questionnaires. Our major findings revealed that students tended to focus on content while writing their essays in content module examinations. This focus is due to psychological, linguistic, and situational, in addition to the lack of effective training to write in content modules.

Keywords: Master one students, examination essays, content modules, Focus on form, Focus on content.

List of Abbreviations

EFL: English as a Foreign Language

E.g.: Example

ESL: English as a Second Language

Etc.: et cetera

FL: Foreign Language

I.e.: That is to say

L1: First Language

L2: Second Language

LMD: License/ Master/ Doctorat

Q: Question

WE: Written Expression

WAC: writing across curriculum

WID: Writing in the Disciplines

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General Introduction

General Introduction

Teaching English as a foreign language at university level in Algeria requires the development of the four skills and the acquisition of knowledge related to different subjects in namely content modules Linguistics, Literature, Culture, Civilization, etc. Students at university are trained to be able to write in the form of essay, which is regarded as a suitable form of academic writing for answering exam questions. Among the purposes of developing the students' proficiency is writing effectively in examinations because the majority of university grades are based on students' written performance. However, students writing in examination do not demonstrate a balance between the form and the content of their essays. Usually, English as a foreign language (EFL)students tend to focus on the formal aspects of their essays when writing in Written Expression module; however, they give paramount importance to content disregarding the formal criteria of academic writing in content modules. In fact, the dichotomy of form and content has been an important issue related to writing and in writing in examinations in particular.

Therefore, students give much importance either to content over from or the opposite. Actually, this is due to some factors like time pressure, lack of proficiency in writing, etc. So, teachers should raise their student's awareness towards the importance of making a balance between content and form in an attempt to develop their writing skill and write good essays in exams.

Throughout their academic journey, EFL learners were taught how to produce different types of writing as a paragraph, an essay, a report and so on. The writings students produce need to conform to certain criteria of acceptability regarding academic writing. Consequently, developing the writing ability is a must to meet student's needs and enable them to function appropriately in academic settings.

According to Nemouchi (1996) "acquiring writing requires an intensive process of training and long term of pedagogical assistance in a specialized situation ".(as cited in Hamani 2016, p. 10) In the Algerian context, writing is regarded as an essential skill in teaching English. The former is given its due importance in the university curriculum. This is portrayed in the existence of a separate module to fulfill student's requirements concerning this skill. The written expression module aims at enhancing students' writing abilities and enabling them to become independent writers. For achieving this purpose learners are scaffold by their teachers throughout the whole process of learning. This assistance is supposed to make students move gradually to produce longer pieces of writing. These writings in turn should stick to academic writing norms.

2- Statement of the problem

Although improving writing requires time, training, and generally after almost four years of training Master One students are expected to be able to write in the form of an essay good academic writing. However, when it comes to answering exam questions in content modules, they usually fail to maintain a balance between form and content in their exam answers and the mistakes they make in form affects their score negatively. Their pieces of writing are different from their writings in WE module i.e. the same student may write differently. These reasons in addition to teachers' evaluation which stress content are the ones we are looking for.

3-Research Questions

Based on the stated problem, the research attempts to answer the following questions:

1- What is the EFL students' primary focus in writing examination essays in content modules? is it form, content or both of them?

2- Is the students' lack of development of the writing skill the reason why they overlook form?

3- What is the teachers' role in training students to write academic examination essays in content modules?

4- Aim of the Study

The present research aims to determine the focus of first year Master students of English when responding to examination questions that require writing an essay as an answer. The objective of finding out students' primary focus is to present the real factors behind their choice, whether they are related to the exam situation, the lack of proficiency in writing or their teacher's methods of correcting their papers.

5- Hypotheses of the Study

This research is based on the following hypotheses:

1- While writing exams essays in content modules, EFL students tend to focus on content at the expense of form.

2- The main factors determining EFL students' focus are the lack of writing proficiency and the effective training.

6- Methodology

In order to test the research hypotheses quantitative and qualitative data collection and analysis are used. Two research tools are adopted: questionnaire, one for the student and another for the teachers of content modules, In addition to the analysis of first year Master students exam papers. Firstly, the students' questionnaire is administered to sixty two first year master students who are chosen randomly in the

department of English to be the sample of our research. Secondly, teacher's questionnaire is handed to only eleven teachers of content modules, teaching first year Master students and third year student, because of the limited number of teachers of content module at Master level. Thirdly, for the analysis of exam papers, one hundred and eighteen exam papers (which constitute the whole population)are to be analyzed However, we selected just five papers for the sake of exemplification.

7- Structure of the study

This research is divided into three chapters. The first two chapters are devoted to the theoretical part and the third is devoted to the practical part. The first chapter is about academic writing and its importance. Also it includes the characteristics of academic writing, in addition to its types and purposes including: assignment writing and writing in examinations. Finally, it deals with feedback on writing.

The second chapter, defines testing, assessment, and evaluation and identifies the differences between testing, assessment, and evaluation. Furthermore, we sheds light on teaching writing with focus on form and content, the assessment of writing, and types of scoring. Lastly, it presents the different factors affecting students' writing in examinations.

The third chapter is field work. It provides the research design, data analysis and interpretation. Moreover, it provides detailed analysis of both students' and teachers' questionnaires and analysis of first year Master students exam papers and ends up with mentioning pedagogical recommendations for further research.

Chapter one: Academic Writing

Chapter One: Academic Writing

Introduction

In the process of teaching English as a foreign language, learners are trained to develop the four language skills namely: listening, speaking , reading and writing, because each skill plays an important role in mastering the language .Writing is a fundamental skill in the process of language learning, it is an important, difficult and challenging skill to be developed especially by non-native speakers of the language. This is due to the complex nature of writing. Which requires a considerable effort and practice to reach an acceptable level of proficiency in writing.

The present chapter start with a definition of the writing skill, developing the writing skill, then stages of writing and shifts to the importance given to writing, next it deals with writing in the disciplines, explains academic writing in terms of its characteristics and types, its purposes including: writing in assignments and writing examinations. Finally, it discusses the role of: peer and teacher feedback on writing.

1.1. Writing

 1.1.1. Definition of the Writing Skill

Writing is one of the basic skills in teaching and learning a foreign language .yet, it is the most difficult to be developed by learners. There is no agreement among specialists and scholars in the field of writing up on its definition. Consequently, different definitions of writing were suggested from various perspectives. As Pincas (1992) states "writing is a system of graphic symbols i.e. letters or combination of letters which relate sounds we produce while   speaking"(p125). Similarly, Harmer (2004) maintains that writing is generally defined as a set of symbols and signs ,used as a tool of communication i.e. writing is the act of putting signs and symbols together in order to create a meaningful work. Furthermore, Byrne (1988) mentions that "writing is clearly much more than the

production of sounds, the symbols have to be arranged according to certain conventions, to form words and words to be arranged to form sentences."(p1). Thus, writing requires following certain formal conventions to convey meaning.

The concept of writing has developed from being a representation of graphic symbols and signs to a complex cognitive process. So, writing is not an easy task as it seems to be. In fact, it's a complex process which requires the activation of ones cognition along with the mastery of the writing conventions. According to Bell and Burnaby (1984) what makes writing a complex cognitive task are its requirements on the writer's part to show command over certain variables at once. The writer must have command of the content, the sentence structure, the vocabulary, the pronunciation, the spelling and most importantly, he must be competent in making coherent and cohesive paragraphs as well as texts. In the same vein, Andrew (1986) claims that writing is a process of building larger units from smaller ones, that is ,The writer uses words to make sentences, sentences to make paragraphs and paragraphs to make compositions, letters, reports, etc. To state it differently, the writer must know how to move smoothly from sentence to paragraph to texts. This gradual movement, in turn, must obey the norms of writing .In addition, Richard and Renandya (2002) state that "there is no doubt that writing is the most difficult skill to master, the difficulty lies in translating ideas into readable texts . The skills involved in writing are highly complex" (p303). this means, the difficulty of the task of writing is not only in organizing the ideas, but it is also in transferring ideas into coherent written forms.

Writing is a process that requires writers to move through different stages, to consider the purpose of their writing and language they are using. In this regard, Harmer (2004:p4)

states that writing requires certain "stages a writer goes through in order to produce something in its final written form, this process may be affected by the content (subject matter) of the writing , types of writing …and the medium it is written in.''(p4).Besides, Weigle (2002:19) argue that "writing is an act that takes place within a context that accomplishes a particular purpose and that is appropriately shaped for its intended audience.'' Therefore, the writer should also take into consideration three elements: the context, the purpose and the audience.

To sum up, writing is not an easy task to master by EFL learners; it is more challenging and demanding because it is not just a speech written down on paper, but a complex process which requires mental efforts. Hedge (2000) claim that "writing is a complex activity which is neither easy nor spontaneous.''(p302).Developing writing proficiency in an EFL setting is widely acknowledged as an essential skill. As a productive skill, it allows EFL learners achieve their academic success.

1.1.2. Stages of the Writing Process

As mentioned before, writing is not a simple activity, rather, It is a complex process. Harmer (2004) state that the writing process is "the stages a writer goes through in order to produce something in its final written form''(p4). The final product is influenced by the steps a writer follows; in Hedge's words (1988), good writers follow certain processes in order to produce a successful piece of writing. Specialists divided and named the stages of writing differently. In fact, these stages are summarized by Harmer (2004:4-5) as the following: planning, drafting and editing.

1- Planning

It is the first stage for producing a written text .It is like a warm up to the writing task; before students initiate their writing, they should decide on what they are going to

write by the generation of ideas and the collection of information about the subject matter. Generating ideas is an essential part of the writing process; it is a highly important step because it allows learners to produce as many ideas as possible.

In this stage, it is highly important for the students to take into account the purpose as well as the audience to whom they write. Generally, the purpose of any piece of writing is to convey a meaningful message to the reader and the audience to whom they are going to write .In this context, Hedge (2003, pp. 52.53) argues that before writing, a good writer should consider two important points: the purpose of the piece of writing and the readers Therefore, at this stage the purpose and the target audience are very crucial since they influence a writer's choice and use of the language. Students may use techniques such as:

a- Brainstorming   d- Making lists of ideas

b- Free-writing   e- Using outlines

c- Drawing diagrams

The stage of planning for skilled or experienced writers is very crucial, since it takes much time to plan their writing and to think about the purpose and the audience of their writing.

2- Drafting

Drafting is the second stage of writing that comes after the end of the planning stage, and it requires students to get their ideas and words on the draft paper. The main focus here is the content, the organization of ideas for the reader, to attract his attention and let him follow through the text into the conclusion. Brown and Hood (1989, p.14) claim that "this is not the time to worry about spelling, grammar, punctuation or best wording. While writing , students keep referring back to the outline and the notes they have written in the planning or the pre-writing stage , but they may also make some modifications by removing or adding information where appropriate .

3- Editing

It is classified as the third stage of writing; it is also known as the revision stage. In this stage, writers should focus on correcting grammar mistakes, spelling and punctuation, they look deeper in their drafts so as to see whether it needs some modifications to ensure maximum understanding by the reader. In addition, Spratt, Pulverness and William (2005, p .27) note down some stages that students should pass through when they are asked to write, these stages are:

-Brainstorming: during the first stage students think about everything they can write about a given topic.

-Write down ideas into notes.

-Planning (organizing ideas)

-Writing a draft which means correcting and improving the text.

-Producing a new draft.

-Proof -reading which means checking the mistakes in accuracy.

Thus, competent writers should be aware of the different stages of writing mentioned above before they start writing , in order to construct a sound piece of writing.

1.1.3. The Importance of the Writing Skill

It is considered as a tool of communication and its role is highly emphasized in EFL classrooms. EFL students should be proficient in writing, which is important in order to exceed at both academic and professional level .Therefore, having good writing skills are necessary for EFL learners to accomplish their educational as well as employable requirements, thus writing should be given much attention in the curricula.

Writing is an important tool of communication .As Rogers (2005) claim that "writing is one of the most significant cultural accomplishments of human beings ,it allows us to record and convey information and stories beyond the immediate moment .writing

allows communicating at a distance ,either at a distant place or at a distant time". In this sense, writing is a communication tool that translates ideas into language at any time and everywhere.

In EFL classrooms, writing is not just seen as a way of communication, but also learners use it as a mean to develop their learning process .It is essential in the sense that it helps learners to acquire the language system .Raimes (1983,p.3) support the idea mentioning :

> But the fact that people frequently have to communicate with each other in writing is not the only reason to include writing as part of second language syllabi. there is an additional and very important reason: writing helps students learn. How? first writing reinforces the grammatical structure, idioms, and vocabulary that we have been teaching our students.

Furthermore, writing can be used by EFL learners to develop their self -expression, especially for shy learners to show their strengths of mastering the FL. Again, Raimes adds:

> When our students write, they also have the chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks... when they write, they necessarily become very involved with the new languages. The effort to express ideas and the constant use of eye, hand and brain in a unique way to reinforce learning.

Pedagogically speaking, writing is considered as an important skill for university students to master, in order to achieve their academic success .Writing is viewed as a basic means to assess students' knowledge of the language , since most exams require

students to answer in a written form. according to Bacha(2002) writing in highly important in students academic course, since most examinations, research work and reports relay on it.

Psychologically speaking, writing is helpful for students especially for those who find difficulties to learn through speaking. Because in speaking they find themselves engaged in direct communication that is why they cannot express themselves freely but, in writing, students feel more secure since they are far away from the reader. Therefore, practicing writing provides learners with various learning styles.

Harmer (1998,p.79) illustrates the reasons for teaching writing as follows:

- **Reinforcement :**Some learners acquire language in a purely oral way, but most ofthem benefit greatly from seeing the language written down.

- **Language development:** The mental activity learners go through while writing. Is very important, since it helps them to construct proper written texts in all part of the ongoing learning experience.

-**Learning style:** For many learners, producing language in a slower way is something they appreciate .Writing provides time and ease for learners more thanface- to -face communication does.

- **Writing as a skill:** learners need to know how to write essays, how to put written reports together and how the writing system operates (for example, in term of conventions such as punctuation, paragraph construction, etc). It is as important as knowing how to speak appropriately.

Apart from the fact that writing is used as a means of communication and as a tool to assess students' competencies and capabilities , it plays also an essential role in ones future career. Most contexts of life (school, workplace and the community) requires the mastery

of writing and each context needs different levels of writing. Therefore, a person has to be proficient and skilled enough to adopt his writing proficiency to the context in which it takes place . Barras(2005,p.1) maintains that :

> writing is important in studying all subjects and in all professions, only by writing well, you can give a good account of yourself as student or when applying for employment, or in a career when writing email, memoranda, letters, instructions and reports.

In fact, writing well opens the door to advancement in whatever field a person selects. It is said to be the primary basic up on which the workplace and the learning of a person will be judged in college , in the workplace and in the whole community .So, having good writing skills can maximize a person chances for getting a job. Robitaille and Connelly (2007,p. 3) state that:

> Learning to write well is important because it gives you power, writing well enables you to accomplish your goals, whether those goals include being successful in school, getting and keeping a job or simply expressing your ideas clearly.

1.1.4 Writing in the Disciplines

In higher education context, writing is used as a tool of learning as well as assessment. According to Coffin et al (2003 p.7):

> With the increasing recognition of the centrality of writing to learning and assessment in higher education, the movement to include writing across the curriculum (WAC) and writing in the disciplines (WID) has grown (see e.g. Bazerman and Russell, 1994;

Fulwiler, 1986). The WAC movement is premised not only on the notion that writing is a tool for learning but also that because academic writing happens in specific disciplinary contexts, instruction in such writing should also be located in these courses.

From the above mentioned, writing plays an important role in higher education. due to its centrality the WAC/WID has emerged as a response to students need in university context. The latter imposes on student's different kinds of writings from one discipline to another or within the curriculum itself.

The following table by coffin et al (2003,p.46) illustrates different disciplines and their typical written texts.

Table 1: *A Categorization of Disciplines and their Typical Written Texts*

Sciences	Social sciences	Humanities/ Arts	Applied Disciplines
Examples include:			
Physics, Chemistry, Biology, Geology	Sociology, Geography, economics, politics, cultural and media studies, psychology	English, history, Languages, classics, fine art, religious studies, nursing.	business and management Philosophy, music engineering, health and social welfare
Typical text types			
Laboratory reports, Project proposals and reports, field work notes, essays, dissertations	essays, project reports, fieldwork notes, dissertations	essays, critical analysis, translation , Projects.	essays, case studies, dissertations, projects

1.2. Academic Writing

In teaching a foreign language, writing is considered as the most problematic and difficult skill to master by EFL learners because it needs training. It is very essential in everyday life as well as in education . However, in education, writing has to be academic, particularly in higher education .Students are supposed to write different forms of assignments during their academic studies including (essays, papers, dissertations, research papers, articles, business report and so on). These assignments are referred to as academic writings. Even in exams, students are asked to write in an academic way to display their knowledge of a specific subject . Also, it is considered as "the means for students to explore and consolidate their understanding of the subject knowledge.''(Vyncke , 2012,p 19).Hence academic writing is substantial in universities.

