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Option: Language Education

**Importance of Feedback in Formative Assessment in the English Language
Classroom at the University Level (Algeria)**

**The Case of First-Year Students' Writing at the University of M'hamed
Bouguerra Boumerdes**

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Declaration

I hereby, declare that this thesis is my own work and that I have acknowledged all material and sources used in its preparation.

Yazid Meftah

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In memory of Prof. Bensaou and Prof. Derramchia Yamina

Dedication

I would like to dedicate this work to my wife, my son Abderrahmane and my daughter
Melissa.

Abstract

The present study examines the effectiveness of an alternative feedback (rubric) use in improving the first year students writing performance in the department of foreign languages at Boumerdes University. The study hypothesises that the students' incapacity to exploit their teachers' comment, to enhance their writing productions, is mainly due to the current inappropriate type of feedback used by their teachers. This issue is investigated through a pre-experimental two phase study. The first phase consists in exploring the obstacles faced by both teachers and students when delivering and using the current traditional feedback. This phase uses two questionnaires destined to nineteen teachers and ninety one students. However, the core of the present research aims at comparing the writing performance of sixty five first year students under two different feedback conditions. To achieve these research goals, the pre-treatment stage consists of using a traditional feedback such as circling, highlighting errors and putting comments on the bottom of the students' papers. During this phase, the criteria of a good production are kept hidden i.e. not shared with the learners. The post-treatment phase, in turn, consists in introducing a rubric of fifteen criteria against which students' performance is assessed. During this phase, the criteria of a good production are publically shared with the participants. The 65 students' performances are, then, analysed under the two conditions and the comparison of the students' progression is established. The results of the present study reveal a moderate but steady improvement of the students writing production when alternative feedback is adopted. This positive impact affects writing accuracy more than the other aspects of the writing performances such as content. Moreover, the exploratory phase of the study reveals a set of factors which prevent both teachers and students from delivering and using feedback appropriately such as large classes, time management, and the teachers' need of professional training in the field of assessment. The students' lack of autonomy, also, exercises a heavy workload on their students' performances.

Key words: Assessment of Learning (Summative), Assessment for Learning (Formative), Rubric, Feedback, Assessment.

ملخص

تهدف هذه الدراسة الى الكشف عن الأسباب التي تمنع الطلبة من الاستفادة من التغذية الراجعة من أساتذتهم بهدف التحسين من تعابيرهم الكتابية. وتفترض الدراسة أن عدم استفادة الطلبة من ملاحظات أساتذتهم بشكل فعال يرجع إلى عدم دقة هذه الملاحظات. لقد تبنى هذا العمل الطريقة ما قبل التجريبية على مرحلتين لأجل معالجة هذه المسألة. حيث تعتبر المرحلة الأولى مرحلة استكشافية تم إجراؤها من خلال استبيانين موجهين إلى كل من الأساتذة والطلبة. وأما المرحلة الثانية فهي تهدف إلى فهم كيفية حدوث التقييم بشكل عام والتغذية الراجعة بشكل خاص من جهة، وتهدف من جهة أخرى إلى معرفة العوائق التي تمنع الطلبة من استغلال التغذية الراجعة لأساتذتهم استغلالاً أمثل. وتهدف هذه الدراسة أيضاً إلى تقييم فاعلية استخدام تغذية راجعة بديلة أثناء تقييم أداء الطلاب. حيث تم تحقيق الهدف في المرحلة الثانية التجريبية بمحاولة تقييم أداء الطلاب من خلال شكلين من أشكال التغذية الراجعة أحدهما تقليدي والآخر بديل. يتضمن امتحان ما قبل المعالجة الشكل التقليدي للتغذية الراجعة. حيث يركز هذا وتجدر الإشارة إلى إن معايير التعبير الكتابي الجيد ليست محل مشاركة بين جميع الطلاب. وتقدم مرحلة ما بعد المعالجة نموذجاً يشكّل شكلاً بديلاً للتغذية الراجعة. حيث يتضمن النموذج خمسة عشر معياراً منبثقة عن أشكال التعبير الكتابية وعن مضامينها. وفي هذه المرحلة، يُعلم الطلاب عن المعايير الجيدة للتعبير الكتابي وينتظر منهم الالتزام بها. ويطلب من الطلاب إجراء امتحانين في كل مرحلة من أجل الزيادة من دقة هذه الدراسة. وقد تم تحليل أداء الطلاب تحليلاً احصائياً وتبويبه لأجل إظهار أي تحسن ممكن على مستوى تعابيرهم الكتابية بعد تبني النموذج البديل للتغذية الراجعة، حيث بدأنا بحساب نقاط امتحاني مرحلة ما قبل المعالجة ثم حساب نقاط مرحلة ما بعد المعالجة. لقد أمّطت هذه الدراسة اللثام عن نتائج من الأهمية بمكان. حيث يكشف الاستبيان الموجه إلى الأساتذة في المرحلة الاستكشافية عن عدد من الحقائق المتعلقة بكيفية أداء المقيمين لتغذيتهم الراجعة حول أداء الطلبة. يتكون جمهور الدراسة من أساتذة تنقصهم الخبرة والممارسة فيما يخص التقييم وتوزيع التغذية الراجعة. وتكشف نتائج هذه الدراسة عن عدم رضا الأساتذة على نماذج الامتحانات المستعملة خاصة التقييم المستمر لكونها تستغرق وقتاً طويلاً ولا تعكس المستويات الحقيقية لطلبتهم. عن وجود هوة الأساتذة لكونهم يعانون من عدة عقبات من شأنها تفسير رجوعهم إلى النموذج التقليدي للتقييم. وأخذاً في الحسبان لمختلف الاجابات الصادرة عنهم، يتضح لنا نقص تكوينهم في ما يتعلق باستخدام النماذج البديلة للتقييم. وفيما يبدو أن الأساتذة يواصلون تطبيق مناهج سابقهم في ما يخص التقييم دونما مناقشة لتناسبها مع الأهداف المرجوة من نظام الألميدي. إضافة إلى ذلك، يساهم اكتظاظ قاعات التدريس في تعقيد عملية التقييم، ويبدو ان الاساتذة مقيدون بالعدد الهائل. يتم تقوية أداء الطلاب في ظرفين من ظروف الكتابة. ويمكن ملاحظة التحسن باستعمال جدول الارشادات وتتمثل أظهر نتائج الدراسة التجريبية في تأكيد موقف فيريس القائل بتوزيع تغذية راجعة حول الجانب النحوي للتعبير الكتابية وعليه تستفيد الدقة النحوية من للطلبة من التغذية الراجعة وعلى ارغم من ذلك لم تعرف الجوانب الكتابية الأخرى مثل المضمون من التحسن نفسه.

كلمات مفتاحية

التقييم الختامي، التقييم التكويني، وثيقة الإرشادات ، ، التقييم التغذية الراجعة

Résumé

La présente étude examine la validité d'un feedback alternatif (grille d'évaluation) dans un optique d'améliorer la production écrite des étudiants de première année au département des langues étrangères de l'université M'hamed bouguerra Boumerdes. l'hypothèse de départ est que l'incapacité des étudiants d'investir les commentaires de leurs enseignants pour améliorer leur productions écrites est essentiellement liée au format inapproprié du feedback de leur enseignants. Cette question se trouve par conséquent, l'objet de notre étude expérimentale partagée entre deux phases, la première phase scrute les obstacles rencontrés par les enseignants et les étudiants lors de la transmission et l'usage de l'actuel feedback traditionnel. Cette même phase se concrétise par deux questionnaires destinés à 19 enseignants et 91 étudiants, bien que le fond de cette présente étude se veut une comparaison de la production écrite de 65 étudiants de première année soumis à deux types de feedback différents. Afin d'atteindre les objectifs de notre recherche, le stade de prétraitement adopte des méthodes de feedback traditionnel tel que l'encerclement, la mise en exergue des erreurs et l'insertion de commentaire au bas de la feuille de l'étudiant. Au cours de ce stade même, les critères d'une bonne production écrite ne sont pas révélés aux étudiants, tandis que le stade de post-traitement à son tour, propose une grille d'évaluation de 15 critères employés pour évaluer les productions écrites des étudiants ; au cours de cette phase, les critères d'une bonne production écrites sont partagés avec les participants. Ainsi, les productions des 65 étudiants sont analysées sous deux conditions et par la suite la progression des étudiants est élaborée. Les résultats de l'étude affichent une dynamique tangible voir une amélioration constante au niveau des productions écrites lors de l'adoption d'un feedback alternatif.

Mots clés évaluation sommative, évaluation formative, feedback, grille de critères, évaluation

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Signs and Symbols

Σ	Sum
CA	Continuous Assessment
DFL	Department of Foreign Languages
DRE	Delay Retention Effect
EFL/FL	English as Foreign Language /Foreign Language
F	Frequency
L1	First language
L2	Second language
MAA	Maitre assistant A (Assistant Teacher Rank A)
MAB	Maitre assistant B (Asssistant Teacher Rank B)
MCA	Maitre de Conférence A (Lecturer Rank A)
MCB	Maitre de Conférence B (Lecturer Rank B)
P	Mathematical Progression
QAAHE	Quality Assurance Agency for Higher Education
TD	Travaux Diregés (Tutorial)
VTEST	Variable of a Test

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General Introduction

1. Problem Statement

Most teachers, at the department of English at M'hamed Bouguerra University, feel that their learners do not appropriately exploit or integrate their feedback to improve their performance. Students are puzzled all the same by their teachers' reaction and they are incapable of grasping what the latter precisely expect them to do. The present work, therefore, tries to understand why teachers' feedback seems to fall on deaf ears?

Feedback is a viable pedagogical tool that teachers use in order to inform their learners about the correctness of their performance. Almost all learners are hung on the teacher's lips so as to be properly assisted and encouraged when carrying out their assignments. However, many obstacles may appear within this communication continuum, such as misunderstanding the teacher's feedback or its inappropriate use. In that case, feedback may be regarded either as a driving force in the learning process or an Achilles heel when it comes to implementing some teaching programmes.

Given that learning is a cooperative endeavour involving the teachers and their learners, both sides need to adopt appropriate means of communication to enable intelligible interaction (Leki ,1991) and (William, 2013). As a matter of fact, learners who rely heavily on teachers' comments do not only need to fully comprehend their feedback but also to receive it at the right moment (Davies, 2007). In other words, the learners may well need the teacher's assistance the minute complications arise on the route to fulfilling their learning tasks. The possible reason standing behind this issue, specifically at the DFL at the University of Boumerdes, is the type of feedback delivered by the teachers who may possibly be employing an inappropriate feedback type to communicate their comments to their learners.

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The Algerian university is currently undergoing a wide-ranging reform movement by adopting the Licence-Master- Doctorate system as an attempt to adapt its teaching programmes and assessment paradigms to international standards. This system is grounded on formative assessment principles in learning, the essence of which can be summed up in giving the learners each and every possibility to ensure success and enhance their performance (Sharkey and Murnane, 2006) and (Black, 2013). In spite of these reforms, the teachers of the DFL at Boumerdes University, and perhaps in other universities around the country, also are still using inappropriate assessment tools and practices which do not conform to the modern teaching practices and assessment for learning paradigm. This situation, then, may account for the troubles encountered by teachers to share their comments with their students and the latter's incapacity to decipher them. In other words, students cannot grasp the criteria that their teachers consider as good model of an academic written production.

To understand this idea, we need to review how teaching theories evolved and consider their impact on the assessment practices with special emphasis on feedback delivery. Teaching theories have undergone a revolutionary shift from the traditional behaviouristic practice and its corollary assessment paradigm based on accountability, towards a formative teaching and the corresponding assessment for learning (Bentz, 2014) and (Cowie et al., 2013). This evolution has changed completely the way researchers and practitioners view learning and assess learners' performance. During the traditional behaviourist teaching era (1950s and 1960s), learners were considered as passive elements in the educational equation. From this perspective, students attend class to absorb the teacher-generated data flux and do not affect the learning process they were engaged in (Gipps, 1994). At the end of the teaching episode, the teachers, or other decision makers, administered tests or exams aiming at quantifying the learners'

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performance and certifying their educational level as well. Accordingly, the teachers' feedback aims at certifying students' performances by using digits or letters. However, the traditional teaching, as well as its assessment practices were questioned and completely rejected with the advent of the first waves of findings from cognitive research in teaching and assessment.

The results of cognitive research are so basic and logical that they can be summed up in the idea that learners are central to the learning/teaching equation. Not only are the learners active elements in the learning process they are engaged in but they can also effect change upon it and alter it. In this perspective, Black *et al.* (2003) claimed that:

Although the teacher can stimulate and guide this process, the learning has to be done by the student. It would be a mistake to regard the student as the passive recipient of any call to action: there are complex links between the way in which a message is understood, the way in which that perception motivates a selection among different courses of action, and the learning activity that might follow. (p.14)

The consequences of these findings are also considerable regarding the new paradigms which are recommended for the assessment of the learners' progress. Indeed, instead of the obsession of quantifying the learners' performance, practitioners are looking for more appropriate assessment modes to ensure the learners' successful performance in complex tasks.

Unlike the traditional assessment practice based on quantification and selectivity, formative-oriented practitioners try to find the assessment procedures or modes that

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allow them to **optimize** the teacher-student interaction and enhance the learners' progress and success. In the same vein, the type of feedback, its delivery and functions, which significantly depend on the theoretical underpinnings laying behind the teaching practice, are completely reassessed (Shute,2008). As a result of this evolution, researchers are in an ongoing quest for a formative feedback that can match the promising principles of the socio-cognitive approach.

In the light of these new findings, Algerian teachers, much like their peers all over the world, are not only supposed to quantify the learners' performance but they are also urged to give the learners the opportunity to improve and succeed (Topping,1998). They are, therefore, supposed to rise to the challenge by adapting their learning practices to match these new objectives and adopt the appropriate feedback to respond appropriately to these requirements.

The type of feedback, its nature, function and delivery, which are closely related to the teaching-assessment equation, are also among the central issues in the field of educational research, and they are in turn radically affected by the evolution of the teaching and assessment practices. Algerian teachers are not the only practitioners who suffer from the inefficiency of their assessment procedures, and concomitantly, the type of feedback used. (Boud and Falchikov, 2006) also mentioned the same problem that the Quality Assurance Agency for Higher Education (QAA, 2003) highlighted in British Universities. In fact, they found that the teachers' assessment is far from being effective and did not rise up to meet goals assigned and laid down in their syllabuses. The QAA members came to **realize** that teachers used few innovative assessment methods focusing mainly on traditional standardised tests. So, the Algerian case is not an isolated island in this tumultuous ocean of didactic of teaching–assessment practices. This is

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why; the present research intends to provide a modest contribution to unravelling of the teaching –assessment conundrum with a focus on the issue of feedback its function, nature and delivery in the context of foreign language classroom at the tertiary level. The choice of a theory issue is dictated by the shift in the learning and assessment paradigms these last few years and the need for maximizing success in foreign language learning.

