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Faculty of Letters and Languages
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**Exploring Students 'and Teachers' Attitudes towards the Use of Peer
Assessment in the Development of the Writing Skill: A Case Study to
Third Year EFL Students at Mohamed Seddik-Ben Yahia Jijel**

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

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Abstract

The dissertation in hand investigates the issue of developing students' writing performance through the use of peer assessment technique. The focal target behind conducting this research is to find out the attitudes of both third year English language students and Written Expression module teachers at Mohamed Seddik Ben Yahia Jijel University towards the use of peer assessment in improving third English language learners writing skill. Accordingly, the research in hand hypothesizes that both teachers and learners have positive attitudes towards the use of peer assessment and that implementing such technique would be greatly effective for the enhancement students' writing skill. The study is divided into two foremost parts using qualitative research; first, it exposes theoretical issues associated with the writing skill and peer assessment. In the practical side, a students' questionnaire which was addressed to one hundred learners out of two thousand sixty two, classroom observation is carried through attending six written expression sessions with the use of an adopted checklist. At last but not least, the interview is conducted with five written expression teachers. The study findings confirm the research hypothesis and reveal that both teachers and learners have positive attitudes towards the use of peer assessment and that implementing this innovative technique as an alternative way to assess students would be effective in developing the students writing performance. Based on the results obtained, some pedagogical recommendations and suggestions for future research are suggested ultimately.

Key words: writing skill, peer assessment, students' attitudes, and teachers' attitudes, learner-centered.

Dedication

I dedicate my thesis to my family.

A special feeling of gratitude to my loving parents for their irrevocable love, and unconditional support, Saida and Mokhtar. Thank you for your sacrificing and understanding.

My special and beautiful sister Wassila who has never left my side.

My brothers: Amine, Mohamed, Djamel and their wives: Ayda, Ilham, and widad.

My brother and the source of our pride, Bilel.

To the little beautiful girl my niece, Hibat Al Rahman.

My adorable sisters: Nawel, Roufia, Sihem and their husbands: Abd Al Karim, Moloud, and Mouad.

To my nephwes, Yahia & Zakaria. My nieces, Isra & Iness.

I also dedicate this thesis and give special thanks to my fiancé Rachad and all his family. My mother in law, Houria and my father in law, Salah.

To all my family and friends.

Yasmina Belghiat

Dedication

In the name of Allah, Most Gracious, Most Merciful, All the Praise is due to Allah
alone, the Sustainer of all
the World

*I Dedicate this work to the source of my success, to the one who makes my dreams real, to the
bit of my heart, to the sign of challenge, the one who has drawn to me
The path of success and has urged me to discover the world through her eyes,
to my beloved Mother*

*I deeply offer this work to the light of my eyes, to the world of compassionate, to the entire
beauty of this universe, to my paradise, to my angel, to the holy gift I have,
to my dear father*

To the roses of my life, to my sweetheart, to my brothers: Imad, Oussama

*To my wonderful teacher and supervisor, to my ideal teacher for her inspiration, support, and
guidance, the one who enlighten my way towards knowledge, and provided me
with the golden key of this treasure that would never be
obtained without her efforts. Thank you, Mrs. Chouikh Chadia*

To my fiancé, for his kindness, love, support, and care, thank you for being in my life.

*I dedicate this work to my close friend. To my colleague Ibtissem, who helped me to make this
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List of Abbreviations

% P	Percentage
Σ	Total
EFL	English as a Foreign Language
EL	English Language
ELL	English Language Learners
ELT	English Language Teaching
ESL	English as a Second Language
FA	Formative Assessment
LMD	License-Master-doctorate
LAD	Language Acquisition Device
L1	First Language
L2	Second Language
OALD	Oxford Advanced learner's Dictionary
PA	Peer Assessment
Q	Question
SA	Self Assessment
SA	Summative Assessment
SL	Second Language

SLA Second Language Acquisition

T Teacher

WE Written Expression

WS Writing Skill

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GENERAL INTRODUCTION

The Background of the study

The Statement of the Problem

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The Hypothesis and Assumptions

The Research Method and Tools

The Structure of the Study

1. The Background of the Study

Writing has been identified as one of the essential productive skills which plays a crucial role in social, professional, and educational contexts; hence, it is seen as the most important skill that the second language (SL) or foreign language learners (FLL) need to develop after acquiring listening, speaking, and reading skills. However, learning how to write in the second language is considered to be one of the most challenging aspects of SL learning (Hyland, 2005). That is, writing is a complex process which demands a cognitive analysis and linguistic synthesis. Indeed, it requires considerable effort, time, and practice on the learners' part to master all the aspects of writing and to be skillful writers in order to produce and conduct an acceptable piece of writing (paragraphs and essays). It is believed that it might be due to the fact that the students lack the necessary strategies and techniques that help them to tackle the difficulties faced in writing tasks and activities. Consequently, teachers have to adopt various techniques and strategies that make the learning process easy such as assessment techniques in writing. Thus, assessing learners' writing may enhance and empower their abilities and measure their academic achievement.

Nowadays, the teaching language methods have changed from being *Teacher-centered-Approach* to *Learner-Centered Approach*. As Farhady (2006); McNamara (2000); Brown and Hudson (1998) stated “ student-centered approaches in language teaching led the field of language testing to a shift of paradigm from traditional psychometric (teacher-centered) testing to alternative adumetric (learner-centered) assessment” (as cited in Abolfazli Khonbi & Sadeghi, 2012, p.48). The shift led to a variety of assessment techniques. The latter give learners the opportunity to be independent, autonomous, and active participants in the learning process. Susser (1994) stated that one of the main element of the process approach is to raise students' awareness about writing as “ a process of discovery in which ideas are generated and not just transcribed” (p.35). Thus, to make writing a process of discovery,

various new teaching pedagogies have been adopted and carried out in the writing classroom activities, one of which is *peer assessment* (PA). The latter has been yielded as an outcome of the learner-centered approach practice. Moreover, peer assessment is regarded as an alternative means of assessing by which learners monitor, judge, and assess the quality of their peers' performance to improve their learning proficiency. According to Boud and Lublin (1983), "one of the most important processes that can occur in undergraduate education is the growth in students of the ability to be realistic judges of their own performance and the ability to monitor their own learning" (as cited in Stefani, 1994, p.69). Falchikov (2004) has stressed that learner's involvement in PA activities have been found to promote self-learning (p.288). Subsequently, English foreign language (EFL) teachers have to create a motivational atmosphere for students to enable them interacting, negotiating, judging and giving constructive feedback to the peers' work. Moreover, Conrad and Goldstein (1999), Min (2006), and Nakanoshi (2007) reported that "if learners have learned and practiced assessing and editing skill, the skill will play an important role in developing their own's writing skill" (as cited in Puegphrom & Chiramanee, 2011, p. 2). Therefore, peer assessment is needed in writing in order to improve the learners' writing proficiency and to become a more critical reviewer and reader of their own and their peers' writing (Rollinson, 2005, p. 24).

2. The Statement of the Problem

According to our experience as English language learners and to some teacher's perspectives of written expression (WE) module in the English Language Department at Mohammed Seddik Ben Yahia University-Jijel, EFL learners face many difficulties in introducing a good piece of writing; most of them are not motivated enough to face the writing challenges. Respectively, most of the students feel that WE module is just a dull and a boring session because they are not motivated due to the old fashioned teaching methods used by teachers. Thus, The latter can become really problematic for the majority of third-year

English Language students, namely, who are about to graduate and find themselves struggling to produce acceptable written outcomes.

As a matter of fact, and as stated beforehand, peer assessment is one of the most practical techniques that might be used to enhance the learners' motivation and awareness to produce well-written productions. Hence, some teachers may find difficulties to improve the learners' writing proficiency through the use of peer assessment since they might ignore its effectiveness, and that due to class size, time constraints, and they would rather focus only on summative assessment to test their learners. On the other hand, students think that peer assessment is the appropriate technique that enables them to improve the writing skill. For these reasons, we consider that adopting peer assessment in teaching the writing skill might enable both WE teachers and third year English Language (ELL) learners in the English Department of Jijel University reducing the difficulties that students might face in the writing process.

3. The Aim of the Study

The present research aims at exploring the students' and the teachers' attitudes towards the implementation of peer assessment and to determine whether this learning strategy helps learners to improve the writing skill. Moreover, this study attempts to explore the WE teachers' awareness about the significance of incorporating PA in their teaching process and to what extent they are knowledgeable about peer assessment instructions. That is, the focal target behind this piece of research is to find out, on the one hand, to what extent teachers' motivate their learners to be involved and active in the PA process, what the needed directions and instructions that are provided to the learners in order to assess their peers' written tasks and how frequently teachers give the chance to their learners to assess their

peers' writings. On the other hand, this study aims at exploring how students handle the task of making judgment during the writing classroom activities.

Furthermore, this research strives for addressing pedagogical recommendations as far the implementation of PA in the teaching/learning of the writing skill is concerned. Putting differently, the present study attempts at proposing pedagogical and practical suggestions for both teachers and learners on the light of the yielded data.

4. The Research Questions

This dissertation attempts to answer the following questions:

1. What are the students' and teachers' attitudes and insights towards the use of peer assessment to improve the writing skill?
2. What is the importance of assessing peer's writing and being assessed in the writing process among EFL learners in the English Language Department of Jijel University?
3. Is peer assessment used as a technique to improve the writing skill?
4. To what extent do teachers of WE module give the chance to their learners to be engaged in the peer assessment process?

5. The Hypothesis and Assumptions

Improving the writing skill is one of the primary goals with which both teachers and learners are concerned. Therefore, this study aims at investigating whether peer assessment develops students' writing proficiency. The present research is based on the following assumptions:

- ✓ We assume that EFL learners in English Language Department rely on peer assessment in the learning process; they might be able to improve the writing skill.

- ✓ We assume that teachers of WE module implement PA in their teaching process of the writing skill, their learners are likely to enhance their written productions.
- ✓ We, as well, expect that both the teachers and the learners in the (ELD) of Jijel University to have positive attitudes towards the implementation of PA in teaching/ learning writing skill.

Accordingly, we simply hypothesize that if both teachers and learners have positive attitudes towards PA practice in the writing skill, and are well-informed about that process and practise it efficiently, the learner's writing skill would develop positively.

6.The Research Method and Tools

Since the topic of the present research is about teachers' and students' attitudes towards the use of peer assessment in developing the writing skill, then, the most relevant procedure to be adopted in conducting and gathering data on this piece of research is a descriptive study through using a questionnaire, an interview, and classroom observation. To answer the research questions, qualitative data from students' questionnaire would be collected in order to know the attitudes of the third year learners at the English Language Department towards the implementation of PA technique. However, the questionnaire might not provide an access to what a person thinks exactly; for that reason, an observational study is conducted in order to observe the participants in the classroom activities. In addition, an interview, namely, a semi-structured interview is administered to teachers of English Language Department of Mohammed Seddik Ben-Yahia University in order to have an overview of the use of peer assessment in teaching/learning writing and their awareness about its principles and practices in EFL classrooms.

7. The Structure of the Study

This study is organized and structured into three chapters. Chapter one presents the theoretical background of writing in the second language (SL), its components, the stages of development and the approaches to teaching writing. It also reviews writing under the PA technique with a particular reference to teachers' and learners' role.

Chapter two is about peer assessment in foreign language classrooms. It investigates different definitions, theories that support PA, and provides an overview of peer assessment in writing followed by its benefits and drawbacks.

Chapter three, which is practical in nature deals with the field work and data analysis and the discussion of the learners' questionnaire and classroom observation, in addition to teacher' interview. Finally, the third chapter gives some worthy pedagogical recommendations and suggestions for further future research on the light of the findings of the research.

CHAPTER I

THE WRITING SKILL

Introduction

1.1. The Writing Skill

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1.3. Peer Assessment and the Writing Skill

1.3.1. Teachers' Role during the Writing Process in Peer Assessment

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1.4. The Effect of Attitude on Learning Writing

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Conclusion

Introduction

The writing skill is a valuable skill that EFL learners are aspiring to master since it has become a necessity in both the social and the academic life. Accordingly, the writing skill has been investigated widely in the field of education. So, the chapter in hand deals with the writing skill explaining its components and the stages learners have to go through to develop the writing skill. In addition, this chapter explains the teaching/learning process of the writing skill in Second Language classroom. Besides, it discusses the role of both teachers and learners during the writing assessment process using peer assessment technique, as it also examines the teaching of the writing skill with reference to different approaches. Finally, chapter one introduces the different types of tasks that are used to teach/learn writing.

1.1. The Writing Skill

The writing skill has been defined and explained from different perspectives and by many researchers. Before starting to explain the various components and stages of the writing process; the chapter in hand sheds light on the notion of the writing skill.

1.1.1. Definition of Writing

Writing is one of the main productive skills that is important for first and second language learners. It refers to the use of graphics and symbols to record speech. The Cambridge dictionary (2015) defined writing as “the skill or activity of producing words on a surface”. In addition to Byrne (1988) stressed “when we write we use graphic and symbols: that is, letters or combination of letters which relate to the sounds we make when we speak” (p.1). On the other hand, written text is not just a random production of using symbols and graphs, but it is related to the use of appropriate skills i.e. grammar, syntax, vocabulary, and structure of the text which includes organization and coherence of the information. As Byrne (1988) stated:

Writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences. (p.1)

Similarly, Hyland (2003) considered writing as a “group of marks on a paper arranged coherently which is structured according to a system of rules” (p.3). Moreover, writing is a complex process which involves students knowledge of variety of aspects such as; linguistic knowledge, cohesive devices, and choice of words that are believed to be the base of successful writing. Accordingly, the difficulty of the writing process was explained by Richards and Renandya (2002) who stated that “...the difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable texts... L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and so on” (p.303). So, writing is a skill which differs from the other skills in the sense that it needs instruction and learning its various skills that focus on understanding the language functions which learners use to express and communicate. Rivers and Temperly (1978) believed that “to write so that one is really communicating a message isolated in place and time is an art that requires consciously directed effort and deliberate choice in language” (p.262).

To sum up, researchers have argued that the writing skill tends to be one of the most complex skills to be mastered or acquired; it is a language productive basic skill that requires motor as well as thinking abilities, mental efforts and implies such sub-skills as topic sentence formation and text organization.

1.1.2. The Components of the Writing Skill

The acquisition and development of the writing skills can be a challenging process for many students and especially L2 learners. This latter can be achieved and mastered only by understanding what the basic constituents of writing. Indeed, before starting to write a word, a phrase, or a sentence, students should know how their writings are grammatically, semantically and syntactically structured and organized. According to Wilbers (2007), an effective and proficient writing should include these five main components. First, a good writing involves focusing on a clear and manageable idea, in addition to the argument that supports and reinforces the central idea. The second element has to do with the coherent and logical arrangement of material; this refers to organization elements. Besides these two components, students should support the material using statistics, quotation, and examples in order to make the ideas and information clear and meaningful; it is called supporting material elements. In addition to stylistic elements, language is clear, accurate and appropriate to the audience; if students choose and select suitable sentences and expression correctly and effectively. Finally, the mechanical elements should be mastered i.e. students should know right where and when to use punctuation including spelling as well as grammar. Similarly, Harmer (2004, p. 44) viewed writing like any other language skills which has its own mechanical components that include handwriting, spelling, punctuation, and the appropriate structure of sentences, paragraphs, and texts.

Furthermore, having a good knowledge of the structure of the language and its rhetorical devices i.e. grammatical, lexical, and syntactic devices, and knowing how to manipulate them is required in order to produce a piece of writing. Brooks and Penn (1970) pointed out "... for one thing, in writing, we must understand the structure of the language, what the parts of speech do, how the words relate to one another, what individual words mean, the rules of grammar and punctuation" (p.20).

1.1.2. The Stages of the Writing Process

Effective writing is not a single process; it has stages that learners have to follow in order to produce a final well-written product. These stages are pre-writing, drafting, evaluating, and editing as suggested by Haven (2015). Hence, Brown (2000) explained the main stages of the written product as follow:

Written products are often the result of thinking, drafting, and revising procedures that require specialized skills... the upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. (p.335)

Accordingly, writing is not a simple matter of expressing ideas and putting words together to make sentences. Learners need to focus on the process of writing step by step in order to produce a final well product.

1.1.3.1. Planning

Planning or pre-writing is the first step of the process of writing; it refers to the generation of ideas and thoughts either from one's Knowledge or from other resources (Sundem, 2007; p. 43). A writer in this stage has the opportunity to search, create, and explore his/her ideas. According to Seow (2002), planning is an important stage "pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting

started. In fact, it moves students away from facing a blank page toward generating tentative ideas and gathering information of writing” (p.316). In addition, Parson (1985) stated that “students who are encouraged to engage in an array of pre-writing experiences have a greater chance for writing achievement than those enjoined to get to work on their writing without this kind of preparation” (p.115).

Thus, it is important to make the student aware of the effectiveness of this stage, because it is an opportunity for learners to choose, discuss, and create ideas about a topic. Furthermore, in this stage, learners should select a topic then they will search and gather information about a topic. After that, learners can discuss ideas with their peers about a topic; this will help and prepare them to be productive learners.

1.1.3.2. Drafting

In the drafting stage, students start to put their ideas and thoughts on paper for the first time. Brown and Hood (1989) tried to define drafting as “the stage where you really begin writing. The most important thing is to get words onto papers; it is not the time to worry about spelling, grammar, punctuation or the best wording” (p.40). In the drafting stage, learners should focus on getting their ideas on paper, organizing the information in a logical way, and developing the topic without concentrating on language aspects as grammar, punctuation, and spelling but they focus more on the content. They need just to let the words fly and the vivid details and emotions flow (Haven, 2015, p.2).

In brief, drafting is an important step in the writing process; the writer can try out his ideas, he can change, omit or replace the content as well as the form. Drafting does not need to be perfect because it is not the final product.

1.1.3.3. Evaluating

After the stage of drafting where the writer gets down his/her ideas, the stage of evaluating or reviewing takes place. The writer in this stage needs to revise and edit what has been written. In other words, it is the evaluation of text in terms of the global characteristics of writing such as content, organization, and style. In addition to revising, omitting, and adjusting what is wrong in order to get an effective and appropriate text (Oshima & Hogue, 1998, p.20).

Moreover, Galko (2004) viewed that revision or evaluation must be done by following basic steps which are:

- 1- Read your paper very carefully and very critically as if you were the intended audience;
- 2- Content revision checklist;
- 3- Decide what needs to be done;
- 4- Make the needed changes. (p.75)

1.1.3.4. Editing

Editing is the final stage. According to Fulwiler (2002),

“you edit in the later stages of writing to recheck your whole text, to make sure it reads as you intend it to read, you want to see that everything works, from the clarity of ideas to the logic of the paragraphs, the validity of sentences, the precision of words, and the correctness and accuracy of everything, from facts and references to spelling and punctuation” (p. 21).

In other words, the writer in this stage should edit all the errors and mistakes of the structure if it is organized, and the mechanics that includes spelling, punctuation, and grammar. So,

editing involves the careful checking of the written text to make sure that the draft is polished. Editing focuses on making the documents meet the conventions of stands written English.

1.2. Writing in Second Language.

Learning how to write is a big challenge for both native and non-native learners. Particularly, it is much bigger with students of English as a foreign language. This part of the chapter presents a brief history of how writing was developed and became a subfield in the second language. In addition, different approaches of writing in L2 are explored and presented subsequently.

1.2.1. Brief History of Second Language Writing.

The first writing instruments can be dated back to the cave man in which different forms were introduced. Early man is that he did not write he relied on drawing different forms and paintings to refer to various things related to his daily life. Yule (2010) claimed that “human beings started to write some 20,000 to 25,000 years ago” (p. 212). In actual fact, research on second language writing has an interesting historical background when L2 writing discipline started to change in the early of 1990’s and became an interdisciplinary field of L2 studies and applied linguistics (Kroll, 2003, p.15).

During the 1940’s and the 1960’s, the writing was neglected in the pedagogy of second language studies because of the dominance of the audio-lingual method. More precisely, the marginalization of writing is traced back to the development of applied linguistics in the late of the nineteenth century which focused on oral proficiency, namely, the spoken language. Researchers of applied linguistics viewed phonetics and the spoken form as the basis of both theoretical and practical studies of language, whereas written language was seen as a consolidation and a support for these patterns (Kroll, 2003, p.16).

Accordingly, in the late of 1950's the number of non-native learners in the United States started to increase rapidly with a serious concern of L2 pedagogy and practice. Thus, reflecting the recognition of the instructional and pedagogical problem, and the major differences between the first language (L1) and second language students, writing in SL instruction became a significant subfield in L2 studies in addition to the focus on writing as a sentence level structure i.e. non-native learners received instruction about the structure of the target language. (Matsuda, 2003, p. 18-19)

From the 1970's to the early 1980's, the ESL writing focused mainly on the features of L2 writing product or text. But, in the late of 1980's, L2 writing had begun to shift from writing product to writing process. Indeed, the focus was no longer on the written text, sentence level structure and/or discourse structure, instead of writing was a process of developing and discovering meaning. Researchers in L2 started questioning and investigating how learners manage and approach to follow the process through writing, exploring such process in L2 writing context aimed to discover the varieties of the process approach between L1 and L2 writers (Fujieda, 2006, p. 64). So, the main focus or interest of this approach was on the cognitive stages that individuals go through when they write.

In the 1990's, the field of second language writing has flourished in reaction to pedagogical and practical concerns in U.S. higher education institution, in which it has been shifted from a disciplinary to an interdisciplinary field comprised of several dimensions rather than a single aspect (Matsuda, 2003, p. 28).

1.2.2. Approaches to Teaching the Writing Skill

Teaching writing can take different forms because as Raims (1983, p.11) argued that there is no best way to teach writing. There are different approaches, and choosing one or the other depends on "teaching styles" or "learners style" (p.5), and on the goals the teacher want

his learners to achieve. The same idea was emphasized by Hyland (2003), who stated that "L2 writing classroom are typically a mixture of more than one approach and that teachers combine these orientations in the imaginative and effective way"(p.23).

1.2.2.1. The Controlled to Free Approach

During the era of the Audio-Lingual approach (1950s and 1960s) language was seen as a habit formation (from behaviourist psychology), and that language is speech (structural linguistics), according to Silva (1990, p.12), " it is not surprising from this perspective writing was regarded as a secondary concern, essentially as reinforcement for oral habit ". The writing was not seen a skill on its own, it was used as "handmaid" for the other skills (listening, speaking and reading). (Rivers, 1968). The controlled to free approach focuses on imitation and repetition and that minimizes the chance to make mistakes because they are seen as bad habits (behavioural psychology).

One advantage of controlled to free approach is that it can be used with different levels; the students at first are given a sentencing exercise, then paragraphs to copy or manipulate grammatically by changing questions into statements and they also might change words into clauses or combine sentences. Only at an advanced level, students have some free writing. In addition, Raimes (1983) claimed that this approach stressed three features: grammar, syntax, and mechanics contextualized.

1.2.2.2. The Free Writing Approach

According to Raimes (1983, p.7), the Free Writing Approach is an approach that emphasizes quantity rather than quality; students are assigned large amounts of free writing for which they get little or no correction.

It is believed that writing without worrying about making mistakes and the teacher correction encourages the student to write and thus to develop their writing ability. He argued that "once the ideas are on the page grammatical accuracy, organization and the rest will gradually follow". Therefore, the free writing approach emphasizes the audience and the content as two important features of the writing process.