Academic writing is defined differently by various writers. According to Oshima and Hogue (2007), academic writing is considered to be one of the writing genres that are used in college to submit any kind of assignments .Furthermore, Irvin (2010) state that "academic writing is always a form of evaluation that asks you to demonstrate knowledge and show proficiency with certain disciplinary skills of thinking, interpreting and presenting "(p 8). That is to say, academic writing is a kind of writing that differs from other types, students in college and high schools are asked to generate academic texts, whether in regular assignments or in examinations as a means of evaluation, which requires students to demonstrate their knowledge, show their proficiency through thinking, interpreting and presenting.

Academic writing is distinguished from other types of writing in the sense that, it requires specific form, structure, organization and conventions .All these characteristics should be arranged in a coherent piece of writing .Oshima and Hogue(1998,p.5) in their book writing Academic English points out that:

> Academic writing as the name implies, is the kind of writing that you are required to do in college or university , it differs from other kinds of writing such as personal literacy, journalistic, or business writing , its differences can be explained in part by its special audience, tone and purposes.

Academic writing is definitely difficult and it demands more efforts and more proficiency. In academic settings like universities, in order to write a good piece of writing, there are some conventions that students have to take into consideration : the degree of formality, the format of different types of writing , the wide range of terminology that differs from one discipline to another and above all incorrect punctuation and spelling mistakes are not tolerated. Moreover, academic writing is characterized by its accuracy, precision and objectivity (Hartly, 2008,p.3). It is accurate in the sense that students have to use exact words and expressions. It   because while writing learners are supposed to write exact facts and to be precise with any type of data they use as figures, dates and so on. Finally, it is objective in the sense that students have to be less personal i.e. avoiding subjectivity in order to be more convincing.

 It is important that a writer understands the nature of academic writing before starting writing in order to be accurate .As Fowler and Fowler (1906,p.11) believe that "anyone who wishes to become a good writer should endeavor, before he allows himself to be attempted by the more slowly qualities , to be direct, simple, brief, vigorous and lucid.''(as cited in Hartly,2008, p .14).

To sum up, it must be emphasized that academic writing is a skill like any other skills. Although, it is difficult and challenging , it gets better through regular practice and effort that lead to proficiency . In this regard Hinkel(2004,p.37) assert:

Although at first glance producing academic assignments and papers seem difficult and daunting, the greatest advantage of the fact that written academic discourse is highly conventionalized and its features are recurrent is that, with the ground work in place and consistent practice , producing academic writing is actually relatively easy.

1.2.1 Characteristics of Academic Writing

Writing in English within an academic context requires some criteria of acceptability related to various writing aspects(organization, clarity, coherence, etc.). Students express their ideas in a well-organized, clear and logical way, when they write, trying to a large extent to clarify the meaning to the reader. According to Starkey (2004), a good and effective piece of writing must include the following:

- Organization

In the process of writing , information should be presented to the reader in a structured format of organized thoughts. Starkey(2004,p.2) states:

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 to gether and how they support your ideas.

Students think about organizing their ideas before engaging in the act of writing .In this context the use of the prewriting techniques (brain storming ,free writing, etc.) helps the students in planning their work effectively.

- Clarity

It is considered as one of the essential elements of effective academic writing. learners must set clarity as an objective while writing. Murray and Hughes (2008) emphasize the importance of clarity as a basic element in making ones piece of writing accessible. For them, the best way to achieve clarity is the use of short sentences. According to Starkey (2004p.12-13), clarity is a tool of communication, So, to achieve it learners should avoid ambiguity by focusing on the use of simple words and phrases, and eliminating those with more than one interpretation .In addition, learners should use powerful, precise modifiers (adjectives and adverbs) to make all their points clear and original.

3-Coherence

It is an important characteristic of writing because in educational situations, success and failure depend on the coherence of the students' written responses . kane (2002) and Creme and Lea (2008) among others, agree that coherence has a great role in making a good piece of writing . According to them coherence has to do with linking ones ideas in a way that makes them easily understood by the reader .Murray and Hughes (2005,p. 45) notice 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.

4- Word Choice

One of the best ways to impress the reader is to know how to choose the right words. There are certain criteria that the students should consider when they choose the words . Starkey (2004,p.21) states:

> Saying what the writer means takes more than just an understanding of the denotation, or the literal meaning of a word. Many words have a connotative meaning. The connotation is a words implied meaning, which involves emotions, cultural assumption, and suggestions. Both meaning must be considered when making word choice.

- Denotation

It means that learners should use the literal meaning of the word, because some words may have more than one interpretation, or they may sound the same, while they are widely different.

- Connotation

It is the implied meaning or the meaning behind the written words. It involves emotions, cultural assumptions and suggestions.

- Mechanics

In composition, mechanics refers to the appearance of words, and how they are spelled or arranged on a paper .Mechanics are very significant in producing a good piece of writing. Students should always aim at improving their writing by taking into consideration these aspects. Indentation, capitalization and punctuation all of them are known as mechanics. Starkey (2004) identified writing mechanics in terms of grammar, spelling

,punctuation and capitalization. Nunan (1989,p.37) believed that successful writing is a complex activity that should involve many abilities simultaneously:

-Mastering mechanics

- Mastering and obeying conventions of spelling and punctuation

-Using grammatical system to convey ones Intended meaning

- Organizing content at the level of the complete text to reflect given /new information and topic.

Academic writing is commonly used in educational contexts. Consequently, students are required to write taking into account the previously mentioned characteristics.

1.2.2 Types of Academic Writing

According to Bailey (2011), academic writing consist of the following types :

- Notes : it refers to the recording of the important points of a text or a lecture in

a written form. It is done by students to be used personally.

- Report: a report is a detailed account of what students have done when performing something. In other words, a report tells what has been done by students as they were conducting a survey or something.

 - Project: A project is a piece of research to be done either individually or in a group work. The topic of the project is chosen by students that is to say the students have the freedom to work on the topic they want.

 - Essay: Essay is a piece of writing that contains normally 1.000-5.000 words. It is the most common kind of written composition. The essay title is given for students by the teacher.

- Dissertation/thesis: It is a piece of writing which contains more than 20.000 words.A dissertation/thesis is the longest piece of writing produced by students usually for a higher degree. The topic of the dissertation or thesis is chosen by the student.

- Paper: Paper is a term which refers to any academic essay , report, presentation or article in general.

1.2.3 Purposes of Academic Writing

1.2.3.1 Assignment Writing

EFL students write different assignments among them we find:

Writing summaries: Summary writing is among the most familiar type of writing for university students. Students form summaries of lectures, readings, or conversations with various lengths depending on their purpose of writing. However, a summary becomes a task in itself when the in structure assigns it to check students' understanding.(Swales and Feak.1994, p105). According to Swales and Feak (1994), a good assignment summary has three principle requirements:

-It should offer a balanced coverage of the original

- It should present the source materials in neutral fashion

- It should condense the source material and be presented in the summary writer's own words (p.p.105.106)

Writing critiques: Critiques is a piece of writing in which someone's work is critically assessed positively, negatively, or a mixture. The common structure of critiques is a summary followed by an evaluation. However, other different forms are possible to write it.(Swales and Feak.1994,p. 131) .

For Swales and Feak (1994, p.131), a critiques is assigned by instructor for several reasons:

- To try to ensure that students actually do reading assignments.

- To assess students' understanding.

-To try to develop habits of analytic reading in their students

- To train graduate students to integrate the assigned readings with other readings they have done, especially by making comparisons.

-To give graduate students a better sense of the scholarly expectations in their chosen field.

Writing essays: an essay could be defined as a group of paragraphs that develop a single topic. It is composed of an introduction, body paragraphs, and a conclusion. For Geyte (2013) essay is the most popular type of assignments used by teacher to check students' understanding of a module.

According to Grenville (2001, pp. 4.5), essay assignments generally ask for four things:

-To provide straight information arranged in some logical order.

- To discuss different point of view related to a subject.

- To argue for a particular point of view.

- To compare and contrast several different things.(p.p. 4.).

1.2.3.2 Writing in Examinations

At university setting various courses are provided to supply students with the necessary knowledge and to develop the skills that enable them to respond in the academic setting. Each course differs from the other in the type of knowledge and skills targeted.

Students at university are to attend these courses to accumulate the different types of knowledge and to develop their skills. By the end of these courses students are supposed to produce something orally or in a written form. Some teachers may prefer the oral form to test students' capacities because it allows them to directly observe learners' performance. However, writing is the most frequent tool used at universities to assess student's comprehension, According to coffin et al(2003) stressed the importance of both content and form of students' writings.

1.2.4. Feedback on Writing

The provision of feedback is one of the essential tasks for EFL teachers of writing, because, it allows students to recognize their errors and avoid them in future productions. Providing feedback on students' written work has several purposes , Coffin et al (2003, p.104) illustrate the purposes for providing feedback as follow:

- To support students writing development.

- To teach, to reinforce a particular aspect of disciplinary content.

-To indicate strengths and weaknesses of a piece of writing(perhaps in relation to a set of criteria).

-To explain or justify a grade.

- To suggest how students may improve in their next piece of writing.

Techniques of Feedback

There are various techniques for providing feedback on students writing; the most common ones are: teacher- student conferencing, peer feedback and teacher feedback. we will shed light on the last two types mention.

1.2.4.1 Peer feedback

It is a technique in which students receive feedback on their writing from their peers. In fact, there are various terms that refer to this technique, such as : peer-review, Peer correction, peer assessment and peer evaluation. It provides an opportunity for students to examine carefully their writing as well as that of their peers in a critical way. It is an occasion for each student to play the role of the teacher, by making comments, correcting mistakes and evaluating their peers written text which leads to learning in a more cooperative way. Hyland(2003,p.198) state that "peer response is said to provide a means of both improving writer's drafts and developing reader's understanding of good writing.''

Peer feedback is beneficial and useful, since it gives a sense of cooperation between learners when reading each peers' papers ,also it develops the critical skill. In this regard Leki, (1990) and Zhang , (1995) mention that "Through feedback students not only have a chance to see how readers understand their ideas and what they need to improve , but also gain the skills necessary to Revise their own writing.''(as cited in Hyland, 2003). Furthermore, Ur (1991) identifies the advantages of peer feedback for the teachers and learner when he maintains that "peer correction can be time saving and useful technique , also critical reading for style, content and language accuracy is a valuable exercise in itself''.(p172).To state it differently, peer feedback provides students with the opportunity to work in collaboration, to read each other's paper , and to develop their critical skill.

Despite the benefits derived from peer feedback, students still question their Peers' comments and correction; they prefer feedback from the teacher rather than their classmates . This is due to the fact that students feel ambivalent when corrected by their

peers and mistrust them due to their poor proficiency, Leki (1990) argue that peers are not expert teachers, so, their comments maybe vague and unhelpful.

In general, teacher feedback is more effective than peer one, but peer feedback can also lead to writing development. Teachers should encourage students to share their writing strategies during the writing task , particularly with those who are well-skilled at writing. Also they should train them to be good writers by employing various writing techniques when writing different assignments not only during exams.

Hence, for an effective implementation of peer feedback technique in EFL classes, teachers should supplement it with their feedback, so students feel more comfortable and confident.

1.2.4.2 Teacher Feedback

Another important technique in which teachers give feedback on students written texts is what we call teacher written feedback or written comments. Hyland (2003,p.178)posits that:

> Despite increasing on the importance of oral response and the use of peers as source of feedback, teacher written response continues to play a central role in most L2 writing classes.Many teachers do not feel that they have done justice to students efforts until they have written substantial comments on their papers, justifying the grade they have given and providing a reader reaction .Similarly, many students see their teachers feedback as crucial to their improvement as writers.

There is a disagreement regarding the issue of responding to students' written papers.

Some teachers tend to focus on form and others focus on content. However, this view has been changed due to Fathman and Whalley(1985) who conducted a study to test the effectiveness of corrective feedback. The results of this study revealed that feedback form(implementation of grammar rules) led to improvement of accuracy , and general comments(encouraging or suggesting) led to the improvement of content. Besides, the study shows that grammar and content feedback can be provided separately or at the same time.

Teachers' feedback given to students improves their writing skills. The former is said to play a significant role in most EFL classes, teachers' response to students writing can be either by correcting mistakes or writing comments. "clearly teachers need to consider what students want from feedback and what they attend to in their revisions".(Hyland, 2003,p 179) .So the feedback given to the students must be based on what they need at their level of studies. According to Harmer (2007), teachers response to their students written work can be done in two different ways, either by "correcting" or "responding". By correcting, we mean the correction of learners' grammar mistakes and lexis for the sake of editing their papers, while responding is more interesting in the sense that it seeks to improve the student level through asking questions, giving comments, suggestions and diagnose their writing problems. Which means here play the role of a reactive reader. Furthermore, Harmer(2007,p.112) asserts that "many students value this kind of correction extremely highly and feel uncomfortable when other kinds of feedback are offered." In the sense that, students prefer their teachers response on their writing, rather than their peers'.

Teachers feedback is highly needed in the process of writing .It is a great need, then, to introduce an academic feedback on students written production, whenever they

show weaknesses either when writing different assignments inside the class or during exams. Otherwise, teachers are highly responsible for the existence of student's errors. Therefore, to remedy poor achievement of students in writing, teachers reaction by responding to students written tasks is needed. The teacher reacts on both the form and content without focusing on just one side, by giving suggestions, asking questions, and not judging the work as a final product. In this regard, Raimes(1994) suggested that "responding to students writing is very much a part of the process of teaching writing."(p139).

In short, correcting, reacting and responding to students writing are effective and play a crucial role in, motivating and encouraging students to enhance their writing. Also feedback is a useful tool if the teacher knows how to implement it in a positive way, through making comments and so on .Moreover, providing feedback to students may help them to encounter their learning troubles in one way, and it paths the way for them to develop their writing skills in the other way. Both teachers and students can benefit from the use of feedback, due to its important role in making successful learning.

Conclusion

The current chapter deals with the definition of the writing skill, the different stages of writing, also the importance of the writing skill. In addition it sheds light on the characteristics of academic writing; its types and purposes. Lastly, it ends with tackling Feedback on students' writing with its types.

Chapter Two: Writing in Examinations

Chapter Two: Writing in Examinations

Introduction

In the present chapter, a review of the concepts of examinations, testing, assessment and evaluations is provided in relation to writing. First, it provides a distinction between those terms because they are used interchangeably in educational settings. Furthermore we will shed light on the factors that affect students' writing in exams and teaching with focus on form and content. Finally, it presents the criteria of good form and content in students' writing and how the latter is assessed.

2. 1. Testing, Assessment and Evaluation

When teachers use the procedures of testing, assessment and evaluation effectively in the classroom, the learning process is supposed to be positively influenced. The three terms appear to be synonymous but, in fact there are nuances between them.

2. 1. 1. Testing

It is not possible to think about teaching without assessment , for the reason that It helps teachers to assess their learners performance and to check the extent to which their learning/ teaching process is effective. During the process of teaching/ learning, tests are designed for the purpose of measuring student's knowledge , abilities and skills.

A test is defined in oxford dictionary as "a short examination to measure somebody's knowledge or skill in something''(p798).in the sense that teachers use tests in order to determine students competencies to complete certain tasks , or to master a skill or knowledge of content. Hedge(2000) defines it in a more specific way a test is "the specific procedures that teachers and examiners employ to try to measure ability in the language, using what learners show they know…these tests are usually of the traditional pencil and paper variety''(p378), i.e. a test is one of the methods or strategies used by the teacher to

assess or evaluate learners' capacities and to check if students are skillful enough to transfer the knowledge of content they have taught in the class in the right form.

2.1.1.1. Types of Tests

There are several types of tests teachers employ to measure their learners abilities and each test has a different form and purpose.

2.1.1.1.1. Proficiency Tests

Proficiency tests attempts to measure learners' knowledge and capacities. In fact, they are not based on any specific program or curriculum. Hughes(1989) defines proficiency tests as "proficiency tests are designed to measure pupils ability in a language regardless of any training they may have had in that language…it is based on a specification of what the candidate has to be able to do in the language in order to be considered to be proficient''(p9). Simply speaking, proficiency tests are administered to determine whether the learner can use the language appropriately or not to consider him as a proficient learner.

2.1.1.1.2- Diagnostic tests

Diagnostic tests are administered to determine some language aspects. According to Underhill (1987) one form of this type are the tests administered to the students in the form of a writing assignment. As an example , at the beginning of the year, learners are generally asked to write an essay about a certain topic from their own choice. The purpose behind writing such essay is to help the teacher to determine the language proficiency level of his students.

2.1.1.1.3.Aptitude Tests

Learning a SL is a complex process. According to Caroll and Sapon (1959) second language learners go through this process differently. In the sense that ,some learners seem

to have a higher aptitude toward the language, because they find it easy, while others may have a lower aptitude toward the language as they find it difficult.