2. Review of the Literature

Feedback has been tackled from different angles and under its various aspects. Yet, the concept of formative feedback is not deeply entrenched pedagogic practice and requires more research to reach an appropriate *modus operandi* useable in classrooms for promoting the learners performance (Black and William,1998). Given to the insufficient research data

On this matter and the significance of previous research in building up a working definition of formative feedback, we will devote the review of the literature to examining the studies that have raised the issue of feedback in different settings.

In his magnum opus (Kulhavy,1977) reviews the different research works that have investigated the feedback issue from different perspectives. The first aspect is the feeling that massive amounts of feedback may help students to spot and understand the sources of their errors. He cited a set of research works conducted to measure the extent to which the complexity of the feedback may affect the learners' performance. For instance, many studies such as (McDonald's and Allen's, 1962), (Roe's ,1962), (Bisbicos', 1965) and (Merrill's ,1965) investigated the effect of providing simple or basic feedback versus elaborated or detailed one. The results of these studies are

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unpredictably opposed to our intuition. In fact, these researchers did not find any difference in terms of students' performance in both cases. In some other works, however, namely (Merrill's and Stolurow's,1966) and (Block's and Tierney's,1974), it is shown that providing detailed feedback in a form of partial lesson revisions may contribute to the improvement of learners' performance in writing tasks (Kulhavy,1977).

The development of computer-based instruction and assessment also contributed to a better understanding of the feedback issue. He found that the theoretical underpinning of the immediate feedback use went back to the Behaviourist Tradition. As a matter of fact, the instantaneous positive feedback provided by machines is intended to reinforce learners' behaviour. However, research effort does not clearly show the possible positive effect of immediate feedback on learners' performance. Other studies are conducted to investigate the possible effect of delayed feedback to promote learners' performance or what is called Delay Retention Effect (DRE) (Metcalfe et al, 2009). The idea laying behind DRE is very simple. Instead of providing learners with immediate feedback on their performance, it is believed that postponing the teacher's comment for some time, say a couple of days for example may increase the amount of data stored by the learners. In addition, the learners may better remember the correct answers. In this perspective, (Kulhavy,1977) lists a set of works that investigated the DRE effect, most notably (More, 1969), (Sassenrath's and Yonge's , 1968, 1969) and (Sturges' , 1969, 1972). In spite of the effort conducted by the different research works, no consensual and definite answer is reached. Actually, neither delayed nor immediate feedback studies are capable of exhibiting the positive effect of data reinforcement on retention and error correction.

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3. Research Rationale

The current study is motivated by a set of reasons and objectives: The first goal is the crucial need to shed light on the teachers' assessment practices at M'hamed Bouguerra University as it turns out that assessment practices and procedures have been neglected by the decision makers when introducing the LMD system. As it happens, each year, the administrative staffs, as well as the teachers, face the students' negative appraisal of their performance results and many of them question their teachers' evaluations. Students and teachers are incapable of finding practical solutions to overcome such problems. The origin of this difficulty may stem from the incompatibility of the teachers' assessment practices, and particularly the types of feedback delivery and its functions, which are in conflict with the requirements and objectives of the LMD syllabus. The LMD system is the result of a recent evolutionary trend in Western societies whose fast-growing economic development created an urgent need for a qualified labour force and the capacity to transfer the knowledge acquired at the university into real life situations. Boud and Falchicov (2006:402) refer to this as a "lifelong learning" capacity, i.e. the focus, in such programmes, should be geared towards equipping the learners with the capacity to face and overcome future obstacles outside a classroom setting and far beyond their teachers' assistance.

Thus, the traditional assessment practices, based on exclusively providing quantifiable results, do **not reveal** the real capacity of the learners, be they in a form of grades, letters or digits, which therefore simply fulfil a certification role (Mahili,1994). The teachers at the department of English at the University of Boumerdes, in particular, and in the Algerian university, in broader terms, are urged to adjust their assessment tools to the requirements of the LMD system. Our teachers have increasingly come to

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realize the necessity of embarking on a system that promotes lifelong learning and prepares students for real life expectations while still using traditional assessment tools.

The second objective of the present research is the comprehension of already available research area of formative feedback in a foreign language context. Notwithstanding the volume of research findings underlying the necessity for change or shift in the assessment practice, the implementation of the latter still poses problems, particularly in the socio-cultural areas such as the developing countries. Theoretically, the awareness of the necessity for change in assessment practices in the direction of maximizing learning is there, yet, how the change can be implemented in educational context recalcitrant to such a change has not **received** all the attention it deserves. Therefore, the present study is set to explore a number of issues related to providing feedback in the Algerian EFL context, such as delivery, clarity, timing and focus, namely form and content issues. The latter are still controversially debated by researchers. The third and final aim of this research is to suggest some solutions to optimize and customize the formative feedback in the Algerian context so that this might promote its efficient and effective use in Algerian EFL classrooms. The present research tries to answer the following questions and their corresponding hypotheses.

4. Research Questions and Hypotheses

As the present research starts with stating the possible inappropriateness of the Algerian teachers' feedback to promote the students performance, we will first begin by asking the following questions which constitute the first phase of the study.

1. How is feedback delivered to students in the Algerian context?

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2. What are the obstacles, if any, which prevent teachers from delivering their feedback appropriately to convey their messages?
3. What are the reasons that prevent students from using appropriately their teachers' feedback to improve their written productions?

In order to provide answers to the three previous questions, this research work uses two questionnaires which address a set of issues related to the assessment of the writers' performance in general and to the feedback issue in particular. To reach the current research objectives, the first questionnaire is addressed to teachers. The students are invited to complete another questionnaire which addresses the same issues destined to their teachers but from the students' point of view. The data collected from both questionnaires aims at understanding of the problems that preclude both teachers and students from exploiting the benefits of feedback use.

However, this study will not stop at the exploratory effort of understanding the source of the troubles of feedback misuse, but it will dig deeper and measure concretely the possible superiority of using alternative feedback over the traditional feedback format currently used by our teachers. To achieve the second phase objective of the present study, we will try to answer the remaining questions and probe their hypothesis.

4. Is the students' incapacity to improve their writing performance due to the current type of feedback delivered?
5. Does the introduction of an alternative feedback type, such as a rubric, enhance the writers' performance?

The pre-experimental part puts forwards the following hypothesis:

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Hypothesis 1: The alternative feedback type enhances the students writing performance.

To achieve the second phase objective, the present study adopts an alternative feedback format or a rubric, which encapsulates fifteen criteria of what is considered good writing performance. This model is applied to the written productions of sixty five students of the DFL at the University of Boumerdes. The restricted focus on this population is due to a practical reason. The DFL is not overcrowded and this characteristic allows a better control of the selected research population and the mastery of the different phases of this study.

5. Research Structure

The present research is divided into three parts. The first one theoretical underpinning and includes two chapters. The first one of is devoted to the review of the literature of the different teaching and assessment theories. The aim is to overview the development of the learning theories or philosophies and their impact on the researchers' and practitioners' assessment practices. The second chapter reviews issues related feedback use and delivery from different theoretical standpoints. It also sheds light on a set of questions related to feedback types, clarity, functions, timing of delivery including what researchers are still investigating. The second part is empirical research; it is divided into three chapters. The third chapter is devoted to the research methodology adopted in the present study to investigate the different research objectives. It presents the research population and the data collection tools which are used in the different phases of the study. The fourth chapter presents the results of the teachers' questionnaire. It tackles a set of issues pertaining to the practitioners' experience, qualification, assessment and feedback delivery techniques and criteria

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sharing and delivery timing. The fifth chapter examines the results of the students' questionnaire which deals with almost the same issues as the teachers' survey but this time from the students' standpoint. The sixth chapter displays the data yielded from the pre-treatment stage. The latter presents the findings of the two tests which simulate the traditional feedback which consists of underlying, circling and crossing out their errors with a red pen. The seventh chapter provides the data generated from the two tests of the post-treatment stage which introduces the alternative feedback i.e. rubric . The eighth chapter compares the writers' performance under traditional and alternative feedback forms. It first starts with the comparison of their mean scores and measures their progression rates. The ninth chapter sums up the findings of each research phase and presents a set of recommendation to overcome the obstacles revealed by the current work. The final step of the present study is a general conclusion and future research perspectives.

Introduction

The first part of the current research work is composed of two chapters which are concerned with major theoretical issues related to learning theories and feedback role in enhancing formative assessment. To achieve this goal, we devote two chapters to review the main works which tackle the issue from different perspectives. The first chapter tackles the evolution of the different leaning theories and their contribution to the understanding of the feedback concept and its role in the teaching and learning processes. The traditional learning model is based on decomposability and de-contextualisation. The two concepts are very important because they determine both the way learning is conducted and the manner in which feedback is employed. The traditional theory encourages the teaching of skills' isolated attributes instead of focusing on the whole competence. It is believed that the whole competence mastery is the result of the internalization of its smaller constituents or sub-skills which constitute it. Moreover, it uses rote learning and repetitions as the main ways to acquire knowledge. Unlike the traditional view, modern learning theories come as a reaction to the traditional claims. They encourage meaningful learning and this goal is achieved through fostering higher order skills like problem solving ones. In addition, the proponents of modern learning theories give importance to the overall competence and do not focus on their attributes. The nature, type and function of the feedback have also known a revolutionary change and have also impacted the new assessment practices.

The second chapter focuses on the evolution and the role of feedback in the assessment theories. It is worth mentioning that the traditional assessment theories are the first attempt to provide a scientific framework to assessment practices. The psychometric tradition, for example, provides practitioners with standardized tests are the two basic principles of which reliability and validity. These scientific features,

however, are not sufficient to account for the complex nature of the language skills. The traditional assessment modes are of a limited pedagogical benefit. Consequently, they are replaced by assessment for learning which gives importance to the learners' success. This new perception of assessment tries to explore the learners' 'cooperative learning and task based pedagogy instead of their focusing on individual type of performance.

The shift from assessment of learning to assessment for learning has brought out a radical change in terms of feedback type, form and functions. The new theory is looking for the type of feedback which tends to promote the negotiation of meaning among the learners and teachers. It can also promote learners' success and expand their knowledge potential. Finally, the chapter presents the advantages of using a rubric, which is a good example of formative feedback. The other goal is to increase their rate of success.

Introduction

The present review of the literature starts by explaining the theoretical underpinnings of the different learning models which have marked the modern teaching practices. Since major principles of the learning theories or philosophies influence the assessment paradigms that follow them, it would be impossible to separate teaching from assessment (Davies 2003). Indeed, teaching and assessment are two facets of the same coin (Buhagiar 2005). Thus, the first section of this review of the literature will show the philosophical principles of one of the most prominent teaching model. It seeks to explain how and why practitioners and researchers have abandoned this traditional practice and shifted to the socio-cognitive oriented approach. The literature review will move to the assessment theories. It starts with the traditional assessment practice i.e. psychometric tradition and moves to assessment for learning tradition that is developed in the light of cognitive research findings.

1. Learning and Assessment Theories

The field of education, particularly that of teaching English as a foreign language, is a fertile area for the development of theories which try to explain the way learning is best achieved. These theories bring many promising solutions and educational approaches to overcome the practitioners' classroom obstacles. This constant attempt, to improve the learning theories and their impact on the assessment models, is accounted for in this chapter.

1.1. Traditional Learning Model

Assessment of learning is deeply anchored in the traditional psychological theories which, in turn, are based on two main claims or philosophical key principles:

decomposability and de-contextualisation respectively. Decomposability, as defined by (Resnick and Resnick, 1992), is the idea that the acquisition of complex skills is best achieved by splitting them into their minimal constitute elements. These discrete elements are, then, isolated and independently learnt thanks to the stimulus response process. Such learning process is named the building block model. Hodges et al (2014) stated that, “the basic notion of this view is that competence can be achieved by breaking down tasks and activities into their component parts or small steps. The achievement of each step is acknowledged and reinforced, providing the motivation to move to the next step.” (p.192)

This model neglects the teaching of complex high order thinking skills such as problem solving because it claims that their learning is achieved as a subsequent stage. However, this theory does not show how this is done. In other words, such theory refutes the idea of teaching high order tasks, and is mostly preoccupied by teaching the discrete constitute elements. The difficulty of assessing complex skills is due to other reasons than their complex structure. Undeniably, the traditional learning theory refusal of teaching complex skills is due to the complex interaction that exists between those elements composing the whole. Gipps (1994) assumed that, “Complex skills are not complex simply because of the number of components involved in them but because of the interactions among the components and the heuristics for calling upon them.” (p.19)

It follows that, traditional theory considers learning as a linear and sequential phenomenon. According to Shepard (1991 cited in Gipps,1994), learning is achieved by mastering the isolated elements making larger skills and learners could not step up to the next stage unless they have internalised the previous one. This learning is also achieved through the process of rote learning and repetition. Gipps (1994) also claimed

that, “the more serious legacy of this model has been the delaying of teaching higher order skills until the prerequisite skills in the hierarchy have been mastered.” (p.20)

As far as de-contextualisation is concerned, it is believed that complex skills are composed of smaller components and each constituent is static and does not change wherever used. Resnick and Resnick asserted that, “de-contextualization is linked to decomposability [...] each component of a complex skill is fixed, and that it will take the same form no matter where it is used” (as cited in Gipps, 1994, p.20)

This claim, however, contradicts the cognitive research findings. Definitely, it is difficult to expect the same component to react in the same manner when used in different contexts. Learning is a very complex equation with many variables interacting in very intricate manners. The real learning process involves problem solving (Snow, 1989). Consequently, it is almost impossible to predict the reaction of learners when they work on a given task. Furthermore, the context, where the learner evolves, is considered as a determining factor in the way the task and knowledge are used. Thus, knowledge, skills and tasks are context dependent as claimed by Gipps (1994) in the following quote, “Skills and knowledge are now understood to be dependent on the context in which they are learnt and practised; facts cannot be learned in isolation and then used in any context.” (p.19)

In his defence, (Gipps, 1994) cited the work of (Wolf et *al.*,1990) who have examined transferability of complex problem solving tasks by young learners in the youth training scheme. The latter compare three different groups of learners. The first group is administered a problem solving task in one context, while the second group is trained to work in different contexts. The control group, i.e. the third, is not trained at all. The results of these different groups provide evidence that the group which has

worked the skill in varied contexts is superior to the other two groups. In other words, it is improbable to expect a skill that is intended to be static or fixed to be generalised to other contexts. Shepard (2000) declared that:

There is a close relationship between truly *understanding* a concept and being able to *transfer* knowledge and use it in new situations. In contrast to memorization—and in contrast to the earlier [behaviourist leaning]...true understanding is flexible, connected, and [generalisable]. Not surprisingly, research studies demonstrate that learning is more likely to transfer if students have the opportunity to practice with a variety of applications while learning (p.22)

Furthermore, (Resnick's,1989) analysis of the standardised tests content confirm the idea that learning bits of information in isolation will not ensure the learners mastery of larger or higher order thinking tasks. For instance, a learner who is able to cope with grammar exercises may not succeed to write an accurate piece of discourse. (Resnick, 1987) has highlighted the danger of teaching isolated parts of the language in a de-contextualised way which may cause learning troubles. Conversely, if these parts are contextualised and are not divorced from the students experience they will yield better results. Furthermore, such contextualised learning may serve outside the classroom and in their everyday life.