1.2.2.3. The Product-Oriented Process

The product approach focuses on creating a well produced composition, as it is defined by Nunan "...a product-oriented approach, as the title indicates focuses on the end of a learning process, what is that the learner is expected to be able to do as a fluent and a component user of language "(1991, p.86).

A product approach is "a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage" (Gabrielatos, 2002, p.5), the same idea is reported by Badger and White (2000), who argued that the product approach is only an imitation of texts provided by the teacher (p.154). In a typical product oriented approach classroom, the teacher presents a writing model to students and asks them to follow it. A clear error-free and organized text is the primary goal of the product writing.

.1.2.2.4.The Process-Oriented Approach:

As a reaction to the limitations of the Product Oriented Approach another approach known as the process-oriented approach emerged. The process-oriented approach is concerned with the means and how writers create writing rather than the final product, Zamel (1982) argued that "writing involves much more than studying a particular grammar, analyzing and imitating rhetorical models, or outlining what it is one plan to say " (p.196).

From his part, Kroll (2001) defined the process approach as follow:

“Process approach” serves today as an umbrella term for many types of writing courses What the term captures is the fact that student writers engage in the writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts. (p. 220-221).

The stages of the development of writing in the process approach are represented in the following figure. According to Hyland (2003), these stages "...do not occur in a neat linear sequence but are recursive, interactive, and potentially simultaneous, and all work can be reviewed evaluated, and revised, even before any text has been produced at all " (p.11)

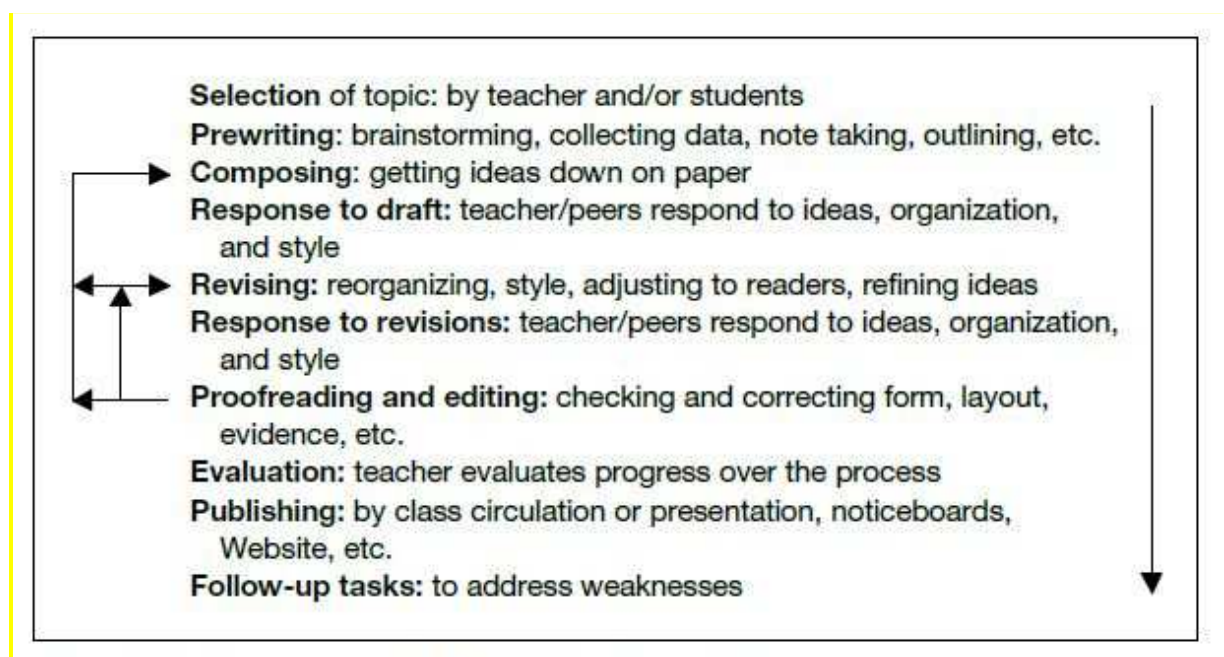


Figure1. 1. A Process Model of Writing Instruction. Adapted from “Second language writing”, by (K. Hyland, 2003, p11).

Moreover, Newfields (1999) highlighted several differences. The table below presented the major differences between the Process Approach and the Product Approach.

Table 1.1.

Major Dichotomies in Writing Approach. Adapted from "Process and Product Approaches In EFL composition connecting "How" and "What", by T. Newfields. 1999

The Process Approach	The Product Approach
<ul style="list-style-type: none"> • Emphasizing on the learning process. • Focus on the student experience. • Regard for form and structure. • Priority on students' interaction. • Concern for immediate tasks, activities, brainstorming and genre analysis. 	<ul style="list-style-type: none"> • Emphasis on the finished product. • Focus on objective outcomes. • Regard for global meaning. • Priority on formal course design. • Concern for long-term objectives. • Classroom writing, errors analysis, and stylistic focus are features of a product writing approach.

As explained in the above table, the main difference between the product approach and the process approach focuses more on the learner's final piece of work rather than the process they go through to produce the work. Thus, the teacher while assesses the work in the product approach, he focuses on assessing grammatical and lexical knowledge he, as well, focuses on the ideas which are the starting point in this approach. The reader or the audience is a crucial element that the writer must take into consideration in the process approach.

1.2.2.5. The Eclectic Approach

All over the years, the writing was seen differently that led to the appearance of several approaches to teach and learn writing. Hence, one of the major questions that are

asked here is what is the best approach? There are many possible answers (Raims, 1983, p.11). In the Eclectic approach, Teachers choose more than one approach in the learning process.

The word 'eclectic' is of Greek origin. According to the seventh edition of Oxford Advanced Learner's Dictionary (OALD), (2010), Eclectic means "not following one style or set of ideas but choosing from or using a wide variety" (p. 81). In other words, eclectic means to select. Moreover, the eclectic approach is the process of using techniques and activities from a range of language teaching approaches and methodologies. Reid (2001) stated that because "one size does not fit all...the use of a variety of approaches that permits teachers to extend their repertoire" (p.32). Actually, the purpose behind using this approach is due to the fact that students have different learning styles. Hence, teachers need to select from different approaches according to their students' needs.

1.3. Peer Assessment and the Writing skill

With the development of teaching and learning, peer feedback or formative peer assessment plays a crucial role in the writing process. Thus, teachers and students become more cooperative during the process of writing. Hence, the subsequent section portrays both teachers' and learners' roles during the process of writing.

1.3.1. Teacher's Role during the Writing Process in Peer Assessment Technique

The concept of the teacher-centered role had been shifted with the development and the change of the learning and teaching approaches. The focus has been put on the active involvement of students in the learning process. Thus, the teacher who uses peer assessment as a technique to teach writing skill has a completely different role compared to traditional methods of teaching writing i.e. they are no longer the only source of information. However, according to Harmer (2001), teachers' role can be described as a 'facilitator' who is

democratic and encourages students' autonomy through involving them to work in a collaborative atmosphere in addition to being a 'controller' who leads his/her students during classroom activities and tasks. Moreover, he is acting as a resource rather than as the only transmitter of knowledge (Harmer, 2001, p. 108). Furthermore, teachers' role during the writing process is seen as a coach, a guide, and a decision maker. Accordingly, William (2003) stated that teacher in the learning environment intervenes regularly in the writing process, guides students during the writing activities besides he suggests and gives the advice to overcome students' problem when they write. Moreover, he corrects the mistakes of students' writing draft by pointing out and giving concrete suggestions. Additionally, William (2003) referred to teacher's role that he may perform in the writing process as follow:

- The teacher can structure his/her classroom into collaborative communities with the intervention and the guidance during the writing process.
- The teacher can provide assistance and help students while they write and revise their drafts.
- He can encourage students to recognize their needs to improve their learning.
- The teacher can be an examiner who draws students' attention to re-evaluate their mistakes as well as offering suggestion and advice to the students' written forms in order to improve the writing skill. (p.108)

More precisely, teacher's role during the writing process is to act as a peer to support for his/her students i.e. reads and gives oral and written feedback to students' writing tasks and creates a collaborative atmosphere in which students can be encouraged to work together.

1.3.2. Learner's Role during the Writing Process in Peer Assessment

In recent years, learning and teaching approach experienced much focus on learner independence and autonomy (Bulter & Lee, 2010). Indeed, students do not depend on their

teachers and instructors all the time, but they become autonomous and responsible for their own learning. In peer learning, learners have the opportunity to evaluate, edit and judge their peers writing a draft. Accordingly, Lui and Hanson (2002) referred to the learners' role during the writing process in peer learning as follow:

use of learners as sources of information and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by the formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing. (p.1)

In other words, learners in peer feedback engage in critical evaluation of peer text for the purpose of working together in order to provide and share feedback on one's another writing drafts in addition to judging, commenting and correcting the peers' work either orally or in written form. Furthermore, Meinecke (2013) believed that learners tend to have different roles in peer learning process which are:

- Learners can exchange their written text in order to check and revise the works of each other.
- Receive feedback on the form and content of the peer's writing drafts.
- Give comments and correct grammar, spelling and vocabulary mistakes.
- Give suggestions or any details that may help to make the piece of writing more efficient and complete.

On the other hand, Harmer (2004) stated that "the main objective of writing activities done in groups or pairs is to involve in the creation of written texts, whoever does the actual writing" (p.77). Furthermore, Topping, Smith, Swanson , Elliot, (2000) believed that peer learning/ formative assessment is where students evaluate, edit and judge the works produced by their peers which obviously enhances the output of the final written product. More

particularly, students who are engaged and involved in the writing process are assuming to read, revise, check, evaluate and judge the peer's drafts, in addition to correcting the mistakes and the errors in order to produce a good piece of writing. Hence, the writing skill will be improved and developed.

1.4. The Effect of Attitude on Second Language Writing Learning

Attitudes have identified as one of the psychological factors that affect second language acquisition (SLA). Since the concern of the piece of research in hand is to explore the attitudes of both teachers and students towards peer assessment; but before going further to explain how attitudes affect SLA, a definition of Attitude must be given. Accordingly, the attitude was defined by Smith (1971) as "attitude is a relatively enduring organization of beliefs around an object or situation, predisposing one to respond in some preferential manner". The attitudes shape the person's behaviours and reactions towards the attitude (As cited in Oroujlo Vahedi, 2011, p.997). Another definition is given by Gardner (1985) "an individual's attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of an individual's beliefs or opinions about the referent" (p.9). Additionally, Gardner (1985) argued that the attitude is a very important for the success in SLA. He stated:

In the language learning situation, if students' attitudes are favorable, it is reasonable to predict other things being equal, that the experience with the language be pleased and the students will be encouraged to continue. Simply, favorable attitudes tend to cause the experience to be perceived positively. On the other hand, attitudes are negative; the experiences will tend to be perceived unfavorably (p.8).

A learner's attitude towards the language or any part of it can hinder or facilitate the process of language learning. Indeed, the effect of attitudes on language learning was extensively explained by Krashen in *The Affective Filter Hypothesis*. Negative attitudes strengthen the Affective filter; hence, the knowledge will not reach the language acquisition

device (LAD) Positive attitudes weaker the affective filter; thus, the knowledge will reach the LAD easily and learning would occur successfully. Krashen (1982) stressed that:

The Affective Filter hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters. Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will have a high or strong Affective Filter even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device. Those with attitudes are more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. They will be more open to the input, and it will strike "deeper" (Stevick, 1976). (p. 30)

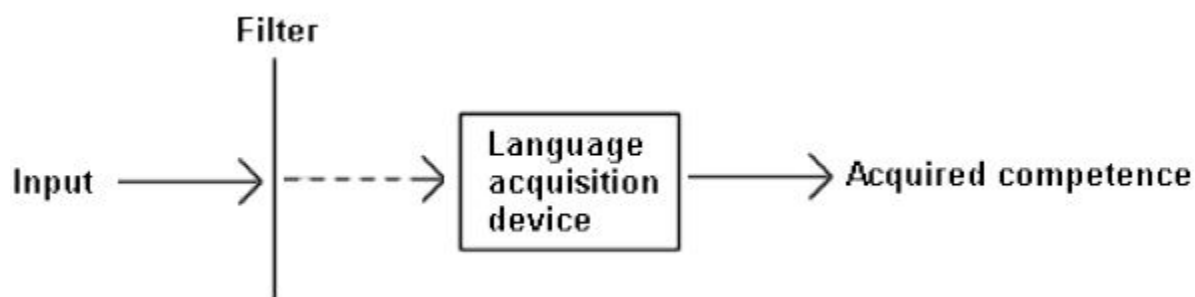


Figure .1.2. The operation of the "Affective Filter". Adapted from "Principles and Practice in Second Language Acquisition", by S. D. Krashen. 1982, p. 30.

Since writing is crucial in any language learning situation, the learner's attitudes towards this skill or towards any writing practice or technique will affect the students learning. Noticeably, positive attitude towards the writing skill or any part of it will affect the students' learning positively.

1.5. Writing Tasks

In any writing course, tasks are crucial elements to stimulate and motivate the student to write. Yet, not all tasks can serve the lesson. Teachers must select the writing activities based on certain criteria. According to Ur (1996), teachers must check the effectiveness of the writing tasks they select by asking the following questions:

- ✓ Would my students find the activity motivating, stimulating, and interesting to do?
- ✓ Is it of an appropriate level for them?
- ✓ Is the kind of writing relevant to their needs?
- ✓ Would I need some preliminary teaching in preparation for this activity?

The following are writing activities that are commonly found in course books as mentioned by Ur (1996):

1. Book report: Ur (1996) stated that students find this type of tasks "boring". Guidance on content and organization is needed for students.
2. Book review: is the task in which students are asked to analyze a book; telling what a book is about and evaluate its weaknesses and strengths. This task for Ur (1996) is purposeful, audience oriented and interesting to do.
3. Instruction sheet: is an easy and interesting task to do. Some advice on the layout of instruction is needed.
4. Narrative: one advantage of this type of tasks is that it can be adopted for most levels. Students are asked to write a narrative based on series of pictures.
5. Personal story: students in this type of activities are motivated to write about their personal experience. A student can be prepared by being given a sample of a personal story.

6. Describe a view: it is a short task in which student are asked to describe a view. It can be used at different levels of proficiency.
7. Describe someone: it is interesting, easy, and straightforward to do.
8. Describe people: it is the same level as (7), but it requires more imagination and preparation.
9. Answer a letter: a task that needs preparation from the part of the teacher; he prepares the original letter and the students write a reply. it is a highly motivating task with a particular audience and purpose.
10. Job application: a task that is very helpful for real life usage. Some conventions about letters like this will need to be taught.
11. Propose change: it is a task that is suitable for advanced levels. Involving the organized and convincing presentation of an argument.
12. News report: this is a clear 'model-imitating writing'. As a preparation for this task, all the typical features of this genre of written discourse must be explained to students.
13. Ideal school: it is more suitable for school children, they are asked to imagine their ideal school and describe it.
14. Describe process: a task which is suitable for learners in science or technology, it requires precise and orderly representation of information.
15. Film music: a stimulating, fun task for imaginative students. But the preparation for the task is time-consuming Ur (1996, p.164-166).

Conclusion

To conclude with, writing in the second language is considered a difficult skill compared to speaking and reading. Hence, teachers should engage students in a collaborative

community or atmosphere during teaching writing in which students help their peers to detect problems and overcome their weaknesses to promote and improve writing abilities. Hence, learners should be aware of the nature of this skill, its components and its stages. Furthermore, the role of teachers and course designers is to investigate the best way to teach the WS appropriately. So issues related to the WS were plainly discussed within the frame of this chapter namely; its basic definition, its components, its basic strategies that learners have to pass through to write; what is more, learning how to write in a second language and the history of SL writing, in addition to approaches to teaching the WS and diverse writing tasks were exposed in the chapter in hand. Last but not least, an explanation to the effect of attitudes on the success in the writing skill was presented in this chapter.

CHAPTER II

ASSESSMENT OF THE WRITING SKILL

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Introduction

In any language teaching and learning process, three intertwined elements are included: curriculum, instruction, and assessment. The former has received much scholarly attention has been investigated extensively in recent years. Hence, this chapter portrays the concept of writing assessment in depth and peer assessment namely. It provides the definition of assessment and its historical background; it exposes its types and its values in language teaching. Moreover, chapter two highlights the distinction between traditional and alternative assessment and extensively reviews the literature of peer and self-assessment.

2. 1. Current Definition

According to Airasian (as cited in Iseni, 2011, p.), "assessment is a general term used to describe the process of *collecting, analyzing, and interpreting* [emphasis added] information (data) for an intended purpose"; three steps must be included in the assessment process, first gathering information, second analyze it and finally making judgment about the degree of success. A similar definition is given by Iraj, Enayat & Momeni(2016) "assessment is an approach which makes it possible to gather information and make inferences about the learners' potentials or the quality or success of teaching according to the different sources of the learners' performance" (p.717).

Furthermore, Angelo (1995) gave a more comprehensive definition of assessment:

Assessment is an ongoing process aimed at understanding and improving students' learning. It involves making expectation 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 performance (p.7).

According to the previously introduced definitions assessment is a process that helps in determining whether the expectations about the learning quality are achievable or not. It is of crucial importance for the entire participant in the educational system.

2. 1.1. Historical Background

Assessment, as a concept in language teaching, has undergone different stages of change. The prime factor behind this change is the fact that the learning/teaching process has undergone different changes. This idea was emphasized by Shepard (2000, p.4), according to him assessment procedures have followed models of curriculum and instructions which were inspired by different learning theories. Following Shepard model (illustrated in figure 1), two main models of curriculum were of huge influence on the development of the notion of assessment: The Curriculum of Social Efficiency and a Reformed Vision of Curriculum.

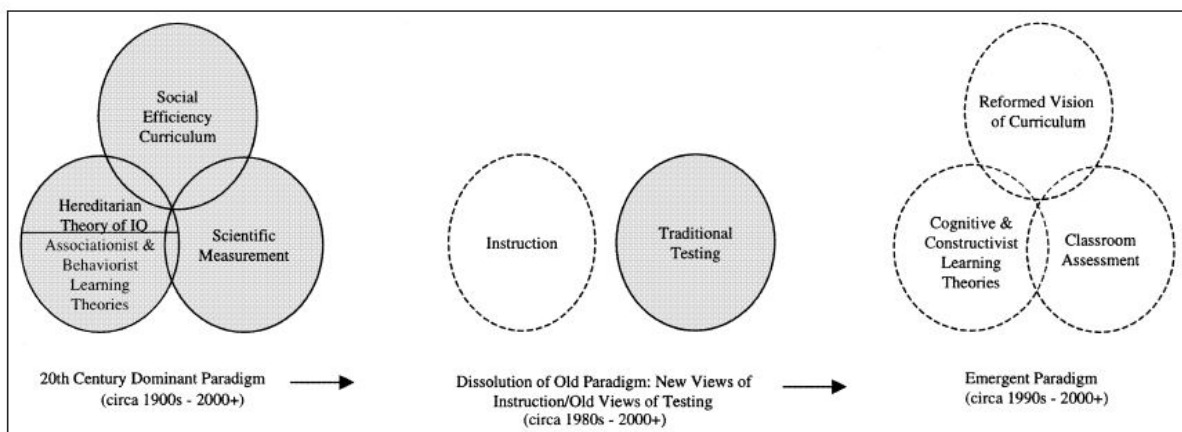


Figure 2.1. A historical overview illustrating How changing conceptions of curriculum, learning, and measurement the explain the current incompatibility between new views of instruction and traditional testing. Adapted from "Role of assessment in learning a culture", by L. D.Shepard, 2000, p. 5.

Another vision was introduced by Serafini (2000, p.384) in which he introduced other terms of the notion of the assessment development that are different from the Shepard(2000), but the assumptions and theories are similar. Serafini (2000) described three paradigms of the curriculum; the first paradigm is an assessment as measurement, the second is assessment procedure, and the third paradigm assessment as inquiry.

As far as the first paradigm is concerned, assessment as measurement aimed at measuring students' achievement using objective standardized tests, like multiple choice, true or false, and matching. Multiple choice tests were used to measure the writing ability, focusing on grammar, word choice, and spelling, in order "to measure a number of knowledge students have accumulated over their school experience "Serafini(2000). Object tests were characterized by objectivity and reliability. Serafini (2000, p.385) argued that in this type of assessment "objectivity, standardization and reliability take priority over concerns of teachers and students involvement".

This priority, according to Birenbaum (1996), leads to some negative consequences among are inflated test scores and test pollution, teaching to the test, or in some extreme cases, teaching the test. (as cited in Falchikov, 2005, p.33). Another disadvantage of this type of assessment is that students are not involved. Boud (1985) argued that in order for effective learning to take place, learners should be able to influence their own learning rather than being a passive recipient of knowledge (as cited in Falchikov, 2005, p. 37).

Furthermore, Falchikov (2005) stated that in this type of assessment, "...many aspects of learning are not measured by anyone assessment method" because as he stated the number of strategies used is limited (p.32). From his part, Brown (2000) argued that objective tests were useful only to measure the linguistic ability and logical-mathematical problem solving (IQ concept of intelligence) and after Gardner's introduced a new vision of the concept of intelligence there was a need for alternative ways of assessment that could measure all other learning aspects and intelligence types, stating that "all smart people aren't necessarily adept at fast, reactive thinking. They may be very innovative in being able to think beyond the normal limits imposed by the normal existing tests, and may need a good deal of processing time to enact this creativity" (p.404).

As a result of this new vision of intelligence, and based on the cognitive and constructivist theories of learning (Shepard, 2000, p.5), another paradigm emerged, the assessment as Inquiry or Classroom Assessment. Accordingly, Crafton and Bruke (1994) reported that in this paradigm, assessment is viewed as a social, contextually specific, interpretive activity (as cited in Serefani, 2000, p.385), and as "an ongoing process that is integrated with the instruction" (Shepard, 2000, p. 8). The role of both teachers and students changed; students are no longer recipient of knowledge and "teachers are no longer simply test administrators rather teachers and students are viewed as active creators of knowledge" (Wells, 1984) (as cited in Serafini, 2000, p.387).

The second paradigm, assessment as a procedure, shared elements from both paradigms, it shared with assessment as measurement its view of testing (Traditional testing), and with the paradigm of assessment as inquiry its new vision of instruction (Shepard, 2000, p.5). Like in the assessment as measurement teachers and students are isolated from the process, according to Serafni (2000), they are "not directly involved in making decisions concerning the assessment procedure or the purpose of this assessment" (p.386).