Simply speaking, this type of tests helps the teacher in determining how the student will master a SL language.

2.1.1.1.4. Placement Tests

Placement and diagnostic tests can be confused because both of them reveal the strengths and weaknesses of students. However, they differ in the purpose of their use. According to Hughes (1989) and Alderson (1996) placement test is primarily planned at an appropriate level in a course that responds to students' abilities, it is used to group students into different levels (low level students and high level one's). On the one side , diagnostic test is used by the teacher to help him in designing the teaching program which is appropriate for the needs of his students. On the other hand, placement test enables the teacher to place students in a homogenous group; having almost the same level.

2. 1. 1. 1. 5. Achievement tests

In academic settings like universities, this type of tests is widely used to test students' progress. Brown (1994) defines achievement tests as "tests that are limited to particular material covered in a curriculum within a particular time frame"(p259).

Teachers at universities use many evaluation methods to assess their students accomplishments. and the most commonly used are known as achievement tests. which are referred to as exams only. The achievement tests that most people are familiar with are the standard exams taken by all students at the university. Most students respond in the form of an essay particularly in exams, students are regularly expected to demonstrate their learning and proficiency in a variety of subjects.

An achievement test measures mastery of content, skill or general academic knowledge or focuses on previous learning. Thus, achievement tests are intended to find out how much have been learnt of what have been taught , in the sense that, whether the objectives of the course have been met. It is referred to in this research as examinations. because it is the commonly used term by EFL teachers at the department of English. Exams are highly important and beneficial, since it measures students progress towards pre-determined objectives. It is a source of testing and evaluating the abilities or the achievements of students, without making exams we cannot know what the students get from their courses. There fore the ultimate goal of exams is measuring the performance level of the learners.

Teachers use different methods and instruments to evaluate students learning .one of which is testing. The two methods which are mostly used by teachers to assess their students in EFL classes are written tests and oral exams. written tests are said to be the most effective methods used to test learners comprehension of what they have been taught in class .However, Hughes(1989) mention that one reason of not favoring the written tests is that , it cannot effectively evaluate students in almost all subjects. For instance, due to anxiety and stress in exams , the student may fail the test , even though he has the necessary knowledge and skills that enables him to pass the test.

2.1.1.2 Key concepts in Testing

In order to meet the effectiveness of the testing activity, certain criteria or principles like reliability, validity, authenticity, wash back, etc should be taken into consideration. We will shed light only on reliability and validity because of their importance in language testing.

2. 1.1.2.1 Reliability

As stated by Bachman and Palmer (1996, p. p 19,20) :

reliability is the consistency of measurement, a reliable test score

will be consistent across different characteristics of testing situation.

Thus reliability can be considered to be a function of the consistency

of scores from one set of tests and test tasks to another.

in addition Brown (2004,p.20) gives a more explicit definition of reliability saying that "a test is said to be reliable , when there is consistency from one person to another, time to time or place to place, for example the scores that has been obtained on a test on a particular occasion should be the same if the test has been administered to the same student at different time''.

That is to say , a test is said to be reliable when he gives the same or similar results in different situations. According to Brown (2004) if you the same students the test in two different occasions , the results of the test should be the same .For instance, if the teacher gives different tasks for the students to answer them, then after 10 days he gives the same tasks to the same students ,the results should be the same. Furthermore Weigle (2002,p.49) states that:

Reliability is an essential consideration in testing and is a

prerequisite for test validity. That is , if we cannot feel confident that

our test gives consistent results ,we cannot be sure that the inferences

and decisions we make on the basis of test results will be appropriate

and fair .At the same time just because our results are consistent, we

can not necessarily be sure that they reflect the ability we want to

test.

2.1.1.2.2 Validity

In addition to reliability, validity is another criteria of tests. Weir (1990,p. 1) define

reliability and validity as follows:

> Validity is concerned with whether a test measures what is intended
>
> to measure. Reliability is concerned with the extent to which we can
>
> depend on the test results. Efficiency is concerned with matters of
>
> practicality and cost in test design and administration. to state it
>
> differently we can say that a test is valid if it measures what is
>
> supposed to measure .

2.1.1.3 Objectives of Testing

Teachers use different types of tests to fulfill certain objectives. according to Mc Namara (2000) the purpose behind using testing method is to identify the students strengths and weaknesses particularly when the test is designed at the beginning of a course, unit or curriculum. In addition Brown (2004,p.70) assert that " the test's primary purpose is to make placements". for him the most important purpose for testing is to find out how well the students are and what is their proficiency in language skills in order to grade them in their exact level , also tests can provide teachers with information about learners skills and abilities concerning the things that they have taught.

2. 1. 2. Assessment

Assessment is viewed as the act of gathering information about learners and their learning. i.e. knowing the learners and their learning quality. Teachers use assessment in order to make judgments about whether learners have learned what they have taught or not and to identify their needs. Angelo(1998,p.7) defines assessment as:

> 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; systematically 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.

Assessment is a procedure or a tool used by teachers to develop the quality of learning. It involves the collection of information about the students' learning in order to see the extent to which their performance improves also to monitor their progress in learning.

Assessing students is seen as an unbroken part in the educational system. Actually, there are several reasons behind the use of assessment .According to Popham (2011) the application of assessment helps to motivate learners in terms of the use of tests as motivational tools , for students to show their best. For teachers, it aids them in monitoring student's progress; accordingly, they could determine if their students make improvement or not. However, in case they fail teachers have to accommodate their lessons to better suit their student's needs. Stiggins and Conklin (1992) consider assessment as a means to convey information to students and teacher in order to make decisions that include:

-Diagnosing the strengths and weaknesses of individual learners .
-Evaluating the effectiveness of their instructional effort.
-Identifying and selecting learners who are in need for special services.
-Enhancing test taking skill. (p179).

2.1.2.1 Types of Assessment

According to Brown (2004) there are at least four types of assessment , teachers use them in the classroom in a different way and for different purposes they are: formative, summative , formal and informal assessment.

2.1.2.1.1 Formative Assessment

It is defined as an ongoing or continuous process which takes place during the learning process .it is used for monitoring student's ongoing process and for providing immediate and meaningful feedback in order to improve their learning .According to Irons(2008), in formative assessment teachers provide their learners with the necessary feedback to see their progress in their learning, instead of giving them final grades for their work. This type of assessment is also known as assessment for learning , since it aims to promote students learning process.

2.1.2.1.2 Summative Assessment

Unlike formative assessment, summative assessment is generally done at the end of unit or the semester ,to determine what the students know and what they do not know. According to Brown(2004) summative assessment takes place at the end of the course. Its mean purpose is to measure what the student has achieved from the course. In addition Miller(2002:7) identifies various purposes of using this type of assessment in the class:

-To pass or fail a student.

-To predict success in further study.

-To allow progress to further study.

-To grade or rank a student.

Furthermore, in summative assessment teachers use formal measurement such as: end-of-term or semester exams, assignments, projects and presentations in order to evaluate the outcomes of learning, to see whether the student has reached an acceptable level of or not.

2.1.2.1.3 Formal Assessment

This type of assessment includes systematic and planned techniques which are used to estimate students' level of a language. Brown(2003,p.6). In formal assessment learners

are aware of the fact that the activities they do in the class are going to be assessed by the teacher. Among the examples of formal assessment we find exams and diagnostic tests, teachers use them in order to see the extent to which their learners are improving. These forms of assessment are prepared before in a more standardized way , also they have specific scoring or grading techniques.

2.1.2.1.4 Informal Assessment

In addition to formal assessment there is also informal assessment. It occurs while the lesson is taking place , in the form of immediate correction of students mistakes, feedback, etc. The teachers evaluate their students by giving them comments on their written work, rather than scoring and giving them final judgments about their work. For instance, in a written activity as writing an essay, the teacher of writing give his students the necessary feedback by making comments and corrections for the sake of helping them to produce a good piece of writing.

1.2.2 The Purpose of Assessment

Teachers use different kinds of assessments for different purposes. According to Coffin et al (2003,p.75), the purposes for assessing students writing include the following:

- To provide evidence of students' knowledge and understanding of a particular course of study.

- To provide evidence of students' acquisition of subject- specific skills, or the ability to apply knowledge and understanding(e.g. students ability to carry out certain forms Of analysis).

- To indicate how effectively students can express their knowledge and understanding In writing (e.g. using disciplinary conventions).

-To help students learn, or consolidate their learning (both of subject knowledge/ Skills and academic writing conventions).

- To provide feedback to students on their writing.

- To motivate students to carry out certain activities.

- To provide a diagnostic assessment of students writing (before providing writing

Support for the students).

- T o help teachers evaluate their own teaching.

-To help students evaluate their own learning.

Therefore, through using assessment teachers diagnose students' weaknesses and select the best instructional methods to remediate it, hence the teaching process will be improved.

1.3 Evaluation

The term evaluation is derived from the verb "to evaluate''; in our context which is the teaching/ learning process, it means making judgments about students' learning. Evaluation occurs while students are tested. However, testing is one component in the process of evaluation. It is of a high importance for teachers since it provides them with the necessary information to plan their courses and to manage the learning activities and tasks.

According to Genesee and Upshur (1996), evaluation is a purposeful activity with the aim to make decisions about teaching and learning which consists of a range of activities or tasks, it has different forms like: essays, presentations, observation, group work, traditional forms of tests, etc.

To state it differently, evaluation is a collection of activities designed by teachers for the purpose of measuring how effective is the teaching /learning system. The responsibility of the teachers is then to evaluate students' work through giving them instructions and providing them with useful feedback.

1.3.1 Types of Evaluation

There are several types of evaluating students, perhaps the most common ones include: diagnostic, formative and summative evaluation.

1.3.1.1 Diagnostic Evaluation

It is a test used by teachers at the beginning of the term or the year to identify students' strengths and weaknesses also to determine students' level .

In short, this type of evaluation provides teachers with the necessary data that helps them in designing appropriate programs for all learners.

1.3.1.2 Formative Evaluation

It takes place during the learning activity .It is obvious that formative evaluation provides teacher with data which enable them to make the necessary changes on -the spot .In fact, it is given a special interest for its importance since it plays a major part in the students final marks at the end of each semester. At universities, formative evaluation is known as the "continuous evaluation''. That's why teacher should draw the students' attention to the role of such testing tool, since it affects their final mark. teachers implement it to monitor the students' learning and provide them with feedback. More precisely, formative evaluation:

- Helps students identify their strengths and weaknesses and target area that need work.
- Helps faculty recognize where students are struggling and address problems immediately. (Pasha, 2014.p 1).

1.3.1.3 Summative Evaluation

Unlike formative evaluation, summative evaluation occurs at the end of the unit or The year. It examines the outcomes of learning, the purposes of this type of evaluation is to

determine whether the intended goals have been reached or not, and to provide information on the performance of the students .Furthermore, teachers use it to grade or rank students, to pass or fail a student and so on. According to what is stated above, summative evaluation measures what students have learnt through examination and testing to see whether students have an acceptable level of knowledge or not. It is referred to in this research as examinations.

1. 4. Teaching Writing With Focus on Form or Content: The difference between Content Modules and Skill-based Modules

Before making comparison between the two types of modules, it is worth to mention that within the Algerian context universities follow the LMD system. The latter is an abbreviation which stands for License, Master, Doctorate. The University of Mohammed Seddik Ben Yahya, Jijel is an example of the Algerian universities in which the LMD system is implemented. At the department of English as a foreign language, the academic year is divided into two semesters. In each semester there are a number of subjects to be taught. These subjects differ from each other in terms of syllabi, goal and objectives of each course. However, there are courses/modules which aim at developing students 'skill and others aim at providing students' with knowledge needed concerning a subject matters.

Skill-based modules seek to develop the students' four skills concerning the foreign language namely listening, speaking, reading, and writing. For instance, Oral expression module aims at developing students oral skills listening and speaking. However, written expression module aims to develop students writing proficiency. This module is taught from first year to third year license. During these years students are exposed to different

aspects such as (mechanics, paragraph writing, essay writing….) in order to develop their writing skill.

In content modules, however, students are provided with information in relation to the subject matter they are studying. Syllabus Design is one of the courses which provide students with knowledge about the basic notions regarding the design of language programs such as course, program and curriculum. Each content module differ from the other in terms of syllabi and knowledge provided by the teacher. Some examples of content modules that are taught to first year master students are Applied Linguistics, TEFL, Discourse Analysis, and Psycho-Pedagogy.

In a nutshell, different types of modules are taught to EFL students to develop their skills and enrich their knowledge at University of Mohammed Seddik Ben Yahia. their roles in developing the student's mastery of English as a foreign language are complementary.

1. 4. 1. Form

In order to produce a good piece of writing there are several criteria to be respected in relation to the form. Ur (1991, p.163) criteria of good writing were adopted they are grammar, handwriting, punctuation, spelling and vocabulary.

- Grammar

Grammar constitutes an essential part in writing. Generally it is defined by Ur (1991) as the process of making correct sentences through combining words. Similarly, Harmer (1987, p.1) defined grammar as "the way in words change themselves, and group together to make sentences". (as cited in Nunan 2011)In order to be able to make a piece of writing like an essay, students are to be aware of the rules of grammar like   parts of speech,

subject-verb agreements, tenses, etc. and how to use these rules to make a whole text. To state it differently, they are required to have the ability to handle these rules while writing. Making grammatical mistakes have a negative impact on the reader. Besides, it could change the meaning of the written text.

- Handwriting

According to Harmer (2007, p.323)

> Hand writing is a personal issue. Students should not all be expected
>
> to use exactly the same style…..Nevertheless, badly formed letters
>
> may influence the readers against the writer, something which is the
>
> product of creative task or, more seriously, that is going to be assess in
>
> a test or exam.

Since most examinations are handwritten, students are to have a neat and legible handwriting; especially when the teacher has a hundred of copies to be corrected. However, many university students encounter difficulties when they write under pressure. For Harmer (2005) though university students have developed the habit of taking notes, they still continue to be unable to write neatly and legibly in exam setting.

- Punctuation

Punctuation refers to the use of different marks and symbols like full stop, commas, semi colon, colon and so on when producing any piece of writing such as an essay. The use of these marks will make your essay will sound clear and refined. In this context Starkey (2004, p.48) maintains "with proper punctuation your writing will be more polished and technically correct, and will convey your voice more directly." In other words, students, who have good grasp of the basic punctuation rules and the ability to apply them

appropriately, will convey the intended meaning in more elegant and technical way. Besides, punctuation is one of the aspects the teacher will judge students' examination essays in addition to the content. in similar vein Harmer (2004) asserts:

> Using punctuation correctly is an important skill. Many people judge the quality of what is written not just on the content, the language, and the writer's handwriting but also on their use of punctuation. If capital letters, commas, full stops, sentence and paragraph boundaries, etc. are not used correctly this can not only make a negative impression but can, of course, also make the text difficult to understand .(p.49)

- Spelling

Spelling is another criterion of good writing which is related to the form. Starkey (2004) asserts that in order to craft an essay, a comprehension of the fundamental spelling conventions is required. This would leave a positive impression on the reader. Moreover, Robitaille and Connely(2007) emphasized the significance of the spelling skill in writing. They pointed out that misspelled words causes difficulties for the reader either by distracting confusing or by altering the entire meaning.

- Vocabulary

Vocabulary is the core of the language and it has special status in writing. Without vocabulary the meaning cannot be expressed. According to Wilkins (1972, p.14) "Without grammar little can be conveyed, without vocabulary nothing can be conveyed"

1. 4. 2. Content

Content refers to the knowledge of students' in different contexts According to coffin et al (2003, p.2) in a higher education context "Students may be required to produce essays, written examinations, or laboratory reports whose main purpose is to demonstrate their mastery of disciplinary course content. In assessing such writing, lecturers focus on both the content and the form of the writing .In written examinations, Content refers to knowledge and information the students write about as an examination answer .It have been previously taught by the teacher. It is flexible in the sense that it differs from one module to another.

1.4.3 Assessment of Students' Writing

As a matter of fact, there are various forms for assessing the written language like self-assessment , peer-assessment ,portfolios…etc. One of the activities which are used to assess writing is what is known as peer-assessment. According to Coffin et al (2003), in peer assessment students exchange their pieces of writing in order to assess each others' product through giving comments and correcting their works. More importantly, peer assessment has a valuable importance, because it is viewed as another source of providing students with feedback apart from teacher feedback .It helps students to know their strengths and work on developing their weaknesses .This type of feedback must be supportive since it helps students to develop their writing skills. The great benefit of peer assessment lies in helping students to handle their own learning. They become more active and more autonomous in class, also participating in assessment is very helpful for them to understand the process of assessment itself.

According to Bouad (1995), another technique of assessing students writing ability is self-assessment , which means that students are going to assess their own work. They are not going to depend only on themselves , but with the assistance of their teachers and peers

to ensure success. This type of assessment is very beneficial since it motivates and encourage students to be more autonomous in their learning.