The weaknesses of the traditional learning theory have paved the way for more challenging theory, namely the socio-constructivist learning. The latter claims that meaningful learning is far superior to rote repetitions (Ellis et al, 2009). In fact, cognitive research reveals that understanding the way learners internalise higher order

thinking may assure learning success. These weaknesses become more evident especially with the evolution of the requirement of the job market that looks more and more for workers who are able to transfer their theoretical knowledge into practical fields. The traditional approach, which emphasises the rote learning and memorisation, could respond only to a limited number of learning situation and, may in other words, could not foster more complex learning processes demanding problem solving effort (Buhagiar, 2005). The incapacity of the traditional approach to endow learners with the capacity to transfer the learnt knowledge into situations different from the learning context is the reason why researchers have proposed an alternative theoretical framework.

1.1.2. Cognitive and Constructivist Learning

At the antipode of the traditional learning claims, socio-cognitive concepts of learning differ radically from the traditional learning philosophy. Learning, from the socio-cognitive point of view, is a complex matrix where different elements interact in very intricate ways. For instance, learners receive information or data which are processed, interpreted, understood and finally internalised. Thus, unlike the traditional vision of the learning process, where the learner is a passive factor, socio-cognitive philosophy of education considers learners as very active actors. The traditional learning approach is viewed as a process of memorisation and recall, but this practice has radically changed. The socio-cognitive practitioners give importance to the understanding of learnt items and the capacity to transfer them to different contexts like job. Thus, a classroom which promotes collaborative learning activities may give the students the appropriate context and opportunities to develop their capacities (Kaufman and Brooks, 1996). Learning, then, is constructed by both teachers and learners who interact or negotiate concept

interpretation (Hughes and Greenhough, 1995). Gipps (1994) asserted that, “in constructivist learning theory students learn best by actively making sense of new knowledge-making meaning from it and mapping it in to their existing knowledge map/schema.” (p. 20)

Learning is no longer viewed as a simple practice of internalising discrete criteria or fragments of knowledge. Indeed, teachers have to teach higher order thinking tasks such as problem solving ones. Focusing on bits of information that provide a vague image of the learning goal may mislead learners because it does not empower them with the necessary know-how to use instructed knowledge concretely in realistic situations (Gipps, 2002). Consequently, it would be unethical to solely count on the traditional assessment measures, which are engrained in the traditional and obsolete behaviourist approach, to assess learners’ potential. Indeed, we may need an alternative assessment approach to deal with these facts. In other words, we need other assessment models that can assess learning through higher order thinking tasks. Gipps (1994) added that: “we can no longer use a model of assessment which [atomises] knowledge. We need to assess level of understanding and complexity of understanding rather than recognition or recall of facts. (p.22)

To achieve this goal, there is a need to distinguish between two types of learning: shallow and deep learning.

1.1.2.1. Shallow and Deep Learning

Learning is either conducted at shallow or deep levels. Shallow learning refers to the learning of concepts, formulas of the syllabus without paying a careful attention to their meaning. Indeed, learners in such a situation, memorise the input at superficial

level with the intention to take a test. The memorised knowledge, internalised by means of a shallow mode, is forgotten as soon as the need for the information is no more available for instance exams (Gipps, 1994).

Deep learning, on the other hand, takes place when the learner interprets what she/he learns and this kind of learning is meaningful. Deep learning happens only under a set of conditions. The learners are required to have the intention to understand the piece of information or task for themselves. They analyse the knowledge critically before memorising it. Furthermore, learners have also to link the new concepts to pre-existing ones. Finally, they have to organise the knowledge logically and find out evidence to their conclusions.

In short, Learning theories of learning have witnessed a dramatic change over the last decades. In during the traditional era, the learners are viewed as passive elements that do not effect change in the learning process. It is also believed that rote learning is the only efficient mode to internalise knowledge. The second principle of the behaviourist tradition is that knowledge acquisition consists of picking up smaller parts constituting the larger skills. This atomisation of the skills is believed to be static. In other words, the context does not alter the way the learnt items are used. However, these assumptions turn out to be shaky because learning is not a simple collection of fragments constituting the larger skills. Learning is a much more complex phenomenon since it is composed of interacting elements.

Furthermore, from the cognitive point of view, learners are central in the learning process. They both shape and are shaped by the learning context in which they evolve. As far as knowledge is concerned, they promote intelligible internalization of concepts. The concept that is well negotiated and understood may have more opportunities to be

stored in long-term memory. The same evolution also impacted the teaching of writing competence

1.2. Writing Theories

In parallel with development of the learning theories, teaching writing skill has witnessed a real evolution in terms of the way this competence is taught and the roles of both teachers and students when developing it. The evolution of the writing theories is marked by three important eras the product, process and the genre approaches. Each approach focuses on a set of principles which are believed to enhance the writers' competence. These approaches also describe the methods that teachers use to develop their students' written productions

1.2.1.The Product Writing

The first theory is the product approach which is based on the same principles as the traditional learning theories. Writing from the product centered tradition is based on the principle of providing learners with a writing model which encapsulates the features of good writing model to mimic it (Badger and white, 2000)

This theory is also centered on the “logical construction and arrangement of discourse form” (Silva, 1990:14). In other words, teachers help students to develop their capacity to organize the different parts of a paragraph or a larger piece of discourse such as an essay. The instructor provides students with the elements of a paragraph such as the topic, supporting and the concluding sentences. Furthermore, they also highlight the particular organizational patterns schemata which characterize the different writing genres such as description, narration and argumentation...etc (Silva 1990).

In the same line, the writing instructors teach students to focus on the surface form of their composition. They also use a set of techniques to inculcate the writing competence to their students for instance asking students to choose among alternative sentences or read and analyze a particular writing model. Furthermore, the teachers may also use a more complex task which consists of providing students with a topic and a list of relevant facts which are used to derive topic and supporting sentences. Then, the students use the acquired knowledge to mimic the model they are introduced to and produce a similar work on their own (Silva 1990). The writing product approach is put into practice through four stages.

1.2.1.1.Product Approach Stages

Product Approach Model comprises four stages. In the first phase the teacher draws the students' attention to the features of the targeted writing genre such as a descriptive paragraph and its specific grammatical structures such as adjectives or composition techniques etc. The students are also shown how to use them in an appropriate way. In the second stage, both teachers and students engage in the task of using these features through drills but in a de-contextualized way. In other words, students put into practice the grammatical structures and language features without linking them to their context of use. Stage three is concerned with the structuring of the ideas. Again the product approach gives more importance to the organization of ideas than the ideas themselves. Each writing genre has its own structure and form and the teachers help students' organize their ideas in accordance with the targeted writing genre. In the fourth and the last stage the students put into practice all the genre features, to produce a composition which is similar to the reference model that has been given in

the writing classroom. In other words they mimic every single feature of the model they are exposed to (Hasan and Akhand, 2010)

Yet, the product approach proved to be limited because the writers are restricted to mimic writing models which prevent them from being creative (Carroll and Wilson, 1993) In addition, this model does not show how competent writers actually produce their productions and consequently it is replaced by another approach which highlights the different processes which lead to yield a good composition. The dissatisfaction with the product approach led researchers and practitioners to put forward another approach of writing composition which encourages creativity and minimizes intervention namely the process writing approach.

1.2.2.The Process Approach

The process approach is based on the development of the written compositions through a set of stages and with a minimal intervention. (Silva 1990) The process approach reflects the way proficient writers produce their written productions. This process is not linear but a recursive one and the written composition is the result of many attempts or drafts. Furthermore, the proficient writers go through four main stages prewriting or brainstorming, drafting, revising and editing when producing their written productions.

Unlike the prescriptive model where teachers provide the students with a writing model which reflects the way native speakers write, the process writing focuses on students' creativity. The process approach urges practitioners to create classroom conditions which encourage collaborative work and limited interference. (Silva, 1990) Teachers are also encouraged to help their students to develop a set of strategies related to each writing stage. For instance, they can teach them how to generate ideas and

organize them. They can also show them the best strategies to draft, revise and finally edit their written compositions.

1.2.2.1. Process Approach Stages

The process or the multiple drafts approach does not view writing as a linear process but it considers it as a recursive one. In other words, the writers go through a loop which is composed of stages namely the prewriting phase or brainstorming, drafting, revising and editing.

1.2.2.1.1. The Prewriting Stage

Brainstorming is the first stage of the writing process where students try to find ideas and organize them through a set of techniques to establish a hierarchical relationship of ideas and schematic structure of their texts. During the brainstorming stage the writers generate ideas and the outline of the subsequent written production. The students can also work in pairs or groups to eliminate the unnecessary or irrelevant ideas (Dupont, 2004). The students can use a set of strategies to enhance this initial stage of the writing process. Students who do not have ideas cannot write, consequently generating those ideas through appropriate strategies can boost their writing capacities (Dupont, 2004)

1.2.2.1.1.1. Cubing Strategy

As suggested by its name students develop their topics from six different perspectives (the six facets of a cube) for instance the learners may describe, compare, associate, analyze, apply and argue for or against it. For example, when comparing their topic to another one, they may show their similarities and differences. Free writing is also another strategy that learners can use to generate ideas (Oluwadiya, 1995)

1.2.2.1.1.2.Free Writing

This strategy encourages students to write down their ideas without paying attention to the grammatical form of what they write. The most important aspect of this stage is to find ideas and some issues such as spelling, coherence. **Correctness of the written productions is** relegated to a secondary position (Dupont, 2004). The next strategy is listing.

1.2.2.1.1.3.Listing

Listing is another strategy which allows students to jot down a list of ideas related to the targeted topic. This list opinion, features or facts is written down without paying a careful attention to the language form, coherence and organization (Dupont, 2004) The fourth strategy is mapping.

1.2.2.1.1.4.Mapping

It is a graphic form of representing a list of ideas and linking them with a set of colors and arrows which show relationships that exist between them. This strategy is also called clustering and webbing (Dupont, 2004). These brainstorming strategies are just some example of possible ways of generating ideas before engaging in any writing activity. It is important to teach these techniques to students who have problems to generate ideas when writing. Then, the students with the help of their instructors move to the drafting stage which is the essence of the process approach.

1.2.2.1.2.Drafting Stage

The drafting stage is the students attempt to put the ideas which are generated in the previous stage into a coherent piece of discourse. This stage is a particular one because the learners are not going to focus on the written production's accuracy but instead on the coherence, cohesion and the writing feature of the targeted genre

(Dupont, 2004). The teachers are also urged to inform their students about the importance of generating many drafts before submitting the final one. This feature of the process approach allows them to view writing as a continuous process of modeling and remodeling the work. The latter is achieved thanks to the recursive nature of the writing process. In fact, the students can go back to the brainstorming stage to reassess the relevance of the selected ideas and their order of importance. In order to draft their compositions appropriately teachers may train their students to use the following strategies.

1.2.2.1.2.1.Drafting Strategies

Students may start from a simple idea which matures into a more complex one. Such basic thesis may help them keep on a clear way or track. Then, they organize the ideas that they have generated in the brainstorming stage from the least to the most important ones. The students have also to turn their editor off. In other words, students do not have to worry about the correctness of their productions. They may also benefit from the incubation process which allows learners to get inspired from different sources such as talking to classmates. The drafting stage is also characterized by the production of a set of attempts to approximate the targeted message. The next stage is the revision one (Hall, 2004)

1.2.2.1.3.Revising Stage

Revision is different from the editing process. The learners who revise their works reassess the coherence or the appropriateness of the ideas in this perspective Hall (2004) claimed that

Entire passages may need to be added, deleted, or reorganized...the goal is to improve the draft so it meets the audience's standards as well as your own ... Strong revision demands taking a critical look at you writing, saving the parts that are working and changing the parts that aren't. (p. 57)

As Hall (2004) claimed students in this stage are not expected to polish the surface aspect of their productions but have to bring deep changes into their written performances. These changes may range from adding some details to entire parts. Students may also omit irrelevant parts. These modifications aim at producing a coherent work which meets the tasks' objectives, the audience expectations and also the authors' goals. In order to train learners to revise their productions appropriately, teachers may teach their students the following revision strategies

1.2.2.1.3.1.Revising Strategies

The revision strategies cover different aspects of the students' written productions such as the main structure, focus on ideas' development, on the piece of writing's structure and finally the sentences' structures. The students revise the most important issues related to whether the original purpose is achieved. Second, revision focuses on whether the students' productions encompass all the necessary materials which address a specific audience (Hall 2004). Third, the students have to check if the selected genre structure is appropriate or not.

The second step of the revising stage deals with reassessing whether the ideas support logically the main objective of the writing task. The third stage concerns the written productions' focus, the clarity of topic sentence, and relevance of the controlling ideas. The final stage deals with the sentence structure. Are the sentences grammatically

correct? And whether the tense and language feature correspond to the targeted genre. The last stage of the writing process is the proofreading step (Hall,2004)

1.2.2.1.4. Proofreading Stage

The last stage deals with the polishing of the writers' productions. The editing stage allows writers to check some mechanical aspects of the writers' productions such as spelling mistakes, grammar, capital letters, and punctuation. As Hall (2004) stated "editing or fixing problems with grammar, spelling and punctuation you didn't stop to worry over as you wrote your first draft" (p.57) Some of the strategies can be used to help students proofread their productions such as check lists, and peer revision.

The process writing is an important theory which helps both researchers and practitioners to understand the processes that competent writers follow to achieve their productions. This theory is a huge step yet there are some questions which remain suspended such as how are students going to adjust their productions to the native speakers' norm? Although the process approach can help students go through the processes that lead to a written production yet the genre features can only be acquired through exposure to these features in the target language contexts. This possibility is not possible in the case of foreign language context where this knowledge is entirely transferred through learning. This weakness is the main reason which led researchers to propose an alternative theory which bestows writers with particular features of each writing (Ahn, 2012) The process approach rejection is also based on the following reasons. The process approach draws attention to the individual and solitary nature of writing and it does not give any credit to the social dimensions of this competence such as social classes, gender and ethnicity (Ahn 2012). It also underestimates the importance of the writing conventions or genre features.

1.2.3. Genre Approach

The genre approach highlights the importance of writing in a particular communicative context and for a specific audience. The students are then expected to master the conventions of specific discourse patterns (genres) and the expectations of reader.

Hasan and Akhand (2010) considers writing as a social and cultural practice. “The purpose of this writing involves the context where the writing occurs, and the conventions of the target discourse community.”(p. 80). This approach is introduced as a response to the weaknesses of the process approach. The latter predict the EFL students to discover the different characteristics of the genres they are exposed to through experimentations. Unfortunately, this process of discovery is not a guarantee of picking them up.