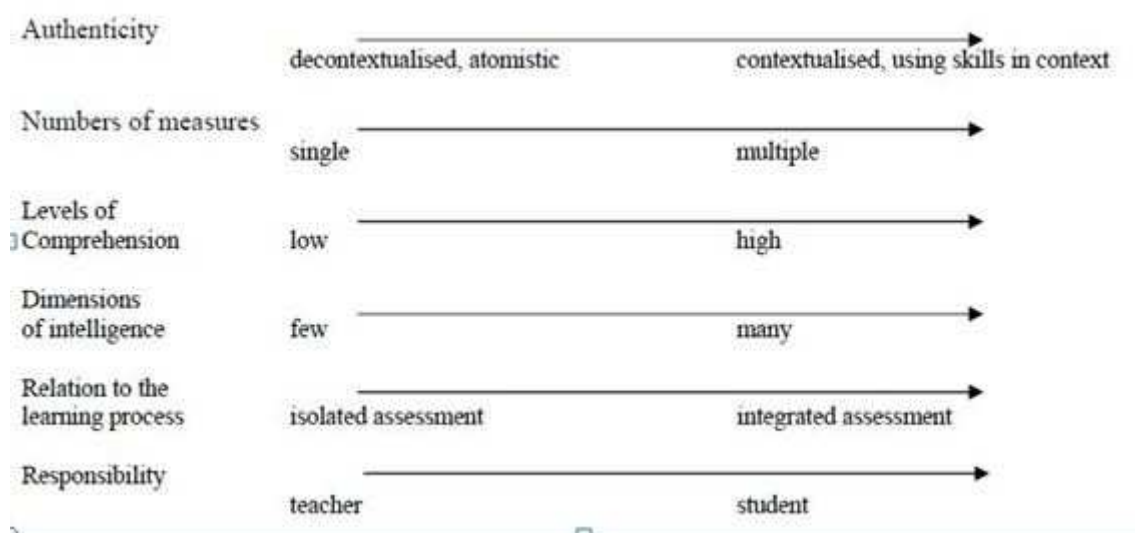


Figure 2.2. Direction in Assessment adopted from Current Perspectives on Assessment.

(2005), p.3

To sum up, the notion of assessment have undergone different changes from a decontextualized, atomistic, and isolated to a contextualized an integrated assessment emphasize a high level of comprehension teachers using a variety of techniques, that last permits to cover all the dimensions of intelligence. Moreover, the vision of assessment i.e. classroom assessment is going in the direction of a more students centeredness assessment. As result of these changes, two major types of assessment are now used in the field of language assessment: traditional and alternative assessment.

2.1.1.1. Traditional vs. Alternative Assessment

The following table summarizes the major differences between traditional assessment and alternative assessment. Accordingly, traditional assessment relies heavily on objective tests of timed multiple choice format with only one correct answer. Traditional assessment is a summative assessment aimed to measure the learner's achievement. On the other hand, alternative assessment is a day to day assessment that is integrated with instruction. It is formative with the aim of helping students

Table .2.1.

Traditional and Alternative Assessment. Adapted from Armstrong 1994 and Baily 1988 (as cited in Brown, 2000, p.406)

Traditional Assessment	Alternative Assessment
<ul style="list-style-type: none"> • One- shot standardized exams • Timed-multiple choice format • Decontextualized test items • Scores suffice for feedback • Focus on the right answer • Summative 	<ul style="list-style-type: none"> • Continuous long-term assessment • Unlimited free response format • Contextualized communicative tasks • Individualized feedback and washback • Open-ended creative answers • Formative

<ul style="list-style-type: none"> • Oriented to product • Non-interactive performance • Focus on intrinsic motivation 	<ul style="list-style-type: none"> • Oriented to process • Interactive performance • Forces extrinsic motivation
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2.2. Types of Assessment

There are four types of assessment that are used in the classroom differently and for different purposes: Formative and summative, formal and informal assessment (Brown, 2004, p.402)

2.2.1. Formative Assessment

Formative assessment (FA), progress monitoring or instructional assessment is all names that describe the ongoing process of collecting data about the learning process. Tunstall and Gipps (1996), explained FA as teachers using their judgments of children's knowledge or understanding to feedback into the teaching process and to determine for individual children whether to re-explain the task/ concept, to give further practice on it, or move on to the next stage (as cited in Dann, 2002, p. 28).

Teachers use data collected from FA to get a clear idea about their student learning and identify their weaknesses and strengths; if they are doing well and progressing as expected, teachers continue with their current instruction, if the student is not progressing as expected, teachers make adjustments to better satisfy their student needs. Accordingly, "Formative assessment frequently takes place *during instruction*—allowing teachers to provide feedback and make adjustments that will help ensure students' success" (Hamm and

Adams, 2009, p.2); the benefit of FA is that it takes place during the instruction thus it gives students opportunities to determine what they need to achieve and in which skills or areas of instruction they need more practice. Gutsy (as cited in Thomas, Allman,& Beech, 2004, p.7) argued that, in order for assessment “to become an integral part of the instructional process, assessment cannot be a one-shot, do-or-die experience for students...”; In order to achieve the goals of FA it must go hand in hand with instruction , one traditional test is not enough , different strategies can be used : the teacher can assess his students by observing and commenting on their performance on various tasks ; listening to them; by giving daily or weekly quizzes ;class discussion; group work with peer’s feedback and student assessment. From their part, Black and Wiliam (1998) suggested that formative assessment refers to ‘all those activities undertaken by teachers (and by their students in assessing themselves), which provide [formative] feedback to shape and develop the teaching and learning activities in which both teachers and students are engaged’ (as cited in Irons, 2008, p.8). Accordingly, in this type of assessment, teachers do not give a final grade to students’ work. Rather, they provide them with feedback about progress in their learning (Irons, 2008, p. 7)

2. 2.2. Summative Assessment

Summative assessment (SA) also referred to as assessment of learning is given periodically to determine at a particular point in time what students know and do not know. SA is the process that aims to measure or summarizes what a student grasped. It typically occurred at the end of a course or unit of instruction. To simplify more, SA is the final test of how well a student has learned from certain instructions. SA is a product oriented i.e, it assesses the final product.

In addition, Miller (2006, p.7) stated different purposes for using summative assessment in the classroom:

- To pass or fail a student.

- To grade or rank a student.
- To allow progress to further study.
- To assure suitability for work.
- To predict success in further study and work.
- To signal employability and selection for employment.

2.2.2.1. Summative vs. Formative Assessment

Table 2.2.

Comparison between assessment for learning and assessment of learning. Adapted from Assessment and learning by J. Gardner 2006, (p.48)

Assessment for learning (Formative Assessment)	Assessment of learning (Summative Assessment)
<ul style="list-style-type: none"> ✓ Checks learning to determine what to do next and then provide suggestions of what to do. ✓ Is designed to assist educators and students in improving learning. ✓ Is used continually by providing descriptive feedback. ✓ Usually uses details, specific, and descriptive feedback in a formal or informal report. ✓ Is not reported as a part of an achievement grade. 	<ul style="list-style-type: none"> ✓ Checks what has been learned to date. ✓ Is designed for information of those not directly involved in daily learning and teaching (school, administration, parents...etc) ✓ Is presented in the periodic report. ✓ Usually compiles data into a single number, score or marks as part of a formal report. ✓ Is reported as a part of an

<ul style="list-style-type: none"> ✓ Usually, focuses on improvement. ✓ Involves the students. 	<ul style="list-style-type: none"> achievement grade. ✓ Usually, compare students the students' learning either with collaborative and individual focused. ✓ Does not always involve the students.
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2.2.3. Formal assessment

Formal assessment "are exercises or experiences specifically designed to tap the storehouse of skills and knowledge, usually within a real actively short time" (Brown, 2000, p. 402). Standardized tests are an example of formal assessment which has specified right or wrong answers based on a set of predetermined criteria. The two primary forms of formal assessment include Norm-Referenced Assessments and Criterion-Referenced Assessments. Norm-Referenced Assessment tests are used in order to compare between a large group of students and an individual student, for example, the Test of English as a foreign language. Criterion-Referenced Assessment tests are used to compare an individual's work with pre-defined criteria, in this type of tests feedback is usually given in form of grades. Formal assessment can be used for both FA and SA.

2.2.4. Informal assessment

According to Brown (2000, p. 384), "informal assessment are moment by moment incidental and intended judgment of students' performance". Informal assessment is unplanned it includes a smile, a correct spelling or pronunciation, a praise, a reprimand, a question asked. Informal assessment is very crucial in the learning process for both the teachers and the learners, Brown (2000) argued that successful teachers are those who use informal assessment strategies in their classes; these strategies help the teacher to get a clear

idea about his students' progress and to decide what to teach next in the learning process (p. 403).

The most used informal methods of assessment are questionnaires, interviews, assessment of prior knowledge and understanding, practical tests, feedback, observation and monitoring and providing students with equal opportunities in the classroom.

2.3. Peer and Self Assessment

Peer and self-assessment are two innovative alternative techniques in teaching and learning the second language. This section sheds light on both concepts of PA and SA.

Hence, the subsequent section portrays both the benefits and the role of peer assessment in writing.

2.3.1. Self Assessment Definition

Self-assessment (SA) is a new alternative method of teaching that has emerged in recent years; with the prevailing centered curricula, needs analysis, and learner autonomy demand. For Harris (1997) self-assessment is “a key learning strategy for autonomous language learning enabling students to monitor their progress and relate learning to individuals needs” (p.12). Thus, the use of self-assessment will make students more active, autonomous and responsible for their own learning by discovering what they can do, and what they know in order to assess their own progress. Similarly, Richard and Schmidt (2002) defined SA as “checking one's own performance on a language learning task after it has been completed” (p. 475). Besides, Boud (1995) defined SA as the student involvement in the learning process, and making judgments on one's work using appropriate standards and criteria; he stated that self-assessment:

Is the involvement of students in identifying standards and/or criteria to apply to their work, and making judgments about the extent to which they have

met these criteria and standards...[self-assessment] means more than students grading their own work; it means involving them in the process of determining what is a good work in any given situation. (p.12)

In SA, students are involved to identify standards to evaluate their own work and make judgments about their language ability, particularly, about their achievements and the outcomes of learning (Falchikov & Boud 1989, p. 529). In addition, Andrade and Du (2007) pointed out that self-assessment is a process of formative assessment that provides students to reflect on and evaluate themselves using explicit criteria and standards. More precisely, it is the students' judgment about their own performance as they identify discrepancies between the actual and desired goals (p.161). Hence, self assessment is a process where students are independent and autonomous for their own learning.

2.3.2. Definition of Peer Assessment

Peer assessment (PA) is a new teaching method that takes many forms and definitions each focusing on a particular aspect but all definitions more or less shed light on the same concept. Topping (1998) identified peer assessment as "an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status" (p.250). Whereas, Strijbos and Sluijsmans (2004) stated that peer assessment "is an educational arrangement where students judge a peers' performance qualitatively and/or qualitatively and which stimulates students to reflect, discuss and collaborate" (p.265). In other words, peer assessment is the students' involvement in the learning process where they comment, judge, assess, and give feedback to their peers' products or performance either qualitatively or quantitatively. Moreover, Brook and Andrade (2013) considered peer assessment as a technique in which students share ideas and comments and provide constructive feedback to their peers. They pointed out that "Peer assessment is simply a matter of students giving informed to one another on an assignment. Effective peer

assessment is related to clear standards and is supported by a constructive process of critiques” (p.1). Additionally, Falchikov (2007) reported that peer assessment is the process, in which students give feedback and provide scores and grades to their peers’ performance based on clear criteria (p.132). Similarly,

Falchikov (2001) further elaborated the concept of peer assessment as following:

In peer assessment members of the class grade the work or performance of their peers using relevant criteria [...]. In peer assessment, students engage in reflective criticism of the work or performance of other students using previously identified criteria and supply feedback to them. (p.2)

Thus, students in the learning process assess and judge the quality and the level of their peers’ performance and work using relevant criteria and standards in addition to giving constructive feedback and comments.

2.3.2.1. Benefits of Peer Assessment

Peer assessment is an alternative method that plays a vital role in both learning and teaching processes. Hence, it gives students the opportunity to be active and autonomous members rather than passive. In actual fact, there are a large number of valuable benefits of peer assessment. According to Debero (2014), PA promotes active learners and empowers their capacities to reflect on and assess their skill development. Additionally, it offers students the opportunity to develop self-confidence and reduce their fear which in hand enables them to receive correction easily. Moreover, it allows instructions to share the evaluation and assignments with their students. Furthermore, it encourages collaborative learning through assessing, correcting, and giving feedback. Besides, it helps students to make an independent judgment of their own and their peers’ performance. Finally, peer assessment helps teachers save time in order to assess and to give feedback for each student (pp.13-14).

On the other hand, Saito and Fujita (2009) have stressed that peer assessment gives “a sense of ownership and responsibility, motivation, and reflection of the students own learning” (p.151).

According to White (2009) who states the importance and the benefits of peer assessment as follow:

1. Peer assessment helps students to become more autonomous, responsible and involved.
 2. It encourages students to critically analyze work was done by others, rather than simply seeing a mark.
 3. PA helps clarify assessment criteria.
 4. It gives students a wider range of feedback.
 5. More closely parallels possible career situations where judgment is made by a group.
 6. It reduces the marking load on the lecturer.
 7. Several groups can be run at once as not all groups require the lecturer's presence
- (p.56).

Researchers in the field (Abolfadli Khonbi & Sadeghi, 2012; Falchikov, 2001; Salder,2006; White, 2009) consider peer learning and assessment as a valuable and effective method which has significant benefits for the students among them; it increases motivation, empowers students to guide their own learning and to be autonomous and responsible in the learning process, it creates a sense of collaborative learning in which students interact and give constructive feedback to each other. In addition, it encourages students to learn and achieve their goals in order to improve their learning skills.

2.3.2.2. Peer Assessment in Writing

Currently, peer assessment has become a valid tool that is used to promote learning in the first language (L1) and second language (L2). One of the areas which have received much attention in the ELT is the use and integrating such tool in teaching writing because of its effects and benefits on developing the writing skill and ability of EFL and ESL learners. Accordingly, Peughrom and Chiramanee (2011) defined peer assessment in writing as follow:

PA refers to the process of providing comments or feedback to each other in the written text, to revise, to edit and to change writing context, organizing ideas in the writing process of a peer in accordance with the writing objectives. It includes correcting writing mechanism coherence of the content and grammar features based on the assessment criteria for improving English writing. (p.3)

Thus, peer assessment refers to the process of students editing for mistakes, giving formative feedback and comments to their peers' writing performance as well as providing grades and marks. In this regard, Paulus (1999) stated that “ researchers in recent years have stressed the need for ESL writing instructions to move to a process approach that would teach students not only how to edit but also to develop strategies to generate ideas, compose multiple drafts, deal with feedback and revise their written work on all levels” (p.265). studies and researches have shown that after experiencing the writing instruction with peer assessment(summative and formative), students gain a positive attitude towards such teaching technique and students' writing ability improved. Moreover, “ participating in assessment may give students greater insights into, and understanding of the assessment process its self, and also the kinds of writing that are valued within a particular discipline. It provides student writers with a wider range of judgment about their writing” (Coffin, et al,

2003, p. 94). In other words, peer feedback and assessment in writing helps learners know what are their strengths and what still need to be worked on and developed, it as well increased their motivation and joy of writing. Furthermore, encouraging learners to get involved in the process helps them to manage their own learning and foster their critical thinking and reflection.

2.4. Theories Supporting Peer Assessment.

Peer and self-assessment are well recognized as a pedagogical practice that promotes learning; these particular teaching methods are supported by different theories, each of one of these perspectives attempts to provide evidence for the effectiveness of peer assessment. Among these theories: the cognitive theory, metacognitive and self-regulated theory and the constructivist theory.

2.4.1. The Cognitive Theory

The cognitive developmental domain focuses on students ability to acquire, construct, and interact with their peers which facilitate the learning process and this leads to better outcomes. According to Johnson, Johnson, and Smith (1998) “cognitive developmental theory views cooperation as an essential prerequisite for cognitive growth. It flows from the coordination of perspectives as individuals work to attain common goals” (p.27). Besides, King (1999) stated that “... as children interact together they have opportunities to model their thinking, reasoning, and problem-solving skills on each other, and as result socially construct new understandings, knowledge, and skills.” (as cited in Gillies & Ashman, 2003; p.12).

This theory established the importance of social contact/ interaction i.e. the learning process will be successful if learners interact with their peers or the surrounding. Similarly, Vygotsky (1978, p. 90) mentioned that “learning awakens a variety of internal developmental

processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers”.

2.4.2. Metacognitive and Self-Regulated Theory

Metacognition plays an integral role for individuals to learn and construct their knowledge which involves three important aspects: self-regulation; knowledge of one's own thought processes; beliefs and intuitions. (Schoenfeld, 1992, in Holton & Clarke, 2006, p.132). Hence, Metacognition is the ability to reflect, understand, and seek out to promote and develop new approaches for better learning. According to *Assessment for Learning and Development* (2013), "metacognition refers to students' ability to understand and reflect upon the process by which he or she learns" (p.8). Furthermore, Salder (2006) suggested that teachers should be responsible "to download their evaluative knowledge so that students eventually become independent of the teacher and intelligently engage and monitor their own development" (p. 14).

Researchers (Black and William 1998; Wolf, 1991; Salder, 2006) claimed that the benefits of peer and self-assessment as a metacognitive approach will be able to engage and reflect upon their learning process as well as develop judgment skills which students make for their own knowledge (as cited in Armstrong, 2013, p. 7). Similarly, Earl (2003) provided a term of metacognition that captures critical thinking, he stated that:

Human beings can reflect on their own thinking processes. Experts describe such thinking as an internal conversation- monitoring their own understanding, predicting their performance, deciding what else they need to know, organizing and recognizing ideas, checking for consistency between different pieces of information, and drawing analogies that help them advance their understanding. (p.30)

Thus, developmentalists argued that peer assessment/learning should be integrated into the learning process as an effective technique that empowers students to be self-regulated learners. Accordingly, self-regulation refers to how students can regulate own thinking, motivation, their behaviour and beliefs, and how can guide their setting goals in the learning process. (Pintrich & Zucho, 2002, p.64).

2.4.3. Constructivist Theory

The constructivist theory regards learning as an active process in which learners construct new concepts, ideas, and knowledge based on their own present and prior knowledge and experience (Cohen, Manion, & Morrison, 2004, p. 181).

Peer assessment is strongly rooted in Vygotsky's social constructivist which views learning as a social process or experience that is activated through interaction with social context. Accordingly, the constructivist theory goes hand in hand with peer assessment in which students are active members in the process; they construct and explore their own knowledge. Cooperstein and Weidinger (2004) stated that constructivist learning theory is based on the principle that through social interaction and students' involvement in the learning process. They will have the opportunity to discover and build their knowledge. They reported that:

Learning is enhanced by social interaction. The constructivist process works best in social settings as students have the opportunity to compare and share their ideas with others. Learning occurs as students attempt to resolve conflicting ideas. Although social interaction is frequently accomplished in small group activities, discussion, within the entire class provide students the opportunity to vocalize their knowledge and to learn from others. (p. 142) .

Additionally, learning is “embedded within social events and occurring as a child interacts with people, objects and events in the environment” (Vygotsky 1986, p. 287). Thus, knowledge is constructed mainly through social interaction and communication i.e. when a child/learner interacts with other people in his environment and in cooperation with his peers. Furthermore, peer assessment is grounded in philosophies of active learning and maybe sees as being a demonstration of social construction, because it comprises the joint construction of knowledge through discourse or interaction (Falchikov and Goldfinch, 2000).

2.5. The Principle of Validity and Reliability in Peer Assessment

Peer assessment is an educational arrangement where students judge a peer's performance quantitatively i.e. by giving grades and marks to the peer's work, and/or qualitatively i.e. by giving feedback and comments either written or oral to the peer's performance (Topping, 1998, p. 250). Validity refers to the accuracy of the test, while reliability refers to the consistency of the assessment. Thus, Ross (2006) stressed that “reliability, meaning the consistency of the scores produced by a measurement tool, can be determined in many ways” (p. 2). However, fears of teachers about the non-efficacy of reliability and validity of PA may restrict its use and deprive students to be involved in the process (Falchikov and Goldfinch, 2000, p. 288). Furthermore, Cameron (2001) pointed out that “the most valid assessments will be those that collect a lot of information about performance on several aspects of a skill” (p.22). Ross also claimed that the agreement with the teacher's judgement is higher when students have been taught how to assess and judge their work (Ross, 2006, p.3).

Accordingly, teachers should be very explicit in providing instructions about how to assess and how to make the assessment process as valid and reliable as teacher's assessment. Studies have shown mixed findings related to the reliability and validity of PA. According to

Topping (1998), studies finding of the reliability and validity of PA which compared students and teachers marks and scores distinguished between high reliability and low reliability. In 18 studies suggested that student 'summative assessment is high as teacher's assessments, whereas 7 found the reliability and validity are low (as cited in Falchikov & Goldfinch, 2000, p. 289). Additionally, a study was made by (Salehi and Daryabar, 2004) proved that students' peer assessment were consistent, unbiased and valid as teacher assessment. Moreover, Falchikov and Goldfinch (2000) conducted a Meta-analysis of 48 studies of peer assessment which compared students and teachers marks; they found that students' judgment is reasonably reliable and valid. Nevertheless, there are still debates on the consistency and accuracy of students' assessment or judgment. Many researchers supported the use of formative assessment rather than summative because of its effectiveness in involving the student in the learning process. Stefani (1998) stated that students 'involvement in peer assessment process should be more than focusing on how students can provide reliable and valid grades to the peers 'work as those of the tutors. She pointed out:

Many academics became tied to the quantitative analyses of innovative assessment procedures because of the extreme pressure to 'prove' that students could be as reliable as 'assessors' as the tutors... What some staff seemed to be doing was reducing the concept of the student learning and student empowerment, to series of correlation coefficients. (p.343)

2.6. Peer assessment and Motivation

It has been proven that assessment can motivate learning in the intrinsic sense of stimulating the intellectual abilities. According to Eadie "assessment which motivates students is likely to be achieved by tasks which are some form of coursework and is probably more achievable when the method of assessment is innovative and has therefore not been encountered by the students before" (p.5). Consequently, peer assessment is a powerful

educational technique which provides many advantages for both students and teachers. The successful implementation of peer assessment technique can foster students' interest, self-awareness, critical thinking, and attitudinal change towards the process. Therefore, the opportunity of the students' involvement in the PA process will enhance motivation, decrease anxiety, and increase self-confidence and self-esteem.

2.6.2. Enhancing Motivation

Motivation is a complex concept that could be affected by different factors. Harlen (2006) has stressed that "motivation is central to learning as both an input into education but also as an essential outcome of education if students are to be able to adopt the changing conditions and problems in their lives beyond formal schooling" (p.61). Hence, it is increasingly recognized that motivation is an important factor in the learning process to achieve the learning outcomes. Indeed, the use of peer assessment has been proven in raising students' learning achievement. According to Brophy (1998), "students adopted these strategies, such as goal setting and goal commitment, information feedback, and effort-outcome linkages, will enhance their motivation and confidence to learn" (as cited in Wilson, 2007; p. 4). Additionally, Wilson (2007) reported that students learn much better when the aspect of peer assessment is implemented in the learning process; thus, they are motivated to learn, and they are active participants in their learning with the support and guidance from their teacher and peers (p. 4). Furthermore, McLaughlin and Luca (2004) stated that "both self and peer assessment can be used to help inform the design of the learning environment while building motivational goals and improving self-regulation skills" (p.630). Hence, the meaningful students' involvement in the peer assessment process will enable them to interact, negotiate, develop their critical thinking, and self-directed learning as well. Besides, it motivates them to promote their learning and become self-motivated.

2.6.2. Decreasing Anxiety

Anxiety is one of the factors that have been investigated as an issue in language teaching. It is defined as “one of personality characteristics that often appears in the learning process. Anxiety is directly related to performance when the students are not able to control their emotions; they may experience higher levels of stress” (Suparna, Padmadewi, & Putra, 2013; p. 2). Evidently, Peer feedback is based on the socio-cognitive approach to learning to which “knowledge is best acquired through negotiated interactions” (Grabe & Kaplan, 1996, p. 380). Moreover, Suparna, Padmadewi, and Putra (2013) stressed that peer feedback is a valuable process that should be used in students’ learning because it makes learners less painful and stressed in the learning process (p. 2). In this way, students can gain confidence since they express and negotiate their ideas with their peers in a comfortable atmosphere that can help learners to decrease the anxiety in the learning process. Most articles that discuss the effect of peer assessment on writing to reduce anxiety (e.g. Suparna, Padmadewi, & Putra, 2013; Jahin, 2012) argued that peer assessment creates a classroom atmosphere in which students collaborate with each other to overcome the mistakes; indeed, they can feel less nervous while writing.