In addition, it helps learners to develop their critical thinking ; they go back to their work and see what they wrote so as to find their mistakes and try to correct them .and for the teacher it helps him in making the class more learners-centered; the learner is the one who is responsible for his/her own learning.

1.4.4 Types of Scoring

Teachers apply different approaches to score or grade their students writing in exams. The most used types of scoring are: Holistic and Analytic scoring.

-Holistic Scoring

In this type of scoring , when teacher correct the students compositions , they give them a single grade for their product without focusing on specific abilities as correcting their grammatical , structural and spelling errors ,teachers read quickly the students written product and then giving them the mark directly. In this context Zidane (2010,p.42) claim that this approach "…involves a general judgment that is based on a single score mark which is awarded to the learner concerning his performance as a whole''. Actually, this approach is very helpful for the teacher, particularly when he has many writings to correct. In the sense that, it is fast and do not take too much time. In this regard Weigle (2002,p.113) mentions that "it is faster to read a script once and assign a single score than to read it several times , each time focusing on a different aspect of the writing.''

Holistic scoring, is not beneficial for learners since it does not help them in developing their ability of writing, teachers do not provide them with the necessary details about their weaknesses in writing.

-Analytic Scoring

Unlike holistic scoring, in analytic scoring teachers read the students' papers slowly trying to analyze their writings, taking into consideration different features of language as vocabulary, grammar, coherence, cohesion and so on. teachers grade those features separately , then collect those separate grades together to get a final mark for the students pieces of writing. In this context Weigle (2002,p.114) asserts that:

> In analytic scoring, scripts are rated on several aspects of writing or criteria rather than given a single score .Depending on the purpose of the assessment scripts might be rated on such features as content, organization, cohesion, register, vocabulary, grammar or mechanics. Analytic scoring schemes thus provide more detailed information about a test taker's performance in different aspects of writing and are for this reason preferred over holistic schemes by many writing specialists.

Generally speaking, this strategy to writing assessment is of a high importance for students because it allows them to diagnose the shortcomings in their pieces of writing in order to enhance their writing skills. However ,this does not mean that this type of scoring do not have disadvantages at all. In fact, it is time consuming and it needs more effort from the part of the teachers , especially if they have many exam papers to correct .

Holistic scoring is beneficial for teachers because it saves time whereas, analytic scoring is beneficial for learners since it helps them to diagnose their weaknesses and as a result they can develop their writing proficiency.

Effective writing in Examination

Writing in content modules 'examinations is not an easy task, rather, it is very complex and demanding. This is due to the requirements imposed on candidates to demonstrate both their understanding of the subject matter and their capacities to write effectively. Thus, this type of examination tends to test students' abilities to generate relevant content in the form of a coherent piece of writing (a paragraph or an essay). In such a situation, the role the writing skill is two-fold: It can either facilitate or debilitate students 'written performance in the examination.

For skilled writers, who have approximated the writing proficiency, writing in examination poses no problems. In the sense that, skilled writers are aware of what does writing entail. Besides, they are knowledgeable about the norms and conventions that govern the writing act. A rich bulk of research has shown that skilled writers, when they write, tend to respect the different stages of the writing process namely planning, drafting, revising and editing. Following such stages in an examination situation would probably save time and ensure a good quality product. In other words, skilled writers when they read examination questions they focus on generating the content which is the answer to the question. Then, they give enough time for revising and editing their papers from errors such as grammar, punctuation and spelling. In this regard, Hedge (1988, p.23) maintains "good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation, and grammar later ". This implies that good writers know how to divide their time evenly by giving each writing stage its due importance and significance. in the same vein, Nunan (1989, p. 90) maintain « skilled writers write quickly and fluently, spend time reviewing what they write, most of their reviewing at the sentence and paragraph level ».

Unskilled writers, on the other hand, find themselves in a dilemma while writing in a content module. This problem is traced to their deficiencies concerning the writing skill. According to Hyland (2003,p.12) unskilled writers " plan less than experts, revise less often and less extensively, have limited goals, and are mainly concern with generating content ". from Hyland's quote one can assume that novice writers do not understand what writing implies. Besides they do not follow stages of writings. .This view is also shared by Nunan (1991) who maintains that unskilled writers do not spend much time in planning ;as a result, they get confused from the very onset of the writing process. Consequently, they end up with generating the content and neglecting the form.

In short, good command over the writing skill would enable students to perform well in the examination. As a result, it boosts their chances to achieve good marks. However, poor writing skills create an obstacle which hinders students' performance in the examination. Consequently, it has a negative impact on their final mark.

1. 5. Factors Affecting Students' Writing in Examinations

Producing an effective piece of writing in examinations is the ultimate goal of many students. However, a number of factors may intervene in the process and make destination very difficult to be reached .These factors overlap and create a barrier which hinders students performance in examinations.

1. 5. 1. Time pressure

It is widely recognized that examinations impose on students to perform within a limited period of time. Usually, this period ranges from one to three hours maximum. In this period, candidates are supposed to condense the information they have learned during the course. This could create some kind of pressure on students. Popken (1989) in his article point out that some teachers are not satisfied with examination because it requires

the student to write under extreme time pressure. Besides, it deprives them of the opportunity to rewrite and revise their works.

Writing is considered as time-consuming activity and obviously, time constraints in an examination create considerable pressure and may lead to candidates' frustration. The later would prevent them from exploiting their potential. As a result; their written performance would be hindered.

1. 5. 2. Lack of motivation

Motivation is defined by Brown (2002, p.152) as " an inner drive, impulse, emotion or desire that moves one towards a particular action ".(as cited in Zhu & Zhou 2012, p. 34). This entails that motivation is necessary and crucial to perform any action. Unfortunately, the examination situation is perceived by students as a daunting experience which creates some sort of negative attitudes within. consequently, they will be demotivated. According to Dornyei (2005, p.143) demotivation is a " specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action ." (as cited in Dornyei, 2005, p.90). Hence, demotivation presents a serious problem that influences negatively students' written performance in examinations.

1. 5. 3. Test Anxiety

Test anxiety is another factor which has a negative impact on students' performance in examinations. For Brown (2001) the act of writing does breed anxiety especially if the teacher will judge and evaluate students' piece of writing. Similarly, in examinations, students are to produce a piece of writing that will be evaluated by their teacher. While writing in such situation , students will experience some sort of anxiety; As a result, they will commit a lot of mistakes. In this regard, Dornyei (2005, p.98) states that:

> There is no doubt that anxiety affects L2 performance most of us
> will have had the experience that in anxiety - provoking climate our
> knowledge of L2 often deteriorates: we forget things that we
> otherwise know and also make silly mistakes.

Hence, anxiety is perceived as a source of distraction which decreases attention and drive students to commit mistakes in examinations.

1. 5. 4. The interference of L1

In addition to the previously mentioned factors, the interference of the first language is considered as an obstacle that hinders students' performance in examinations. A rich bulk of research ESL/EFL learning context have highlighted the fact that the interference of the mother tongue is the major cause of students' errors. This could be generalized into examinations writing they tend to think in their mother tongue. Hence, they would negatively transfer rules (grammatical, syntactical, lexical etc…) that would influence their final written product in examinations.

1. 5. 5. The Lack of Linguistic Knowledge

An effective academic piece of writing in examinations should demonstrate students mastery of the linguistic knowledge. However, students suffer from many deficiencies concerning the Foreign language grammar and vocabulary. Having a good command of grammar rules is very important when it comes to writing in general, and writing in examinations more specifically. But, for students who have lack of grammatical knowledge of the target language rules ,they would encounter a lot of difficulties in constructing sentences and using tenses to express their ideas. As a result, their written performance will be hindered. As far as vocabulary is concerned, having a large amount of vocabulary is highly beneficial especially in examination situations. This is due to the fact

that, in most examinations, the use of dictionaries is prohibited. For this reason, students ,who have lack of vocabulary knowledge, would be struggling to find the appropriate words to express their ideas because writing in content module examinations requires very specialized vocabulary related to the subject matters.

Conclusion

This chapter sheds light on testing, assessment and evaluation and identifies the differences between the three concepts. In addition to teaching writing with focus on form and content including the differences between content modules and skill- based modules, then, the assessment of writing and types of scoring. Moreover, it contains effective writing in examinations as well as factors affecting students' writing in examinations.

Chapter Three: Field Work

Chapter Three: Field Work

Introduction

This chapter attempts to find out the students' primary focus when they write examination essays in content modules. It aims to show whether the exam situation of a content module leads them to give more importance to content over form, form over content or maintain a balance between the two.

The chapter at hand consists of presentation, description, analysis and interpretation of the data collected. Also, it attempts to answer the research questions and suggest recommendations and implications for further research.

3. 1.Population and Sampling

The population targeted by this study is that of first year Master students, enrolled at the department of English in Mohammed Seddik Ben Yahia University, Jijel, and their teachers of content modules. As it is impossible to deal with the whole population , (62) first year Master students are chosen randomly from the department of English to be the sample of this research. the choice of first year Master students to be the sample of our research was in fact based on the consideration that they are no more studying written expression module and we assume that they have developed the writing skill that allows them to write academic essays during exams.

Concerning teachers' questionnaire, our questionnaire was handled to content modules 'teachers. We have chosen a random sampling that consists of 11 teachers .However, due to the limited number of teachers teaching content modules at Master level, we have chosen to administer the questionnaire to other teachers of third year license who teach content modules and require the essay as a form of exams answers.

For exam papers, we have chosen all the population of first year Master students who provide one hundred and eighteen exam papers to be analyzed. However, we have selected only five papers, by way of exemplification ,to be included in the appendices, to enable us to compare between the results obtained from both students and teachers questionnaires and those provided by exam papers in order to heighten the validity of the research findings.

3. 2. Research Instruments

To obtain answers to our research questions through various tools, we have adopted two research instruments:

-Two questionnaires: One questionnaire was addressed to first year Master English students and the second one was designed for teachers of content modules .

- Exam papers analysis: we have selected to analyze first year master English students exam papers. The purpose of using more than one instrument of research is to gather information from diverse sources and to enable us to compare between the results obtained from both students and teachers questionnaires.

1. Questionnaires

1.1Students' Questionnaire

1.1.1Aim of the Questionnaire

This questionnaire is mainly designed to gather data concerning students' written responses to examination questions. It aims to elicit data that tend to show whether they tend to focus on the content or the form of their writing or both of them and the factors behind their choice.

Description of the Questionnaire

This questionnaire is composed of 26 open ended and multiple choice questions. They are structured in three sections as follows:

Section One: General Information (Q1-Q3): It attempts to get an idea about students' gender, their choice to study English at university and their evaluation of their level in English.

Section Two: The Writing Skill (Q1-Q13): This section is designed to seek information about the students' attitudes towards writing and its importance in students exams . Furthermore, it aims to check students application of the writing stages while answering exam questions whether the students use the mechanics they learnt in written expression module. The section also seeks to find out the students' views concerning the most difficult types of academic writing , also the requirements of effective writing and their perceptions of the role of feedback and writing assignments in improving their writing.

Section Three: Writing in Examinations (Q1-Q10) : This section is composed of questions seeking information about whether the teacher assesses students' writing or not, to what extent the teachers' feedback helps students improve their writing in the exams, the type of questions the teachers give students in examinations, and focus in their correcting their papers. The next question is to determine whether students find it difficult to focus on the form of their pieces of writing in a content module exam, also the question asks the students to choose the main reasons of the difficulty of focusing on the form in exams, in addition, Q7 aims to see whether students grammatical, structural and spelling errors affect their final score, after that Q8 asks about if the teacher directs students attention to the importance of form while answering exam questions. Next Q 9 is set to determine whether teachers give students score for good form and the last question in this section purports to

see whether teachers are responsible for the lack of awareness concerning the importance

of a balance between form and content in an exam answers and why.

Analysis of the Students Questionnaire

Section One: **General Information**

Q1: Gender

a- Female

b- Male

Table 2

Students' Gender

Gender	Number	Percentage %
a	50	81%
b	12	19%
Total	62	100%

The results in the table reveal that the number of female students constitutes 81%

of the population of students . Where as, male students constitute 19 %. As a result we can

say that females outnumber males maybe because they are more interested in learning

English and more willing to major in the English language compared to males.

Q2: **why did you choose to study English language at university?**

The students clarifications can be summarized in the following points:

- It is the Lingua Franca of the world.

- I want to be an English teacher, it's my passion to be so.

- Since I had no other choice.

- my cup of tea.

- I was curious to know the English language and it is considered the widely used

language in the world.

- My favorite language and I want to master it appropriately.

- I like learning foreign languages especially English.

Q3: **how do you consider your level in English?**

   a- Good   c - Low

b- Average

Table3

Students' Level in English

options	Number	Percentage %
a	32	52%
b	30	48%
c	/	/
Total	62	100%

The aim of this question is to know the students' evaluation of their level . It is observed from the table above that most of the students(52%) consider their level in English as good , which indicates that they do not face difficulties with English language , while (48%) of the participants consider their level in English as average , whereas no one(0%) of the participants consider his level as low. the results reveal that learners' consider their level as good in English in general.

Section Two : writing Skill

 Q1: **Do you like writing?**

   a- Yes

   b- No

Table 4

Students' Feelings about Writing in English

options	Number	Percentage %
Yes	28	45%
No	10	16%
Somehow	24	39%
Total	62	100%

The purpose behind asking this question is to understand how the students perceive the writing skill and to see whether they are intrinsically motivated to learn it or not. According to the table above, less than half of the students (45%) answered that they like the writing skill, (16%) opted for no they do not like it and the rest (39%) opted for somehow.

Q2: **what does writing mean to you?**

a-A means of communication   c- A means of answering exam questions

b-A means of expressing your ideas

Table 5

Students' Definition of Writing

options	Number	Percentage %
a	02	03%
b	45	73%
c	07	11%
a+b	02	03%
b+c	04	06%
a+c	01	02%
a+b+c	01	02 %
Total	62	100%

The aim of this question is to seek students' definition of writing .The table up head demonstrates that the students responses are varied between the combination of the choices provided .A vast majority of participants (73%) defined writing as a means of expressing their ideas , while (11%) of them considered it as a means of answering exam questions, however the first (3%) opted for a means of communication, the other (3%) chose a means of communication+ a means of expressing their ideas , and four students (6%) thought that writing is a means of expressing their ideas and answering exam questions, while (2%) of participants opted for a means of communication and a means of expressing their ideas and the rest (2%) responded by all of them. All the previous responses indicates that most of

students consider writing as a means of expressing their ideas ,and they do not take into consideration that the writing skill is needed to answer exam questions.

Q3: To what extent do you think that the writing skill is important in studying English?

a- Important   c- Not important

b- Very important

Table 6

Students' Attitudes towards the Importance of Writing in Studying English

options	Number	Percentage %
a	26	42%
b	35	56%
c	01	02 %
Total	62	100%

The aim of this question is to see whether the writing skill is important for students or not. It is crystal clear from the table that a great number of students (56%) think that the writing skill is very important in studying English , while (42%) of participants said that it is important and only one student (2%) respond by not important. The results show that all students answer positively the question except one student .which means that almost all the students are aware of the crucial role that the writing skill plays in studying English .

Q4: **How do you evaluate your level in writing?**

a- Very good   c- Average

b- Good   d- Low

Table 7

Students' Evaluation of Their Level in Writing

options	Number	Percentage %
a	03	05%
b	34	55%
c	24	39%
d	01	01%
Total	62	100%

The purpose of this question is to see how students generally evaluate their proficiency in writing. The answers tabulated above reveal that the majority of students (55%) evaluated their level in writing as good , (39%) of participants consider their level in writing as average , while (5%) think that their level is very good and only one student (1%) evaluates his level as low. which means that most of students are satisfied with their level in writing because they believe that they have a good proficiency of language. Also since they are Master one students they assume that they have developed the writing skill that allows them to write well.

Q5: **How do you find the writing tasks?**

a - Difficult   c - Easy

b- Medium

Table 8

Students' Perceptions of Writing

options	Number	Percentage %
a	07	11%
b	05	08%
c	50	81%
Total	62	100%

The aim of this question is to see how difficult or complex the writing skill is for students. It's noticeably clear from the table that (81%) of the students find that the writing

tasks are easy, while (11%) state that it is difficult and the rest (8%) find it medium. The results indicate that a great portion of students find the writing tasks easy.

Q6: **Do you follow the writing stages while answering exam questions?**

a- Yes

b- No

Table 9

Students' Use of the Writing Stages in answering exam questions

options	Number	Percentage %
a	08	13%
b	54	87%
Total	62	100%

The aim of this question is to see whether the students follow the writing stages when they write exam answers or they just write directly. Tacking a quick glance at the table, one finds that a big part of students do not use the writing process, since (87%) of the participants claimed that they do not proceed the writing stages, however (13%) stated that they give them much importance. The results show that students are not aware of what writing entails, since they do not follow the writing stages.

Sub Question: **why?**

 Students who answered "Yes'', their justifications are summed up as follow:

- Because there is a good mark for well- formed writing.