In order to respond to these weaknesses, the students are explicitly taught the different genre characteristics in the classroom (Ahn, 2012). The genre approach then brings a real alternative to this problem and responds to these drawbacks. It is believed that students cannot produce a particular writing genre effectively except if the practitioners teach explicitly their linguistic conventions with respect to their language features and schematic structure (Tuan 2011). In this perspective Ahn (2012) claimed that

The genre approach was developed in response to the criticism of the limitations of the process approach, which left students to find the recurring text structures for themselves through experimentation and exploration... the genre approach specifically compensated for this deficit. ...many writing conventions would remain opaque for...learners unless teachers

brought these forms and patterns of language use to their conscious awareness. (pp3,4)

The genre approach also highlights the cultural aspects of the communication context. The writers are required to use specific conventions and norms which allow them encode their messages in accordance with the readers' expectations. In other words, the readers are used to specific writing formats or schematic structures, grammatical forms, vocabulary and punctuations that writers have to adjust their productions to. Tuan (2011) claimed that

Genre refers not only to types of literary texts but also to the predictable and recurring patterns of everyday, academic and literary texts occurring within a particular culture... Specifically, schematic structure refers...to internal structure or text organization of the text-type in forms of introduction, body and conclusion while language features consist of linguistic aspects such as grammar, vocabulary, connectors and etc the writers have to use in order to translate information/ideas into a readable text (pp 1472 ,1473)

In order to understand the importance of these conventions to ensure a communication success, the use of **of specific** vocabulary by some communities is a good example of the context of such discourse features use. The difference between *bed* and *rack* is a clear example of such specific uses of particular lexical items in specific writing context. Although these words refer almost to the same idea of a place where to sleep, their use is specific to particular contexts and audiences. The word *bed* suggests something positive, a place to rest, comfort and warmth. However, the term *rack* is a particular context and audience. The Marines use the term *rack* which is something hard

and cold which reinforces the toughness that they are taught to develop as soldiers or machines rather than humans with feelings (Devitt et al, 2004)

Furthermore, the use of passive and active forms is also particular to the audience that the writers intend to write to. For instance the passive voice is specific to the scientific texts **as it** gives the text more objectivity. In contrast, the active voice is specific to the humanistic writing style where the writers are prominent and where objectivity is not obligatory (Devitt et al, 2004)

1.2.3.1. **Genre Approach Schools**

The concept of genre is also tackled by three schools the Australian Systematic Functional Linguistics, the teaching of English for Specific Purposes (ESP) and the New Rhetoric Studies (North American tradition of writing composition). Although these schools are based on the same philosophical ideas, they still present some specific orientations.

1.2.3.1.1. **Systemic Functional Learning View (SFL)**

SFL is seen as goal oriented process which is achieved through stages or steps. It is considered as a social process because writing is a means of communication between members of the society mainly a writer and a reader who attempt to achieve certain social goals. It is also staged because conveying meaning is achieved through steps or stages. This view of the writing genre highlights the importance of both rhetorical structure (schemata) and the control of grammar. However, grammar is not taught as an isolated aspect but **as** one which is related to particular objectives of each writing genre. In other words, grammar is contextualized. (Ahn, 2012) The second genre school is related to English for Specific Purposes.

1.2.3.1.2. English for Specific Purposes (ESP) View

This school is based on the same properties as systematic functional view but it focuses on specific discourse community. The genre is not destined to the whole cultural community but to professional domain or occupational groups such as judiciary, medical, engineering fields (Ahn, 2012)

1.2.3.1.3. The New Rhetoric View

This approach has a specific way of teaching genres, it does not agree with the two previous approaches, i.e. systematic functional and ESP ones, for their tendency to simplify and abstracting the genres from their complex dynamic nature. Writing genres cannot be understood as simple conventions of features and schemata but we also need to contextualize them in authentic situations. Learners are, then, expected to observe these genres in their situation of use (Ahn, 2012)

The different writing theories encapsulate the gradual understanding of the different challenges of a writing composition especially in the EFL context. The writing task is a difficult process which requires the writers to master the different writing processes which lead to the final composition. Yet, these processes alone are not sufficient to ensure a good production, students, in the EFL context, need to master the different conventions and schematic structures particular to specific writing genres. Indeed, the writers have to adjust their writing productions to the readers' expected format. However, the present research work focuses on the process writing because it is the approach used in DFL at M'hamed Bouguerra University.

The field of assessment has also known the same revolution as the learning and teaching theories, since learning and teaching are closely linked to assessment. The next section of my review of the literature will explain how assessment tradition has shifted

from the traditional psychometric practice to the modern assessment for learning and the effect of the new research findings on the assessment practices.

1.3. Assessment Paradigms

In the field of assessment, researchers make a sharp distinction between summative and formative type of assessment. In fact, this distinction is not based on a particular type of assessment procedure, that could be labelled either summative or formative, but they are distinguished thanks to their function (Neff-Lippman, 2012). Summative assessment procedures are the ones which are administered at the end of the learning episode or course to evaluate what the learners have learnt. The purposes of summative assessment are to grade, and certify the students' mastery levels. In addition, they assess the effectiveness of the learning syllabi (Bloom et al. as cited in William and Black, 1996). Indeed, this kind of assessment is delivered in a form of national examinations like the Baccalaureate in Algeria and it is intended to grade and certify the students who are qualified to move to the higher stage in their training. However, the 1970s and the beginning of the 1980s, many voices rise to criticise the validity of this type of assessment procedures in education. This criticism is centred on standard tests' high-stakes impact on learning in educational settings (Bell and Cowie, 2000).

In contrast, formative assessment is a kind of evaluation which is conducted during the teaching process. Teachers use it to evaluate the students' understanding of knowledge and exploit the yielded information to reorient the teaching current and bring the necessary remedial work (Torrance and Pryor, 1998). Thus, formative assessment takes place during the teaching activities. Yet, one should be aware that all assessment can be summative, but only some of such assessment may have the ability to achieve a formative role (Black and William, 1996).

According to Ramaprasad, (as cited in Black and William, 1996), the main function of formative assessment is to bridge the gap that most learners have with the desired goal. In other words, formative assessment informs the instructors about the fracture that exists between the current learners' standard and the targeted level. Burke and Pieterick (2010) found that: "the constructivist shift towards feedback for learning is evident in Ramaprasad's (1983) definition: information about the gap between actual performance level and the reference or standard level, which is subsequently used to alter that gap." (p.12) However, the distinction between the two types of assessment cannot be achieved without a deep understanding of the theoretical basis behind their emergence. As we know, teaching theories are very influential on the assessment practices (Davies (2007).

1.3.1. Assessment of Learning.

The psychometric tradition has emerged as a need for applying rigorous scientific measurements to quantify the students' performance. This tradition is the result of the research on measurement of intelligence which can be evaluated through the learners' tests results. To put it simply, the outcome of the learners' tests could reflect the learners' intelligence boundaries. Consequently, the results of these tests may allow test designers and administrator to categorise learners into classes and levels (Gipps, 1994).

1.3.1.1. Characteristics of the Psychometric Paradigm

Unlike assessment for learning, assessment of learning attempts to account for the learners' capacities. The psychometric tradition is built on a set of characteristics. First, traditionally, it is believed that tests yield results which mirror learners' competence. In other words, when teachers administer a traditional test, the obtained results are

considered as the reflection of the students' knowledge and capacity. However, this limitation is prejudicial because it does not look at the possible potential that could be reached by the learners. This practice sentences the learners' performance instead of looking for further possible improvements. Gipps (1994) claimed that:

the traditional psychometric testing model was essentially one of limitation: measuring attributes which are a property of the individual and which were thought to be fixed. This notion of limitation is seen now to be a major disadvantage of the psychometric approach. Assessment to support learning, by contrast, aims to help the individual to develop...his/her learning: it is enabling rather than limiting. (p.5)

The psychometric tradition also encourages competitions among learners. Indeed, assessors compare the students' performance with the other learners in the class. Thus, learners may feel that they cannot control their scores because it is relative to the other learners' ones. In such a fiercely competitive world, where the mark or the grade constitutes the emblem of success, many learners will fall behind and fail to keep going on. Gipps (1994) believes that: "Since students cannot control the performance of other students they cannot control their own grades; this is now widely considered to be an unfair approach for looking at pupils' educational performance. (p.5)

In order to achieve its goals, the psychometric tradition gives an important weight to some central issues such as validity and reliability of its tests. Indeed, the tests need to be valid and reliable to pretend that they produce accurate results about the learners' performance. These features are essential because they need to be universally used and the results yielded should be homogeneously interpreted. These characteristics are

referred to as standardised tests that is to say responding to scientific norms. Gipps (1994) affirmed what follows:

With the psychometric model comes an assumption of the primacy of technical issues, notably standardization, reliability and limited dimensionality. If individuals are to be compared with one another then we need to be certain that the test or assessment was carried out in the same way for all individuals, scored in the same way and the scores interpreted in the same way. Standardization is thus vital as is the technical reliability of the test within this model. (p. 5)

Despite the importance of these variables in assuring the scientific quality of these tests, there are a few aspects of language teaching that may permit their application Gipps (1994). In fact, the bulk of the language materials and skills are so complex and internally interwoven that they cannot be evaluated by the traditional assessment measurements. For instance, few standardised tests can account for a good piece of what these tests can test without a doubt fragment discourse into some isolated parts like vocabulary, grammar and so on. However, a good writing is constituted of the previously cited components and other variables that cannot be partitioned like style, aesthetics, coherence and so on (Gipps, 1994) and (White ,1990)

The following section, then, presents the main drawbacks of the traditional models which constitute the main reasons behind the introduction of a new assessment theoretical model.

1.3.1.2. Weaknesses of the Psychometric Paradigm

The salient weakness of the psychometric tradition is its assumption of the universality of the standardised tests. This tradition claims that the tests which are administered to individuals yield results that truly reflect their mastery of that skill for instance, reading or writing. However, what do they mean by representing their real mastery of the skill? Is there any test that truly assesses and covers all the aspects of the skill? Writing skill, for instance, covers so many aspects that no standardised test can measure thoroughly (Rangel, 1990).

Indeed, the construct of validity in a test is very important, because it should assess all the attributes or aspect of the assessed skill. For instance, Gipps (1994) has provided us with a good example of the reading skill. To say that someone reads perfectly, he/she has to be fluent, accurate in reading loudly or silently, understand the texts and so on. Gipps (1994) has claimed that the standardised test assess just some aspects and do not measure the whole skill. Thus, the score yielded would not reflect the mastery of the skill as whole but just fragments of it. Consequently one cannot talk about the universality of the standardised test score because they are incapable to assess that skill appropriately (Gipps, 1994)

The second important drawback of the psychometric tradition is its belief of unidimensionality of the assessed skills and attributes. The starting point of this assumption is that attributes of a skill should have one dimension that can be isolated from the other aspects or attributes. This assumption allows the tests designers to construct valid tests. However, many aspects of the language skills are multidimensional. This may explain why some of these aspects are, then, deliberately ignored or excluded from measurement (Gipps, 1994). This reaction towards these

multidimensional attributes of the skills is illogical or false because they contradict the reality of the skill. Thus, unidimensionality of the tests is incompatible with the reality of the complex interwoven attributes of the language skills. In this regards, Gipps (1994) found that:

Unidimensionality...relates to the conceptualization of constructs and impacts on the techniques used for analyzing test criteria. The assumption [within psychometric theory] is that the criteria in a test should be measuring a single underlying attribute...Criterion analysis is then carried out to get rid of criteria which are 'discrepant' i.e. criteria which do not correlate highly with the total score, because the test is meant to assess only one attribute. Criteria which have a high correlation with the total score are said to have high 'discrimination' while those which have low correlations are poor discriminators and are usually either dropped or modified. (p.6)

Furthermore, the fact of denying the multidimensionality of some language skills has pushed test designers to adopt artificial tests which force multidimensional attributes into unidimensional test. This illogical conception leads to the construction of simplistic assessment measurements which are incapable to account for the complex nature of the language skills (Gipps, 1994).

The psychometric approach also has its own perception of the role of learners in the learning process. For decades learners are considered as passive factors in the teaching practice. The learners' role is to absorb the provided knowledge in a very submissive manner. Thus, the assessment approach, that is destined to evaluate them, is

centred on accounting for the portion of knowledge that is memorised or recalled. For this reason, the learners' contribution to their process of knowledge building is negligible and the teacher does almost all the work. In the psychometric tradition, assessment is geared towards quantifying the learners' performance. Gipps (2002) claimed that: "Assessment...consists of checking whether the information has been received and absorbed. [Standardised] achievement tests evaluate students' abilities to recall the facts learned and to apply them in a routine manner." (p.73)

The psychometric practitioners have also their own manner to deliver the feedback to their learners. In fact, teachers are mainly using marks and grades to evaluate the learners' performance. Thus, this kind of feedback is intended to classify and certify their students' mastery level. However, the feedback format cannot accurately account for the learners' performance, because it does not provide practical information that may contribute to interpret the scores appropriately and plan future remedial work to improve their standards. Costello and Crane (2010) stated that, "feedback is more than a number or letter grade, which many would refer to as results. Feedback is the substance, comments and suggestions, given to learners relating to their assessment events."(p.2)

So, the nature of the feedback delivered is very particular. Indeed, for decades practitioners, in the writing product tradition, used to deliver their feedback in a vague way. The practitioners have focused on the writers' final product and their comments consist in making general remarks or marks. However, these comments are general and mirror a fragmented or a chaotic image of the learners' performance. This idea is confirmed by (Davies, 2007) who tries to identify the kind of feedback that prevents learning. Davis (2007) affirmed that, "Any feedback that is [summarised] into grades or

marks such as percentages, letter grades or 6/10 as such feedback tends to de-motivate students, particularly those who struggle and need time to learn.” (p.172)

Yet, the psychometric approach to learning assessment ceased to attract practitioners owing to its negligible pedagogical potential. Indeed, apart from classifying the students’ progress, it is difficult to exploit the digit or the marks, yielded by such assessment, to project subsequent remedial work or guide the learners to a possible alternative way of promoting their learning capacities. Mantz (2003) claimed that, “feedback is sometimes received too late for student choice and may also be insufficient, if only given as a mark or grade, for learning on subsequent modules.” (p. 480)

The popularity of this tradition declines among both researchers and practitioners because its foundations are questionable. In fact, researchers, who are working on the way learners’ process knowledge or learn, reveal that they are active actors and that knowledge acquisition is a complex construction. In fact, this strong appeal to exploit the assessment results to improve learner’s performance remains desperately unsatisfied by this inadequate perception of learning assessment. Hence, researchers engage a radical change in their way of evaluating their students’ performance. Instead of assessing their students’ learning outcomes, they shift to the assessment for learning. Consequently, what does assessment for learning stand for? What are the theoretical underpinnings that vindicate the use of this type of assessment? Finally, what are the consequences that these findings may have on the assessment practice in classroom?