2.6.3. Increasing Self Confidence and Self- Esteem

One of the benefits of peer assessment is that it improves students’ self-esteem and confidence as well as it increases motivation through the sense of responsibility (Topping, 2000). Hence, with the implementation of PA (Formative and summative assessment) within written language, the students will have the opportunity to manage their own learning and achievement, develop their skills, and increase self-esteem (Wilson, 2007; p.4). Additionally, it was found by some researchers (e.g. Gooden & Jones, 1996; Puegphrom & Chiramanee, 2011) through the process of peer feedback or peer learning, the participants become increasingly more confident in the learning process. Hence, they become active and involved

more in the writing classroom activities. Therefore, almost all the PA studies that dealt with self-esteem and confidence have found noticeably positive results.

2.7. Common Pitfalls of Peer assessment and Self-assessment

As stated beforehand, peer assessment and self-assessment have great benefits for students since they make them feel more responsible and autonomous for their learning process. However, the main drawback of peer and self-assessment is the fact that students may lack the ability and experience to evaluate and grade their or peers performance (White, 2009). Moreover, according to Debero, peer assessment affected by group discipline; they may make noise and valueless joke instead of assessing each other(Debero,2014). Also, peer assessment is considered as a time-consuming process in terms of training, preparation, and practice for the learner's readiness(Cheng & Warren, 2005; Falchikov, 2005; Topping, 1998). Additionally, Schwartz (n.d) stated that peer assessment “process has a degree of risk with respect to the reliability of grades as peer pressure to apply elevated grades or friendship may influence the assessment, besides students may feel reluctant to make judgments regarding their peers” (p.2). Furthermore, another argument of peer assessment is that friendships relations may bias and affect the validity and reliability of the evaluation (Azarnooch,2013). Finally, students in PA and/or SA may feel stressed and worried about being unfair and rude with their peer while assessing them.

Conclusion

To sum up, it has been proven that peer assessment is an alternative technique that enhances students writing skill. In fact, the chapter in hand has dealt with assessment, in general, its historical background and its types. Besides, it has focused on peer assessment as an alternative technique in teaching/learning writing skill in addition to presenting its main purposes, importance, and its uses in the writing skill. Following that, this chapter attempted

to highlight the importance of peer assessment in enhancing motivation, self-confidence, and decreasing anxiety as well. In addition to the validity and reliability of peer assessment and its main drawbacks were exposed.

CHAPTER III

FIELD OF WORK AND DATA ANALYSIS

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Résumé

ملخص

Introduction

The third chapter in hand is practical in nature. The latter aims at conducting a thorough investigation of the students' and teachers' attitudes towards the use of peer assessment as an innovative method for the development of the writing skill. In order to test the validity of the aforesaid assumption, a qualitative research was conducted through the means of a questionnaire, an interview, and a classroom observation. This chapter has one section; it starts with the methodology, an inclusive description of the research tools, the aims of each implemented tool and their development. And then, a detailed analysis and discussion of the data obtained are presented. The chapter ends with setting the limitation of the study as well as the pedagogical recommendations and suggestions for future research and practices with reference to the issue under investigation.

3.1. Research Methodology

Research is a way of finding out answers to questions. Kothari (2004) viewed research as a scientific and systematic search for conducting information on a particular theme. It is, moreover, an art of scientific investigation that consists of a problem, data, and data analysis and interpretation i.e. it consists of certain methodology (p.1). This section specifically gives a detailed outline of the research approach, participants, and sampling, it, as well, explains the process of the data collection.

3.2. The Research Approach

One of the most known ways to classify research is by distinguishing them according to data to be gathered and analyzed. It can be classified into two types *quantitative and qualitative research*.

That is to say, in a qualitative approach, researchers are concerned with the subjects' perspectives, attitudes, and behaviours. Machay and Gass (2005) defined qualitative

approach as a research that is based on a descriptive method which does not make use of inferential and statistical procedures (p.162). In other words, a qualitative research seeks to describe and to find out different perspectives and insights about the research study, indeed, to enable the researchers to validate and measure their researchers (Jonker & Penninker, 2008). Therefore, the process of gathering the data will be based on a descriptive method to achieve the purpose of our research work.

A qualitative approach is adopted in this study to explore the students' and teachers' perspectives towards the use of peer assessment as a technique for improving the writing skill of learners at the English Language Department at Mohammed Seddik University. Hence, in order to achieve the target objective of this piece of research, a Qualitative research is the most appropriate for investigating the attitudes and perceptions of the participants.

3.3. Participants and Sampling

The sample, according to Brown (1988) is "a subgroup taken from a population to present it" (p.114). Additionally, Dawson (2002) claimed that a sample is when researchers involve a smaller and a manageable number of people to participate in their research work (p.47). Hence, in order to treat the problem applied to that population, and to meet the requirements of this study, third-year LMD students at Mohammed Seddik Ben Yahia University of Jijel at the Department of English Language were selected as the targeted population for this study. Namely, one hundred (100) out of (262) students were chosen randomly. The reason behind selecting third-year students is the fact that, they are likely exposed to peer assessment method during the writing process; hence, their attitudes and perspectives toward the implementation of peer assessment might be easily generated.

In addition to this, a purposive sample of five (5) teachers of WE module, were chosen to conduct an interview as a means of data gathering. Involving teachers of WE course is to

have different views about the use of peer assessment for teaching the writing skill in the Department of English Language at Jijel University.

3.4. Data Collection Tools

Findings in second language research are highly based on data collection methods. It is the systematic process of collecting and measuring data on the researched objects of the study and the phenomena to answer the research questions. Thus, three (3) data collection tools are relied on in this piece of research: a questionnaire, an interview, and classroom observation. Each addresses diverse aims and procedures.

3.4.1. The Questionnaire

The questionnaire is the first data collection implemented in this piece of study; indeed, it is considered to be one of the best and the most reliable means of collecting data that are about retrieving perspectives and attitudes towards any given issue. According to Brace (2004), a questionnaire can be written in different ways and used in many different data gathering. He stated that the significant role of a questionnaire is to provide a standardized interview across all subjects i.e. the questionnaire is about written questions by which the research meets the respondent attitudes and opinions individually as in the interview (p.4). More precisely, a questionnaire is the medium of communication between the researcher and the subject in which it is given to the persons concerned (third-year English students) to answer a set of the questions that are relevant to the study in hand. Furthermore, a questionnaire can be *closed-ended*, *open-ended*, or a *combination of both*.

3.4.1.1. The Questionnaire Aims

The questionnaire is mainly constructed for the sake of diagnosing the students' awareness and attitudes towards the use of peer assessment. Secondly, it attempts to discover whether PA is an effective method for improving the writing skill.

3.4.1.2. The Questionnaire Administration

As it has already been mentioned, the questionnaire is used as a research means in order to collect qualitative data from students to answer the questions raised in this research. The present questionnaire was administered randomly to one hundred (100) LMD third-year English language students at Mohammed Seddik Ben Yahia University Jijel i.e. a random sample was selected for the subjects. The questionnaire consisted of sixteen (16) questions.

After being given enough time for the participants to answer the questions; they handed the completed form of the questionnaire back on the spot. We were involved in the administration of the questionnaire to provide any further explanation to the students in order to avoid any kinds of possible or misunderstanding of the questions. The questionnaire took two (2) days to be handed to the sample, precisely, on May 7th and 8th.

3.4.1.3. The Questionnaire Description

The questionnaire is mainly based on the theoretical parts of the current research. It was addressed to 3rd-year learners. Sixteen (16) questions are divided into two sections; the first section consists of six (6) questions dealing with the students' perceptions of their writing abilities while the second section is entitled 'students' attitudes towards peer assessment; it comprises ten questions. This section aims at getting insights about how learners view the use of peer assessment during the writing process.

The addressed questions in this questionnaire fall into two types: closed (closed-ended) and open-ended.

3.4.1.3.1. Close Questions

Closed questions “tend, in conversation, to bring it to stop” i.e. they are the type in which the respondents can give answers from the predictable or the predetermined answers (Brace, 2004, p. 56). A ‘dichotomous’ of yes/no answers were used in this questionnaire; moreover, multi-choice questions are also given to enable the participants to choose or tick on the appropriate answer options.

3.4.1.3.2. Open Questions

They are questions in which there is no range of option answers, and the respondents give answers in their own words. It can be a short answer as it can be a long one (Brace, 2004, p. 56). These types of questions seek to get a spontaneous answer and to let the subjects express their opinions and views freely.

3.4.1.4. Questionnaire Analysis

In what follows, all the learners’ responses to the addressed questionnaire are exposed subsequently.

3.4.1.4.1. Section One: The Writing Skill

1st Question: students' Level in English.

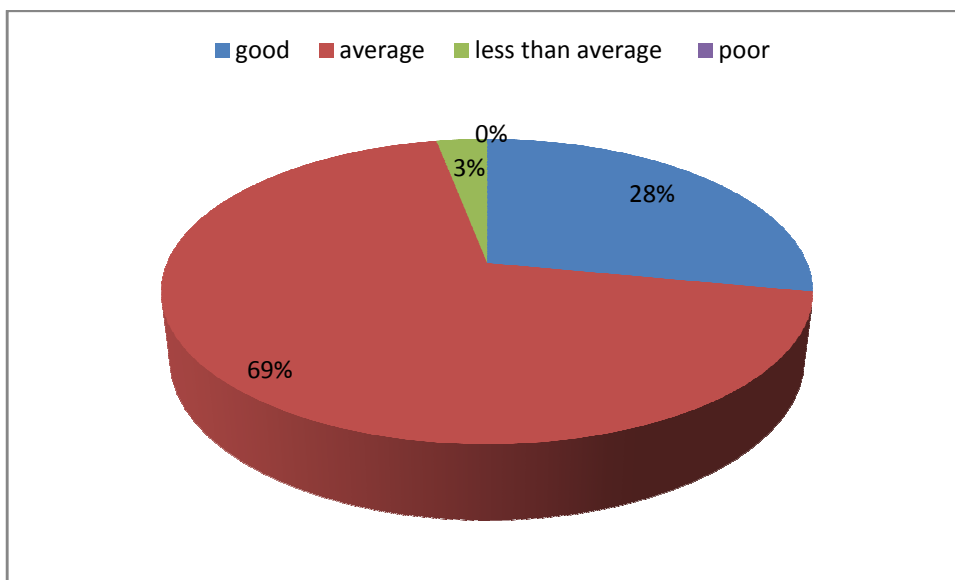


Figure 3.1. Students' level in English.

The first question was addressed to diagnose the students' level in English. The results obtained revealed that the majority (69%) of the population evaluated their level as being "average" this simply means that the majority of the involved learners were not fully satisfied with their level in English. Twenty-eight (28%) of the population evaluated their level as being "good", only 3% considered their level "less than the average" and none of the population evaluated his or her level as being "poor". From the gathered data, it is evident that a considerable number of the students seemed to have an acceptable level in English, so we expect them to be at the level of assessing their own and their peers' written tasks.

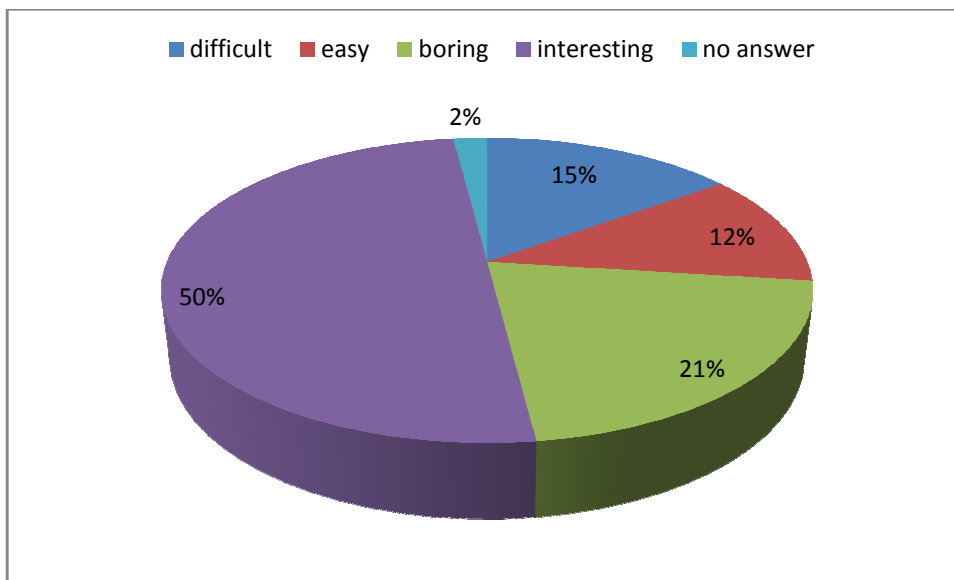
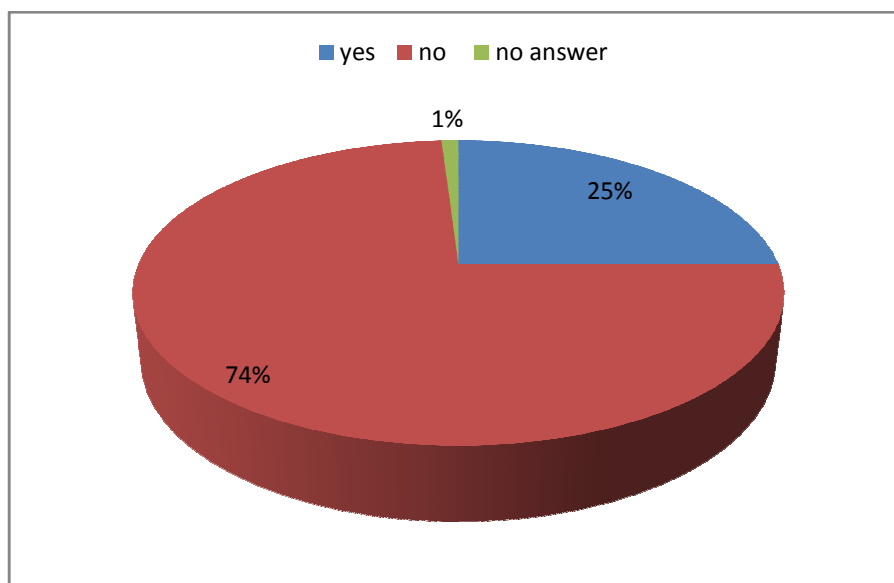
2nd Question: Students' opinions about writing in English

Figure 3.2. Students' opinions about writing in English.

Concerning the second question, the students were asked to put a tick in the appropriate box. Question two aimed at obtaining different opinions of students about writing in English. Figure 3.2 illustrates that out of four options the third option (interesting) received the highest percentage; for 50% of the population English is considered an interesting task. While fifteen (15%) claimed that writing in English could be a difficult task. Respectively, twenty-one students among one hundred viewed it as a boring one. While twelve (12%) students stated that writing in English was an easy task. The results obtained show that a considerable number of 3rd year EFL students have a positive view towards written expression (WE) module which they considered it an interesting and easy, so they do possess a positive attitude toward the writing task.

3rd Question: Students Fear to Write in English.**Figure 3.3.** Students' fear of writing.

The third question was concerned with students' feelings when they are asked to write; whether they feel afraid or not. Since feeling is a psychological factor that may affect the students' success or failure to write in English. As reviewed in chapter one, the aim behind this question was to explore the learners' psychological status whenever they are assigned to write. The majority (74%) of students said that they did not feel afraid to write in English. This number of students reflects a positive attitude towards writing in English, and only 25% of the population declared that they felt afraid to write in English, but one student (1%) provided no answer to this question. Hence, from the gathered data, having 74 of learners who do not feel afraid to write imply that they are not inhibited by their fear to write.

Students in this question were also asked to explain why they were afraid to write in English. The majority of students justified their fears to write by the lack of ideas and thoughts, a student said that "he does not have ideas especially when the topic is difficult". Another said that the fear of writing was because of having no enough ideas to support his/her essays. A considerable number of students linked their fear to the lack of vocabulary or

problems with choosing the right words. Other students reported that they were afraid of making mistakes. A student indicated that the lack of the ability to write made him afraid to write in English.

4th Question: Students' Difficulties in Writing

Table3.1.

Students' Difficulties in Writing

Difficulties in Writing	N	%
(a) Word choice	18	18%
(b) Grammar	11	11%
(c) Mechanics	10	10 %
(d) Content	27	27%
(e) Syntax	1	1%
(a)Word choice, (b)Grammar,(c) Mechanics, and (d) Content	1	1%
(b)Grammar, (c) Mechanics, and(d) Content	1	1%
(a)Word choice and (b) Grammar	4	4%
(a) Word choice and(c) Mechanics	3	3%
(a) Word choice, and (d) Content	13	13%
(a) Word choice and (e) Syntax	3	3%
(b) Grammar and (e) Syntax	4	4%
(b) Grammar and (d) Content	2	2%
(c) Mechanics and (e) Syntax	2	2%
Σ	100	100%

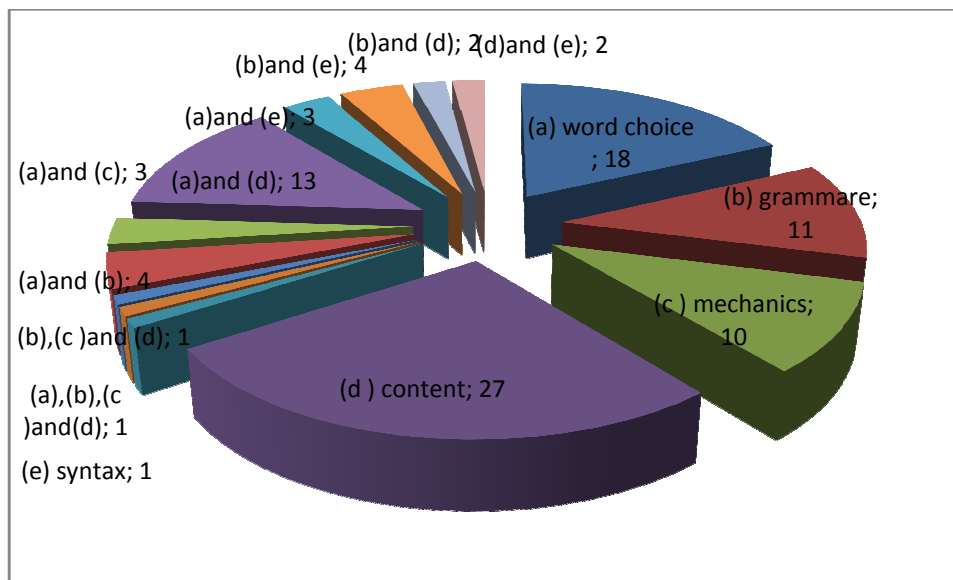


Figure 3.5. Students' difficulties in writing

The fourth question was about the types of difficulties that students face when writing in English. The results obtained were very wide, and as expected from the former question the difficulty in content and ideas was on the top. Twenty-seven (27%) of the population stated that they had difficulties in content and ideas while eighteen (18%) of the population declared that they had difficulty in choosing the appropriate word, followed by difficulties in both word choice and content with thirteen (13%) of the population. The number of the participants who had difficulties in grammar was eleven students (11%); however, ten 10% of the population declared that their difficulty was in mechanics.

5th Question: Describing Teachers' Role during the Writing Process.

The question above aimed at exploring the students' views on the teacher's role during the writing process.

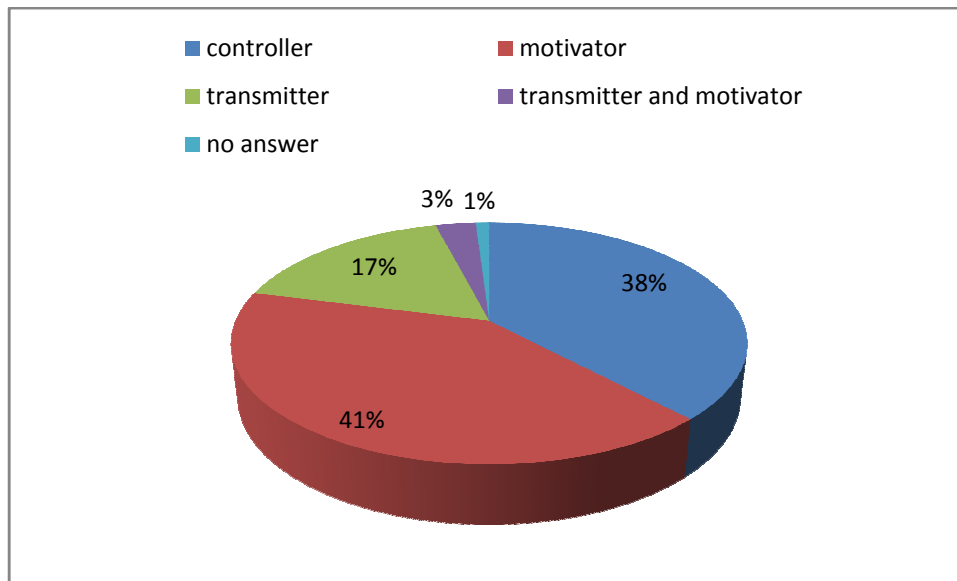


Figure 3.4. Teachers' role during the writing process.

The figure above shows that thirty-eight (38%) of the students' answers revealed that they viewed the teacher as a controller since he intervened regularly to make sure that his students were engaged in the process. Seventeen students representing 17% indicated that the teacher's role was a transmitter of knowledge. While forty-one (41) students believed that their teachers' role was a motivator during the writing classes. On the other hand, three percent (3%) of them stated that the teacher played the role of a transmitter as well as a motivator. Hence, we can conclude that WE classes are no longer a teacher-centered, but it becomes a learner-centered. The teacher motivates students to work cooperatively and encourages them to overcome their weaknesses. Yet, having a percentage of 38 % who claimed that their teacher' role was basically a controller reveals that the teacher malpractices his role in the teaching of the WE class in which PA is practiced.

6th Question: Writing stages that are followed by students.

Table3.2.