- It helps me to organize my ideas and to allow the teacher read my answers easily.

- Because they are considered to be as guidelines to the process of writing.

- Because writing is all about the structure.

- I usually focus on the form before I do on the content, for it is as important as the content.

- To be academic in my writing , so the answer will be very formal.

- Because the writing will be more accurate and ordered.

Students who chose "NO'', their justification are summed up as follow:

- We did not receive enough training on the writing stages.

- I just focus on answering.

- I find it somehow difficult to follow the writing stages.

- Time restrictions (limited).

- There is stress and lack of mastery of these steps.

- I hate following those stages.

Q7: **When you write, do you use the mechanics (spelling, punctuation, grammar…)you learnt in written expression module?**

a- Yes

b- No

Table 10

Students' Use of the Mechanics They Learnt in Written Expression

Options	Number	Percentage%
a	58	94%
b	04	06%
Total	62	100%

The purpose of this question is to determine whether the students use the mechanics ofwriting or not. As reported by students in the above table ,a great part of the participants (94%) apply the mechanics they have learnt in written expression when they write, however (6%) of the participants responded by no.

Q 8: **Do you think that developing the writing skill is necessary?**

a- Yes

b- No

Table11

Students' Necessity for Developing the Writing Skill

Options	Number	Percentage%
a	57	92%
b	05	08%
Total	62	100%

The aim behind this question is to see what students think of the writing skill, whether they find it necessary to develop or not. The findings of this question display that the biggest part of students (92%) think that developing the writing skill is necessary , while (8%) said that it is not necessary to develop writing. Therefore, students are conscious of the writing skill's importance. Since writing is viewed as a basic means to assess students' knowledge of the language, and since most exams require students to answer in a written form, so it's necessary for students to develop this skill in order to achieve their academic progress.

Sub Question: if yes, justify.

The Students' justifications can be summarized up in the following points:

- Because it is needed in academic writing and in any piece of writing.

- Writing helps in developing the other skills.

- It is necessary in order to achieve academic and professional success .

- If you can't write well, you can't say that you learned the language.

- Because the writing skill is very important, particularly when answering exam questions .

- It is order to get high marks in the exams.

- It is very important especially for our research or dissertations.

Q9: **Which of the following types of academic writing are the most difficult?**

a- A letter   d- A research paper

b- A report   e- All of above them

c- A composition

Table12

The Most Difficult Types of Academic Writing to Learner

Options	Number	Percentage%
a	01	02%
b	08	13%
c	02	03%
d	24	39%
b+c	02	03%
b+d	08	13%
c+d	03	05%
a+b+c	01	02%
a+b+c+d	13	21%
Total	62	100%

The purpose of this question is to find whether students can write in an academic way and which type of academic writing is difficult for them . As the table shows the students responses are varied between the combination of the choices provided. (39%) of the participants opted for research paper , (21%) of participants answered by all of them, while it is equal for a report and a report and a research paper by percentage (13%). However, (5%) of participants responded by a composition and a research paper, another (3%) choose a composition. whereas, it's equal for a letter and a report and a composition by percentage (2%). The results obtained from the question reveal that Students knew some types of academic writing, since they are familiar with them, but The most difficult type for them is a research paper.

Q10: **Do you write in English outside university?**

a- Yes

b- No

Table13

Writing Practice Outside University

Options	Number	Percentage%
a	40	65%
b	22	35%
Total	62	100%

The aim of this question is to see whether students practice writing in English outside university. In response to question 10, the majority of students (65%) write outside university , while (35%) of the participants do not write outside university. This is really encouraging to know that a considerable number of students are interested in performing a writing task not only in the class but also outside university in order to enhance their writing skill.

Sub Question: If yes, what type of writing?

a- Homework   c- Email

b- Letter

Table 14

Students' Writing type Outside University

Options	Number	Percentage%
a	05	12,5%
b	05	12,5%
c	16	40%
a+b	04	10%
a+c	04	10%
b+c	03	7,6%
a+b+c	03	7,6%
Total	40	100%

It is crystal clear from the table that the students' responses are varied between the combination of the choices provided. (40%) of students opted for e-mail. whereas, it is equal for homework and letter by percentage (12,5%) , while (7,5%) of participants answered by all of them. Also it is equal for homework+ letter and homework +e-mail by percentage (10%) .And the rest (7,5%) opted for letter +e-mail. which means that students perform several writing tasks outside university.

Sub Question: **others**

The student's responses can be summarized as follow:

- Short stories.

- Social media.

- Diaries and captions.

-Poems.

- Gaming.

- Writing quotes with their meaning and writing lessons.

- Invitation cards.

Q11: **According to you an effective piece of writing requires:**

a- Organization   e- Word choice

b- Clarity   f- Relevant content

c- Mechanics   g- All of them

d- Coherence

Table15

Students' Definition of an Effective Piece of Writing

Options	Number	Percentage%
a	/	/
b	/	/
c	/	/
d	02	03%
e	/	/
f	44	71%
g	02	03%
a+c+f	02	03%
a+b+d+e	02	03%
a+c+d+e	02	03%
a+b+d+e+f	10	17%
Total	62	100%

This question is asked in an attempt to reveal the students perceptions of good writing As we see in the table the students responses are varied between the combination of the choices offered . a great part of students(71%) opted for all of them, while (17%) of participants responded by organization+ clarity+ mechanics+ coherence+ word choice , and (3%) answered by coherence. whereas, it is equal for organization + mechanics + relevant content and organization + mechanics + coherence + word choice also organization + clarity+ coherence + word choice by percentage (3%). and no one responded by organization or clarity or mechanics or word choice .The results reveal that most of the students believe that an effective piece of writing should include all the above mentioned characteristics.

Q12: **What type of feedback do you prefer?**

a- Teacher feedback   c- Both

b- Peer feedback

Table 16

Students' Preferable Type of Feedback

Options	Number	Percentage%
a	49	79%
b	10	16%
c	03	05%
Total	62	100%

By this question we invited students to say whether they prefer teacher feedback, Peer feedback or both of them. According to the table above a large portion of students (79%) preferred their teachers feedback , while (15%) opted for peer feedback and only three students (5%)chose both of them. We can conclude that students prefer their teachers feedback because they believe that he is the only source of knowledge, also they believe that it reinforces them to improve their writing level.

Sub Question: why?

Students who preferred their teachers feedback, offered the following justifications:

- Because he /s is the MKO(more knowledgeable other) who can provide you with

 effective guidance and feedback.

- When I write I will take into account the teacher feedback.

- He/s is more skilled and can correct us better also he/s is more experienced

- I believe that a teacher is more competent.

- He/s is considered as the only source of knowledge.

- He/s is more knowledgeable concerning mistakes and feedback.

Students who preferred peer feedback provided the following reasons:

- We are in the same level.

- We acquire from each other better than the teacher.

- I don't rely only on the teacher feedback.

- Brilliant students they can correct my mistakes in a better way.

- We can learn from each other.

Those who preferred both teacher and peer feedback gave the following reasons:

- We need both of them, teacher feedback ensures peer feedback.

- The teacher give us instruction to follow, the classmate may help me to act better as competition takes place.

- The teacher can correct me and add other things I do not know, and my peer also can exchange with me the knowledge.

Q13: **Does your teacher feedback help you to improve your writing in assignments?**

a- Yes

b- No

Table17

The Importance of Teacher Feedback to Improve Students Writing in Assignments

Options	Number	Percentage%
a	59	95%
b	03	05%
Total	62	100%

The aim behind asking this question is to see whether the teacher feedback is helpful for students in improving their writing in assignments. The table up head demonstrates that nearly all students (95%) admitted that the teacher feedback help them in developing their writing in assignments .However,(5%) of participants chose no as an answer. So, we can say that teachers Feedback help students in developing their writing in assignments.

Section Three: Writing in Examinations

Q1: **Does your teacher assess your writing?**

a- Yes

b- No

Table18

Teacher Assessment of Students Writing

Options	Number	Percentage%
a	59	95%
b	03	05%
Total	62	100%

By this question we want to know if the teachers assess students writing or not. According to the table, a great number of students which represent (95%) answered the question positively. Whereas, (5%) of respondents claimed that their teacher does not assess their writing. We can notice that most teachers assess their students' work .

Q2:To what extent does the teacher feedback in the exams help you to improve your writing?

a- Not at all   b- A lot

c- Very little   d- A very great deal

Table 19

The Role of Teacher Feedback in exams in helping students improve their writing

Options	Number	Percentage%
a	02	03%
b	30	48%
c	08	13%
d	22	36%
Total	62	100%

The purpose of this question is to see the extent to which teachers' feedback inthe exams help students to develop their writing proficiency. It is noticeably clear from the table that (48%) of students responded by a lot, on the other hand (36%) opted for a very great deal, while (13%) of participants chose very little , and only two students(3%)

answered not at all. the results reveal that teacher feedback in the exams help students to enhance their writing level.

Q3: **What types of questions teachers give you most in examinations?**

a- Multiple choice questions   c- Essay

b- Paragraph

Table 20

The Type of Questions the Teachers Give Students in Examinations

Options	Number	Percentage%
a	/	/
b	14	23%
c	45	73%
a+b+c	03	05%
Total	62	100%

As tabulated above, a big part of students (73%) responded by essay, (23%) of participants answered by paragraph, while only three students which represent (5%) opted for all of them, and no one chose multiple choice questions. we can say that most teachers give students questions to be answered in the form of an essay in exams, which means that the essay is the most used tool by teachers in university to assess students' knowledge of a given topic.

Sub Question: others

Students' clarifications can be summed up in the following:

- Definitions and filling the gap.

- Exercises.

Q4: **When the teachers correct your writing, are they interested more in:**

a- The form   c- Both

b- The content

Table 21

Teachers' major interest in correcting students' writing

Options	Number	Percentage
a	05	08%
b	06	10%
c	51	82 %
Total	62	100%

The purpose of this question is to see whether the teacher takes into consideration both the form and the content when he corrects students' writing ,or he focuses only on one aspect and neglects the other. The answers tabulated above reveal that nearly all students(82%) opted for both of them. (10%) of the total number of students believed that the content is more emphasized than the form, and (8%) of students chose the form. This indicates that teachers are interested in both content and form when they correct their students' writing.

Q5 : When you write do you focus much more on :

a- The content (the expressed ideas)

b- The form

Table 22

Students' focus while Writing

Options	Number	Percentage%
a	42	68%
b	20	32%
Total	62	100%

The aim behind asking this question is to determine whether students focus on the content or the form of their pieces of writing, we want to know whether they give much importance to one aspect over the other or they make a balance between them. According to the above table, most of the students (68%) chose the content. However (32%) opted for

the form. The results show that students focus on the content they just write without paying attention to the form.

Q6: **Do you think that focusing on the form of your piece of writing in a content module's exam is difficult ?**

a- Yes

b- No

Table 23

Students' Views about Focusing on Form in a Content Module Exam

Options	Number	Percentage%
a	39	63%
b	23	37%
Total	62	100%

The aim of asking such question is to see whether students find it difficult to focus on the form of their pieces of writing in exams or not. The present table shows that the majority of students(63%) think that focusing on the form of their pieces of writing difficult. While, (37%) considered it an easy task . The result reveals that most of the students see that focusing on form in a content module is difficult.

Q7: **If yes, choose the main reasons:**

a- Anxiety   c- Interference of L1

b- Time pressure   d- Lack of proficiency in writing

Table 24

Reasons of the Difficulty of Focusing on Form in a content module exam

Options	Number	Percentage%
a	/	/
b	14	36%
c	/	/
d	/	/
a+b	10	25%

b+d	07	18%
c+d	03	08%
a+b+c+d	05	13%
Total	39	100%

The purpose of this question is to identify the main reasons that make focusing on the form in exams difficult for students. It is crystal clear from the table that the students' responses are varied between the combination of the choices provided. (36%)of participants chose time pressure. Whereas (25%) opted for anxiety+ time pressure, and (18%) answered by time pressure + interference of L1.In addition,(8%) choose interference of L1+ lack of proficiency in writing and the rest (13%) opt or all of them. The result above indicate that most of the students find it difficult to focus on form in a content module exam generally because of time pressure and lack of proficiency in writing.

Q8: **Do your grammatical, structural and spelling errors affect your final score?**

a- Yes

b- No

Table 25

The Effect of Errors on Students' Final Mark

Options	Number	Percentage%
a	50	81%
b	12	19%
Total	62	100%

This question aims to check the students' awareness of the effect of their formal errors on their final mark. The table up head demonstrates that the vast majority of students responded by yes, while (19%) of respondents opted for no. therefore, students formal errors effect their final mark.

Q9: **Do your teachers direct your attention to the importance of form while answering exam questions?**

a- Yes

b- No

Table 26

Teachers' Inclusion of form in Exam Directions

Options	Number	Percentage%
a	52	84%
b	10	16%
Total	62	100%

Through asking students such question we want to see if teachers make students aware that the form is as important as the content or not. Taking a quick glance at this table , one finds that the vast majority of students (84%) responded by yes .whereas (16%) of respondents opted for no. We can notice that teachers on their part, in exam answers drive students attention to the importance of form .

Q10: If yes, do they give you score for good form?

a- Yes

b- No

Table 27

Scoring Form in Content Modules

Options	Number	Percentage%
a	45	87%
b	07	13%
Total	52	100%

We want to know by this question if teachers encourage their students to give enough importance to the form of their exam essays. The results display at the table above show that the majority of students answer the question positively by percentage (87%) , while (13%) of respondents answered the question negatively. which indicates that teachers give students score for good form encouraging them to respect the form of their writing.

Q11: **Do you think your teachers are responsible for the lack of awareness concerning the importance of a balance between form and content in an exam answer?**

a- Yes

b- No

Table 28

Students' Views on their Teacher's Responsibility for the Lack of awareness concerning a Balance between Content and Form

Options	Number	Percentage%
a	38	61%
b	24	39%
Total	62	100%

This question aims to find out the lack of awareness concerning the importance of a balance between form and content in exam answers as the responsibility of their teachers.

The answers tabulated above reveal that most of students (61%) responded by yes. However, (39%) of the participants opted for no. From the students responses the majority of students said that their teachers are responsible for the lack of awareness concerning a balance between content and form.

Sub Question: why?

Students who responded by yes, gave the following justifications:

- Teachers are the one's responsible of the lack of awareness , it is their job to teach students the importance of both the form and the content.

- They teach us just the content and give it more importance than the form.

- We as EFL learners need guidance, assistance and feedback from teachers, teachers should provide us with the necessary feedback concerning this point.

- We as students noticed that most teachers focus only on the content of our pieces of writing and neglect the form when they correct our exam papers so who comes they

do so and expect that their students make a balance between them.

   Students who responded by no provided us with the following reasons:

- Most teachers have advised us about this point, the learners should apply

the teacher's advice when writing especially in exams.

- Teachers can teach you everything, they just guide you to make your writing effective, developing yourself is not the responsibility of the teacher.

- Students should be aware of it even the teacher has not pointed to it; they should

bear in mind that a good piece of writing is both form and content.

- Teachers do focus on both of them when teaching, it is the student who does not pay attention to this point, perhaps due to time pressure and anxiety during exams.

 Interpretation of the Students' Questionnaire Results

     The part at hand consists of the discussion and interpretation of the main results collected from the students' questionnaire. The first section of the questionnaire provides us with general information about the participants.

     The second section is devoted to the writing skill. The results show that most first year Master students are interested in writing, they consider it as an important skill and a crucial element in learning English .This section also demonstrates that the great majority of students do not precede the writing stages when they write especially in exams. In

addition, students emphasized the necessity of developing the writing skill, therefore they are aware of its importance to achieve their academic as well as professional success.

Furthermore, in order to improve their level in English generally and in writing specifically, students use English to write outside university; they perform different writing tasks not only in the class but also outside it. Moreover, the results obtained from students' responses indicate that they are aware that an effective piece of writing requires organization, clarity, coherence and relevant content which are necessary components of any academic writing. As well as, we can see that the majority of students prefer their teachers' feedback, since they consider the teachers' feedback an effective in improving their writing in assignments.

The third and the last section is devoted to writing in examinations. The results of this section show that most teachers assess their students' writing and provide them with the necessary feedback that helps students to identify their weaknesses in writing and try to overcome it so as to do well in the coming exams. In addition to that, a big part of students reported that most teachers give them questions to answer in a form of an essay, which means that in university the essay is the most widely used tool by teachers in exams to test their students' knowledge and abilities of a given topic . Furthermore, from students' perspectives, we can notice that teachers focus on both form and content when correcting their students exam papers, to make their students aware of the importance of both of them. Also from the obtained results, the majority of students focus on content more than form in writing in exams, they just concentrate on expressing their ideas without paying attention to the form.