1.3.2. Assessment for Learning

The new tendency in the educational system is to adopt an assessment paradigm which encourages the development of learners' aptitudes and the expanding of their expertise. This new paradigm is called assessment for learning. The need to develop this kind of paradigm is linked to the revolution in the cultural and economic domains. Indeed, unlike the previous paradigms that have dominated the instructional domain for decades, learners are, now, expected to master higher order thinking skills such as problem solving skills. This shift is justified by the qualitative leap that economy is continuously requiring. Gipps (1994) affirmed that: "The call is for schools to provide educational [programs] that enable pupils to reason and think, not just to perform routine operations." (p.26)

We understand from the above quote that the need to provide qualitative training is destined to all learners. In addition to the urgent request of economy for a labour force which masters higher order thinking skills, findings from educational research reveal that acquiring discrete elements prior to mastering the higher order thinking skills is theoretically not grounded. Moreover, higher order thinking skills are found to be superior to teaching discrete elements because they give the learners more opportunities to face real life problems. Gipps (1994) asserted that:

assessment should be directed at higher order skills: such as understanding of principles, applying knowledge and skills to new tasks, and investigating, analysing, and discussing complex issues and problems because such skills and understanding will generally prove of more enduring value and greater versatility

and form the basis for further learning and appropriate interpretation of factual information. (p.26)

Assessment for learning is also known as formative assessment. The latter is a central topic in the teaching practice. In spite of its familiar use, it remains one of the most controversial themes in the domain of education, and no real or consensual definition has yet been reached (Black and William, 1996). This term is first introduced by (Scriven,1967) and developed by Bloom and colleagues (1971) who defined it as the, “systematic evaluation in the process of curriculum construction, teaching, and learning for the purposes of improving any of these three processes” (p.117). Recently, some researchers added some characteristics that identify and distinguish formative from summative assessment. Indeed, formative assessors collect data before and during the teaching process to identify the learners’ needs and plan subsequent instructions. This is completely different from the summative assessors who do it after the teaching episode. William found that:

Scholars have more recently [characterised] formative evaluation as data collected before instruction occurs as compared to summative evaluation, which occurs after instruction ... While this temporal definition likely holds true, the essential attribute of formative evaluation is that the data are used to identify student needs and to plan instruction that will better meet those needs.” (cited in Burns, 2008, pp. 2-3)

Other researchers such as (Sadler, 1989) Black and William (1996) have also tackled this issue in their works. Crook’s review is also concerned with the focus of the tests on accountability and grading to the detriment of helping and promoting learners’

progress. In addition, Crook insists on the importance of giving learners opportunities to use the acquired knowledge. This objective cannot be achieved without providing the students' with an appropriate feedback on their performance.

In fact, one cannot refer to assessment as formative except if the assessor uses the yielded data to improve the subsequent teaching practice and close the gap that separate the student's current level from the projected or the syllabus targeted goals (Black and William, 1996). In addition, when tackling formative assessment, (Sadler,1989) has adopted (Ramaprasad's,1989) perception that considers feedback as a diagnostic tool that determines the level of the students' knowledge compared with the syllabus or programme's goals. When the learners' knowledge level is identified, formative assessment is used to fill up the gap that may exist between the learners' level and the syllabus goals. Sadler (1998) also insists on the contribution of the learners in their own effort to bridge the gap that separates them from the projected goals. Black and Jones (2006) asserted that:

An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their pupils in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet learning needs (p.4)

The theoretical rationale of formative assessment is deeply rooted in the constructivist learning tradition. The proponents of this dialogic tradition claims that knowledge is built in a form of strata and each stratum sets the foundation of the next

layer of knowledge. This vision of language learning has a profound impact on the teaching and assessment practice. This theory pretends that the learners' role in the promotion of their own learning is highly critical. In addition, the learners who come into the classroom bring with them a set of beliefs and concepts about the way language is learnt. These beliefs may hinder them from getting through their future learning experience. Tynjälä (1998) found that: "Learning is a cognitive activity where learners construct knowledge by interpreting their perceptions on the basis of their prior knowledge and beliefs." (p.211)

The role of the formative assessment, then, is to reveal the gap that exists between the current learners' mastery level or stratum and the targeted level. In order to serve a formative function, assessment must yield evidence that indicates the existence of a gap between actual and desired levels of performance, and suggests actions that may close it (Mantz , 2003).

However, there is a set of prior requirements before engaging in the task of closing the gap between the students' mastery level and the planned goals. First, prior to any instruction, teachers need to evaluate their learners' current level. It is until then that, they clearly set the learning goal to achieve. Later, teachers will have to check where the learners are in relation to the targeted objectives and clearly lay down the necessary steps to reach (Box, 2008).

Students do not come into the classroom as *tabula rasa* but they have prior knowledge and certain conceptions of the learning experience. The latter may preclude their effort to learn, or in other words, they may be the source of the learners' troubles. Thus, according to (Bransford, et *al.* cited in Box, 2008), teachers through formative assessment may visualise the students' conception of learning and tasks achievement

and determine the source of errors to bring the necessary remedial work. In addition, as Tynjälä (1998) asserted that: “According to constructivist theory learners are in a perpetual quest to construct and reconstruct their knowledge and this phenomenon can only be achieved when the learners understand the source of errors.” (p.211). It becomes obvious that learners come to formal education with a range of prior knowledge, skills, beliefs, and concepts that significantly influence their perception of their environment and how they organise and interpret it. As a result, teachers must work with the pre-existing understandings that their students bring with them through formative assessment practices (Kowalski and Kowalski).

This idea has also been supported by Vygotsky’s zone of proximal development. Among the reasons that justify the introduction of a special type of feedback, that respects the formative assessment nature, is that the students of foreign languages, which is the case of Algerian students, construct gradually their mastery of the English language. Thus, they are in need of their teachers’ guidance during the different phases of this knowledge construction. Students’ performance, hence, cannot be appropriately evaluated or promoted with present assessment practices.

However, when we tackle the constructivist concept, there is a need to make a clear distinction between Piaget’s cognitive constructivism and Vygotsky’ perception that stresses the importance of social aspect of constructivist theory. Indeed Piaget gives much more importance to individuals’ cognitive development as solitary act in the process of knowledge construction. Conversely, Vygotsky focuses on the importance of the social interaction to build this knowledge. Unlike Piaget, Vygotsky is convinced that the individuals cannot construct their knowledge without the assistance or the participation of other members of the society. Students who learn a foreign language

cannot reach the syllabus objectives without the assistance of their peers, parents and mainly their teacher's feedback. Nyikos, and Hashimoto (1997) claimed that:

Piaget, representing the cognitive constructivist view, highlighted individual construction of knowledge in response to interaction in the physical world, but stressed the primacy of individual cognitive development as a relatively solitary act apart from the social context. On the other hand, social constructivists...[emphasised] the primacy of social interaction as the driving force and prerequisite to individuals' cognitive development through internalization of ideas encountered in the sociocultural realm. (pp. 506-507)

Formative assessment aims at promoting this collaborative work because it enhances learning. However, ongoing assessment provides assessors with the possibility to assess learners in different ways. It has to be noted that formative assessment can be administered formally or informally. This characteristic gives formative assessors more flexibility. The distinction between formal and informal formative assessment is detailed in what follows.

1.3.2.1. Formal and Informal Formative Assessment

One of the prominent advantages of formative assessment is that it can be conducted either formally or informally. Teachers have two possibilities to schedule a test that may allow them to verify the students understanding of a given point along the instructed syllabus. When a test is programmed, it is labelled formal formative test (Mantz, 2003). However, informal formative assessment is administered by the teacher

in the heat of the learning process. It does not require a prior preparation or formal protocols. They also intend to check the students understanding and detect possible misconceptions to prepare a subsequent remedial work (Mantz, 2003). However, in order to achieve the goals of assessment for learning, the assessment measurements should include the following features.

1.3.2.2.Characteristics of Formative Assessment

Formative assessment obeys to a set of characteristics that makes it a particular assessment model. These features, according to (Black and William, 1996), are: (1) Classroom questioning; (2) feedback; (3) sharing criteria with learners; (4) student peer- and self-assessment; and (5) subsequent instruction. In what follows, each of the five elements is developed.

1.3.2.2.1. Asking Questions

Asking questions is a viable tool to qualify assessment as a formative one. The usefulness of asking questions is due to the fact that this allows the teachers to unveil the students' misconceptions about the learning process and project future remedial work. However, the questions used by teachers should be rich and varied in terms of themes and topics. Furthermore, these questions should vary from close to open ended question (Black and William,1998a). According to (Sullivan and Liburn, 2004) good questions should exhibit the following characteristics. (1) They show more than rote learning or replicating a performance or a skill. (2) They also allow students to learn from the answers generated from them and permit teachers to have an idea about the students' knowledge or profile. Finally, (3) they may accept more than one acceptable answer. The importance of using questions is confirmed by Gipps et al (2000) who

found that: “With individuals, teachers reported touring the room, working with individuals and using questioning to ‘see what they have grasped’, elicit personal understanding, diagnose misunderstandings and ‘ascertain the approach they are taking to the task’.” (p.73)

Next section deals with feedback delivery which is another feature of formative assessment. Indeed, feedback is the backbone of formative assessment because it provides critical information about the students’ performance which allows teachers to take the necessary remedial work to respond to their needs.

1.3.2.2.2. Feedback

When dealing with answering questions, we obviously refer to a critical component which characterises formative assessment, namely feedback. The importance of this element will be highlighted on the remaining section of this review of the literature. Indeed, feedback is the backbone of the present study. Yet, we will first see how feedback constitutes an important element along with the other elements and leave the detailed review for the subsequent part. From Ramaprasad’s point of view, “feedback is information about the gap between the actual and the reference level of a system parameter which is used to alter the gap in some way.” (As cited in Sadler, 1989, p.120). In spite of its importance, evidence from different studies does not reach a consensual answer to measure the real importance or the effectiveness of different types of feedback in promoting the learners’ performance. However, there are few clues that show a total negative effect of feedback on the learners’ performance. The third feature is sharing criteria.

1.3.2.2.3. Sharing Criteria

In addition to the two previous principles, Black and William (1996) insist on the importance of sharing the assessment criteria with the learners. Indeed, this may give learners more autonomy and responsibility to appraise their performance against the targeted profile in the syllabus. William (2005) has mentioned (Frederiksen and White's, 1997) work which investigated the effect of providing performance criteria to students. They ask them to reflect on their performance and classify or rank their work accordingly. The study notes a significant improvement with the students who are provided with the performance criteria. The objective of sharing criteria, according to Sadler who is cited by (William, 2005), is to provide the student with the profile of a good performance which may contribute to understand the teachers' expectation of the required standard. Boud and Falchikov (2006) also found that: "Students frequently do not have the opportunity to see how the process of assessment actually works. It is something they experience as a procedure to which they submit themselves rather than something they own." (p. 403)

Learners, in the formative assessment framework, have to take part in their own training process to ultimately become autonomous learners. It follows that the teachers have to inform and share the writing criteria with their learners. In the case of the feedback delivery, the students who are involved in the selection of the learnt items and the conception of the assessment criteria may exhibit a better engagement in their learning process and better awareness of the required performance (Davies, 2007). The latter also claims that when the teachers' feedback is founded on a common language which is shared by both teachers and students, learners' knowledge is reinforced and enriched.

Many learners find their teachers' comments or feedback blurring and difficult to decode and interpret. This feeling is shared by Nicol *et al* (2005) who claimed that, "...there is strong evidence that feedback messages are invariably complex and difficult to decipher." (p.201). This evidence, then, pushes decision makers in many countries to adopt a transparent and clearly stated assessment models which inform the students about the expected criteria which constitute the assessors perception of a good performance quality. Rust *et al* (2003) found that, "within Higher Education there is an increasing acceptance of the need for a greater transparency in assessment processes, and moves have been made to make methods of assessment clearer to all participants." (p.147)

Hence, practitioners are looking for the best way to achieve their task and allow learners to access to criteria that constitute a good performance and focus their feedback. Among these assessment means, the use the rubric or a grid of criteria may help practitioners to provide a clearer feedback, focus their feedback and involve their students in the assessment process (Rust *et al*,2003). Andrade and Du (2005) also noticed that, "Rubrics have become popular with teachers as a means of communicating expectations for an assignment, providing focused feedback on works in progress, and grading final products" (p.1). These grids and rubrics, then, may become a plausible alternative to the traditional grading and accountability assessment paradigm. Indeed, these rubrics are designed to encapsulate the different criteria that assessors expect the students to conform to.

Assessors are required to inform the learners about these assessment criteria. The latter, then, are used by the students to determine the extent to which their performance meets the expected or planned objectives. This transparent model of assessment may

increase the degree of fairness and may foster students trust and confidence in their teachers' comments. The latter is achieved thanks to the capacity of the writers to access to the criteria constituting a good piece of writing and self evaluate their performances (Reddy, 2007) and (Hantouleh and Al-Jadiri, 2014). The following feature is related to peer and self-assessment.

1.3.2.2.4. Student Peer and Self-Assessment

Peer and self assessment are good alternatives which may give learners the capacity to appraise their peers' and their own performance. It is also an opportunity to acquaint themselves with the criteria required to get a good performance. William (2005) cited a set of works which show the importance of both peer and self assessment in the formative assessment scheme. A large scale study, conducted by (Fontana and Fernandes, 1996), has investigated the impact of implementing self- assessment strategies by primary school learners in Portugal. They found that, "children operating self-assessment techniques become less inclined to attribute outcomes to luck, and are better able to identify the real causes of the academic events that happen around them" (As cited in William, 2005,p. 30).

When teachers have collected the data and analyzed them, they utilise them to improve or modify their learners' behaviour to optimise their chance of performing successfully. This step is very decisive in the formative assessment scheme. The next characteristic is subsequent instruction.

1.3.2.2.5. Subsequent Instruction

The major dissimilarity between summative and formative assessments is that testing for the former is the last episode of the training process and the learners are

classified or ranked on the basis of the knowledge they acquired; in the latter, testing is just a step that reveals the students' strengths and weaknesses or leads to a further work that improves the previous performance. In this regard Greenstein (2010) argued that: "With formative assessment, though, when instruction is complete, teachers have one more opportunity to help students cross the finish line and meet learning goals." (p.102) The next section tackles one of the alternative forms of assessment which promotes the formative assessment.

1.4. Rubric Definition

Rubrics are commonly defined as an assessment tool which includes all the criteria that assessors or syllabus designers consider important to find in learners' performance. In other words, they refer to the standards of quality according to which assessors evaluate the learners' works and determine what good or poor performances are. Goodrich (1997) defined a rubric as: "a scoring tool that lists the criteria for a piece of work, or "what counts", it also articulates gradations of quality for each criterion, from excellent to poor." (p.1)

Although rubrics may seem very practical to help teachers and assessors to provide a clearer and more articulated feedback to their learners; they are, however, very complex assessment procedures. Indeed, the design of a rubric is a herculean work because rubric designers have to take many variables into consideration.

1.4.1. Rubrics Constituents

Each rubric includes two main aspects, namely criteria and mastery levels respectively. The criteria are the characteristics which reflect the assessors' vision of a good performance quality. For example a rubric designed to assess learners writing may

include some criteria such as grammar, cohesion coherence, content, style and so on. These criteria are generally abbreviated into symbols such as **Gr** for grammar or **Sp** for spelling. These abbreviations may allow both assessors and learners to communicate and interpret the feedback messages easily. They are also practical to fit into a table.

The rubric table also includes performance levels which reflect the degree to which student performance meets the established criteria. For example, a rubric may grade learners' performance from excellent to poor. They may also use numbers which may oscillate, for example, from 1 to 4. Furthermore a rubric may have a mechanism to provide a score that corresponds to the performance level as well. For instance, assessors or practitioners may assign some points to language accuracy, and other points to content and appropriate arguments, and so on. As we will show in the subsequent section, rubrics also fall into different types and each type is used for a specific assessment purpose.