The Writing Development Stages that are Followed by Students

	Number of students	%
(a) Pre-writing	14	14%
(b) Drafting	21	21%
(c) evaluating	28	28%
(d) editing	01	1%
All steps	11	11%
(a)pre-writing ,(b)drafting and (c) evaluating	04	4%
(a)pre-writing;(b)drafting and (d) editing	01	1 %
(a)pre-writing and (b) drafting	04	4%
(c)evaluating and (d)editing	01	1%
(b)drafting and (d)editing	07	7%
(a)pre-writing and (b) drafting	04	4%
(a)pre-writing and evaluation (c)	04	4%
Σ	100	100%

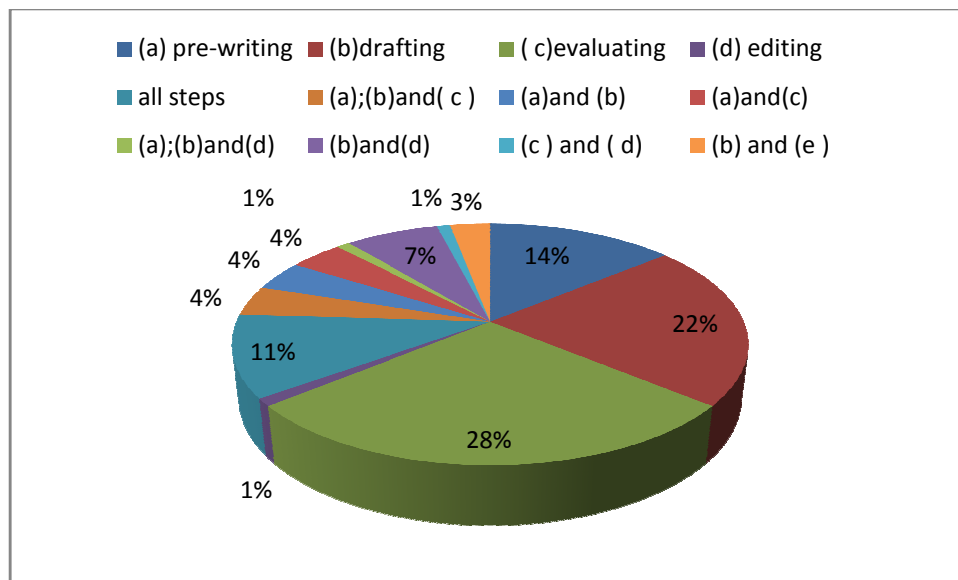


Figure 3.6. The Writing Stages that are Followed by the Students.

Writing is a process that includes four stages: pre-writing; drafting; evaluating and editing. Following all these stages help students to write effectively and to be successful

writers. For that reason, the sixth addressed question was about the writing steps that students follow while writing. The aim behind asking such question is to explore whether the students follow the stages of the writing process or not; following the stages of the writing process means that the students are able to produce effective writing and thus being able to assess their peers' writing. Only eleven of the students (11%) said that they followed all the writing stages. Add to this, twenty-one (21%) of the sample declared that they followed the drafting stage. Respectively, only seven (7%) of the population mentioned that they used both drafting and editing. Finally, the stages of prewriting; drafting; and evaluating are used only by seven participants (7%). Twenty-four of the students (24%) out of 100 participants claimed that they edited whereas only one (1%) among twenty-four used only the editing stage. Moreover, seven (7%) students revealed that they followed the editing stage with the drafting stage. While eleven of the population used this stage with all the other stages; seven students with drafting(4%)with the pre-writing and drafting stages, and (1%)with the evaluating stage, this means that the majority of the participant (76%) do not go through the editing stage when writing; thus, produce writing compositions with mistakes of all types. The result obtained shows that the vast majority of the learners are in fact either unaware of the different writing stages or simply do not apply them willingly.

In the second part of this question, students were asked to justify their answers, those who declared that they went through all the stages showed an awareness of its effect on their writing; they all agreed that following all the stages helped them to produce a well organized and error-free piece of writing. A considerable number viewed that evaluating their work is the only important stage. Other participants said that they did not follow all stages because time was not sufficient especially for the editing stage.

3.4.1.4.2. Section Two: Attitudes towards Peer Assessment

7th Question: Students' Feeling when they are Assessed.

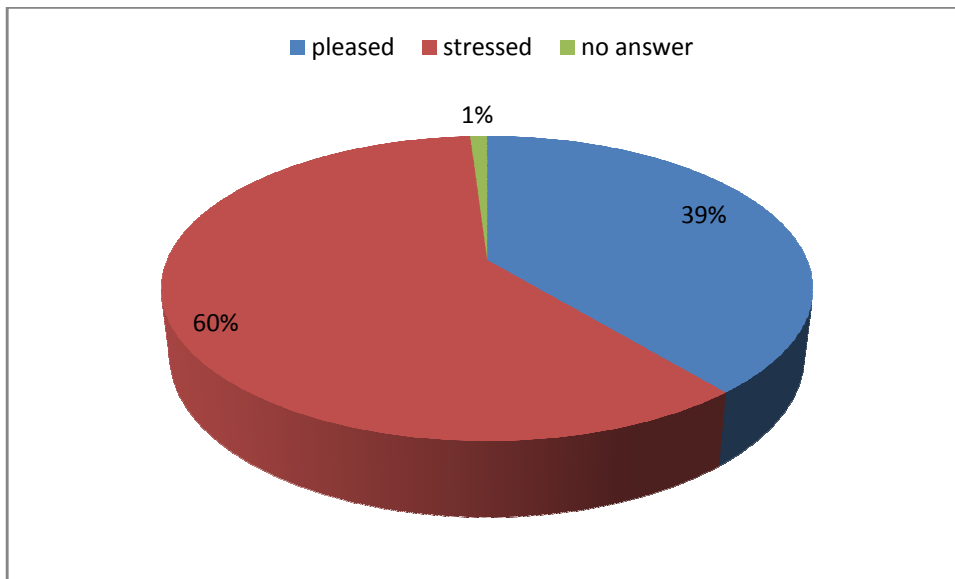


Figure3.7. Students' feeling when they are assessed.

In this question, the students were requested to indicate their feeling when being assessed as being *pleased or stressed*. It was addressed in order to discern whether all the involved students will have a positive attitude when they were assessed or rather have a negative one. Figure 3.7 shows that thirty-nine among one hundred (39%) students felt pleased when they were assessed while sixty (60%) students experienced stress once assessed, whereas a participant did not give an answer to this question. Accordingly, the majority of the students were afraid to be assessed; hence, this data upholds what has been explained in chapter two that is one of the peer assessment drawbacks during the learning process is the students' feeling being stressed in the process of assessment.

8th Question: Students' favourite writing classroom assignment.

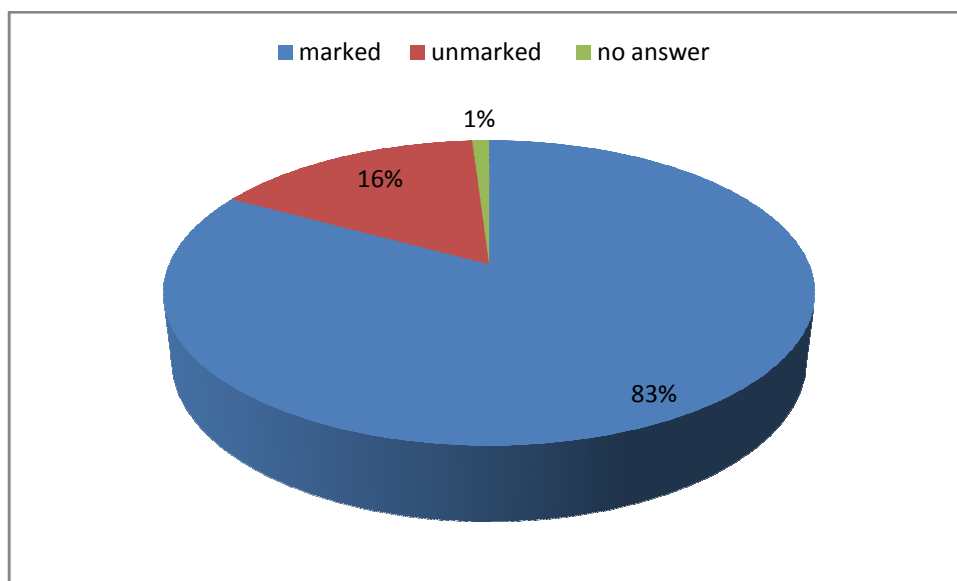


Figure 3.8. Students' Favourite Writing Classroom Assignment.

The question was formulated to know how learners preferred their writing classroom assignment to be. The aim behind asking this question was to take a thorough idea of students' preferences when they are assessed. It is observed from Figure 3.8 that, interestingly, only sixteen (16%) students among one hundred ticked *unmarked* box. Marked or given a score to writing classroom assignment is the favourable option, as eighty-three (83%) students chose this option while one student provided no answer for this question. It could be deduced from these obtained results that the 3rd year learners prefer their writing assignment to be marked or graded rather than receiving only corrective feedback either from their teachers or their peers.

9th Question: Students' knowledge about the PA concept in writing.

As regard to the ninth question, it was addressed to explore whether students know the concept of peer assessment in writing. That is, this question attempted to estimate students' *familiarity* to peer assessment method during the writing process.

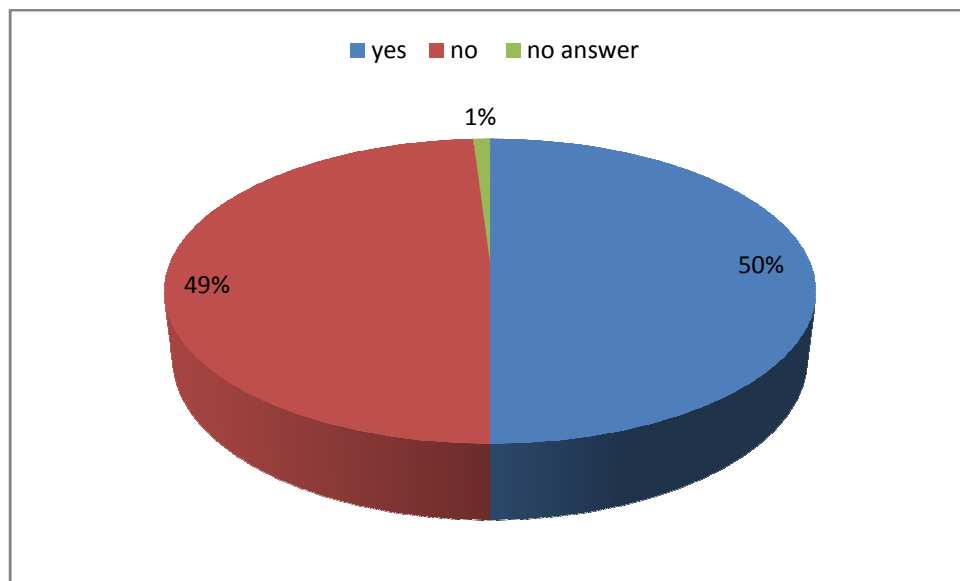


Figure 3.9. The Students' knowledge about the PA concept in writing.

Note. Assessment concept was shortly explained along the question.

It is obvious from the Figure 3.9 above that half of the population (50%) admitted that they knew the concept of peer assessment in writing. Surprisingly, almost half of the population i.e. Forty-nine students (49%) revealed that they did not have knowledge about the concept of PA. That is to say, these populations did not experience such method during the writing classes; while one student had no answer for this question. Overall, from the obtained results, we can conclude that almost half of the population does not know what PA is. Accordingly, we assume that having a percentage of 49% who declared their ignorance of that technique in writing assessment means that PA is not satisfactorily practised in the writing classes.

10th Question: Type of assessment that students prefer.

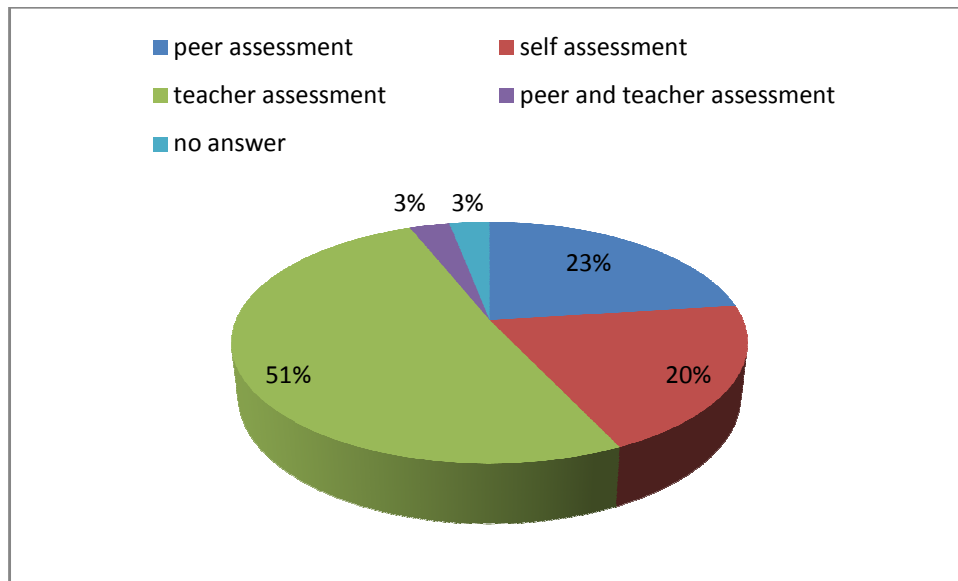


Figure 3.10. Students' preference of assessment types.

This question was devoted to investigate which type of assessment that is preferred by learners. According to the results, fifty-one (51%) of the population declared their tendency to the use of the teacher assessment. While twenty-three (23%) of the population stated that they preferred their peer assessment and a close number of (20%) preferred their own assessment. Hence, it is clear that the majority of students do prefer their teacher assessment over peer and self-assessment. This might mean that they have a negative attitude toward peer and self-assessment this might be associated with the fact that the involved learners in this piece of research are not familiar with the concept since 49% of them reckoned that they were not knowledgeable about that.

11th Question: Teacher's use of PA.

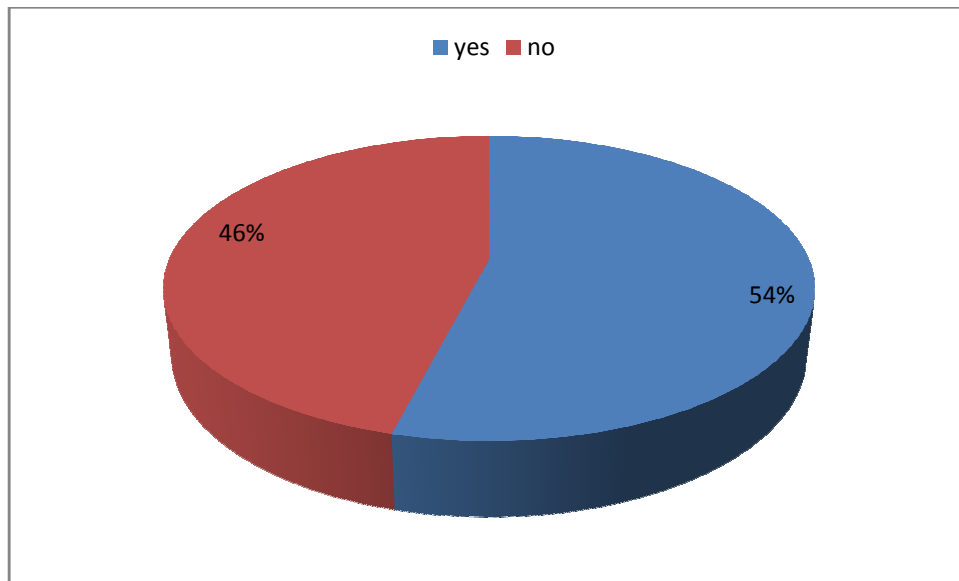


Figure 3.11. Teachers' use of PA during the writing activities.

The eleventh question comprised two parts. It was formulated in order to measure the degree of regularity in using peer assessment in writing classroom. The first part was addressed to investigate whether peer assessment is used or not. The result obtained shows that the two responses are really close fifty-four representing (54%) of the population declared that they are asked to assess their peers' writing, and (46%) stated that their teachers did not ask them to assess their peers' writing. Having a percentage of 46% of the targeted population justifies their ignorance about the concept of PA in writing as revealed previously in the 9th question.

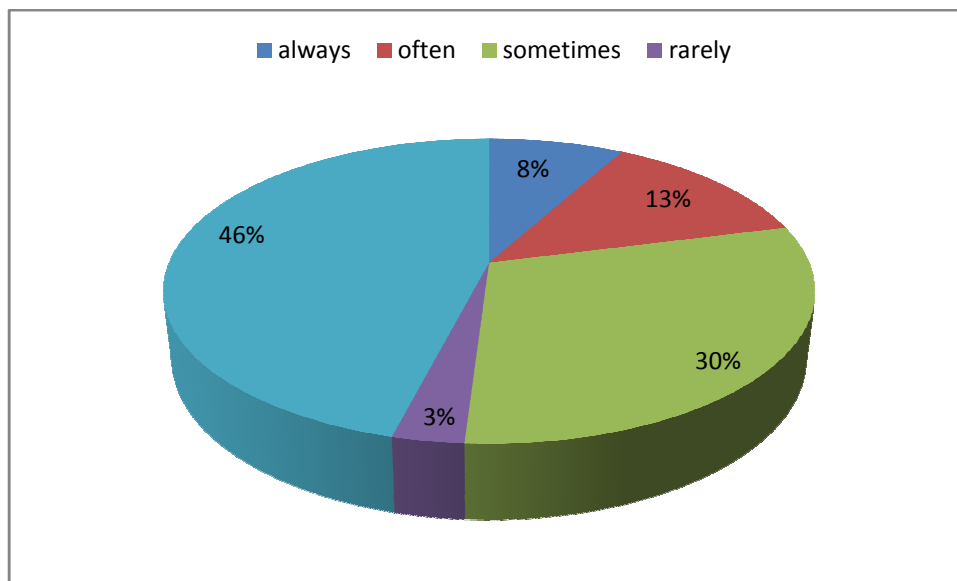


Figure 3.12. The frequency of peer assessment usage in the writing process.

Figure 3.12 shows the frequency that the teachers of WS in the English Department of Jijel University, namely 3rd-year LMD students undertake the PA method in the writing process. Interestingly, forty-six students (46%) stated that they had never been asked to assess their peer's written assignments. Furthermore, only eight students (8%) confessed that they were all the time exposed to PA during the writing classes. In addition, thirteen (13%) claimed that they often involved in this process while three (3%) participants said that it was rarely that the teacher asked them to assess their peers' writing tasks. However, thirty among one hundred, (30%), seemed to have sometimes been exposed to the PA during the writing classes. Hence, from the data gathered it is crystal clear that the majority of the learners involved in this study revealed that they had never been asked to assess the peers' writing tasks. So there is a logical explanation behind the fact that most of them are not familiar and knowledgeable about PA in the writing process.

12th Question: Students' Acceptance of their Peer Assessment of their Written Format.

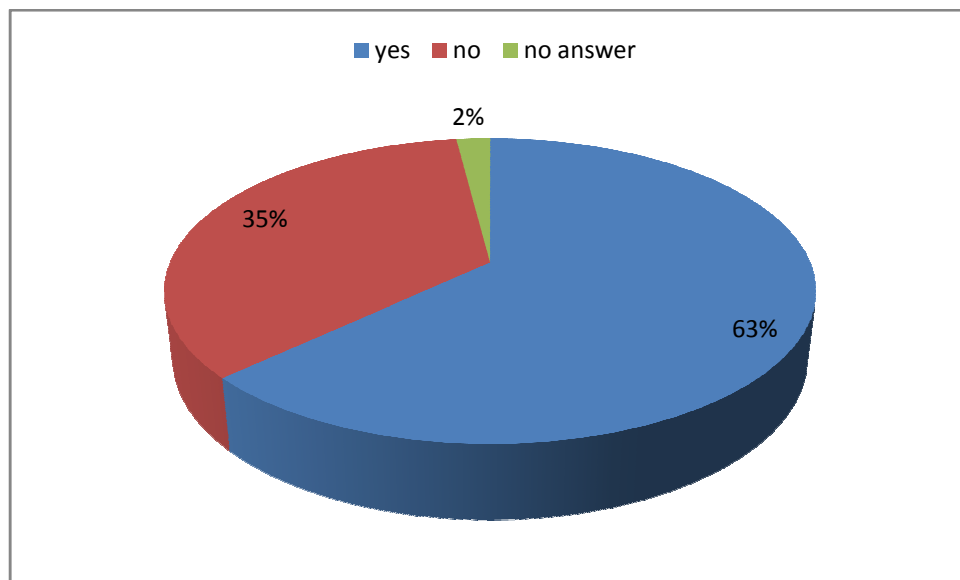


Figure 3.13. Students' acceptance of their peer assessment of their written format.

This question was addressed to detect students' acceptance to the notion of peer assessment. The aim behind such question was to explore the students' attitudes towards such technique. The majority (63%) of participant said yes they accepted their peers to assess their written format; they considered peer assessment beneficial to them. When they were asked to justify their answers most of them claimed that PA was a chance to learn from other students' mistakes which help them to discover their own ones, while some students considered assessing their peers' work as training for them since they would be future teachers. Only 35% said that they refused to be assessed by their peers and gave the following justifications:

- These students considered their peer unqualified, some of them said that the only student with good level in English was able to do it but the level of the majority was weak.

- Shyness is one of the reasons that the students provided to explain their refusal to peer assessment; they would feel shy and embarrassed if their classmates discovered their weaknesses.
- The fear of their classmates' irony and mockery.
- Students could not be objective in their assessment.

The results obtained reveal an overall acceptance of the technique of peer assessment and that the students do have a positive attitude towards this technique.

13th Question: Students' Perspectives of the Ability to assess their Peer's written Formats.

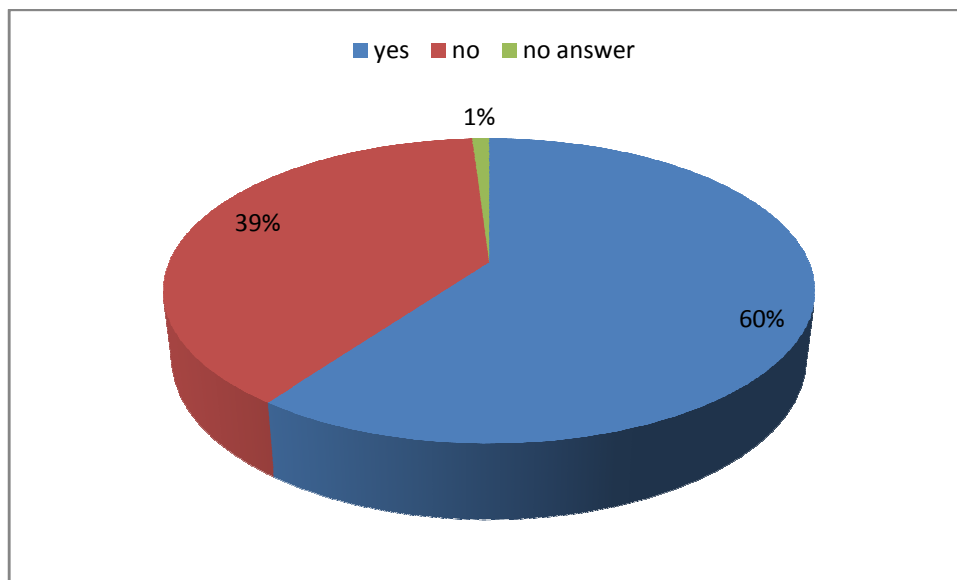


Figure 3.14. Students' perspectives of the ability to assess their peer's written formats.

The handed question was addressed to get a clear idea about student self-evaluation; whether they could be good assessors or not. More than half of the population (60%) consider themselves good assessors. While 39% admitted that they were not good assessors. What can be concluded from the results is that more than half of the 3rd year students do show their readiness and ability to be assessors for their classmate's written output.

14th Question: Students' Agreement on the Participation in the Process of their Own and their Peers in the Learning of the WS.