Moreover, they view that focusing on the form of their pieces of writing in a content module is difficult, this is due to some factors as anxiety, time pressure and lack of the

proficiency in writing. This section also demonstrates that from the student's responses teachers direct their students attention to the importance of form in answering exam questions, also they give score for good form in an attempt to raise their students' awareness towards the importance of form. The last question in this section revealed that most students consider their teachers as the ones who are responsible for the lack of awareness concerning a balance between content and form in exam answers. they believe that if their teachers raise their awareness towards making a balance between the two aspects mentioned before while teaching, therefore students will pay attention to them when they write in exams. To conclude, we can say that students focus on the content when they write in exams and neglect the form this is due to some factors that affect their choice.

2. 1. 2. The Teachers' Questionnaire

2. 1. 2. 1.The Aim of the Teachers' Questionnaire

The aim behind this questionnaire is to find out whether teachers of content modules train their students to write in examinations and to identify the students primary focus when writing examination essays in content modules. Moreover, it attempts to identify teachers' focus when correcting the students' exam essays.

2. 1. 2. 2.The Description of the Teachers' Questionnaire

The questionnaire is made up of 23 questions which are divided into three main sections. The questions are both open-ended and closed-ended questions requiring the teacher to answer in different forms. Closed-ended questions require teachers to answer in yes or no or to tick the write answers from a set of options; Open-ended questions request the teachers to give their personal opinions and justifications.

Section One: General Information (Q1-Q5) the first section aims at collecting general information about the teachers' gender, teaching experience, academic degree, modules taught, and teaching level.

Section Two: The Writing Skill (Q1-Q6)the second section aims at identifying the students' writing proficiency in general and the teachers' opinion about the extent to which the writing module enables students to write in content modules. It also attempts to find out whether teachers of content modules train their students to write better for exams in coursework written assignments. Moreover, it aims to unveil if those assignments reflect the rules taught in written expression module. And the focus and efficiency of teachers' feedback in developing the students' writing content modules.

Section Three: Writing in Examinations (Q16-Q12) The third section aims at recognizing teachers' perceptions about the efficiency of writing as a tool to test students' comprehension of the content module and to seek information about students written performance in examinations. Besides; it attempts To know more specifically whether students' are prepared to write essays in examinations and which aspects they focus on (form content ,or both) when writing essay examinations together with the factors that lead to that. Moreover; it aims to identify teacher's responsibility for driving students' attention to the importance of form. Finally, it highlights their focus when correcting student's exam papers, and their ways of scoring. The section ends up with suggestions or comments.

2. 1. 2. 3.Analysis of the Teachers' Questionnaire

Section one: General information

Q1. Gender

  a- Male

  b- Female

Table 29

Teacher's Gender

Options	Number	Percentage
a	5	45%
b	6	55%
Total	11	100%

As shown clearly in the table above, the number of female teachers (55%) is more than the number of male teachers (45%).

Q2. The degree(s) you hold:

a- Licence (BA)

b- Master/ Magister (MA)

c- Doctorat (PHD)

Table 30

Teachers' Academic Degree

Options	Number	Percentage
a	/	/
b	5	45%
c	6	55%
Total	11	100%

In this question, teachers were asked about their Academic degree. From the results, we notice that the majority of our informants (55%) are doctors. The remaining teachers

(45%) have MA (magister) in teaching English. Consequently, their participation will be of great value to our research.

Q3. How many years have you been teaching English?

…………………Years

Table31

Teachers' Experience in Teaching

Options	Number	Percentage
1 to 5 years	2	18%
5 to 10 years	2	18%
10 to15 years	6	55%
15 to 20 years	1	9%
Total	11	100%

The results obtained from the table shows that the majority of our teachers 55% have an experience of 10 to 15 years. (18%) have an experience of 5 to 10 years; and the same percentage; i.e. (18%) teachers have a teaching experience of 1 to 5 years. The remaining teachers (9%) have a teaching experience of 15 to 20 years.

Q4. Which module (s) do you teach?

a- TEFL   e- Interculturality

b- Syllabus Design   f- Discourse Analysis

c- Applied Linguistics   g- Civilisation

d- Literature   h-Linguistics

Table 32

Teaching Modules

Options	Number	Percentage
a	/	
b	1	9.09%
c	1	9.09%
d	3	27.27%
e	/	/
f	2	18.18%
g	2	18.18%
h	/	/
e-h	1	9.09%
a-c	1	9.09%
Total	11	100%

The main concern of this question is to provide with content modules that are taught by our informants. Having such information is crucial for the completion of our piece of work. From the results we notice all our informants teach content modules. (27%) represent teachers of Literature module. (9.09%) represent teachers of Syllabus design, Applied Linguistics, Interculturality/ Linguistics , and Applied linguistics /TEFL.

Q5. Which level (s) do you teach?

………………………

Table 33

Teaching Level

Options	Number	Percentage
Third year license	5	45.4%
Third year license/ Master1	3	27.3%
Master1/ Master2	3	27.3%
Total	11	100%

The table above clearly reveals that most of our respondents (45.4%) are teachers of third year license .Whereas; teachers of Third year license/Master1 andMaster1/Master2 are equal in percentage by (27.3%) for each. This means that their students are supposed to have developed a certain degree in writing proficiency.

Section Two: The Writing Skill

Q1. How do you estimate your student's writing proficiency?

a- Outstanding   c- Below the average

b- Above the average   d- Low

c- Average

Table 34

Teachers' Evaluation of Students' level of Writing Proficiency

Options	Numbers	Percentage
a	/	/
b	1	9%
c	7	64%

d	3	27%
e	/	/
Total	11	100%

Teachers, in this question, are required to estimate their students' level of writing proficiency. Even if there are five options provided in this question , but no one teachers have opted for "outstanding "and "low" options. It seems that the majority of the teachers, translated into (64%), agreed that their students have an average level in writing proficiency. However; (27%) declared that their students writing proficiency level is below the average. Only one of the informants believed that his student's level is above the average.

Q2. Do you think that the written expression module is sufficient to develop your students' writing skill and enable them to write in content modules ?

  a- Yes

  b- No

Table 35

Teachers' Opinion about Written Expression Module Sufficiency

Options	Number	Percentage
a	/	/
b	11	100%
Total	11	100%

The major aim behind written expression module, at university, is to develop students writing skill; More importantly, to enable them to write in content modules. This is mainly due to the fact that students, in their academic course, are supposed to produce different types of written texts whether in written expression module or content modules. The main purpose behind asking this question is to identify to what extent this claim is true in teachers' opinions. From the result obtained, we notice that all our informants (100%) responded negatively to the question. This is a logical interpretation to what has been clarified within the preceding question concerning students' level of writing proficiency.

To examine the situation thoroughly, a sub question was asked in which teachers were supposed to provide justifications. Among the eleven teachers, teachers provided the subsequent justifications:

1- The writing skill should be developed. The time devoted to written expression module is not enough to teach all aspects of good writing. Hence teachers of all content modules should incorporate such aspects in their teaching even occasionally.

2-Time allocated for teaching the writing skill is not enough. Besides, students lack the passion to write.

3- Students can only recall and reproduce the memorized information. They still do not see the need to conform to formalities and mechanics of writing.

4-They can just have writing for studying deeply its mechanism.But, it should be supported by other modules.

5-It is better to have interdisciplinary approach to learning.

6-Students are required to try by their own to write some short pieces about any topic in any module to improve the writing skill.

7-Students need to practice incorporating the standards of good use across different genres.

 8-Students do not recognize that they have to apply what they learn in written expression when writing content module.

The justification mentioned above provided us with clear picture behind insufficiency of the written expression module; as well as, suggested some solutions to overcome this deficiency.

Q3. During the coursework, do you assign writing tasks in your content module(s)?

  a- Yes

  b- No

Table 36

Coursework Writing Assignments in Content Modules

Options	Number	Percentage
a	7	64%
b	4	36%
Total	11	100%

The above question is asked to see whether content modules reinforce their students writing proficiency. The data revealed in the table (8) indicate clearly that the majority of our informants (64%) responded positively and assume the responsibility to develop their students writing proficiency in different teaching contexts.

Q4. Do these writing's assignments demonstrate the rules students have been taught in written expression module?

  a- Yes

  b- No

Table 37

Application of The Writing Rules in the Students' Written Assignments

Options	Number	Percentage
a	4	36%
b	7	64%
Total	11	100%

This question act as a support to the one before; From the table above, (36%)of teachers affirmed that their students benefit from rules that they have learnt in written expression module. The majority of teachers(64%)confirmed that the students do not the rules they learnt in WE module while writing assignments in content modules. The negative answers were justified as follow:

1- They make common mistakes they should not be. In the sense that, they do not apply the rules they have learnt.

2- They do not respect the requirements of writing a paragraph (capitalization, punctuation…).

3- They do not apply what they have been taught because they want to focus on content.

4- They do not use the writing rules and techniques to write assignments.

Q5. Do you provide your students with written feedback on those assignments?

a- yes

b- no

Table 38

Teachers' Feedback on the Writing Assignments

Options	Number	Percentage
a	11	100%
b	/	/
Total	11	100%

The question aim is to find out whether teachers of content modules supply their students with necessary feedback to develop their writing skills. From the results, we find that all teachers (100%) provided their students with feedback.

If yes, what do you focus on?

a- Form
b- Content

c- both

Table39

The Focus of Teachers'Feedback

Options	Number	Percentage
a	/	/
b	/	/
c	11	100%
Total	11	100%

By this question we want to know the teachers' focus whenproviding students 'with feedback because it determines students' future writing. This is indicated in the table above in the total number of teachers (100%) who affirmed that they focus on both form and content.

Our informants justified their answers as follow :

1-Each of form and content has its own pivotal role and impact on the written version of the students provide. They relate to cohesion and coherence of the text which is the main elements in writing.

2- Both form and content are considered two main elements in a good essay, the form of an essay guarantee the logical flow of ideas.

3- The structure of a sentence, paragraph, or essay, is as important as the structure and organization of ideas and arguments.

4- Mostly the feedback is given with regard to their written capacities. Sometimes we refer to the form, too.

5- Form is as important as content because they illuminates the students ideas.

6- Their errors are signaled in the exam paper to show them their mistakes.

7- It depends on their level and what they require as feedback

8- Both form and content are important

9- Both grammar and discourse are commented on

10- Because the evaluation should be covering

Q 6: Do you think that students take into consideration the feedback you give?

a- yes

b- No

c- Sometimes

Table 40

Teachers'View about the Effectivness of the Written Feedback

Options	Number	Percentage
a	5	45.5%
b	5	45.5%
c	1	9%
Total	11	100%

This question purports to find out whether students' take into consideration the feedback provided by their teachers. From teachers answers we notice that there is an equal percentage (45%) between the teachers who answered negatively and others who answer positively; only one teacher (9%) answered with sometimes.

Section three: Writing in Examinations

Q1. In your opinion, writing is an effective tool to assess the students' understanding of content modules?

a- Agree

b- Disagree

Table 41

Teachers'Perception towards the Effeciency of Writing to Assess Students'in Examinations

Options	Number	Percentage
a	11	100%
b	/	/
Total	11	100%

The aim behind this question is to discover whether teachers consider writing as an effective tool to assess students comprehension in content modules. In the table(41) a total agreement (100%) is expressed among teachers. Hence, writing is an effective tool to test students' skill and knowledge at the Master level.

Q2 : Generally, are you satisfied with your students' written performance in examinations ?

  a- Very satisfied

  b- Satisfied

  c- Dissatisfied

Table 42

Teachers' Satisfaction with Students'Writing in Examinations

Options	Number	Percentage
a	/	/
b	2	18%
c	9	82%
Total	11	100%

This question is aimed to know the degree of teachers' satisfaction with their students' written performance in examinations. A quick glance at the table above, reveals that nearly all the teachers(82%) expressed dissatisfaction regarding the issue. Only two teachers (18%)were satisfied with their students writing in examinations.

Q3: Do you think that the written expression module prepares your students to write better academic essays in examinations?

a- Yes

b- No

Table 43

Sufficiency of Writing Module to Prepare Students for Examinations

Options	Number	Percentage
a	3	27%
b	8	73%
Total	11	100%

The question at hand aims to find out if students are sufficiently trained In written expression module to perform better in exam situations which are specific ones regarding time and pressure. The results obtained show that the majority of teachers thought that students are not trained to perform in examinations. Only (27%) of teachers answered positively. This is why teachers are not satisfied with their students' written performance in examinations.

Q4. In examinations, do you assess your students' knowledge in an essay form?

a- Yes

b- No

Table 44

Teachers Form of Assessment in Examinations

Options	Number	Percentage
a	11	100%
b	/	/
Total	11	100%

This question aims to test if the teachers of content module require exam answers to be in the form of essay. The data obtained reveal that all teachers (100%) used essays as a form of academic answers.

Q5: Do you drive your students' attention to the importance of form in the examination paper directions?

a- Yes

b- No

Table 45

Highlighting the Importance of Form in Exam Directions

Options	Number	Percentage
a	10	91%
b	1	9%
Total	11	100%

The question aims to reveal whether the teachers raise the students awareness of the importance of form in   their written performance in examinations. It is crystal clear from the table above that the vast majority of content module teachers with percentage of (91%)

drive students' awareness to the importance of form in examination paper directions. Only one teacher (9%) replied no. However, her justification stressed the importance of form too.

 Those who answered yes they justified their answers as follow

1- A professional in English has to be competent in grammar and syntax.

2- It is important, good form reflects good writing

3- Because it is a key to coherence

4- The form of a written text is linked to its cohesion which influences the general and the final format of the text and facilitates the readers' understanding.

5- Form is as important as content. You cannot pretend to have a degree without having a sound knowledge of its grammar

6- It is as important as content

Only one teacher answered no, she said that she told them before examination

Q6 : while writing in content module examinations, Do students focus on ?

a- Form
b- Content

c- Both

Table 46

The student's Focus While Writing in Content module Examinations

Options	Number	Percentage
a	/	/
b	8	73%
c	3	27%
Total	11	100%

One of the main aim behind conducting our research is to identify the students' primary focus of student while writing essays in content modules. The majority of teachers (73%) reply that students focus on content; Only 3teachers (27%) answered that students' focus on both form and content while writing in examinations.

Teachers who say that students tend to focus on content provided the following justifications:

1-Sometimes, they fail to express their knowledge about the subject, a failure that usually results in poor marks.

2- They think that demonstrating to their teacher that they have done some efforts in memorizing and understanding what teacher has taught them.

3- Students try to recall information, build good arguments, and include as much information at the expense of form.

4- Students' underweight the form as they believe that the content is more important.

5- Most of the time, students focus only on content thinking that since it is not written expression module they are not obliged to respect rules of writing such as topic, thesis statements etc….

6- They just want to demonstrate that they have answer for the questions

7- They do not respect the form of essay that they studied in written expression module.

On the other hand, teachers who answer that students focus on both form and content provided the following justifications:

1- Students generally try to focus on both form and content. With regard to form, students try to apply what they are taught in written expression module such as how to write an essay (with its types….), topic sentences, thesis statement, as for content, students try to show them understanding of the points explained in the given module.

2- It depends, not all of them have the same level. Some focus on form others on content and few on both.

It depends on teachers instructions.

Q7: Which of the following factors have a negative impact on students' written performance in exams?

a- Anxiety

b- Time pressure

c- Lack of motivation

Table 47

Factors Affecting Students Writing in Examinations

Options	Number	Percentage
a	1	9.1%
b	2	18.2%
c	/	
a-c	1	9.1%
a-b	2	18.2%
a-b-c	5	45.4%
Total	11	100%

The question aims to reveal the factors affect students' written performance in exams. .The majority of teachers (54.4%) answered all of them. Whereas, There is an equal percentage (18.2%) who responded time pressure/ anxiety and time pressure. Similarly an equal percentage of (9.1%) answered anxiety/ lack of motivation and anxiety. Consequently, all teachers believes that those factors impact negatively their students written performance in content modules' examinations.

Q8: As a teacher of content module, what do you focus on when correcting student's exam papers?

a- Form

b- Content

c- Both

Table 48

Teachers' Focus when Correcting Students' Examination Papers

Options	Number	Percentage
a	/	/
b	/	/
c	11	100%
Total	11	100%

In the results above, there is an indication that all teachers by percentage of (100%) focus on both form and content when correcting students' examination papers. This indicates that teachers' evaluation is covering.

Q9: What type of scoring procedures do you use?

a- Holistic

b- Analytic

c- Both

Table 49

Types of Scoring in Examinations

Options	Number	Percentage
a	3	27%
b	7	64%
c	1	9%
Total	11	100%

As demonstrated in the table above, that the majority of teachers use analytic scoring with percentage of (7%). Three teachers (27%) use holistic scoring. Only one teacher (9%) uses both.

Q10: In your feedback, do you signal your students' errors in the exam paper using abbreviations and symbols?

a- Yes
b- No

Table 50

Teachers' Feedback on Examination Papers

Options	Number	Percentage
a	9	82%
b	2	18%
Total	11	100%

This question is aimed to find out whether teachers provide their students with written feedback on their examination papers. The data in the table (50) reveal that the majority of respondents (82%) provide students with written feedback. However, only two teachers 18% chose "no" as answer.