1.4.2. Rubric Types

Rubrics are divided into two main types: analytic and holistic. The first type, i.e. analytic rubric, presents a detailed identification of the criteria that represent the assessors expected level. In other words, the assessor or a rubric designer will, in a detailed manner, represent the elements against which students' performance is assessed. Unlike the former rubric type, holistic rubric does not represent each criterion in isolation, but tends to blend a set of criteria into one general or broad level (Wiseman, 2012).

1.4.3. Rubric Use's Advantages

Andrade (1997) listed four main advantages that learners and teachers may gain when using a rubric.

1. The first advantage, that both teachers and students have when using a rubric, is making teachers expectations clear. Rubrics may both improve students' performance and monitor their learning process.

2. Rubrics encourage students' reflection on their own progress, and they allow them to become increasingly independent. Indeed, students who use rubrics are more aware of their teachers' expectations and the standard of quality that they aim at.

3. Through time and practice, a rubric may become an appropriate means of reducing the amount of time spent by assessors on learners' production. Instead of writing long comments on the learners' exam sheets, assessors have just to circle the criterion which represents a problem to their writers.

4. Rubric flexibility allows assessors to respond to a large range of students' performance levels and needs. Teachers have the possibility to highlight not only the poor aspects of the students' performance but also their strengths.

1.5. Formative Assessment and Cooperative Learning

Vygotsky stresses the fact that learning is a cooperative task. In other words, it is not the sole task of learners but a joint mission that is generally established and performed by the novice learner and a more knowledgeable partner mainly her/his tutors. Nyikos and Hashimoto (1997) affirmed that: "Vygotsky situated learning in the ZPD, which he posited as being the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance." (p.86)

On the whole, Vygotsky's perception of language learning is summed up in the process of learners and teachers interaction. This interaction becomes fruitful when it is situated within the students' zone of proximal development (Box 2008). Thanks to these exchanges, students and teachers may bounce information against each other in a very effective manner. This model of communication, then, cannot be achieved with the present standardised tests that do not provide the trainers and trainee with opportunities to expand their potential knowledge.

Oxford (1997) believed that this kind of help and assistance is provided by the teachers via a myriad of means among them a helpful and appropriate feedback. For instance, the teachers may praise the learners; propose some learning strategies; and revise some grammatical issues. This kind of assistance is also called scaffolding i.e. a kind of help which anchors the learnt items. This assistance, however, is gradually suppressed as the learner becomes more independent and self-confident in her/his own capacity to engage in more complex learning tasks. Oxford (1997) also found that:

When the learner needs the greatest assistance, the teacher gives "scaffolding" to ensure that the learner's constructs will continue to grow stronger and more complex. As the learner requires less help, the teacher slowly removes the no longer needed scaffolding that props up the learner, and the learner becomes increasingly self-directed and self-empowered. (p.448)

Another important notion in the assessment field is the reliability and validity dichotomy. Indeed, standardised test designers give an important weight to these concepts but in the formative assessment era such concepts have to some extent lost their lustre as it will be explained in the following section.

1.6. Reliability and Validity of Formative Assessment

Bearing in mind the conventional need for reliability and validity, Sadler (1989) proposes to re-evaluate the importance of the two concepts. Sadler (cited in Gipps, 1994), has a particular vision of this assessment dichotomy adopted by the summative assessment proponents. Unlike the assessment of learning practice, which considers validity and reliability as prerequisite for designing and administering a test, assessment for learning does not give this dichotomy the same weight. Formative assessment considers validity as more important than reliability because reliability will be the logical outcome of a valid test (Sadler, 1989).

Furthermore, the validity of a test depends on the manner feedback is delivered. Teachers, in formative assessment, have to associate their students in their own learning improvement. This involvement may allow a noticeable improvement and this kind of students participation is what (Sadler 1989) qualified formative validity (Gipps, 1994). However, when formative assessment intends to classify and certify students' performance and when the issues of quantification and grading are targeted, assessors need to ensure the reliability of the provided scores. In other words, the assessment purpose is crucial for determining whether reliability is important or not. When the test designers attempt to evaluate quickly students' performance to improve it, validity is more important than reliability. On the contrary, when the objective of the test designers is to grade learners for certification reliability gains more importance (Gipps, 1994). The following explains how to increase assessors' reliability when assessment for learning outcomes at certifying learners performances.

1.6.1. Increasing Assessors' Reliability

In the case of some national examinations where learners take the same tests with the same tasks, students and parents may raise the question of comparing the assessors' judgement reliability. Indeed, such comparison is very frequent and it is so important that many methods are invented to enhance the assessors' reliability. Among these methods practitioners may organise assessors' discussion groups. Teachers meet, discuss and obtain consensual evaluation criteria which can be adopted to evaluate the learners' performance. This kind of group discussion will not only look at the process or the way to consistently evaluate the learners' performance, but will also examine the learners' products (Yürekli and Üstünlüoğlu, 2007) and (Gipps, 1994)

Moderation is very important in formative assessment because it is one procedure to give it much more consistency. This moderation is a kind of guarantee to the tests takers and also an alternative for the use of standardised tests when certifying learners' performance. However, teachers' scores moderation is a time consuming process but when we weigh its previously stated advantages against its disadvantages, we will obviously notice that the former outweighs the latter.

Conclusion

The first chapter provides an overview of the learning, teaching and assessment theories. It starts with a synopsis of the development of both the learning and writing theories and their impact on the assessment practices. The shift from assessment of learning to the assessment for learning is motivated by the changes in the objectives of the learning traditions. It explains the distinction between the psychometric tradition in language assessment and the formative one and their characteristics and functions.

Furthermore, the chapter discusses some issues related to the challenges of ensuring a valid and reliable formative test.

The first theory is the traditional learning model which focuses on teaching the smallest constituents of skills in a de-contextualised way. This perception of the learning process pushes researchers and practitioners to focus on aspects of the writing skill instead of focusing on the whole competence. Teachers also focus on the finalised written product outcomes. However, the modern learning model puts forward the teaching of high order skills such as problem solving ones. Indeed, the cognitive learning model highlights the importance of teaching meaningful knowledge instead of the traditional rote learning practice. Writing has also been marked by the practitioners' shift from the focus on the students' final products to the processes which lead to such compositions. There is a need to mention the recent focus on the importance of teaching writing genres and their different conventions which can ensure writers' success in communicating with native readers and in authentic contexts.

Furthermore, it reviews the evolution of the assessment theories and their impact on the teacher' practices. The traditional psychometric tradition tries to design a scientific assessment model which highlights some important concepts such as validity and reliability. In spite of their validity and reliability these tests are so limited that they test some dimensions of the writing skills and they are so limited in terms of time duration that they are incapable to allow students to produce more than one draft. In addition, assessment of learning tries to certify and quantify the learners' knowledge after a specific period of instruction. These limitations are the reasons which motivated researchers to abandon the psychometric model and replace it with an alternative model focusing on assessment for learning. In other words, they assess students' performances

to identify learners' weaknesses and plan a remedial work. Finally, after reviewing these different issues the next chapter goes over the main works which tackle feedback which is the backbone concept of the present work.

Introduction

Learning and assessment theories are clearly related and they influence each other because assessment theories try to check whether the goals of the learning theories are met or not. Indeed, researchers who put forward the learning theories highlight a set of principles which are believed to promote learning and they also use specific assessment models to verify them. Like the learning theories, assessment paradigms have undergone a huge change and this mutation is the consequence of the findings in the cognitive research field. At the beginning, psychometric approach uses standardised tests which present a set of advantages such as reliability and validity. However, standardised tests are incapable to respond to the new challenges in the pedagogical field. Research in the educational domain turns its efforts to explore the use of formative tests which focus on continuous assessment instead of traditional tests' certification role.

2. Assessment Theories and Feedback Issues

Formative assessment, with its focus on bridging the gap that separates the learners' performance level from the targeted one, presents a set of advantages mainly adopting a feedback is likely to promote the learners' performance by organising a subsequent remedial work. Feedback is, then, the backbone of the formative assessment model because one cannot refer to assessment as formative if it does not provide a qualitative feedback which permits the planning of remedial work in order to improve or help the tests taker to obtain a better performance.

2.1. Feedback Definition

Feedback is the fundamental concept of the present study. This is why the current study adopts (Kulhavy's,1977) definition of the term, because it encapsulates the present research's objectives. Kulhavy (1977) defines the teachers' feedback as follows:

The term "feedback" is used in a generic sense to describe any of the numerous procedures that are used to tell a learner if an instructional response is right or wrong...If we are willing to treat feedback as a unitary variable, we can then speak of its form or composition as ranging along a continuum from the simplest "Yes-No" format to the presentation of substantial corrective or remedial information that may extend the response content, or even add new material to it. Hence, as one advances along the continuum, feedback complexity increases until the process itself takes on the form of new instruction, rather than informing the student solely about correctness. (pp.211,212)

The term feedback represents the teacher's comments that aim at assisting the students along the instructional process. Such responses try to adjust or comfort the students' decision. Furthermore, teachers may obviously use different tools and feedback formats to transfer such information. While implicit feedback can cast a lot of students into a miasma of confusion and doubt, wondering what exactly the teacher is expecting them to do, an explicit formative feedback may enhance the learners' performance.

In spite of their differences, almost all the researchers agree on the importance of using the yielded assessment results in a subsequent remedial effort to fill in the missing gap which separates the students current level from the targeted one (Black and William, 1996). This missing link requires a clear identification or characterisation before suggesting the remedy. If we are to compare the teacher's role when using formative assessment, we will compare her/him to a doctor who cannot prescribe drugs without a prior thorough control or diagnosis of his patient.

The best manner to put this idea into practice is to use an appropriate feedback that may help to fill in the gap. According to (Shute ,2008) the best feedback should also be labelled formative feedback. Although this may seem logical to correlate formative feedback with formative assessment, yet this is just an impression. Indeed, feedback either formative or whatever has also been a critical issue to both researchers and practitioners (Bell and Cowie, 2000).

Good feedback plays the role of cues or hard signs that help students to situate their position on the road map that constitute their syllabus. This is why; learners are in a perpetual need to know the necessary information about the programme they embark on. Teachers' feedback is, then, the best channel that may help them to situate themselves on the development process, and participate in managing their own development. Mantz (2003) claimed that, "Learners need to know what they do well, where and how they can improve, and any misconceptions they may have." (p.2) In addition, teachers' feedback aims at assisting and comforting the learners' decision when they attempt to use a foreign language or a skill. Hence, it should be provided to help the learners overcome the difficulties. As Davies (2007) claimed, "Providing a

structure for feedback that encourages success will increase the usefulness and the positive impact of the feedback given.” (p.172)

Yet, like many other variables of the teaching and learning equation, feedback issue has been and still is a central issue in the field education research. Indeed, feedback types and delivery protocols evolve in parallel with the language teaching and learning theories development. Shute (2008) claimed that, “Feedback is essentially linked to the teaching and learning theories that support it. In other words, each philosophical teaching and learning theory has its own perception of the appropriate feedback type and practice.” (p.2) In order to understand the importance of using appropriate feedbacks a review of the way teachers used to deliver their comment on writers’ productions becomes essential.

2.2. Psychometric Tradition and Feedback

Psychometric tradition lays the foundation of feedback practice. As it is mentioned earlier, when reviewing the evolution of assessment practices, assessment is centred on the notion of quantifying the learners’ performance. Hence, it is obvious that the feedback delivered shall stick to the goal of such assessment philosophy. This is why most of the feedback provided is numerical. In other words, practitioners provide grades and marks to quantify and classify the learners’ performance.

However, this tradition, which lasted for decades, is finally rejected by both researchers and practitioners because it no longer fit their pedagogical needs. Feedback used is thought to be blurring and confusing, because assessors are obsessed by grading and ranking student and so could not be considered to have pedagogical interest whatsoever. Furthermore, Davies (2007) found that, “Any feedback that is

[summarised] into grades or marks such as percentages, letter grades or 6/10 as such feedback tends to de-motivate students, particularly those who struggle and need time to learn.” (p.172)

Among the works which show the incapacity of traditional feedback to help students perform better, we can list (Zamel’s, 1985) study. In his work on writing assessment, Zamel explains that the traditional summative tests, with their typical numerical feedback provided on the students’ final draft, are incompatible with the needs of the process writing requirements. Zamel (1985) declared that: “The marks and comments are often confusing, arbitrary, and inaccessible[. . .] They need to facilitate revision by responding to writing as work in progress rather than judging it as a finished product.” (p.79)

Nonetheless, with the evolution of the learning theory, assessment practice changes radically. Indeed, learning shifts from quantification to assessment practice that encourages learning success. Assessment, which constitutes a crucial component of this revolution, is considered as its important tool. Thus, assessment theory is completely overhauled so as to meet needs of the new challenge. Assessment shifts from its traditional quantification role to a more humanistic role of giving learners the opportunity to progress and evolve. Formative assessment, then, replaces the summative one because it is more compatible with these new requirements (Black and William,1996).

This shift from summative to formative assessment has also a huge impact on the feedback practice. Undoubtedly, formative assessment core is based on the quality of feedback type and use. The new feedback needs to rise to the new challenges. In the first place, it allows the teachers to detect the learners’ strengths and weaknesses.

Secondly, it also helps the learners to understand what the teachers expect them to perform.

2.3. Feedback and Constructivist Learning Theory

The main contribution of the socio-constructivist theory is casting light on the importance of involving students in their own learning and assessment practice. Unlike the previous tradition, where the learners are considered as passive recipients who are submissively affected by the learning and assessment practice, learners from the constructivist theory viewpoint effect change in their own learning process. In fact, the learners, who are involved in their own knowledge development, may exhibit better performance compared to those who ignore what their assessors are expecting them to do (Davies, 2007).