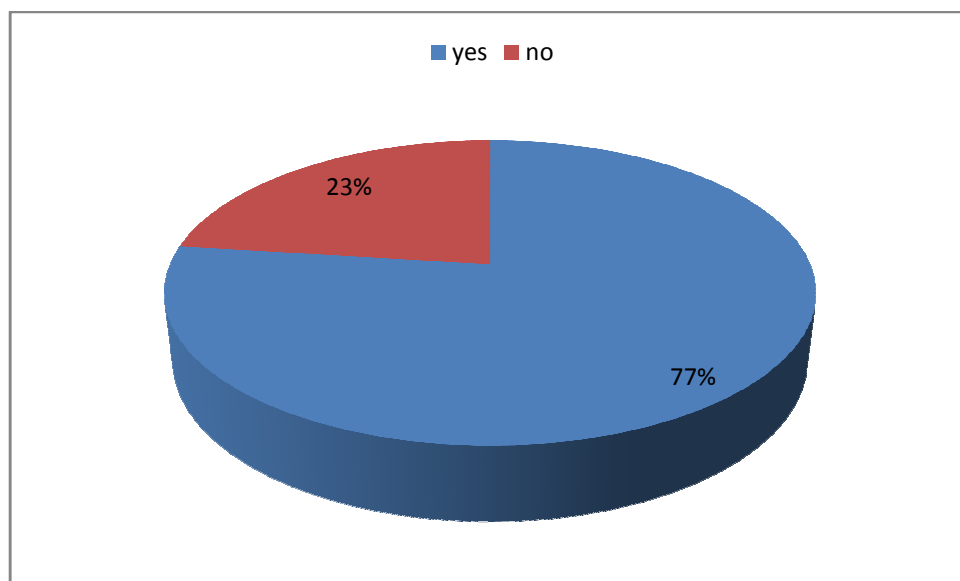


Figure 3.15. Students' agreement on the use of PA to assess their own or their peers in the learning of the WS.

Students were asked to tick on the appropriate answer (yes/no) for them in the box. This question was formulated in order to deeply get the students' attitudes towards the fact of being engaged or participated in assessing either their own or their peer's' written tasks. Seventy-seven students among one hundred (77%) responded positively while twenty-three participants (23%) opposed to this. Figure 3.14 shows that the number of students who agreed to participate in the process of peer assessment during the writing classes is interestingly higher than the number of students who showed their disagreement with it. So this is a way or another means that they do have a positive attitude towards practicing PA in writing.

From the results obtained, we can deduce that the participants in this study show an interest in this method (peer assessment) in order to be used in the learning of the writing skill, and this could be traced back to Krashen's affective filter hypothesis. Since the majority of students justified their answers in which they stated that the students would be motivated

and interested in the learning of the WS if they participated in the process. Besides, they believed that PA is an opportunity for them to share and exchange feedback with their peers, they also considered it beneficial to evaluate and to give correction to each other mistakes in order to avoid them at the later stages. In addition, students admitted that through PA process students can identify their strengths and overcome their weaknesses in order to improve their written productions. On the other hand, students who opposed to participate in this process of PA justified their reluctance in stating that PA was a waste of time because students were not qualified and they did not have the experience to assess their peers writing tasks as well. What is more, they admitted that students would simply take it a chance to talk and discuss issues which were out of the task. While few students declared that since they can assess themselves, they do not need to participate in the process. However, other students preferred their teacher's assessment. This indicates that a great majority of those students want to participate and agree with the implementation of peer assessment method.

15th Question: Students' perspectives about having their teachers as the only assessor of their written tasks

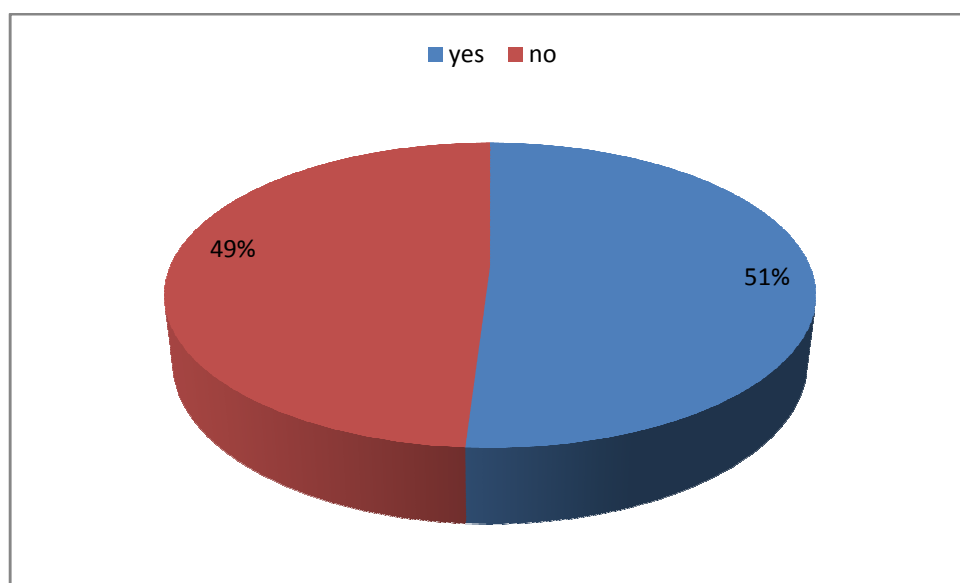


Figure 3.16. Students' perspectives about having their teachers as the only assessor of their written tasks.

The fifteenth question was designed for students in order to diagnose students' perspectives when the teacher becomes the only assessor of his/her students' written formats. It was based on the previous questions (12, 13, and 14) to confirm the already given answers of students' insights to participate in the process of peer assessment.

Figure 3.15 indicates that the percentage of students who picked on *yes* and *no* boxes are highly close. That is, fifty-one (51%) of the participants confirmed that the teacher should be the only assessor while forty-nine (49%) of the students evoked the *no* answer i.e. they disagreed that the teacher should be the only assessor during the writing process; conversely, the majority of the respondents justified their answers in stating that as 3rd year students, they preferred to assess their own and their peers' writing assignment to get experience since they were about to graduate and they might be future teachers, that is, they wanted to be engaged in the learning process as an active students rather than passive. Moreover, others declared that the students should be involved in this teaching method since it focused on the students-centeredness whereas the teacher should play the role of a guide and a facilitator in the writing process. Furthermore, some students believed that they could be good assessors and give an acceptable, relevant and constructive feedback with the guide of their teacher. While others stated that the PA process was beneficial for it would be helpful for them to develop their critical thinking.

On the contrary, students who accepted that the teacher should be the only assessor of his/her students writing assignment justified their answers, in claiming that the teacher had the experience, knowledge, and the qualification to be a good assessor. Accordingly, they believed that the teacher should be the only resource during the learning process. Finally, it could be noticed that the majority of the participants want to be engaged in peer assessment (PA) method, which confirms that the respondents agreed with the use of PA to improve their

WS. Yet, the number of students who are reluctant to its practice during the learning of the WS is also surprising.

16th Question: Students' opinions that peer assessment and the WS improvement.

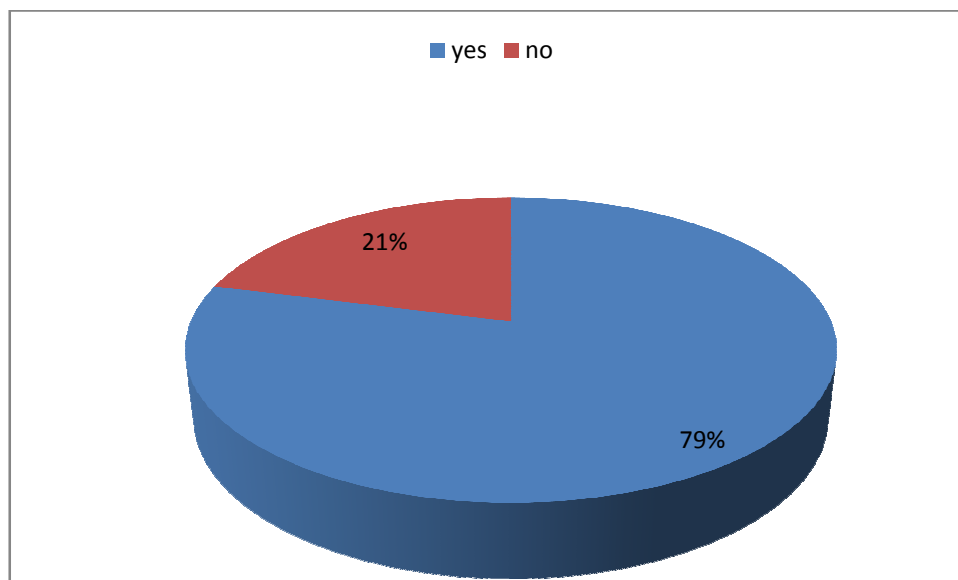


Figure 3.17. Students' opinions that peer assessment and the WS improvement.

Question sixteen dealt with the students' perspectives that PA effect in improving the WS. It aimed at eliciting the students' attitudes towards peer assessment method to develop the writing skill in order to confirm the already stated hypothesis and the research question.

A considerable number of the participants (79%) chose the *yes* answer, whereas twenty-one among one hundred students (21%) picked the *no* answer. It is obvious from the results above that the percentage of students who believed that peer assessment method could enhance the writing proficiency of the 3rd year English language students is noticeably high compared to those who claimed that PA method would improve the writing skill.

In other words, we notice that students strongly had a positive attitude towards the use of such method in the writing process. In actual fact, the majority of students justified their answers (*yes*), they stated that peer assessment helped them to check their strengths and

weaknesses while evaluating and correcting each other written formats. Hence, this will develop their written productions. Other students believed that such method gave them the opportunity to interact, exchange ideas and thoughts besides giving constructive feedback to each other. In addition, some students revealed that peer assessment had significant benefits for them since it encouraged and motivated them to be more involved and engaged in the learning process. The respondents who answered *no* claimed that their peer's feedback would not be beneficial and valuable because they had the same level of knowledge while few students indicated that their peers have not been qualified yet in order to correct or to give feedback to their peers. That is why believed that the in using PA, the writing skill would not be improved. From the results, we can conclude that peer assessment is a very valuable and important method among 3rd year EFL learners. Hence, these data support and uphold the formulated hypothesis.

For having a good and an insight about the issue under investigation in this piece of research and to confirm the data yielded in the questionnaire, six sessions of classroom observation were held and attended. So, in the subsequent section, the classroom observation plainly analyzed and compared to the results obtained with other research tools.

3.4.1. Discussion of Questionnaire Results

This section is devoted to discuss the results obtained from the students' answers on the sixteen asked questions altogether. The data collected from the learner handed questionnaire help in having a clear idea about their attitudes towards the use of peer assessment and its effect on developing the students writing skill.

To start with, questions from one to six were devoted to inquire about the writing skill. According to the students' answers, it is noticed that the majority of students are satisfied with their level of English and have positive attitudes towards English writing since the majority of

them declared that the English language is an easy and interesting task. Moreover, they declare that they do not feel afraid when they are asked to write.

The second part of the questionnaire was concerned with students' attitudes towards peer assessment. The first addressed question was concerned with students' feeling when they are assessed the majority of them stated that they were pleased when they were assessed. The result obtained from the second question show that the involved students prefer summative assessment i.e. they like their written assignments to be marked. The ninth question addressed students' familiarity with the alternative forms of assessment, precisely, peer assessment, half of the population stated that the concept of peer assessment is new to them and almost the same percentage declared that their teachers did not ask them to assess their peers' writing, this may be due to the standardized teacher-dependent assessment methods. The other half of the students declared that they are familiar with the concept and that their teachers sometimes asked them to assess their peers work. The results obtained from Q10, Q13, Q14, and Q15 were contradicting. On the one hand, students' answers to the tenth question show that the majority of them prefer the teacher assessments because they think that their peers are not competent for the task. On the other hand, the majority of them argue that they can be good assessors of their peers' written works (Q 13), and students should participate in the process of assessing their own and that of their peers' writing (Q14) so the teacher should not be the only assessor of their writing assignments (Q15). In the last question, the students demonstrated their awareness to the positive effect of PA on their writing because the majority of them stated that PA improves their writing. Accordingly, we noticed a kind of contradiction all along their responses.

To end with, the results obtained from the questionnaire revealed that peer assessment is not highly used in the department of English language at the University of Mohamad Seddik Ben Yahia as an alternative assessment. Yet, 3rd year EFL learners show a willingness

to take responsibility for assessing their peers' writing. Furthermore, the results demonstrate that they do have positive attitudes towards the use of peer assessment and consider it a valuable tool that helps in developing their writing skill.

3.4.2. The Classroom Observation

Mason (1996) defined observation as “methods of generating data which involve the researcher immersing [him or herself] in a research setting and systematically observing dimensions of that setting, interactions, relationships, actions, events, and so on, within it” (p.60). In second language research, observational techniques have been used to conduct a wide variety of studies from naturalistic data; however, the common type of the observational techniques is the *classroom observation*.

3.4.2.1. The Classroom Observation Aims

The purpose of conducting classroom observation was to obtain a general insight into what was happening during the writing classroom activities under the use of PA method. That is, to provide and to get careful descriptions of learners' activities without actually influencing the events in which the learners are engaged. Moreover; classroom observation was an opportunity for us to gain a deeper and more reliable understanding to explore students' attitudes during the writing process under the implementation of peer assessment method. In addition, classroom observation paved the way for us to check whether the learners who are involved in the study have positive or negative perspectives towards the implementation of PA in the writing process. Classroom observation is considered to be of valuable to confirm the responses of the learners in the handed questionnaire.

3.3.2.2. Classroom Observation Guide and Development

Due to the insufficient answers provided in the students' questionnaire a direct classroom observation technique was adopted to attend and to observe the subjects' activities and behavior in the written expression module classes. Hence, direct observation involves the observation of the participants in a particular context using technology such as video camera (Dawson, 2002, p. 32). Four (4) groups of third-year students were observed through six sessions (6) while presenting pair works; they were taught by the same teacher. Therefore, each group was observed once a week. The latter was conducted by using HD digital video camera besides the notes that were taken during the observation process. The classroom observation schedule started on April 24th 2017 and ended on May 3rd, 2017. Furthermore, a checklist was designed in order to uphold the observation process. Griffee (2012) defined the checklist as "a form with the predetermined or closed category, usually listed down one side of the page and space is given to remark the presence and the absence of the predetermined item" (p.180). So, the checklist involved thirteen items stemming the issues discussed in the literature review about the use of peer assessment in the writing process.

3.4.2.3. The Classroom Observation Analysis

In addition to the questionnaire, the study also implemented classroom observation as an attempt to explore the students' and teachers' real attitudes towards PA process during the writing activities. The observation was conducted through a designed checklist to observe four (04) groups of third-year students within six (06) sessions. Thus, the checklist involved thirteen (13) items related to the use of peer assessment in writing.

According to the results obtained from the whole observation phase, we noticed that students' feeling and reaction towards the task of making judgments on their peers' writing (item one in the checklist) was highly observed. Thus, the students seemed to be familiar with

the PA process. The latter helped the students to get rid of their fear and shyness to assess their peers' writing assignments. Moreover, the second item (02) in the checklist which revealed that the attitudes of all students in making judgments were the same was partially observed. In fact, the observed participants showed different attitudes; that is, high-level students' attitudes were positive, whereas the majority of less able students expressed a negative attitude towards the task of making judgments. The fourth item (04) in the checklist, students' ability to identify all the types of mistakes was also partially observed. we noticed that only the competent and high-level students were able to recognize and distinguish the types of mistakes committed in their peers' written formats. Therefore, the latter needs improvements from the part of the less able students. Additionally, the fifth item (05) in the checklist was highly observed because learners directly asked for the teachers' help to check and evaluate the assessment of the peer 's writing assignment. Furthermore, it was highly observed that peer assessment succeeded at building a learning community in which students and their peers work collaboratively (item six). And this will increase the level of motivation. The eighth item (08) in the checklist, which is about the objectivity of the students' judgment on their peers' written formats, was highly observed; indeed, the students' writing format was anonymous; that is to say, they did not know to whom the paper they are assessing belongs.

On the other hand, item thirteen (13), which reported that peer assessment is increasing the awareness of various grammatical and written conventions for the peers' work was highly observed. After the analysis some of the students' paper (see the Appendix E), it was noticeable that the students were able to spot the committed mistakes; therefore, PA helps those students to raise their awareness about the different mistakes that they usually make.

The second part of the classroom observation analysis is concerned with the checklist items that were not observed in the six sessions. The third item in the checklist was not observed, not all the students took the task seriously. Indeed, some students were making

noise and valueless joke when they were assessing their peers' written tasks. Hence, in lots of occasions, the teacher interference was highly needed in order to control and adopt the behaviour of his/her students, which was not observed in item ten (10) in the observation checklist with all the attended sessions. In addition to the seventh item (07), which stated that all students accept their peers' comments on their work was not observed. That is, in attempting to assess and give comments on the work of the high-level students, they showed nonacceptance towards the peers' comments because they thought that the less able students were not qualified enough to judge and evaluate their work. This might be due to the fact that students' assessment was not based on clear and explicit standards and criteria to assess the peers' written tasks (item 09), which was not observed again in all the attended sessions. In actual fact of the eleventh item, which is presented in the checklist was not observed as well. The teacher of WE module; respectively, did not give or provide any extra marks or scores to her students who took the task seriously and who were able to identify the mistakes of their peers' written assignments. The latter could be a very motivated strategy in order to make the students more involved in the peer assessment process. Concerning the twelveth item, the process of students' assessing their peers' written formats is time-consuming was not observed in the writing classroom activities.

It is worthy to note that by the end of the phase, we noticed that in the last two attended sessions, the teacher of WE module; respectively, did not implement the PA process as it should be. That is to say, most of the items in the checklist (the items 02, 03, 05, 06, 07, 08, 09, 10, 11, and 12) were not observed during the writing activities. This might be due to the fact that the students were not interested enough since it was the end of the year. However, the results from the whole observation phase noticeably indicate that students do have positive attitudes towards the PA process.

3.4.2.4. The Discussion of the Classroom Observation Results

Classroom observation was conducted in order to confirm and check learners' attitudes towards the implementation of PA in the writing process. The findings from classroom observation unveiled that peer assessment is a good strategy to implement in teaching/learning the writing skill. Interestingly, the results strongly showed that students do have positive attitudes towards the PA process. From the observation checklist analysis, it is evident that incorporating peer assessment in the writing process could enhance EFL learners' written productions because it gives the students the opportunity to be active participants in the learning process. Thus, through the making judgments tasks, students will be able to identify and recognize the various types of mistakes in their peers' writing assignments. Furthermore, in order to raise the students' awareness about the benefits of peer assessment technique, teachers should provide some motivational strategies in order to enable their students to be more engaged in the PA process.

3.4.3. The Interview

The third qualitative method used in this study is the interview. According to Downey (2007), an interview "is the most often used method in qualitative inquiries; it is regularly applied in a variety of applied linguistic contexts for diverse purposes" (p.134). The interview involves asking questions and getting answers from the respondents in a study. It has different forms, such as face to face, group interviewing and others. Furthermore, in social research, there are many types of interviewing among them; structured, semi-structured and unstructured interview (Dowson, 2007, p. 27). However, the semi-structured interview seemed to be the appropriate type to be adopted in this study.

3.4.3.1. The Interview Aims

Through the use of the interview, we attempted to explore the views, experiences, attitudes of each teacher, particularly of written expression module. Indeed, the interview intended to get a deeper understanding of the research topic from each teacher's perspective.

3.4.3.2. The Interview Guide Development

The interview was purely qualitative; it consists of fourteen (14) opened and closed ended questions. They were divided into two sections. The first section was about the interviewees' background; however, section two (2) is composed of twelve (12) questions about:

- ✓ Teachers' perceptions of the assessment strategies they use in assessing their learners' writing.
- ✓ Giving learners the opportunity to assess their performance.
- ✓ To get the frequency of applying peer assessment as a method during the writing process by teachers.

There were many different aspects related to gathering the interview. One aspect was that the interview was recorded by using tape- recording instead of using pen and paper from four (3) teachers among five (5) in order to be easily retrieved later. In addition, notes were taken during the interview of two teachers. The interviews took place in different classroom settings.

3.4.3.3. Transcripts Coding

Coding is a process of qualitative data; which is an important part of developing and refining interpretations in an interview. Hence, coding is the process of organizing and synthesizing what is happening in the data. This study focuses primarily on the coding of the natural data. (Onwin's, 1994; p.140) commented when preparing to code a part or a piece of

data: “coding represents an attempt to reduce a complex, messy, context-laden and Quantification resistant reality to a matrix of numbers” (as cited in Mackey & Gass, 2005; p.221).

For the analyses of the interview data, a transcription process was involved. According to Mackey and Gass (2005), the process of transcription will be different depending on the purpose of the study. However, for transcription activity, it is believed to be time-consuming in order to capture and transcribe every utterance of each interviewee on the tape-recorded. Therefore, only the features of interest for our research need to be transcribed. In addition, the transcription conventions are used to facilitate the representation of the oral data in a written form. The interview was entailed looking for classifying and comparing patterns from all the interviews for the sake of getting a comprehensive analysis and interpretations. The attempt was to elicit the perspectives that help to answer the questions in the research study.

3.4.3.4. Interview Analysis

As far as teachers' interview is concerned, fourteen questions were posed and answered by five teachers of written expression module. The aim is to confirm the already stated hypothesis in the research question, as well exploring the teachers' perspectives in using peer assessment in teaching the writing skill with reference to students' attitudes towards the implementation of this technique. Afterward, the data about the use of PA were presented and analyzed.

Q1. Teachers' experience

Table 3.4.

Teachers' experience in teaching the written expression module.

Teacher (s)	1	2	3	4	5
Year (s)	07	01	03	03	05

The interviewees have been teaching written expression from one to seven years. So, two teachers experienced teaching that skill from five to seven years while three teachers respectively are somehow novice. They have been teaching written expression module from one to three years. This means they have the experience in teaching the writing skill as well as the instructional techniques that are used to teach this skill. Indeed, their experience would help us to find answers to our research questions.

Q2. Innovative techniques/strategies in teaching the writing skill

Since peer assessment is a new technique in teaching and learning the second language. This question aimed at getting insights about the innovative techniques that are practised and implemented in teaching the writing skill. Four (04) teachers replied positively while one teacher answered negatively; that is to say, he declared the fact of not having used any modern techniques to teach the writing skill; he relied only on the traditional way of teaching whereas the other teachers seemed to implement some of the innovative techniques. They reported that:

- Not really, I haven't been using really many new techniques; I just vary between the methods and techniques of teaching.

[T2]

- Yes, I used... to use workshops in peer assessment in which I ask students to exchange their written formats to assess each other's work. This is the way I teach.

[T3]

- Yes, I have been implemented some of the innovative methods in my writing classes like integrating pragmatics in the teaching of writing.

[T4]

I used to use visual aids and photographs, so depending on the objective of the lessons.

[T5]

From teachers' responses, we can deduce that teachers of written expression do implement and use modern and innovative techniques to teach the writing skill; hence, they do not just rely on the traditional way of teaching in doing so.

Q3. The types of assessment that are used to assess students' progress

This question particularly aimed at looking which types of assessment teachers use to assess their students; formative or summative type. One teacher stated that he implemented only the summative type whereas the other four (4) teachers among five (5) interviewees declared that they used both types of assessment to measure their learners' progress in the writing skill. Therefore, it could be noticed that formative assessment is the prevailing type of assessment adopted by the involved teachers. In previous years, the summative assessment was the main type of assessment used in a classroom context, but recently formative assessment have been more relied on with its different techniques such as peer editing and self-assessment.