The two informants' justifications:

1- They might not be understood

2- To avoid ambiguity

Q11. Do the punctuation, spelling, and the grammatical errors affect the final scoring if the content is relevant?

a- Yes

b- No

Table 51

The Impact of Errors on Students' Final Mark

Options	Number	Percentage
a	11	100%
b	/	/
Total	11	100%

The question aims to find out the teachers' criteria of correction. The results of this question reveals that all teachers (100%) agreed that errors of form effect the final mark of students. This highlights the importance of form in achieving good marks.

Q12 : Do you have any suggestions or comments ?

Only three out of eleven teachers provided the following suggestions and comments:

Teacher 1: One important thing in evaluating students' essays is to allow them to assess their own work and find their skill gaps. This creates in learners critical thinking and improve their writing skill.

Teacher 2:   Teachers should mark writing even in content modules. More practice on writing should be provided for the students.

Teacher 3: Students need more training to write in content modules. Teachers must show them that bad form affects their scores to motivate them to make a balance between content and form.

2. 1. 2. 4. Interpretation of the Teachers 'Questionnaire Results

This part will shed light on the discussion and interpretation of the main results obtained from the teachers' questionnaire. The results reveal about students writing skill in general, and exams in particular. Generally teachers estimate their students writing proficiency as average and below the average. Written expression module together with content modules 'written assignments are not enough to prepare students to write examination essays in content modules. Moreover, the majority of teachers expressed their dissatisfaction with their students writing in examinations. They claim that though they raise their students' awareness to the importance of form in exam paper directions still students focus mainly on content. The teachers relate this issue to some factors that can be categorized as follow:

1- Psychological factors:

- Anxiety
- Lack of motivation

2- Situational factors:

- Exam situation is occasional

- Time limited

- It requires previous training

Using assignments for training students to write in content modules is not effective because testing require writing in an examination situation. In such circumstances students do not rewrite their assignments. In addition, teachers recognize the importance of both content and form in writing this is clearly reveals in their correction and feedback cover both aspects.

2. 2.The Exam papers

2. 2. 1.Description of the Exam papers of Syllabus Design Module

Before starting our description, it is worthy to mention that the exam papers that were analyzed belong to the second semester examination of Syllabus Design module. The latter took place in June 15th , 2019. We have asked the teacher to analyze her students' papers. The exam papers that were analyzed are double-printed with a heading which consist of the name of the student, the teacher, the university and the module. Each paper contains three questions that require the students to choose only one of them in a form of an essay. In the exam paper directions the word form is mentioned to drive the students' attention to its importance.

Exam Questions

- Question one: Different approaches could be used to design a syllabus. Develop.
- Question two: Evaluating a language programme varies in term of purpose and time allocated for it discuss.

- Question three: The formal syllabus is one among the various types of syllabi. Introduce it.

2. 2. 2. Analysis of the Students' Exam Papers of Syllabus Design

The aim behind the analysis of the exam papers is to find out what is the students' primary focus while writing examination essays in content modules. This procedure enables us to collect concrete evidence about the topic. the teacher in the evaluation of form has been given the criteria that are adapted from Ur (1991,p.163) they consist of the following :

a- Neat handwriting

b- Acceptable grammar

c- Correct punctuation

d- Correct spelling

e- Careful selection of vocabularly.

Concerning the content, however; the teacher take into consideration the degree of content's relevance as an answer to the question. Because, the content is flexibleand subjective in each of the three questions, it depends on the content given by the teacher in the course. Based on the teacher's correction and remarks the subsequent analysis is made.

table 52

Students' Focus when Writing Examination's Essays in Syllabus Design .

Students focus in examinations	Number	Percentage
Content	69	58%
form	19	16%
both content and form	21	18%
neither content nor form	1	1%
Out of topic	8	7%
Total	118	100%

It is crystal clear from the data displayed in the table above that the majority of students (58%) focus on content in writing examination essays in content modules. (18%) focus on both content and form. Whereas(7%)of students essay examinations are out of topic. Only one student did not focus on form nor on content.

2. 2. 3.Exemplification

As a way of exemplifying and making things concrete for the reader, two samples were chosen to be compared: One is characterized by a balance between form and content (subject 1 see the appendix 04) ;in the second paper there is a focus only on content(subject 2 see the appendix 05). After the comparison between the two papers, we found the following.

Subject 1: Focus on both form and content

Based on the teachers' feedback we noticed:

- There is a respect of the form of the essay (an introduction, body paragraphs, and a conclusion)
- It has a neat handwriting. All words are legible
- A complete absence of mistakes related to spelling, grammar, and punctuation.
- There is a careful selection of vocabulary.

However there is a missing point related to content relevance. and it is mentioned at the end of the paper in a form of remark. " You did not refer to the notion of time in the second classification".

Subject 2: Focus on content

In the examination paper of Subject 2:

The teacher remarks that there are serious language problems.

- Concerning the Form of the essay: the teacher notices the insertion of a dash - before indentation. And the absence of conclusion.

- Spelling: problems in spelling ,for example, the word « foreing » is misspelled

- Grammar: problems in grammar Absence subject-verb agreement in many sentences .e.g., it ignore

- Handwriting: Some illegible words exists like : discures. Procets.

- Punctuation: The misuse punctuation marks in almost all sentences. E.g., " Grammatical structural or formal syllabus firstly it characterize by, Theoritical and content basis in the theoritical basis the language is consider as a system of grammatical rules in which to learn the langue you learn its rule fastly, also the content basis………….."

2. 2. 4. Interpretation of the Results

From exam papers analysis of the students, we conclude that the majority of Master one students' focus on content when writing in examinations. Hence, these findings validate the results obtained by both teachers' and students' questionnaires. In the teachers' questionnaire, (73%) of the teachers affirmed that students focus on content; In the students' questionnaire,(68%) asserted that they focus on content while writing examination essays in content modules.

From the analysis of the students' questionnaire, Teachers' questionnaire, and Exam papers we come up with the following findings:

1- Writing assignments are not sufficient to develop students writing skill and enable them to write in content modules.

2- The majority of students have a tendency to focus on content in writing examination essays in content modules.

3- The Students focus is caused by the following factors:

- Situational factors: time pressure

- Psychological factors: Anxiety, lack of motivation

- Linguistic factors: Interference of L1, lack of proficiency in writing

Conclusion

This chapter highlights the findings of the analysis undertaken in the present study. The results of the questionnaire of both students and teachers, in addition to the analysis of exam papers revealed that first year Master students tend to focus on content rather than the form when writing in content modules' examinations . Despite the fact that their teachers raise their awareness towards the importance of making a balance between the two aspects mentioned before, they still give importance to content over form.

Recommendations

Taking into consideration the results obtained from both students and teachers questionnaires in addition to the analysis of the exam papers we recommend the following:

For teachers:

Teachers are advised to train their EFL student's to write for exam situations by training them to write under pressure which has many benefits.

 For example, Oshima and Hogue (1998, P 257)suggest practical steps to develop EFL students' writing in examinations which they can be used by teachers in EFL classroom as a training. Based on their suggestions:

  - Teachers of content modules should develop in their students habit of writing. This can be done by assigning them to write a paragraph in the remaining twenty minutes of each lecture as a training for examinations.

 - In writing those paragraphs, teachers should guide their students to divide their time evenly so to be able to fulfill the task in the period provided.

 First , Students should brainstorm their ideas concerning a given topic. Then, teachers' should advise their students to make an outline that could save their time when they engage in writing. After that, teachers ask students to write a rough draft. Next, students should check their writings and make the necessary changes before they hand it in.

For Students:

Zemach and Rumisek (2003, p .89) suggest some instructions for students
who want to write good timed essays in examinations.

Firstly, students should check the number of the question to be answered, as well as paying attention to the instructions for each individual essay question.

Then, students should devote their time for planning(gathering and organizing ideas) and for proof reading their finished essays. Also, they should pay careful attention to grammar and spelling in addition to neat handwriting because teachers give lower grades to students who have bad hand writing.

In addition to the above mentioned recommendations :

- Teachers should raise their students attention toward the importance of making a balance between content and form in an attempt to develop their writings specially in exams

- Students also should bear in their minds that they are responsible for their own learning, they should be aware that writing is both content and form, that is why they should not focus on one aspect and neglect the other.

- finally, the enhancement of the students' performance in writing, is both the responsibility of the teacher and the student, therefore the two must work hand in hand to develop this skill.

General conclusion

The present study attempted to investigate whether EFL students focus on form, content or make a balance between the two in writing examinations' essays in content modules. It aimed to determine the focus of Master one students of English at university of Mohammed Seddik Ben Yahia when responding to examination questions that require written essays as an answer. The objective of finding out the students primary focus is to present the real factors behind this choice learners or teachers.

The study is made up of three chapters : the first two chapters are theoretical and the third is field work. The first chapter deals with the definition of the writing skill, its stages, importance and writing in the disciplines. In addition, it sheds light on the concept of academic writing by discussing its characteristics, types, and purposes. Finally, it ends up with tackling the notion of feedback on writing. The second chapter aims to shed lights on the concepts of evaluation, assessment, testing, and the difference between them in addition to teaching with focus on form or content and the factors affecting students writing in exam. The practical part of this research consists of a presentation of research Instruments, analysis of the data and interpretation of the results.

The results of the study revealed that first year master students have a tendency to focus on content and neglect the form of their writing in content module examination situations. In addition, Writing assignments have proved to be ineffective as training for content module exam situations. Moreover, the students focus is due to some psychological, linguistic and situational factors including: time pressure, lack of proficiency in writing, and anxiety caused by exam situations.

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Limitations of the Study

During the time of conducting our research, we have encountered some difficulties concerning the completion of the present research. These limitations are the following:

Time constraints: lack of time is one of the major obstacles that hinders our study. We believe if we have much time our research will be better.

Lack of content modules 'teachers: At our department there isa very small number of teachers teaching content modules. We think if we have a big number this will help us to obtain various points of view.

Appendix01

Students' Questionnaire

Dear Students

  We would be so grateful if you could devote few minutes of your time to answer the following questionnaire which is part of our dissertation under the title "writing in Examinations" .So we can know you views . Your answers are highly important for the validity of the research that we are conducting.

Please tick in the box that best corresponds to your answer or complete the Space provided when required to do so .

             Thank you for your collaboration

Section one : General information

1- what is your gender?

Male ☐   Female ☐

2- Why did you choose to study English language at university?

....

....

....

3- How do you consider [ ] vel in English ? [ ]   [ ]

  Good   Average   Low

Section two: The Writing Skill

1- Do you like writing?

Yes ☐   No ☐   Somehow ☐

2- what does writing mean to you ?

- A means of communication ☐

- A means of expressing your ideas ☐

- A means of answering exam questions ☐

3- To what extent do you think that the writing skill is important in studying

English ?

Important ☐   very important ☐   not important ☐

4- How do you evaluate your level in writing ?

Very good ☐   good ☐   average ☐   low ☐

5- How do you find the writing tasks ?

Difficult ☐   medium ☐   easy ☐

6- Do you follow the writing stages while answering exam questions ?

Yes ☐   No ☐

Why ?...

....

7 - When you write do you use the mechanics you learnt in written

Expression module ?

Yes ☐   No ☐

8- Do you think that developing the writing skill is necessary ?

Yes ☐   No ☐

If yes, justify...

....

9- which of the following types of Academic writing are the most difficult?

A letter ☐   A research paper ☐

A report ☐   All of above them ☐

A composition ☐

10- Do you write in English outside university ?

Yes ☐   No ☐

If yes, what type of writing ?

Homework ☐   E-mail ☐

Letter ☐

Others ....

....

11- According to you an effective piece of writing requires:

Organization ☐   coherence ☐

Clarity ☐   word choice ☐

Mechanics ☐   Relevant content ☐

All of them ☐

12- What type of feedback do you prefer ?

Teacher's feedback ☐   Peer feedback ☐

Why? ....

....

....

13- Does your teacher's feedback help you improve your writing in assignments ?

Yes ☐   No ☐

Section three : Writing in Examinations

1- Does your teacher assess your writing?

Yes ☐   No ☐

2- To what extent does the teacher's feedback during the exams helps

you to improve your writing?

Not at all ☐   A lot ☐

Very little ☐   A very great deal ☐

3- What types of questions the teacher gives you in examinations ?

MCQ ☐   Essay ☐

Paragraph ☐

Others ....

....

4- When the teacher corrects your writing ,is he/s interested more in:

The form ☐   the content ☐   Both ☐

5- Do you think that focusing on the form of your piece of writing in a

Content module's exam is difficult ?

Yes ☐   No ☐

6- If yes , choose the main reasons :

Anxiety ☐   Interference of L1 ☐

Time pressure ☐   Lack of proficiency in writing ☐

7- Do your grammatical , structural and spelling errors affect your final

Score ?

Yes ☐   No ☐

8- Do your teachers direct your attention to the importance of form

while answering exam questions ?

Yes ☐   No ☐

9- If yes, do they give you score for good form ?

Yes ☐   No ☐

10- Do you think your teachers are responsible for the lack of awareness

concerning the importance of a balance between form and content in

an exam answer ?

Yes ☐   No ☐

Appendix 02

Teachers' Questionnaire

Dear teachers

This questionnaire is a part of a research work which aims to investigate students' writing in examinations. We will be very grateful if you devote some of your precious time to fill in the questionnaire. Please tick the appropriate box and write full statements whenever necessary. Your answers are of a crucial importance for the completion of this work.

Thank you very much for your collaboration

Section one : general information

1- Gender :　　　Male ☐　　　　　Female ☐

2- The degree(s) you hold :

　　a-　License (BA) ☐　　b- Master/Magister (MA) ☐

　　c- Doctorate(PHD) ☐

 3- How many years have you been teaching English ?

………………years

 4- Which module(s) do you teach ?

　a- TEFL ☐　　　　　　e- Interculturality ☐

　b- Syllabus design ☐　　　f- Discourse analysis ☐

　c- Applied linguistics ☐　　g- Civilisation ☐

　d- Literature ☐　　　　　h- Linguistics ☐

 5- Which level(s) do you teach ?

………………………………………………………………………………

………………………………………………………………………………

Section Two : The Writing Skill

1- How do you estimate your students'writingproficiency?

a- Outstanding ☐   d- Below the average ☐

b- Above the average ☐   e- Low ☐

c- Average ☐

2- Do you think that written expression module is sufficient to develop the students' writing skill and enable them to write in content modules ?

a-Yes ☐   b- NO ☐

In both cases, explain,…………………………………………………………..
…………………………………………………………………………………….
………………………………………………………………………………………
………………………………………………………………………………………
……………………………………………………………………………………….

3- During the coursework, do you assign writing tasks in your content module(s) ?

a- Yes ☐   b- No ☐

4- Do these writing's assignments demonstrate the rules students' have been taught in the written expression module ?

a- Yes ☐   b- No ☐

If no,please ,explain ,…………………………………………………………..
………………………………………………………………………………………..
…………………………………………………………………………..
………………………………………………………………………………………..

5- Do you provide your students with written feedback ?

a- Yes ☐   b- No ☐

If yes, what do you focus on ?

a- Form ☐   b- content ☐   c- both ☐

Please, explain…………………………………………………………………..

…………………………………………………………………………………….

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

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

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

6- Do you think that students take into consideration the feedback you give ?

    a-Yes ☐   b- No ☐

Section three : Writing in Examinations

1- In your opinion, writing is an effective tool to assess students understanding of the content modules ?

    a- Agree ☐   b- Disagree ☐

2- Generally, are you satisfied with your students written performance in examinations ?

    a- Verysatisfied ☐   b- satisfied ☐   c- dissatisfied ☐

3- Do you think that written expression module prepares your students to write better academic essays in examinations ?

    a- Yes ☐   b- No ☐

4- In examinations , do you assess your students' in an essay form ?

    a- Yes ☐   b- No ☐

5- Do you drive your students' attention to the importance of form in the examination paper directions ?

    a-Yes ☐   b- No ☐

Why………………………………………………………………………………………………

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

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

……………………………………………………………………….

6- While writing in content module examinations, do students focus on ?

    a- form ☐   b- content ☐   c- both ☐

    please, explain……………………………………………………………….

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

7- Do the following factors have a negative impact on students' performance in exams ?

a- Anxiety

b- Time pressure

c- Lack of motivation

Others,…………………………………………………………………………………

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

8- As a teacher of content module(s), what do you focus on when correcting your students' examination papers ?

a- Form   b- content   c- both

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

9- What type of scoring procedures do you use ?

a- Holistic scoring   b- Analytic scoring

10- In your feedback, do you signal your students' errors in the exam paper using

abbreviations ?

a-Yes   b- No

If no, why,…………………………………………………………………………….

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

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

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

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

11- Do the punctuation,spelling, and grammatical errors affect the final scoring of the exam paper if the content is relevant ?

    a- Yes [   ]   b- No [   ]

12- Do you have any suggestions or comments?