This issue is also tackled by the problem solving researchers like Brunner (2000) who believes that feedback implementation is better achieved when the learner is conscious or aware of the source of the error. In this regard, Tynjälä (1998) wrote that, “According to constructivist theory learners are in a perpetual quest to construct and reconstruct their knowledge and this phenomenon can only be achieved when the learners understand the source of errors.” (p.211)

Nelson and Schunn (2008), who tackled the issue of the impact of understanding the sources of errors on enhancing learners’ performance, also affirmed that: “If the problem is not explicitly stated, the writer may not know what the problem actually is. Including a problem in the feedback is expected to increase the likelihood of implementing the feedback.” (p.4)

Which type of feedback should we adopt to evaluate our learners' performance? Answering this question is very delicate. Certainly, appropriate feedback has not been defined yet, but this does not mean that it is an impossible task. Indeed, feedback choice and practice obey to a set of variables among them the teachers' and learners' needs. There are also other parameters such as the ability to exploit feedback outcomes to resume a remedial work that improves the learners' performance. In this respect, Shute's (2008) definition of formative feedback is a pertinent one. This is why the present research relied on it as a reference. Shute (2008) defined formative feedback as follows: "Formative feedback represents information communicated to the learner that is intended to modify the learner's thinking or [behaviour] for the purpose of improving learning [...] the teacher may also receive formative feedback and use it as the basis for altering instruction." (p. 1)

Feedback also performs different functions and according to Black and William feedback may be either directive or facilitative. The former as Black and William explain, "tells the student what needs to be fixed or revised." (As cited in Shute , 2008,p.6). It is more specific than the facilitative feedback. Unlike the former type, facilitative feedback, as Shute (2008) added, "comments and suggestions ... guide students in their own revision and conceptualization." (p.6)

Among the main reasons that motivate practitioners to adopt a formative feedback are the following. First, it may increase the learners' motivation. Indeed, closing the gap that may exist between the current students' performance level and the desired mastery goal is a possible source of motivation. According to Shute (2008) formative feedback, "can signal a gap between a current level of performance and some desired level of performance or goal. Resolving this gap can motivate higher levels of effort." (p.6)

Furthermore, (Shute, 2008) listed a set of works that go in this direction. According to (Locke and Latham and Song and Keller cited in Shute, 2008), formative feedback can contribute to lower the learners' degree of uncertainty about the task they perform. This uncertainty may trouble the learners' decision making as Shute (2008) found that, "because uncertainty is often unpleasant and may distract attention away from task performance [...] reducing uncertainty may [then] lead to higher motivation and more efficient task strategies" (p.6)

The second reason to adopt a formative feedback is its contribution to lessen the cognitive load. Learners, novice ones in particular, may suffer from cognitive load or feel overwhelmed. Learners may feel flooded by some complex tasks and this feeling is generally due to their incapacity to manage and tackle those activities. Therefore, teachers who adopt formative feedback may contribute to diminish the negative effect of such feeling and help students to resolve them. Shute (2008) also cited a set of research works such as (Paas, Renkl, and Sweller,2003) and (Sweller, Van Merriënboer, and Paas,1998). According to Shute (2008) the learners, in all those works, "can become cognitively overwhelmed during learning due to high performance demands, and thus they may benefit from supportive feedback designed to decrease the cognitive load." (p.7)

Last but not least, formative feedback may also reveal students' inappropriate use of strategies which is sometimes the source of their mistakes and such awareness can lead to more efficient ones. For instance, Shute (2018) cited some works such as (Ilgen *et al.* 1979); (Mason and Bruning (2001); (Mory, 2004); (Narciss and Huth, 2004), who confirmed this tendency. As far as writing skill is concerned, many novice writers may ignore the writing process and those who experience it may find it difficult to progress.

This difficulty may stem from the novice writers' incapacity to use the appropriate writing techniques. Zamel (1982) claimed that, "Since students may lack systematic strategies necessary for finding a focus and beginning...they need to be taught how to explore topics, develop ideas, and discover relationships by making use of the kinds of invention techniques." (p. 204)

Teachers may play a critical role in helping the learners to solve such difficulties. Moreover, teachers have to assist the writers at the appropriate moment when the obstacle emerges. This idea is well illustrated by (Zamel ,1982) when tackling writing skill. Teachers' feedback is required during the different steps of the writing process as opposed to the traditional practice where the teachers' feedback is provided on the finalised work. This entails that the teachers may assist their learners during the different steps of producing their piece of discourse and intervenes promptly to help the learners when facing blocks or difficulties (Hasan and Akhand, 2010). In this regard Zamel (1982) added that:

Writing taught as a process of discovery implies that revision becomes the main focus of the course and that the teacher, who traditionally provides feedback after the fact, intervenes to guide students through the process. Teacher-student conferences need to be regularly held between drafts so that students learn, while they are creating, what areas need to be worked on. (p.206)

In addition to its importance in helping learners to surmount the different obstacles when engaged to construct their own learning process, formative feedback should also be specific

Shute (2008) cited (Goodman, Wood and Hendricks, 2004) who defined feedback specificity as the level of information presented in feedback. A specific feedback gives comments about students' performance that goes far beyond correctness. According to (Shute, 2008) such kind of feedback is more likely to be directive than facilitative. (Shute, 2008) also listed a set of research works that tried to test the possible positive or adverse effect of specific feedback (elaborated one) versus general feedback. This is confirmed by Shute (2008) who found out that, "feedback is significantly more effective when it provides details of how to improve the answer, rather than when it just indicates whether the student's work is correct or not." (p.7)

General comments can lead learners to an uncertainty which may lower their performance (Fedor cited in Shute 2008); it may even reduce motivation to respond to the feedback. Shute (2008) also cited (Phye and Sanders, 1994) study which measured the efficiency of specific feedback to enhance learning. Unlike general comment, specific responses to students' performance showed a significant superiority compared to general comments. Owing to some variables feedback efficiency may differ from one context to another or from one individual to another. In general, formative feedback specificity may have a great impact on learners' performance than general feedback (Shute, 2008)

However, to label a feedback as formative one needs to define and identify the characteristics that make it particularly different from other genres of feedback. To do this task, we will count on both Black and William's (1996) definition of feedback and Shute's (2008) work that described and delimited the contours of such feedback

2.4. Features of Formative Feedback

There is a set of characteristics that make feedback a formative. These features permit teachers to use the yielded information to design the necessary remedial work or plan a subsequent action that may allow them to guide their learners to a better performance. Lemley (2005) found out that: “Instructional feedback can be defined by the type or amount of information it provides to a student. As such, feedback can generally be divided into verification and elaboration feedback with special applications, such as *multiple-try feedback*.” (p. 8) In addition to the previous features, verification is another important characteristic of formative feedback.

2.4.1. Verification

There are many methods to confirm whether the students’ performance is correct or not. Thus, in the literature, (Shute, 2008) distinguishes two methods an explicit and implicit one. In this vein, Lemley (2005) declared that:

The simplest type of verification feedback is knowledge of results (KR) With [this] feedback, the student is only given an indication of the correctness of a response such as “yes/no” or “right/wrong.” Knowledge of correct response [...] is the next level of verification feedback. Here, a student is given a corrective hint or suggestion in addition to a “right” or “wrong” (p. 8)

Formative feedback should also be elaborative because this kind of feedback does not address the learners’ response correctness, but it goes beyond this aspect to include

comments on the topic, comments on specific weaknesses and illustrations with examples. Shute (2008) claimed that:

Feedback elaboration has even more variations than verification. For instance, elaboration can (a) address the topic, (b) address the response, (c) discuss the particular error(s), (d) provide worked examples, or (e) give gentle guidance. The first three types of elaborated feedback are more specific and directive, while the last two types are more general and facilitative. (pp.8,9)

Such kind of feedback is also considered as an appropriate manner to enhance learners' performance (Shute, 2008). Another feature of formative feedback is comments' complexity and length.

2.4.2. Feedback Complexity and Length

This feature of formative feedback is very controversial because the various research works which dealt with this issue arrive at contrasting results. Indeed, the complexity of the feedback refers to the amount of information provided to the learners on his response. Lengthy feedback, for instance, may not have a positive effect on learners because the latter may not read it at all. On the other hand, concise feedback may have better effect on the students' attention. Shute (2008) found out that: "if feedback is too long or too complicated, many learners will simply not pay attention to it, rendering it useless. Lengthy feedback can also diffuse or dilute the message." (p.9)

In fact, the complexity of feedback is summed up in the following table from Shute (2008) work.

	Feedback types	Feedback description
1	No feedback	This kind of feedback does not provide any comment on the correctness of the learners performance
2	Verification	It is also called knowledge of results : the learners are provided with right or wrong feedback or a percentage
3	Correct response	Also known as Knowledge of Correct Response (KCR), the learners are provided with the correct answer or additional information about the correct answer
4	Try-again	It consists in informing the learner that his answer is wrong, but gives him a set of opportunities to find out the correct answer.
5	Error-flagging	Here assessors will just indicate the error position in a sentence without providing the answer.
	Elaborated	It provides explanation about why a given answer is correct and it may also go back to the lesson to support the claim. Elaborated feedback is divided into six types
Description of the six different types of elaborated feedback		
1	Attribute isolation	This kind of feedback provides comments on the main or central characteristic of a particular skill.
2	Topic-contingent	It provides information about the topic under scrutiny.
3	Elaborated feedback Types	Response-contingent It focuses on the learners' response. It may justify why the learners response is wrong and why the provided answer is the suitable one.

4		Hints/cues/ Prompts	Such feedback does not provide the answer straightforwardly but gives some hints or guides the learners towards the correct answer. It may consist in a demonstration or a worked example.
5		Misconception	It consists in analysing the learners errors and provide the reasons why performance is considered incorrect.
6		Informative tutoring	It is by far the most exhaustive and elaborated feedback because it includes verification, clues presentation and error flagging

Table 2.1: Types of Feedback from Shute (2008)

In addition to Shute's study, there are other studies which show that the complexity of feedback does not affect the learners' performance. Schimmel conducts a meta-analysis on feedback of 15 studies as used in computer-based instruction and scrutinises their findings. Schimmel arrives at the conclusion that, "...the amount of information (i.e., feedback complexity) is not significantly related to feedback effects. Schimmel also finds that feedback effects are significantly stronger in computer-based than in programmed instruction." (As cited in Shute 2008, p.11)

The same conclusions are rendered from Sleeman et al. (1989) study which explicitly compares error-specific or model-based remediation (MBR, bugs/misconceptions) with simply re-teaching the algebra content (topic-contingent). Shute (2008) claimed that, "Although the studies used human tutors, the results suggest that, for procedural skills in algebra, feedback based on just re-teaching content is as effective as feedback based on [...] error analyses." (p.11)

However, other studies considers that complex feedback has rather a negative impact on the students' performance. Shute refers to the study conducted by (Kulhavy, White, Topp, Chan, and Adams, 1985) who were a group of college undergraduate students. The participants read a 2,400-word passage, answer 16 multiple-choice questions about it, and receive to her answers after responding one of the four types of feedback that increased in complexity. Feedback complexity is systematically varied. The lowest level is a simple verification feedback with the correct response, and the most complex includes a combination of verification, correct answer, and an explanation about why the answer is wrong. The authors concluded that much more the complex feedback does not show a specific superiority over the least complex feedback. Unpredictably, the concise feedback is more effective than the long and exhaustive one.

To sum up, feedback complexity effect on learners' performance does not reach a controversial one. On the one hand, there are studies which show the positive effect of such type of feedback, and on the how other parallel studies demonstrate either no effect at all or unpredictably a negative effect. Formative feedback should also be goal oriented.

2.4.3. Goal Directed Feedback

Formative feedback needs to be goal directed. When learners are aware of the goals that they are engaged to attain, they may become more motivated. In this manner formative feedback informs them about their progress. Shute (2008) mentioned that, "Goal-directed feedback provides learners with information about their progress toward a desired goal (or set of goals), rather than providing feedback on discrete responses (i.e., responses to individual tasks)." (p.12). Shute also cited a set of studies such as (Fisher and Ford,1998), (Ford et al, 1998), which investigate the issue of goal directed

feedback. Those studies reached the conclusion that students remain motivated especially when the feedback informs them that their performances are close to the set goals.

Thus, one of the most important characteristic of feedback is that the learning goals should be at the learners' reach. If the goals are very high, compared to the learner's capacity to achieve them, learners will feel overwhelmed. Yet, this does not mean that the goals should be set below the students' level. In this case, the learners will feel bored and not motivated as found by (Birney, Burdick, and Teevan, cited in Shute, 2008). Indeed, goals that are above the learners' knowledge level may seem inaccessible and, thus, may lead to failure. This kind of goals will not encourage learners to achieve them. However, when the goals are beneath the learners' capacity, this may mean that success is guaranteed and may not consequently constitute a challenge to the learner. Furthermore, feedback when based on goals may increase the learners' motivation to attain them. (Malone cited in Shute, 2008), also concluded that the challenging or motivating goals should first be significant to learners and the learners also need to get a feedback from their teacher about the attainment of those goals. In other words, teachers have to inform their learners when they succeed or fail to achieve them.

2.4.4. Changing Learners Goals Orientation

Another important role of formative feedback is its intrinsic capacity to modify the learners' goal orientation. In order to understand this idea, let us first start by explaining the concept of goal orientation. According to (Dweck, 1986 cited in Shute, 2008), learners possess either learning or a performance orientation vis-à-vis tasks. First, the learning orientation feature is basically centred on the learners' aspiration to promote or expand their expertise in a given domain through the development of some

new skills. It is important to mention that this goal orientation is based on the assumption that intelligence is malleable or flexible and allows individuals to shape or reshape it at will. On the other hand, (Dweck cited in Shute, 2008), also contrasted the learning goal oriented with performance goal oriented. Unlike the former concept, learners who are performance goal oriented may wish to exhibit their competence to their peers, parents or teachers and they expect to be positively assessed by them. Contrary to learning goal oriented, the performance goal oriented perception departs from the idea that intelligence is innate and cannot be modified (Farr, Hofmann, and Ringenbach cited in Shute, 2008).

2.4.5. Goal Oriented Learning and Feedback

Students' motivation to learn is important, but there are different pedagogical implications to these findings. Compared to performance goal oriented learners, the students, who are goal oriented, will behave in a different way when facing learning difficulties. Boud et al (2006) claimed that: "Preparing students for lifelong learning necessarily involves preparing them for the tasks of making complex judgements about their own work and that of others and for making decisions in the uncertain and unpredictable circumstances." (p. 402)

Students who are learning goal oriented are considered less vulnerable to failure. When faced up with difficulties, they generally adapt their strategies to overcome the obstacle and they try to find solutions. Shute (2008) come to the conclusion that, "individuals with a learning orientation are [characterised] by persistence in the face of failure, the use of more complex learning strategies, and the pursuit of challenging material and tasks." (p.13).

Performance oriented learners are known to avoid difficulties and they give up quickly when they fail. They engage in easy tasks and work only on activities with high percentage of success. As Shute (2008) put it: “Performance orientation is [characterised] by a tendency to withdraw from tasks [...], less interest in difficult tasks, and the tendency to seek less challenging material and tasks on which success is likely.” (p.13)

However, being performance oriented is not a fatality. Indeed, formative feedback can modify the learners’ behaviour by encouraging learning goal oriented motivation. Shute (2008) claimed that one, “way to influence learners’ goal orientations (e.g., to shift from a focus on performing to an emphasis on learning) is via formative feedback.” (p.13). In order to change this behaviour (Hoska, cited in Shute, 2008), proposes to achieve this task by first making the learner aware that the development or the mastery of skills is accomplished through training. It also requires effort to develop it. In addition, the learner has to understand that error making is a natural step in the process of a skill acquisition. The next feature of formative feedback is scaffolding.

2.4.6. Scaffolding

Another controversial issue when dealing with the characteristics of formative feedback is its scaffolding nature. Indeed, formative feedback, in both its directive and facilitative forms, raises a set of issues, one might ask at this stage which of the two types is more helpful to learners? Is it better to provide facilitative or directive feedback? A set of research works tried to investigate these issues and reached at different conclusions.