Q4. The types of assessment that the students prefer

Chapter two reviewed the types of assessment that should be used either by teachers or students to assess and evaluate the students' written performance. The target behind addressing this question was to get a general insight, from the teachers' points of view, about students' attitudes towards the types of assessment that are used in the learning process. Noticeably, three teachers among five agreed that their students preferred the summative assessment rather than the formative one. They justified the students' preference as follow:

- I believe that students here, they tend to be shy and timid...they do not accept if somebody who is a student like them to assess their performance...so it depends on the student's attitude towards that.

[T1]

- Ok, usually students nowadays, they are more interested in the marks; they are not interested in the feedback. [T2]

Moreover, three (3) teachers of written expression consented with fact that students preferred formative to summative assessment because they viewed formative assessment motivating and an opportunity for them to develop their writing skill before being graded by the teacher. Thus, we can conclude that it depends on students' attitude and aptitude towards the assessment technique itself. However, teachers should make and create a motivational atmosphere in order to encourage students to be engaged more in the learning process.

Q5. Students' feeling when they are assessed

From the recorded answers from our sample, teachers showed different opinions concerning this question. In actual fact, two teachers agreed that their students did appreciate to be assessed by their teachers or their peers because it is a chance for them to learn from their mistakes and develop their writing skill while three teachers believed that it depended on the students. Accordingly, there are some students who like to be assessed and appreciate to be judged, and there are others who disliked the assessment techniques.

Q6. The assessment techniques that are used to assess students' written assignments

The sixth question was about the assessment techniques that teachers use to assess their student's written assignment. The aim of this question was to get an overview about the assessment technique that teachers of WE module relied on while assessing the learners. Two teachers (T1 and T4) agreed that the teacher assessment is the appropriate technique that should be used in order to assess students' written assignments. They admittedly said:

- I use teacher assessment because I believe that students when they assess each other; they think that it is something personal. [T1]

- Well, I actually use teacher assessment; however, I use sometimes peer assessment in the classroom... it depends all the time on the teacher assessment because students' level is not always high as it should be to spot their peers' committed mistakes. [T4]

Thus, these comments clearly reveal that T1 and T4 believed that students are not qualified in order to assess their own or their peers' written assignments. On the other hand, the other teachers (three out of five) stated that they varied between the three techniques or methods of assessment depending on the aim of the course and the activity handed during the writing process. Noticeably, teachers do not rely on the teacher assessment all the time; indeed, they give the opportunity to their students to be engaged in the learning process and to be a part of it.

Q7. The assessment techniques that the learners prefer, according to teachers' perspective.

This question was designed in order to explore which assessment techniques that students prefer to have from teachers' perspective, that is to say, the attitudes of students towards the teacher, peer, and self-assessment techniques. In fact, all the teachers agreed that it depended on the students' attitude towards a particular technique. Some students preferred peer assessment because they felt motivated and comfortable during the writing tasks whereas some students preferred to have a self-assessment and teacher assessment. From teachers' answers, we can deduce that students do have positive attitudes towards peer and self-assessment techniques when they are implemented in the writing process.

Q8. The frequency of peer assessment usage in the writing process.

Chapter two illustrated that the use of peer assessment has been frequently marked in EFL classroom, more precisely, in teaching/learning the writing skill. Hence, The eighth question was addressed to see whether teachers involved gave the chance to their students to

assess their written tasks, or they just relied on their own assessment. Interestingly, the majority of the interviewees (four out of five teachers) admitted that they implemented this technique during the writing activities in which they asked their students to assess their peers' written tasks. However, the frequency of peer assessment usage differed from one teacher to the other. T2 reported to have used it most of the time i.e. 'often', and T3 said that she had used it 'all the time' while the other two teachers stated that they used it sometimes. in addition, one teacher declared that he had never asked his students to assess their peers' writing drafts; thus, he relied only on his own assessment.

Q9. Teachers' opinions about being the only assessors.

Chapter two pointed out that teachers should support and encourage their learners to be more involved in the peer assessment process. When asking interviewees about the fact of being the only assessors of their students' written assignment, all of them answered positively; that is to say, they agreed that the teachers should not be the only assessors. However, all teachers commented differently:

- Of course, I do not agree... so if students accept to be assessed by their peers. I believe it would be motivated and it could create a competitive atmosphere. [T1]
- No of course, ...nowadays we should not apply only teacher centredness, but also students centeredness. [T2]
- No, normally if we follow the approach of teaching writing here at this university within the process approach, the teacher would just be an advice; he is no longer the tutor. The teacher should be just a guide ...and provide students with feedback. [T3]
- No, I do not think so ... I think that students should depend on themselves more and should learn how to assess their writing along with their peers writing. [T4]

- Using peer assessment makes learners conscious of their faults and mistakes, and they will be more motivated and ready for the final exams. [T5]

Hence, from the teachers' comments, we can notice that all teachers support peer assessment concept as a technique to be implemented to teach the writing skill.

Q10. Students' participation in the process of PA.

Chapter two discussed the benefits of peer assessment in writing when students will participate in such technique. Thus, all teachers of written expression agreed that students should participate in the process of their written assignments. According to the teachers' answers, students need to feel that they are parts and they are taking part in the learning process in order to be successful learners. Moreover, teachers declared that students needed to acquire writing proficiency and to learn how to assess since they would be future teachers.

To conclude, teachers do agree with the participation of students in order to assess their peers' writing work. that is to say; EFL classrooms and namely the teaching of the writing skill, is no more a teacher-centered but rather a learner-centered.

Q11. Students' ability to be good judges of their classmate's written productions.

This question was designed in order to explore students' ability to manage the process of peer assessment during the writing activities. Four teachers among five thought that students can be good judges or assessors for their peers' written tasks. But, they needed to be competent and to do it for the sake of learning and providing constructive feedback. On the other hand, one teacher believed that students cannot be good judges since they were not yet competent enough to handle this responsibility.

Q12. Peer feedback compared to teacher feedback.

Reliability and validity of students' peer assessment have been proven. Nevertheless, when teachers of written expression were asked whether peer feedback is valid and consistent with teachers feedback. All the teachers showed an explicit disagreement i.e. they responded negatively and listing the subsequent justification:

- I do not think so, other ways they would not need a teacher if their feedback is as good as the teacher's one. [T1]
- T2 reported that peer feedback could not be 100% valid as the teacher feedback; indeed, it depends on the students' level. [T2]

While T3 and T4 stated that:

- No, since the teacher is more knowledgeable and supposes to know more than the students. [T3]

...all teachers have more experience, actually, I do not think that the peer feedback can substitute the teacher feedback. [T4]

Similarly, T5 stated that:

- No, it only paves the way to the teachers which must be given at the end of each peer assessment. [T5]

Q13. The effectiveness of peer assessment in writing.

Chapter two illustrated the importance of peer assessment technique to improve the written production of students. However, this question aimed at exploring teachers attitudes towards the effectiveness of PA in the writing process. Consequently, all teachers declared that this technique is important when it is clearly applied in writing. T1 and T2 said that if

students accepted to be assessed by their peers; it would be very beneficial for students to improve their written productions. Moreover, T3 thought that peer assessment could make students motivated and autonomous learners. Also, T4 declared that this technique can help students to overcome the writing conventions better when the students associated with their peers. In addition, T5 stated that peer assessment is an effective technique for several reasons; motivation, comprehension, and the development of their critical thinking. So, it will enable them to improve their writing skill.

Q10. Suggestions/ comments as far as the use of peer-assessment in the teaching/ learning of the writing skill is concerned.

In this question, teachers were requested to provide suggestions and comments concerning the use of peer assessment in the teaching/ learning of the writing skill. They recommended that:

- ✓ Students have to work on their psychology and social communicative skills in order to overpass the difficulty in talking with the other peer; hence, if they improve them; they would be able to accept this kind of assessment
- ✓ Teachers should teach those strategies before implementing them.
- ✓ TD sessions should be organized in the form of workshops.
- ✓ Students have to be trained on how to assess writing through reliable rubrics
- ✓ This technique should be implemented in this department and must be guided by the teacher himself, in addition to the fact that students' sheet must be anonymous to give them feelings of safety.

3.4.3.5. The Discussion of the Interview Results

The results of the interview method were very fruitful. There was a strong agreement from the teachers' perspectives concerning the importance of the use of peer assessment.

Interestingly, the findings upheld the view that EFL learners could enhance their written productions if they would be engaged in peer assessment process. From the interview results, it is evident that all teachers have a different experience of teaching the written expression module; hence, we obtained various answers about the modern techniques and strategies of teaching and learning the writing skill. Indeed, their experience was enough for the validation of the results. Additionally, the different responses obtained from asking about the ways used by teachers to assess their students progress, the results displayed the overuse of formative assessment to assess the students' writing assignment. However, summative assessment is generally used at the end of each semester; thus, writing assessment has shifted from being a summative assessment as a main dominant strategy to formative assessment as a prevailing type of assessing students' writing tasks.

Accordingly, students' preferences and their attitudes towards assessment techniques varied from one student to the other; that is to say, it depends on students' interest, attitude, motivation, and willingness to accept assessment techniques as a strategy in the writing process. Subsequently, the majority of teachers referred to a variety of assessment types which are used to assess their students; nevertheless, the results were as expected, they do not rely only on teacher assessment.

In order to assess and evaluate students' written performance, teachers of written expression frequently use peer assessment during the writing activities. Moreover, agreeing on the use of peer assessment in the writing process confirms that the teacher-centered has shifted to learner-centered in the learning process in which all teachers of written expression declared that students should participate in the process of assessing their own and their peers' writing assignments.

As far as the students' ability to be good judges is concerned, the teachers do possess a positive insight on that issue. Consequently, they disagreed about the reliability and validity of peer feedback, and they related this to many reasons; lack of experience, friendship bias, and inability to spot the committed mistakes; indeed, the results obtained contradict what have already been stated by the teachers.

Furthermore, in order to confirm or disconfirm the set hypothesis about the effectiveness of peer assessment in writing to enhance students' writing proficiency. Noticeably, we viewed that almost all teachers had different insights concerning the implementation of such technique in writing. Interestingly, they agreed that peer assessment would be very beneficial and may have many contributions the teaching/learning of writing when it is clearly and explicitly applied in the writing process. It may impulse EFL learners to be positive, motivated, active, and creative. Therefore, peer assessment may help the students to improve their writing proficiency through being engaged in the writing activities, in addition to the fact that students would be more aware towards the mistakes committed in writing.

To sum up, from the results and findings that have been gotten after the analysis of the teachers' recorded interview; it was clear that the interviewees considered peer assessment as an effective technique. Therefore, since teachers of written expression are aware of the importance of this technique as well as the students' needs to develop their writing; they tend to have positive attitudes towards the implementation of peer assessment to teach the writing expression module in order to enhance the writing proficiency.

3.4.4. The Comparison of the Results of the Research Tools

After a careful and thorough analysis of the data collected from different data gathering tools we attempt to compare the questionnaire results, the results of the classroom

observation, and the ones of the interview. The aim behind this comparison is to check whether the students' provided answers in the questionnaire reflect their attitudes in real classroom content, to which extent the students were honest in their answers, and whether teachers' statements and opinions go hand in hand with the learners' viewpoints.

To begin with, the majority of students, when asked about how they preferred their writing to be assigned, they argue that they preferred it to be marked that last was confirmed by the teachers who stated that the students were mainly interested in marks. In another question, the students were asked to demonstrate their preferred type of assessment question a considerable number of students declared that they preferred the teacher assessment. Yet, when addressed the same question to the teachers declared that the type of assessment as preferred by learners differed from one student to another and that students with good level favored the teacher assessment. Teachers agreed with the students' opinion and considered them good judges to their peers writing and that was observed during the revision of the students' assessed papers; they were able to spot their peers committed mistakes. Although both the involved teachers and learners in this research stressed the importance of PA in the writing process in which learners would make part autonomously, mainly two teachers of WE in English language department of Mohamed Seddik Ben Yahia Jijel University used PA technique in their classes.

Implementing three tools of data gathering has been of worthy significance to confirm the stated hypothesis that was formulated at the preliminary phase of our study. That is, to have accurate findings, we addressed a questionnaire to the 3rd year English language at Jijel Mohamed Seddik Ben Yahia University all along with an interview with WE module teachers to explore their tendency and perspective as far as the PA implementation to develop the writing skill is concerned. And since the use of the questionnaire as a tool of study might not yield very precise and accurate data, we relied on a classroom observation designed checklist

to see whether the practice of PA in the WE module reflects real attitudes of the participants in this study. Hence, the findings resulting from the three adapted research tools are in accordance with the research hypothesis in the sense that PA is seen as a practical technique to develop the learners' writing skill.

3. 5. Pedagogic Recommendations

In the light of aforementioned information gathered from different research tools, it is very important to highlight some interesting points to be considered in the future use of PA. Taking into consideration the following principles and recommendations would help both the teachers and students for successful use of PA:

-Although the role of the learners in the process of PA is centered, the role of the teacher is still crucial for the success of this process. He must manage the class and control the behaviour of his students.

-The teacher is also responsible for the preparation of the students PA to use in classes. First, by explaining the purpose of using it and its effect on their writing skill developments. Second, the teacher is also required to raise his learners' awareness about the seriousness of this task and that the work of others must be respected, judged objectively for the sake of helping their peers to develop not for making irony about their weaknesses. Also, the teacher is supposed to explain to his learners clearly that errors are an opportunity to learn.

-In the first sessions, it would be better if the teacher provides a model of assessment, a work that meets the expectations of the learners. They are in need to know what they are required to do before starting the assessment process.

-It is important for PA to be based on clear standards and criteria, so we suggest that the teacher might provide a checklist upon which the assessment would occur, preferably one that

is designed in the class in cooperation with the students that would be very interesting and motivating for students as it would be a more objective evaluation.

-The teacher might motivate the students to take the task seriously by offering extra marks for the well-assessed papers.

-The teacher might assign his learners to work in groups because when they do so and they assess the writing of another group, more discussion; interaction and therefore, learning are likely to occur.

- The students' level and abilities should be taken into consideration; a student should be given the work of another student who has the same level or a close one, so the student assessor will not be de-motivated and under-estimate his own writing.

In brief, the major concern of this chapter was to analyze, present and discuss the results of the data gathered through three research instruments. A students' questionnaire, classroom observation, and a teachers' interview were used to describe the actual state of peer assessment and the attitudes of both teachers' and students' with reference to the implementation of peer assessment. Chapter three starts with the presentation and discussion the students' questionnaire results, adding to that, the classroom observation session results were also clearly explained. Last but not least, the teachers' interview results and its discussion. Finally, some suggestions and pedagogical recommendations were given.

3.5. The Limitations of the Study and Suggestions for Future Research

The present study aimed at exploring the attitudes of both teachers and students towards peer assessment use, accordingly, some difficulties were encountered, and they are subsequently listed:

- **Data gathered from the questionnaire:** the respondents to the questionnaire did not always show their real attitudes and perspective since they were concerned only by the completion of the questionnaire in hand, some students did not answer some questions and other refuse to justify their answers. Therefore, the results of this study might be affected because of students' non-sincerity in answering the questions.
- **Time:** time constraint was a major obstacle while conducting this piece of research. Only six sessions of classroom observation were held and attended.
- **The number of teachers:** the very limited number of teachers who use peer assessment in their classes was another major obstacle. All the six sessions of classroom observation were with the same teacher that prevented us from varying the data being collected.

In the list of findings of the present study, we recommend researchers for further studies in this field to consider the following:

- **The data gathering tool:** using an experimental design would be a better data gathering tool. Having a control group assessed by the teacher and an experimental group assessed by peers and comparing the results of the tests of both groups would really measure the effect of peer assessment. We recommend also to use a test that measures the level of anxiety of students experienced when being assessed by the teachers and when assessed by their peers.
- **Time:** it would be better for future researchers to manipulate the variable of time by extending the duration of classroom observation sessions.
- **The sample:** in order to have future research sample that is more representative, it is possible for researchers to enlarge the number of

participants as teachers and students by including 1st and 2nd-year LMD students.

Conclusion

In brief, the major concern of this chapter was to analyze, present and discuss the results of the data gathered through three research instruments. A students' questionnaire, classroom observation, and a teachers' interview were used to describe the actual state of peer assessment and the attitudes of both teachers' and students' towards PA. Chapter three starts with the presentation and discussion the students' questionnaire results, adding to that, the classroom observation sessions results were also clearly explained. Last but not least, the teachers' interview results and its discussion were introduced in the chapter in hand. Finally, some suggestions and pedagogical recommendations were given with reference to the use of PA in teaching/learning writing.

General conclusion

Writing is one of the essential components in the second language learning/teaching. However, it is considered as a difficult task to acquire since it involves more than putting correct grammatical sentences together. One way to develop students' writing skill is the integration of peer assessment technique in the writing process. Hence, it has increasingly gained attention in the SL writing. Undeniably, peer assessment plays a crucial role to improve and develop learners' awareness, self-learning, and self-esteem. PA, as a process, is regarded as one of the main alternative assessment in teaching/learning writing; it is as well, considered as one of the most effective approaches to classroom evaluation. In actual fact, many researchers proved that implementing such technique to teach writing is truly influential to develop learners' written productions.

The pivotal focus of this piece of research was to explore students' attitudes as well as teachers' perspectives towards the use of PA technique to improve the writing skill and to unveil its effectiveness and benefits. On the one hand, the study tried to describe the students' and the teachers' role during the peer assessment process. On the other hand, it attempted to diagnose whether teachers of WE course implement peer assessment as a classroom technique to enable their students to be engaged, independent, and autonomous learners in the writing process. To approach the issue under investigation in the current piece of study, two theoretical parts were designed; the first portrayed, plainly, the writing skill; its basic definition, history, the stages of the writing process and its components...etc. the second chapter exposed issues in connection with PA. The dissertation, as well, comprised a practical chapter which explained the field work of the research data gathering procedure and the findings analysis. Results and findings that have been gotten from the questionnaire and classroom observation of learners and teachers' interview have confirmed the previously worded hypothesis, which stated that teachers and learners may have positive attitudes

towards the use of peer assessment to improve the learners' written productions. Hence, it was found that the majority of third year English Language learners were interested and motivated when the peer assessment process was implemented during the writing activities. In fact, they appreciated the fact to be assessors of their peers' writing assignments and to be active members in the learning process. Moreover, they considered PA as an opportunity to learn and improve their writing proficiency through giving and receiving constructive feedback.

Other findings of this study revealed that learners faced some difficulties in the task of making judgments to the peer's work. In the whole attended sessions, it was observed that some learners had negative attitudes towards the process of peer assessment and this might be due to the lack of experience, self-esteem, the assessment task was not based on clear standards and criteria, the lack of the social communicative skills to accept the peers' comments and judgments, and the non-guidance of the teacher during the writing activities. However, students' attitudes towards the implementation of peer assessment to improve their writing skill differed from one student to the other.

Therefore, the recommendations that this piece of research could suggest is that both teachers and learners should take a part in the process of peer assessment. On the one hand, teachers should create a motivational and a positive atmosphere for the learners to increase their interest and awareness towards the usefulness of PA technique. In addition, teachers should direct and instruct their learners by giving certain criteria and standards of assessment; hence, it helps them to assess and judge their peers' written drafts. Students, on the other hand, should be open minded, have positive attitudes, and high self-confidence in order to handle such process. Also, they should be aware of the difficulties that they would face in order to overcome them and promote their learning. In doing so, students would be more interested and motivated to be engaged more in the learning process. Thus, this would make

them more comfortable to work collaboratively and assess their peers' writing performance; as a result, this would certainly improve and develop their writing skill.

To sum up, the findings of this study responded the previously formulated research questions that peer assessment can be an effective technique to enhance students' written productions. Hence, teachers should support the ongoing process of peer assessment in order to be successfully implemented.

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Appendix A

The students 'Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire to express your attitudes towards the use of peer assessment in developing the writing skill.

Your answer will be helpful for the research project paper we are undertaking .we hope that you will answer with full attention, honesty and interest .to answer the questions please tick (✓) the box that corresponds to your answer or writes a full statement when necessary.

Be sure that any information you will provide us with in this questionnaire will remain strictly anonymous. Thank you for your cooperation.

Section One: Learning to Write

1. Is your level in English?

a- good ? ☐ b- Average? ☐ c- less than the average? ☐ d- poor? ☐

2. In your opinion writing in English is:

a. a difficult task ☐

b. an easy task ☐

c .a boring task ☐

d. an interesting task ☐

3. Do you feel afraid to write in English?

a. yes ☐

b. no ☐

- If yes, why

.....

4. What kinds of difficulties do you frequently face while writing?

- | | |
|--|--------------------------|
| a- word choice | <input type="checkbox"/> |
| b- Grammar | <input type="checkbox"/> |
| c- Mechanics (hand writing, spelling, punctuation) | <input type="checkbox"/> |
| d- Content/ideas | <input type="checkbox"/> |
| e- Syntax | <input type="checkbox"/> |

5. How do you describe your teacher's role during the writing process?

- | | |
|------------------|--------------------------|
| a- a controller | <input type="checkbox"/> |
| b- a motivator | <input type="checkbox"/> |
| c- a transmitter | <input type="checkbox"/> |

Justify your answer please,.....

.....

6. When you are assigned to write, do you use any of these stages of the writing process?

- | | |
|----------------|--------------------------|
| a- Pre-writing | <input type="checkbox"/> |
| b- Drafting | <input type="checkbox"/> |
| c- evaluating | <input type="checkbox"/> |
| d- Editing | <input type="checkbox"/> |

Please justify,

.....

.....

...

Section Two: Attitudes towards Peer Assessment

7. How do you feel when you are assessed?

a- pleased ☐ b- stressed ☐

8. Would you like your classroom assignment to be

A-marked (given a score) ☐ b-unmarked (given no score) ☐

9. Assessment is the process of collecting data about the learner's performance;

accordingly, do you know the concept of peer assessment in writing?

a- yes ☐ b- no ☐

10. Do you prefer to have?

a- peer assessment ☐

b- self-assessment ☐

c- Teacher assessment ☐

11. Does your teacher ask you to assess your peer's writing?

a- yes ☐ b- no ☐

- If yes, does he do it:

a- always ☐

b- Often ☐

c- Sometimes ☐

d- Rarely ☐

e- Never ☐

12. As a student, would you like your peers and classmates assess your written format?

a- yes ☐

b- no ☐

Justify your answer, please

13. Do you think that you can be a good assessor of your peer written tasks?

a- yes ☐

b- no ☐

14. Do you agree that student should participate in the process of their own self –assessment and that of their peers in the learning of the writing skill?

a- yes ☐

b- no ☐

Justify your answer, please

.....
.....

15. Do you agree that the teacher should be the only assessor of your own and your peers writing assignment?

a- yes ☐

b- no ☐

Justify your answer, please

.....

16. Do you think that your peer assessment improves your writing skill?

a- yes ☐

b- no ☐

Would you please justify

.....