………
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Thankyou.

Appendix 03

Syllabus Design Exam

* Choose one question and answer it in a form of an essay.

Questions:

1. Different approaches could be used to design a syllabus. Develop.
2. Evaluating a language programme varies in terms of purpose and time allocated for it. Discuss.
3. The formal syllabus is one among the various types of syllabi. Introduce it.

Answers :
Answer one :
- Introduction :
  - Different approaches (1pt.)
  - Mentioning them (1pt.)
- Body : (3 paragraphs , 1)
  - Product Vs process (1,5x2) pts
  - Synthetic Vs analytic (1,5x2) pts
  - Priori Vs posteriori (1,5x2) pts
  + Type A Vs type B (1pt.)
  - Conclusion : (2pts.)
{ Form : (2pts.)
{ Language (4pts.)

Answer two :
- Introduction :
  - Defining evaluation (1pt.)
  - Mentioning that classification in terms of purpose and time allocated (0,5x2) pts
- Body : (2 paragraphs)
  - Purpose :
    → Accountability (2pts.)
    → Development (2pts.)

1

- Time allocated =
  - → Formative. (2pts)
  - → Illuminative (2pts)
  - → Summative. (2pts)
- Conclusion. (2pts)
  { - Form : (2pts)
  { - Language : (4pts)

- Answer three :
  - Introduction
    - Different syllabi (1pt)
    - Formal syllabus (1pt)
    - Nb. (Make up exam → hidden S)
  - Body :
    - Definition (2pts)
    - Characteristics (2pts)
    - Analysis (1,5pt)
    - Advantages (1,5pt)
    - Disadvantages (1,5pt)
    - Criticism (1,5pt)
  - Conclusion :
    - Form : (2pt)
    - Language : (4pt)

Appendix 04

Full Name :   Group : 04

University: Mohammed Seddik Beb Yahia, Jijel   June 15th, 2019
Teacher: Level: **Master 1**

Syllabus Design Exam

- Choose one question and answer it in a form of an essay.

Questions:

1. Different approaches could be used to design a syllabus. Develop.
2. Evaluating a language programme varies in terms of purpose and time allocated for it. Discuss.
3. The formal syllabus is one among the various types of syllabi. Introduce it.

Evaluation is the process of investigating, analyzing, and checking a programme. Evaluation focuses on collecting information about different aspects of a language program in order to understand how successfully it works, enabling different kinds of decisions to be made about it such as: whether the program responds to the learners' needs, whether further teacher training is required for teachers working in the program, and whether students are learning sufficiently from it. Hence, evaluating a language programme varies in terms of purpose and time allocated for it.

Weir and Roberts (1994) distinguish between two major purposes for language programme evaluation: program accountability and program development. Accountability refers to the extent to which those involved in a program are answerable for the quality of their work. Accountability oriented evaluation usually examines the effects of a program or a project at significant end points of an educational cycle, and it is usually conducted for the benefit of an external audience or decision maker. On the other hand, development oriented evaluation is designed to improve the quality of a program as it is being implemented. It may involve staff who are involved in the program as well as others who are not and may have a teacher development focus. (Weir and Roberts, 1994).

Concerning evaluation of a language programme, it also varies in terms of time allocated for it. That is to say, evaluating a language program based on three different types of evaluation: Formative, illuminative, and summative evaluation. In formative evaluation, evaluation is carried out as part of the process of program development in order to find out what is working well and what is not, and what problems need to be addressed. Moreover, this type

1

Focuses on ongoing development and the improvement of a language program. Typical questions are related to formative evaluation such as: has enough time been spent in particular objectives and is the methodology teachers are using appropriate. Secondly, illuminative evaluation is the evaluation that seeks to find out how different aspects of a language program work or are being implemented. Also, it seeks to provide a deeper understanding about the processes of teaching and learning that occur in the program, without necessarily seeking to change the course in any way as a result. Questions that might be asked within this framework are how do teachers use lesson plans when teaching and how do students understand teacher's intentions during a lesson. Finally, summative evaluation is the type of evaluation which most teachers and programme administrators are familiar with, and it seeks to make decisions about the worth or value of different aspects of a program. It is concerned with the effectiveness of the program and its efficiency. Furthermore, it takes place after the program has been implemented and seeks to answer questions such as: how effective was the course and whether the course has achieved its aims or not.

To sum up, evaluating a language programme is the analysis of the practices that are involved in planning and teaching a language course. This involves an examination of the context in which a program occurs, the goals, syllabus, and structure of the course, and how these can be planned and developed as well as the analysis of teaching and learning processes that take place during a course.

F.2

→ the problem: you do did not refer to the notion of time in the second classification

2

Appendix 05

Full Name : _____   Group : 03

University _____ eddik Beb Yahia, Jijel   June 15th, 2019
Teacher: Salma Bouhali   Level: **Master 1**

<u>Syllabus Design Exam</u>

- <u>Choose one question and answer it in a form of an essay.</u>

<u>Questions:</u>

1. Different approaches could be used to design a syllabus. Develop.
2. Evaluating a language programme varies in terms of purpose and time allocated for it. Discuss.
3. The formal syllabus is one among the various types of syllabi. Introduce it.

.... Topic: 3 ....

.... An examination of foreign language syllabus design reviews current literature on some types and discuss the process of choosing integrating syllabi for classroom use. Those types of syllabus are grammatical, structural, lexical, situational and national functional syllabus. There were a about what type is appropriate for teaching foreign language, some of them think that the most appropriate one is the grammatical syllabus and this according to what Nunan argue that " Grammatical structural syllabus is one of those which consist a list of grammatical item, it selected and graduate in term of simplicity and complexity" This type were introduce among characteristics, Analysis, advantages and disadvantages.

.... Grammatical structural or formal syllabus firstly its characterise by, theoritical and content basis. In the theoritical basis the language is consider as system of grammatical rules in which to learn a language you have to learn this rules firstly, also the content basis consider that language as list of grammatical rules or a list of words, grammar is a collocation of the form and

1

structure

Grammatical syllabus is analyse by taking into consideration some approaches whether it is product or process, synthetic or analytic or priori or posteriori. It consider as product because it based on outcomes and what we learn at the end of session, it a synthetic because it should taught step by step as wilkines 1976 said

1,25 that " Synthetic language teaching approach is one in which different part of language are taught step by step or seperatly, so that the aquisision is a process of gradual and

0,75 accumlation of the part until the whole structure of a language has been build up", also it consider as priori

0,5 because objective are already determind and selected

The formal syllabus (consist)(p) of advantegies and disadvantegies. Advantegies in which two, it is easy for both student and teacher because it is direct, also the material

1,5 are available, it is related more to writting skills and make the learners lenguistically competance. While the disadvantegies it only focus on linguistic competence and neglected the communicative competence, it ignore also the

1 meaning, and there is no contextualize it also limitted the learner criativity and mak student passive

But this type was critisise because it contine alel of weaknsses and sort coming one of them if neglect

0,75 the communicative competence and the unit of focus on the sentence, and the focus on the form with the neglectusn in the meaning that way the search for another appropriate type

→ Where is your conclusion?!

E D

2

Appendix 06

Full Name : .... Group : 1

University: Mohammed Seddik Beb Yahia, Jijel   June 15th, 2019
Teacher: Salma Bouhali   Level: Master 1

Syllabus Design Exam

- Choose one question and answer it in a form of an essay.

Questions:

1. Different approaches could be used to design a syllabus. Develop.
2. Evaluating a language programme varies in terms of purpose and time allocated for it. Discuss.
3. The formal syllabus is one among the various types of syllabi. Introduce it.

........First topic..
..............In teaching process there are various approaches which must be applied in classroom in order to present a comprehensible lesson for learners. These approaches are differ in the purpose behind and materials to be used, than it will be easy for teacher to choose a suitable approach to design an appropriate syllabus according to learner's needs and the output.
..............First, during times approaches have been stressed as well as the purposes change with language. However, teacher to better design a syllabus should before choose an approach to employ. Then know the purposes behind presenting this approach what learners will get from and what do they will learn according to its basics. Also the materials and tools that is beneficial to make the syllabus well designed and understood, like: an audio record, a video to watch or reading dialogue, it depends upon the subject of the lesson presented by the basics of approach. In addition, teacher should give students some reinforcement as well as to accomplish with the lesson and to participate.
..............Also, the teacher is the guide and learners will learn better with his help. In the same point approaches are differ in their way of teaching wether synthetic from the simple to the most complex thing, or Analytic to focus on learn texts in language. For example in grammar-structural

1

approach, the whole concentration is on teaching grammar rules by dividing the language into parts, with a list of words. In order to comprehend a specific language and applied it in writing purpose. Also enhance student' vocabulary basic, to easing the sequencing and selection of teaching items for teachers to employed in classroom. So, the teacher could use this approach to design a syllabus by firstly take a dialogue for learners, then divide it into parts and to different types of words. After try to extract with learners grammatical rules from the dialogues by doing exercises. the students will learn new words also the grammar rules thus help them in improving their writing skills. So, the purpose from all this approach is grammar to comprehend a specific language.

To Sum Up, each approach is not complete and needs some other part to be beneficial for learners also for teachers to employ it. this approach for instance cannot be used in all time and in every situation. Thus speaking and listening skills and ignored, so learners will not know how to pronounce a specific word or to read easily. as well as communicative competent is neglected.

→ Very serious problems
of language.
→ erroneous form.

Appendix 07

Full Name   Group : 04

Universit...   ...eddik Beb Yahia, Jijel   June 15th, 2019
Teacher: Salma Bouhali   Level: **Master 1**

Syllabus Design Exam

• Choose one question and answer it in a form of an essay.

Questions:

1. Different approaches could be used to design a syllabus. Develop.
2. Evaluating a language programme varies in terms of purpose and time allocated for it. Discuss.
3. The formal syllabus is one among the various types of syllabi. Introduce it.

A syllabus is an academic document that defines the course which is going to be taught during a period of time. There have been designed several types of syllabi such as lexical syllabus, functional syllabus and the formal syllabus. The formal syllabus has been analyzed according to its content and analysis.

The formal syllabus emphacizes on teaching phrases and discourse. It teaches words and vocabulary in order to make the learner able to speak in real life situations. It provides vocabulary repertoires in different topics. Linguists (. .) think that teaching without grammar may leaves a lack in the learner's learning but teaching him without vocabulary gives him nothing to learn.

Linguists analyzed this type of syllabus according to its function. The learner learns what s/he needs. Its goals are related to the learner's purposes behind learning that language and provide the suitable lessons to study in order to achieve that goal.

1

To sum up, this type of syllabi have been criticezed for many points such as neglecting teaching of grammar that helps learners to form sentences and discourse. Also, this syllabus has no logical theory of learning a language.

0,5

not well tackled ?!

Appendix 08

Full Name : Abbas........ ....

Group : 03

University: Mohammed Seddik Beb Yahia, Jijel
Teacher: Salma Bouhali

June 15th, 2019
Level: Master 1

Syllabus Design Exam

- Choose one question and answer it in a form of an essay.

Questions:

1. Different approaches could be used to design a syllabus. Develop.
2. Evaluating a language programme varies in terms of purpose and time allocated for it. Discuss.
3. The formal syllabus is one among the various types of syllabi. Introduce it.

Question 3 :

The lexical approach is a method or a way for teaching foreign languages through understanding and producing lexical items or chunks ; in other words, the basic concept on which this method rests is the idea that an important part of learning a language consists of being able to understand and produce lexical phrases as chunks. It is also an alternative approach to traditional grammatical approach and it was described by Michael Lewis in the early 1990's. This method can be explained in three different parts : content, product, advantages and disadvantages.

The first type is content. Numan said that language is grammaticalized lexis not lexicalized grammar. This means that learning a second language and fluency depend on having access to a stock of lexis or chunks, rather than a list of words or a set grammatical structures and rules as well as it is made up around lexical chunks which are connotations they are words or expressions that have a literal meaning like finally, denotations the are words that have figurative meaning, vocabulary lexis that are related to the topic, and collocations are the words occur together such as collocations of verb with noun. For instance, do my hair, do the cooking, do the laundry or make my bed, make a coffee, and make a meal. The lexical approach helps the learner to identify and learn collocations rather than learning individual words.

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The second type is about product. In the sense that by the end of the action, students will learn a big repertoire of vocabulary which is the heart of this approach. Wilkins in 1933 said that it is synthetic in the sense that lexical items are from simpler to more complex; however, Willis said that it is analytic in the sense that it introduced languages in a isolated chunks; for instance, themes, topics, and situations.

The last type is about advantages and disadvantages of the lexical approach. To begin with advantages it enriches the learner's vocabulary knowledge and make them feel encouraged about the learning content. Lewis said that without grammar very little can be conveyed but without vocabulary nothing can be conveyed and Wilson in 1989 stated that the lexical syllabus offers to learners things that are worth to learn. As it helps learners to foster quickly, it has a negative side it doesn't have a theory on language and language learning i.e it lacks of theory in language learning and neglects the grammatical structures, there is also no clear regular syllabus implications and accuracy and students can not use lexical items in real life situations.

To conclude, the lexical approach is not really a revolution but an evolution as it tries to develop principles already known by communicative teachers. It posits that an essential part of language is to comprehend and produce lexical chunks of acquiring a language traditionally though of as grammar with vocabulary are the heart of this lexical approach.

الملخص

تسعى الدراسة الحالية الى عمل تقييم كتابي لطلبة اللغة الانجليزية كلغة أجنبية في الإمتحانات.

حيث تبحث بصفة خاصة في التركيز الأساسي لهؤلاء الطلبة عند كتابة مقالات الإمتحانات في وحدات

المحتوى فيما يتعلق بجانبي الشكل و المحتوى . بالإضافة الى أسباب هذا التركيز. بناءا على هذا تم

إعتماد فرضيتين. الفرضية الأولى مفادها أن طلاب اللغة الإنجليزية كلغة أجنبية عند كتابة مقالات

الإمتحان في وحدات المحتوى يميلون إلى التركيز على المحتوى على حساب الشكل. أما الفرضية الثانية

مفادها أن العوامل الرئيسية التي تحدد هذا التركيز تتمثل في قلة الكفاءة الكتابية و التدريب الفعال. للتحقق

من صحة الفرضيات, تم استخدام آداتين بحثيتين لجمع البيانات: استبيان و تحليل أوراق إمتحان تصميم

المنهج. تم توجيه إستبيان الأساتذة إلى أساتذة وحدات المحتوى , وتم توجيه إستبيان الطلاب إلى طلبة

السنة الأولى ماسترفي جامعة محمد الصديق بن يحي, جيجل. بالإضافة إلى تحليل أوراق الإمتحانات

للحصول على أدلة ملموسة تمكننا من مقارنة النتائج التي تم الحصول عليها مع تلك الإستبيانات. كشفت

النتائج الرئيسية التي توصلنا اليها أن الطلاب يميلون إلى التركيز على المحتوى أثناء كتابة مقالاتهم في

إمتحانات وحدات المحتوى. هذا التركيز يرجع إلى عوامل مختلفة تتمثل في عوامل نفسية, لغوية,

حالية.بالإ ضافة إلى عدم وجود تدريب فعال للكتابة في وحدات المحتوى. على أساس النتائج المتحصل

عليها تم تقديم بعض التوصيات.

Résumé

La présente étude tente d'évaluer l'anglais écrit en tant que langue étrangère dans les examens. Plus spécifiquement, il étudie l'objectif principal des étudiants du Master 1 d'EFL lors de la rédaction d'essais d'examen dans des modules de contenu, en ce qui concerne les aspects: la forme et le contenu, en plus des raisons de leur intérêt. Ainsi, deux hypothèses de base ont été adoptées dans cette recherche. Le premier spécule que lors de la rédaction d'essais d'examens dans des modules de contenu, les étudiants EFL se concentrent sur le contenu au détriment de la forme. La deuxième hypothèse soutient que les principaux facteurs qui déterminent l'attention des étudiants d'EFL sont le manque de maîtrise de l'écriture et une formation efficace. Pour vérifier la validité des hypothèses, deux instruments de recherche ont été utilisés pour collecter des données: deux questionnaires et une analyse de documents d'examen de conception de syllabus ». Le questionnaire destiné aux enseignants était destiné aux enseignants des modules de contenu et le questionnaire aux étudiants était destiné aux étudiants en master 1 de l'Université Mohammed Seddik Ben Yahia de Jijel. En plus de l'analyse des épreuves d'examen, il faut disposer de preuves concrètes et nous permettre de comparer les résultats obtenus à ceux des questionnaires. Nos principales conclusions ont révélé que les étudiants ont tendance à se concentrer sur le contenu lors de la rédaction de leurs essais lors des examens du module de contenu. Cet objectif est dû à divers facteurs d'ordre psychologique, linguistique et situationnel, en plus du manque de formation efficace pour écrire dans les modules de contenu. Sur la base du résultat obtenu, quelques recommandations pédagogiques sont fournies.