Thank you for your cooperation

Appendix B

Classroom Observation Checklist

Required items	
1) Students feel comfortable and react positively to the task of making judgments on their peer's writing.	<input type="radio"/> Highly observed <input type="radio"/> Observed <input type="radio"/> Not observed
2) The attitudes of all the students towards the task of making judgments about their peers' (good, less able, weak students) were the same.	<input type="radio"/> Highly observed <input type="radio"/> Observed <input type="radio"/> Not observed
3) Students assess the work seriously; they avoid laughing, making noise and valueless jokes about their peers' mistakes.	<input type="radio"/> Highly observed <input type="radio"/> Observed <input type="radio"/> Not observed
4) Students succeed in identifying all types of mistakes (grammatical and writing conventions) in their peers' written work.	<input type="radio"/> Highly observed <input type="radio"/> Observed <input type="radio"/> Not observed
5) Students ask for the teacher's help in case they do not know how to assess something or they are doubtful.	<input type="radio"/> Highly observed <input type="radio"/> Observed <input type="radio"/> Not observed
6) Peers feedback encourages students to evaluate, explore, and negotiate ideas with their peers collaboratively.	<input type="radio"/> Highly observed <input type="radio"/> Observed <input type="radio"/> Not observed
7) All students accept their peer's comments on their works whenever being given oral feedback.	<input type="radio"/> Highly observed <input type="radio"/> Observed <input type="radio"/> Not observed
8) Students judgments to their peers' written formats are objective.	<input type="radio"/> Highly observed <input type="radio"/> Observed <input type="radio"/> Not observed
9) Students' peer assessment is based on clear standards and criteria stated beforehand by the teacher.	<input type="radio"/> Highly observed <input type="radio"/> Observed <input type="radio"/> Not observed
10) The teacher controls the class and adopts the students'	<input type="radio"/> Highly observed <input type="radio"/> Observed

behaviour.	<ul style="list-style-type: none"> ○ Not observed
11) The teacher offers extra marks for those who take the task seriously and assess the papers in a good way in order to motivate them.	<ul style="list-style-type: none"> ○ Highly observed ○ Observed ○ Not observed
12) The process of students assessing their peers' written format is time-consuming.	<ul style="list-style-type: none"> ○ Highly observed ○ Observed ○ Not observed
13) Peer assessment is increasing the awareness of various grammatical conventions as well as writing conventions for the peer's work.	<ul style="list-style-type: none"> ○ Highly observed ○ Observed ○ Not observed

Appendix C

Teachers' Interview

Preamble

This interview is a part of a research work. It aims at eliciting teachers' perceptions of the use of peer assessment during the writing process and its effectiveness in raising learners' quality of written productions. The collected information will help to achieve the purpose of our study. Your responses will remain confidential, and it will be reported in the dissertation anonymously. We would be grateful if you could answer the questions in this interview.

May I thank you in advance for your collaboration

A. Interviewees' Background

1. How long have you been teaching the writing skill in your department?
2. Have you been implementing any innovative methods in your writing classes?

B. Attitudes towards Peer Assessment Method

Formative feedback is used to monitor student's ongoing process to provide immediate and meaningful feedback. It is called also peer review. On the other hand, summative assessment comes at the end of the program to assess students' knowledge and practice.

- 3. What types of assessment do you use to assess your students?**

a. Formative

b. Summative

- #### 4. What type of assessment do your students prefer?

a. Formative

b. Summative

Please say why?

.....

- 5.** As a written expression module teacher, do you think that your learners appreciate the fact of being assessed?

a. Yes

b. No

6. What are the assessment techniques that you use to assess your students' written assignment?

- a. Student self-assessment
- b. Peer assessment
- c. Teacher assessment

Would you justify please, why do you use that technique precisely?

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

7. According to your perspective, which of the following types of assessment techniques that your learners prefer to have?

- a. Student self-assessment
- b. Peer assessment
- c. Teacher assessment

8. How frequently do you ask your students to assess their peer's written tasks?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

9. Do you believe that the teacher should be the only assessor of his students' written assignment?

- a. Yes
- b. No

Would you, please, explain why?

.....

.....

10. Do you agree that students should participate in the process of their writing assessment?

a. Yes

b. No

Would you, please, explain why?

.....

.....

.....

11. Do you think that students can be good judges of their own or their peer's written tasks?

a. Yes

b. No

12. As a teacher of the written expression module, do you think that peer feedback is as valid as teacher feedback?

a. Yes

b. No

13. Do you agree that using peer assessment as an assessment technique in the classroom helps learners to improve their written production?

a. Yes

b. No

Please say why?

.....

.....

14. Do you have any suggestions/ comments as far as the use of peer-assessment in the teaching/ learning of the writing skill?

Thank you very much for your cooperation

Appendix D

Full Interview Transcripts

(R= researcher, T1= teacher 1, T2= teacher2, T3= teacher3, T4= teacher4, T5= teacher5)

“Teacher 1” (10/05/2017)

R: Good morning sir, Thank you for agreeing to this meeting.

T1: You're welcome.

R: As far as the 1st question is concerned, how long have you been teaching the Writing skill in your department?

T1: Ok, well, [...] I have been teaching oral expression during seven years.

R: Have you been implementing any innovative techniques in your writing classes?

T1: Innovative techniques, yes, I do.

R: Formative assessment is used to monitor student's ongoing process to provide immediate and meaningful feedback. It is called also peer review. On the other hand, summative assessment comes at the end of the program to assess students' knowledge and practice. What types of assessment do you use to assess your students?

T1: It is summative, I use my own assessment.

R: What type of assessment do your students prefer? (a) Summative (b) formative.

T1: Summative because I believe that students tend to be shy and timid. Usually students, according to my experience, they believe this kind of trespassing i.e. they do not accept if somebody who is a student like them to assess their performance; they always feel something like itchy, they do not want to be assessed by someone at the same level with them. Though I believe it would be encouraging; it [then] depends on the students' attitudes towards that, but I avoid that. I have done it once maybe six years ago but it didn't work.

R: As a written expression module teacher, do you think that your learners appreciate the fact of being assessed?

T1: Yes

R: What are the assessment techniques that you use to assess your students' written assignment?

T1: Teacher assessment, because of students when they assess each other they think that is something personal.

R: According to your perspective, which of the following types of assessment techniques that your learners prefer to have?

T1: It depends on the students; I cannot say that all of them prefer teacher assessment. Maybe, well, I believe that most of them prefer teacher assessment

R: How frequently do you ask your students to assess their peer's written tasks?

T1: So, let's me go with never because I did it once or twice.

R: Do you believe that the teacher should be the only assessor of his students' written assignment?

T1: No, I do not believe that.

R: (overlapping) would you, please, explain why?

T1: Here, it depends on the settings; it depends on the students, on the teacher. So, maybe if students accept to be assessed by their peers. I believe it would be very motivated and it could create a competitive atmosphere.

R: Do you agree that students should participate in the process of their writing assessment? Would you, please, explain why?

T1: Yes, I do use that sometimes. When I start evaluating somebody's work I asked him to answer some question; those questions would lead to the assessment of his own work.

R: (overlapping) yes, that is true.

T: i.e. to assess himself by himself.

R: Do you think that students can be good judges of their own or their peer's written tasks?

T1: It depends on their level, but generally speaking no.

R: As a teacher of the written expression module, do you think that peer feedback is as valid as teacher feedback ?

T1: I don't think so.

R: Could you explain why, please?

T1: Because other ways they wouldn't need a teacher if their feedbacks are as good as the teacher.

R: Do you agree that using peer assessment as an assessment technique in the classroom helps learners to improve their written production? And please say why?

T1: I believe yes, but it always depends, this is relative I cannot give an absolute answer; [repeating]. If the students accept to assess each other it would be helpful and it would improve their level, but if they do not accept it; it will be the opposite.

R: Do you have any suggestions/ comments as far as the use of peer-assessment in the teaching/ learning of the writing skill?

T1: Well, [...] this is very complicated. Listen, I believe that it is more social. The students have to be more open to accept the others 'comments. They should have the quality of socialization to be easy going with each other. So, if they can manage to overpass the difficulty in talking to the other peers (repeating the same idea). I believe this kind of assessment it would be very valuable and advantageous for the students and for teachers as well. Hence, students have to work on their psychological and social skills. If they improve them; they would be able to accept this kind of assessment. That is my respective. [laugh] I am not expert in the field. But, this is what I think.

R: Thank so much for your cooperation.

T1: You welcome, I wish the best.

“Teacher 2” (10/05/2017)

R: Good morning. Thank you for agreeing to this meeting.

T2: You are welcome.

R: So, I will start with interviewee’s background. How long have you been teaching the Writing skill in your department?

T2: Ok, I have been teaching the writing skill in this department for one year.

R: Concerning the second question, have you been implementing any innovative methods in your writing classes?

T2: Ok, not really, I haven’t been using really many innovative techniques. You can say sometimes I vary between the methods of teaching. As a teacher, we should implement the students centered, that is to say, students should participate in the learning process.

R: Formative assessment is used to monitor student’s ongoing process to provide immediate and meaningful feedback. It is called also peer review. On the other hand, summative assessment comes at the end of the program to assess students’ knowledge and practice. What types of assessment do you use to assess your students? Is it formative or summative?

T2: Ok, actually, I use both formative and summative assessment [...] ok, in this department as teachers we have to use summative assessment at the end of a semester (we have two semesters) each semester we have to design a test. Ok, but as a teacher in my classroom, of course, I use the formative assessment from time to time I give students comments [...], as I give them positive feedback and wash back so that they improve the learning process.

R: (overlapping) yes, of course.

T2: You know.

R: What type of assessment do your students prefer?

T2: To be honest with you, I think that my students prefer summative assessment.

R: Would you please say why?

T2: Ok, usually students nowadays, they are more interested in marks; they are not interested in the feedback that the teacher gives them. I noticed that students are interested in summative assessment and not formative. As I told you when the teacher gives the marks.

R: (overlapping) so, students are more interested in the marks.

T2: yes, they are interested more in knowing the marks whether they are high achievers or low achievers.

R: As a written expression module teacher, do you think that your learners appreciate the fact of being assessed?

T2: To be honest with you not really.

R: What are the assessment techniques that you use to assess your students' written assignment? (a) Student self-assessment (b) peer assessment (c) teacher assessment. And would you justify please, why do you use that technique precisely?

T2: Actually, I vary between the 3 kinds of assessment. Sometimes I use self-assessment, and sometimes I use peer assessment and teacher assessment. But, the majority of the time I use teacher assessment. [Laugh] I have to justify my choice. Ok, you know that the teacher assessment is the old fashioned technique. We normally have to vary between the techniques. So, from time to time as I told you I use peer assessment and self-assessment as a kind of variation. In order to motivate students, I vary between the techniques.

R: According to your perspective, which of the following types of assessment techniques that your learners prefer to have?

T2: Ok, to be frank with you, I told you that I applied these techniques in this year, specially, in the second semester; ok, I noticed that the students are more interested in the peer assessment and students' self-assessment. Concerning students' self-assessment, it depends on a student to another. Sometimes students are hesitating to correct and to assess their mistakes; however, it is successful. Concerning peer assessment, I sometimes found problems with this technique because when I design group works and ask students to exchange their written productions. I noticed that they make noise; I do not think that students take this technique as away to improve their writing skill.

Concerning teacher assessment also [...]. Yes, I think this technique is successful as reverse with students' self-assessment and peer assessment.

R: How frequently do you ask your students to assess their peer's written tasks?

T2: Ok, I asked them most of the time. It is often.

R: Do you believe that the teacher should be the only assessor of his students' written assignment?

T2: No, of course, no.

R: Would you, please, explain why?

T2: Ok, as I told you before, nowadays we should not apply only teacher-centeredness, but also students-centered. Because they should not be passive; they should participate in the learning process and the teacher should be the facilitator.

R: Do you agree that students should participate in the process of their writing assessment? And would you, please, explain why?

T2: Of course, I do agree because as it has proven in second language acquisition, the learning process is more successful when the students take parts in the learning process.

R: Do think that students can be good judges of their own or their peer's written tasks?

T2: Yes.

R: As a teacher of the written expression module, do you think that peer feedback is as valid as teacher feedback? And please justify?

T2: Ok, for time to time is valid. Why, it depends on the students' competency as I said some students are good and some are bad. They do not have the same capacities. So, it depends.

R: Do you agree that using peer assessment as an assessment technique in the classroom helps learners to improve their written production?

T2: Of course yes, the use of peer assessment in the classroom helps students to improve the writing skill. Because they learn from each other as they learn from the teacher as well.

R: So, the last question is: Do you have any suggestions/ comments as far as the use of peer-assessment in the teaching/ learning of the writing skill?

T2: Ok, what I can say here is that peer assessment and self-assessment are very important techniques. They should be implemented in English department by all written expression teachers. What I noticed also, students are not motivated towards those techniques and what I can suggest is that teachers should prepare students; they should teach them those strategies before implementing them.

R: Thank you for your cooperation.

T2: you welcome.

“Teacher 3” (24/05/2017)

R: Good morning

T3: Good morning.

R: How long have you been teaching the writing skill in your department?

T3: I have been teaching writing skill in this department for three years.

R: Have you been implementing any innovative methods in your writing classes?

T3: I used data show maybe twice or three times. Also as a new method of teaching, I used to use workshops during the writing process. also, I used peer assessment in which I ask students to write paragraphs then to exchange their papers in order to assess and correct them, and I personally ask one student to come on the board and assess his/her written productions. This is the way I teach.

R: What types of assessment do you use to assess your students?

T3: Normally, I use both of them. I use formative, that is to say, continuous I always keep on passing through the roles to see their papers and I do a final assessment at the end of a semester. So, I implement both.

R: What type of assessment do your students prefer?

T3: I am sure that they do not prefer summative assessment because they hate taking the exams also, they hate being assessed because when I asked them to write paragraphs and exchange their written tasks, they come fed up to that too. Students in this department are lazy. But I believe that they prefer summative because takes time ones in the semester.

R: As a written expression module teacher, do you think that your learners appreciate the fact of being assessed?

T3: It depends on the students, some of them they love being assessed; they love participation in the classroom. I feel that they are enjoying studying written expression. But, others no. So, it depends on their preferences and style of learning.

R: What are the assessment techniques that you use to assess your students' written assignment ?

T3: I use all the 3 techniques because sometimes it happens to me to use the three at once during the writing activities. But sometimes I use only teacher assessment when I find really serious mistakes. I choose random students and I ask them to come to the board and we do it together. This is the way I do it.

R: What are the assessment techniques that you use to assess your students' written assignment?

T3: I think that they like peer assessment. But, also they like teacher assessment. So, I believe these two techniques that the student prefer.

R: How frequently do you ask your students to assess their peer's written tasks?

T3: Always. I can say always

R: Do you believe that the teacher should be the only assessor of his students' written assignment?

T3: No, normally if we follow the approach of teaching writing here at this university within the process approach, the teacher would just be an advice, he is no longer the tutor, he is just a guide. He controls the students work and mistakes provided them with the feedback. It can be orally or in written form.

R: Do you agree that students should participate in the process of their writing assessment?

T3: yes, I agree. When students participate in the process of peer assessment, they feel that they enjoy learning a lot when they participating in the process. When you come to

correct their papers they are going to be involved in the process of learning, they will feel that they are being taken into consideration; he or she will feel that they have a positive feeling of and attitude toward such method, hence, they will be motivated in order to learn more.

R: Do think that students can be good judges of their own or their peer's written tasks?

T3: yes, in case they are really competent, yes they can if they do it for the sake of learning and not to harm their peers. They do it together in order to give constructive feedback to each other.

R: As a teacher of the written expression module, do you think that peer feedback is as valid as teacher feedback?

T3: No. Since the teacher is more knowledgeable is supposed to know more than the students.

R: Do you agree that using peer assessment as an assessment technique in the classroom helps learners to improve their written production?

T3: yes of course as I mentioned before since they will be involved in the process. They will be motivated to learn.

R: Do you have any suggestions/ comments as far as the use of peer-assessment in the teaching/ learning of the writing skill?

T3: I suggest that TD session will be organized on in the form of workshops. Even having final workshops at the end of each semester or each main lecture. We do some kind of workshop where we ask students to evaluate their lectures and we do peer assessment.

“Teacher 4” (24/05/2017)

R: How long have you been teaching the writing skill in your department?

T4: I have been teaching the writing skill in this department for 3years.

R: Have you been implementing any innovative methods in your writing classes?

T4: yes, I have implemented some of the innovative methods in my written classes like integrating pragmatics in the teaching of writing

R: What types of assessment do you use to assess your students?

T4: I do use Summative assessment, however, I use peer assessment from time to time

R: What type of assessment do your students prefer?

T4: I think they prefer Formative assessment. I think that they prefer F.A to SA because generally, S.A. comes in form of testing, which they generally show a towards it a neversion, in other words, they dislike tests.

R: As a written expression module teacher, do you think that your learners appreciate the fact of being assessed?

T4: Well yes, I think so.

R: What are the assessment techniques that you use to assess your students' written assignment?

T4: Well I usually use the teacher assessment, however, I use sometimes peer assessment in the classroom. I think it depends all the time on the teacher because students' level is not always as high as it should be to spot peers' committed mistakes at different levels.

R: According to your perspective, which of the following types of assessment techniques that your learners prefer to have?

T4: I think they prefer teacher assessment.

R: How frequently do you ask your students to assess their peer's written tasks?

T4: Sometimes, I do ask them to assess their peer's written tasks.

R: Do you believe that the teacher should be the only assessor of his students' written assignment?

T4: Do you agree that students should participate in the process of their writing assessment?

T4: No. I do not think so. I think that students should depend on themselves more and should learn how to assess their writing along with their peers writing.

R: Do think that students can be good judges of their own or their peer's written tasks?

T4: Yes, I think so. I think that they should participate in the process of writing because they need to acquire writing proficiency and also to learn how to assess because they will be future teachers.

R: Do you think that students can be good judges of their own or their peer's written tasks?

T4: Yes, but if they are trained to do so.

R: As a teacher of the written expression module, do you think that peer feedback is as valid as teacher feedback?

T4: Well, I think no because I see all teachers know more than the students and have more experience; actually, I do not think that the peer feedback can substitute the teacher feedback, but they are complementary.

R: Do you agree that using peer assessment as an assessment technique in the classroom helps learners to improve their written production? And please say why?

T4: Yes, I think so because I suppose that students can record some of their writing conventions better when they are associated with their peers. I think they will avoid these kinds of mistakes.

R: Do you have any suggestions/ comments as far as the use of peer-assessment in the teaching/ learning of the writing skill?

T4: Well, I think that students have to be trained on how to assess writing through reliable rubrics.

“Teacher 5” (24/05/2017)

R: Good morning. Thank you for agreeing to this meeting.

T5: you welcome

R: so as far as the interviewee background; we are going to start by the first question

T5: ok

R: How long have you been teaching the writing skill in your department?

T5: I have been teaching writing for five years.

R: Have you been implementing any innovative methods in your writing classes?

T5: Visual aids, photographs. So, it depends on the objective of the study.

R: So, moving to the second section of the interview question which is attitudes towards peer assessment method. What types of assessment do you use to assess your students?

T5: a Formative assessment.

R: What type of assessment do your students prefer?

T5: a Formative assessment.

R: Would you justify please?

T5: Because students consider formative assessment motivating. They will have enough time to develop the writing skill before being graded. It gives them a feeling of safety, and it makes them get used to criticism.

R: As a written expression module teacher, do you think that your learners appreciate the fact of being assessed?

T5: Yes, for good levels.

R: What are the assessment techniques that you use to assess your students' written assignment? Would you justify please, why do you use that technique precisely?

T5: I use all the three techniques depending on the tasking hand.

R: According to your perspective, which of the following types of assessment techniques that your learners prefer to have?

T5: The majority of the students prefer peer assessment because they feel safe, but students with good level prefer teacher assessment.

R: How frequently do you ask your students to assess their peer's written tasks?

T5: Sometimes.

R: Do you believe that the teacher should be the only assessor of his students' written assignment? Would you, please, explain why?

T5: No, for example, students when they are engaged in the PA process. it makes learners conscious about their own fault, more motivate, and ready for the final assessment i.e. exams

R: Do you agree that students should participate in the process of their writing assessment?

T5: Yes.

R: Would you, please, explain why?

T5: This process will develop the interactions in the classroom which become competitive and gives learners the chance to enhance their peers' writing.

R: Do think that students can be good judges of their own or their peer's written tasks?

T5: Yes.

R: As a teacher of the written expression module, do you think that peer feedback is as valid as teacher feedback? Would you explain how?

T5: It only paves the way to the teachers' formative assessment which must be given at the end of each PA.

R: Do you agree that using peer assessment as an assessment technique in the classroom helps learners to improve their written production?

T5: Yes.

R: Please say why?

T5: It is proved to be effective for several reasons:

- It is motivating
- It develops their critical thinking which is needed in other modules.
- They will learn to be objective and appreciative for criticism.
- Enhancing the writing skill demands time and peer assessment helps in eliminating faults before being in finally graded.

R: Do you have any suggestions/ comments as far as the use of peer-assessment in the teaching/ learning of the writing skill?

T5: I think it must be used in teaching writing shorter like paragraphs, and it must be guided by the teacher himself.

R: Thank you very much for your cooperation.

T5: You are Welkom.

Résumé

L'étude que nous avons entre nos mains, a pour but de découvrir et de connaître l'opinion de tous les étudiants sur l'utilisation des techniques de comparaison dans l'évolution des capacités des étudiants dans leurs écritures. Nous avons concrétisé cette étude par une révision minutieuse et approfondie des études qui se trouvent en rapport avec le sujet traité sur le plan théorique ; mais en pratique, dans un premier lieu, nous avons distribué 100 thèses aux élèves de la 3ème année (langue-Anglais) à l'université Mohammad Seddik Ben Yahia-Jijel dans le but de consolider les résultats obtenus ; Ou il a été élaboré des séances d'observation des classes qui appliquent des techniques de comparaison ; mettant ainsi en avant une thèse qui comporte 13 éléments ayant un rapport direct avec cette technique. Aussi, nous avons instauré des dialogues avec 05 professeurs pour l'évaluation des concertations écrites. Les résultats obtenus nous ont confirmé l'efficacité de cette méthode, car, tous les étudiants et les professeurs de l'université de Jijel ont donné des opinions positives quand à l'utilisation et l'application des techniques de comparaison ; ce qui nous aide à évaluer les compétences dans l'écriture chez les étudiants, qui considèrent que cette technique est très intéressante et la considère comme un moyen de mesure dans leurs expressions écrites ; ce qui donne aussi un impact positif et bénéfique aux étudiants à partir des résultats obtenus.

Cette étude nous mène à conclure que plusieurs propositions et suggestions ont été dégagées ; que les professeurs peuvent utiliser dans leurs travaux de recherches dans le futur.

الملخص

تهدف هذه الدراسة التي بين أيدينا إلى اكتشاف مواقف من كل الطلبة من استعمال تقنية تقييم الأقران من تطوير مهارات الطلاب الكتابية. قمنا بتحقيق هذه الدراسة, بداية بمراجعة مكتبة للدراسات ذات الصلة بالموضوع كجانب نظري. أما فيما يخص الجانب التطبيقي, فقد قمنا أولاً بتوزيع 100 استبيان لطلبة سنة ثالثة لغة انجليزية بجامعة محمد الصديق بن يحيى- جيجل. و من أجل تأكيد النتائج المحصل عليها من الاستبيان قمنا بحصص ملاحظة قسميه أين تستعمل تقنية الأقران باستعمال لائحة تتضمن 13 عنصراً متعلقة بهذه التقنية . أخيراً قمنا بإجراء حوارات مع 5 أساتذة لمقياس للتعبير الكتابي. النتائج المتحصل عليها أكدت الفرضيات المطروحة حيث أن كل من طلبة أساتذة اللغة الانجليزية بجامعة جيجل لديهم مواقف ايجابية تجاه استعمال تقنية تقييم الأقران من أجل تطوير المهارات الكتابية لدى الطلبة ويعتبرونها تقنية قيمة واستعمالها في مقياس التعبير الكتابي سيعود بالفائدة على المتعلمين. بناءً على النتائج المتحصل عليها خلصت هذه الدراسة بتوصيات لمواقع بحث مستقبلية واقتراحات و نصائح للأساتذة.