Shute (2008) cited (Knoblauch and Brannon, 1981) and (Moreno, 2004) who tried to investigate the most helpful scaffolding feedback type to learners. They found that directive feedback is far superior to the facilitative one in case of learners engaged in new themes or topics. It is very efficient where the learners need explicit aid. For instance, the teacher may provide learners with hints, partially solved tasks and clearly prepared instructions which do not confuse the learners about the activity's expectations. This kind of scaffolding is removed gradually to give the learners the opportunity to be autonomous. Thus, directive feedback may be well appreciated in the early phases of learning. As opposed to directive feedback, facilitative feedback is rather more appreciated in the later phases of learning. Vygotsky claimed that, "external scaffolds can be removed when the learner develops more sophisticated cognitive systems, where the system of knowledge itself becomes part of the scaffold for new learning." (As cited in Shute, 2008, p.14).

Despite these different claims and findings concerning the importance of feedback in language learning, it seems that the scaffolding feature of the formative feedback is very critical because it provides subsequent qualitative support to learners to promote and optimise their performance. This objective is achieved by rendering difficult tasks easier to tackle. Indeed, scaffolding feedback gives learners more self-confidence when facing difficult situations. The learners are, also, comforted by the teachers' assistance. The next important characteristic of formative feedback is the moment of its delivery or its timing.

2.5. Feedback Timing

Feedback delivery timing is considered as a central issue for researchers. In this regard, Shute (2008) refers to a set of studies such as (Clariana, 1999) ; (Jurma and

Froelich, 1984); (Pound and Bailey,1975); (Prather and Berry,1973) ; and (Reddy,1969) which tackled the question related to when the teachers should ideally deliver their feedback. However, their findings are contradictory. Researchers are divided into two groups. Some researchers support the immediate delivery of the feedback and others prefer the delayed feedback.

The central idea behind this distinction is the effect of one of the two timings on the retention of information in the learners' memory. The immediate feedback is believed to prevent learners from memorising errors, while supporters of the delayed feedback are convinced that such feedback allows them to forget the errors and facilitates the memorisation of the right data without running important risks of interference or confusion between the correct and wrong data.

2.5.1. Delayed Feedback

Delay Retention Effect is the main argument presented by the advocates of the delayed feedback delivery. (Schroth, cited in Shute, 2008), conducted a study to investigate the impact of the delayed feedback on data transfer. Schroth divided his research population into four groups. The first group is delivered feedback zero seconds after the accomplishment of the task; the second group received their feedback ten minutes after the work is performed; the third and the fourth groups respectively got it twenty minutes and thirty minutes later. The students who participated in this experiment took the tests after a week of training. The second condition of the experiment concerned the type of feedback delivered by the teacher. The first case is given a verification feedback in a form of correct or incorrect answer. The second situation, the students got a correct-nothing feedback. In this case, the learners did not receive any feedback even if the answer is incorrect. In the third case, the learners did

not receive any feedback even when they answered correctly. This feedback is entitled nothing-incorrect. The conclusion of this experiment is that, “although delayed feedback slowed down the rate of initial learning, it facilitated transfer after the delay.” (Shute 2008, p.16).

2.5.2. Immediate Feedback

On the antipode of the delayed feedback, supporters of the immediate feedback made the case that it has better consequences on promoting the learners’ memory retention potential (Phye and Andre cited in Shute, 2008). Shute (2008) also cited some researchers such as (Anderson, Magill and Sekiya, 2001); (Brosvic and Cohen 1988); (Corbett and Anderson 1989; 2001); (Dihoff, Brosvic, Epstein, and Cook 2003), who highlight the ascendancy of immediate feedback over the delayed one, especially when picking up some procedural skills and motor skills.

Among the research works which demonstrated the successful use of immediate feedback to enhance learners’ performance, Shute (2008) cited the study of (Corbett and Anderson, 2001). The latter evaluates the effect of immediately delivering the students with the feedback that may help them correct their errors. Their study works on four feedback conditions. In the first condition, the learners are given immediate feedback followed by immediate correction of the errors. In the second condition, the errors are signalled or flagged and errors correction is under the students’ control. As for the third group, the error feedback is delivered on the demand of the learners and the correction of error is also at will. Finally, in the fourth condition, there is no feedback delivered and the teachers do not help students to correct their errors. The study concludes that the group which is provided with immediate feedback along with problem solving tasks yields more satisfactory results compared to the other groups.

Although there is no consensual answer about which feedback is the most efficient one, it seems that there are other factors apart from timing that may alter the students' performances. Indeed, the possible explanation may stem from personality factors like motivation and external factors like frustration or fatigue (Lemley 2005).

Another issue of feedback research is its effect on the learners' grammatical accuracy. This issue has taken a lion's share in terms of studies and research effort and has generated very controversial findings that may have drastic and profound consequences on the place of grammar in the teaching syllabi. The section that follows is brief review of the studies and arguments about teaching grammar and providing feedback on the writers' grammatical accuracy.

2.6. Feedback on Grammatical Accuracy

Teachers' feedback is important to guide writers on the right way to compose a piece of writing and it may concern a wide range of aspects such as coherence, cohesion, unity of thought and grammatical accuracy. The latter aspect has been a subject of intense debate and it is still an attractive topic for researchers. However, the present state of art does not provide a clear cut answer to the possible positive contribution of teachers' feedback to improvement of grammatical accuracy.

The following section reviews the antagonist opinions about the importance of providing the learners with feedback on the grammatical aspect of their productions. It first, presents Truscott's arguments and position on this issue. The latter is considered as the most important opponent of feedback provision on the writers' grammatical accuracy. This review shifts to the presentation of the researchers' arguments in favour

of correcting students' grammatical errors. One of their figures is Ferris who criticised the radical position of Truscott by highlighting the limitations of his arguments.

In spite of the conflicting views about the importance of teachers' feedback on students' grammatical accuracy, there is a consensual acceptance among researchers and practitioners that students' written production in academic context has to display a high mastery of grammatical appropriateness. Indeed, it is almost impossible to imagine a student piece of writing submitted in an academic setting with plenty of grammatical inaccuracies. Thus, Baleghizadeh and Gordani (2012) claimed that: "What seems obvious to assert is that in academic writing one should always follow rules of grammatical accuracy since the end-user or consumer of the writing is likely to be an expert in particular fields." (p.161)

Moreover, the overall organisation of the piece of discourse alone cannot guarantee a good understanding of the writers' ideas. The latter aspect has to be encapsulated in well organised grammatical forms. This incapacity to formulate ideas in a grammatically appropriate manner becomes more hazardous to writers when they submit their works to evaluation. Grammatical appropriateness is, then, a key feature that most assessors base their judgment on. Thus, it becomes evident that grammar requires a special attention on the part of both teachers and assessors because it may condition the writers' success or failure (Baleghizadeh and Gordani 2012).

This leads us to look for the main reason laying behind students' incapacity to produce accurate writings. It seems that the chief reason behind such problem is due to the discrepancy between teaching practices and assessment procedures. The objectives of the teaching practices do not always correspond to the students' performances in the exams. The teaching of isolated grammatical categories is not a guarantee of their

integration in larger pieces of discourse like paragraphs or essays. In other words, grammar lessons focus on isolated concepts while writing paragraphs or essays involves more complex combinations of larger and intricate phrases, sentences and clauses (Chin, 2000).

The most effective manner to teach grammar, then, is through referring to grammatical concepts while producing the written composition. To put it simply, instead of adopting the traditional practices where teachers and language syllabi separate grammar instruction from the effective writing composition process, the possible alternative is to refer to the meta-language when the concepts appear along the process of a text construction. Chin (2000) claimed that:

the most beneficial way of helping students improve their command of grammar in writing is to use students' writing as the basis for discussing grammatical concepts... it is more effective to teach punctuation, sentence variety, and usage in the context of writing than to approach the topic by teaching isolated skills. (p.2)

Thus, when the writers face obstacles with the development of their written production, the teacher introduces some explanation or refers to grammatical rules. The student, in this situation, may use the grammatical concepts concretely instead of memorizing rules without understanding them. Chin (cited Braddock et al and Hillocks) concluded that the teaching of grammar de-contextualised from practical use, does not enhance students performance. Such conclusions led practitioners optimise the benefits of grammar by teaching it in the context of the writers' productions.

2.6.1. Optimizing Grammar Instructions

This grammar approach in context advises practitioners to target the concepts that the writers immediately need to understand and use in the process of producing a piece of writing. (Daniel, cited Weaver 1998), who proposed to apply the following five strategies to teach grammar effectively to students who develop written compositions. Teachers have to:

- A. teach the main concepts such as subject verb, phrases, sentences, and clauses to allow the writers to edit their productions;
- B. develop the writers' style by means of both sentence combination and generation. Sentence combination strategy consists in linking short sentences to form longer and complex stretches. This strategy provides the writers with the opportunity to use various sentence constructions to express meaning and style;
- C. enable novice writers to manipulate the different syntactic forms to generate different meanings;
- D. introduce punctuation and mechanics' convention to improve writing clarity and style.

Thus, the questions that require a clear cut answer is the following one. Is providing feedback on the writers' composition a positive behaviour? Or, does it lead to negative consequences? The answers to these questions are vital, but they are so difficult to obtain because the current state of art presents contradictory findings. Since Truscott published his (1996) article, "The Case Against Grammar Correction in L2 Writing Classes," debate about whether and how to give L2 students feedback on their written grammatical errors has been of a considerable interest to both researchers and classroom practitioners (Ferris, 1999, 2002, 2004 Truscott, 1996, 1999).

Truscott (1996) justifies his rejection of grammar correction by a set of arguments. He makes the case that there are no conclusive research findings or studies which can justify grammar corrections of students' performance. All the works reviewed do not bring evidence of writing enhancement after delivering grammar correction feedback on the writers' productions. He highlights a serious problem related to second language development. The proponents of grammar correction neglect the process of language acquisition development. According to Truscott some grammatical forms and structures are acquired at specific stages and no matter what a teacher does, the error will occur again even if the learners make an effort to polish their productions.

The second reason that may explain the rejection of grammar instruction is that it is time consuming. Thus, the time which is currently wasted on teaching grammar should be reoriented towards developing more critical parts of writing production. Such argument is highlighted in a set of works such as (Ellis, 1998), (Ferris, 1999), (Ferris and Hedgcock, 1998), and (Truscott, 1999) as listed in Bitchener et al (2005).

2.6.3. Truscott's Arguments

The effect of grammar correction on the students' writing accuracy has always attracted many researchers' attention. This is why; a great set of studies are conducted in different learning contexts to probe the existence of a correlation between teachers' comments and students' degree of grammatical accuracy. In this regards, Truscott referred to (Knoblauch and Brannon, 1981), (Hillocks, 1986), (Krashen,1984) and (Leki,1990) who reviewed some works on the effect of grammar correction on the writers' performances in L1 context. Those studies yielded inconclusive results. Bitchener et al, (2005) claimed that, "conclusion for LI, then, is clear: Correction is not helpful." (p.531). Furthermore, research in L2 context also led to the same negative

results. Bitchener et al (2005) also listed the works of (Hendrickson,1981), (Krashen,1992), (Leki, 1990) and (VanPatten, 1986a, 1986b) who have confirmed the ineffectiveness of the different types of feedback on grammatical accuracy improvement. However, there are other arguments that the proponents of grammar correction practices put forward to justify the need for such feedback.

2.6.4. Beneficial Advantage of Grammar Correction

Ferris (1999) rejected Truscott's radical assumption about the inefficiency of grammar correction feedback. In addition, Chandler (2003) does not agree with Truscott's claim because his judgment is founded on the results of limited research works and the bulk of those studies did not attempt to find out the extent to which error correction may contribute to improve the writers' performance. Ferris (1999) claimed that Truscott's arguments:

were premature and overly strong given the rapidly growing research evidence pointing to ways in which effective error correction can and does help at least some student writers, providing it is selective, prioritised and clear... Ferris maintained that the evidence he cited in support of his argument was not always complete. (As cited in Bitchener et al, 2005, p. 192)

In the same vein, Truscott recognises that his claim about the abandonment of error correction is not absolute. He goes on adding that there may be a room to some positive effect on some students' performance and that the future research should be geared towards that direction. Bitchener et al (2005) comments on Truscott's concession saying that: " Truscott (1999) [...] acknowledged that many interesting

questions remain open and that it would be premature to claim that research has proven error correction can never be beneficial under any circumstances. (p.192)

In this respect, the future research is vindicated by the probable contribution of some types of approaches of providing feedback which may positively impact the writers' performances. Direct and indirect feedbacks are the main possible ways of enhancing the writers' performances.

2.6.5. Direct and Indirect Feedback

There are different types of feedback, but the more investigated are the indirect feedbacks. The former type of feedback can be defined as the responses where the teacher points out the errors and gives the writers a well formed reconstruction. Unlike the former feedbacks, indirect one casts more responsibilities on the novice writers' shoulders. Indeed, in such kind of feedback, the students focus on the errors highlighted by their teachers and try to find the appropriate answers on their own (Erel and Bulut,2007). In this regard, one should mention that there are many types of indirect feedback that teachers usually adopt. Some teachers may use codes and abbreviations to refer to such errors such as "N" for nouns and "V" for verbs and so on.

Conclusion

The feedback issue is a very challenging subject of research. Indeed, there are so many questions that necessitate urgent and clear cut answers. Obviously, the role and the contribution of feedback in developing the learners' knowledge has not revealed all its secrets. This debatable issue becomes more interesting in the case of Algerian university context where English language is learned as a foreign language. In fact, teachers' feedback is the one of the rare sources to comfort the Algerian students'

learning process. This may explain why Algerian students rely heavily on their teachers' comments to conform their production to the academic norms. The use and the delivery of the right feedback, and in the present case the formative feedback, may play a critical role in enhancing the Algerian learners' performance quality.

As we showed along the present review of the literature, formative feedback is not a simple concept because it covers complex processes of teaching as well as learning. It attempts to provide teachers with an appropriate way of transmitting their knowledge by taking into consideration the learners' previous knowledge and explicitly state the assessors' expectations. This type of feedback focuses on assuring the learners' success rather than the obsessions of competition. The possible superiority of formative feedback may also stem from its versatility i.e. its capacity to function both as formative or summative mode of assessment.

From the previous review of the literature, it becomes clear that formative assessment and its specific feedback types may bring very interesting contributions to the enhancement of Algerian learners' performances. The objectives of this research are to understand the reasons which prevent teachers from delivering their feedback on their writers' production and it also attempts to reveal the reasons which prevent students from exploiting their teachers' feedback to improve their written productions. It also tries to evaluate and measure the possible beneficial effect of using an alternative feedback form such as a rubric on the students' written performances. In order to achieve the objectives of this research, the next chapter presents in details the research methodology which we adopt to answer the different research questions.

Introduction

The empirical part of the present research is constituted of three chapters. It first is devoted the research methodology which describes in details the different research instruments employed in investigating the research questions and hypotheses. The chapter also describes the selected research design and the different aspects related to both reliability and validity of the study. The research design is followed by participants profile and moves to the description of the two phases constituting the pre-experimental study.

The first stage is an exploratory one which is based on two questionnaires addresses to both teachers and students who participate in the research effort. The aim of these questionnaires is to unveil any possible troubles facing both teachers and students when using or exploiting feedback. The second research stage is an experimental study which tries to probe the truth or the falsity of the main research question's claim. The latter asserts that the use of formative feedback, i.e. a rubric, may enhance students' writing performance. In order to test this hypothesis an experimental study is designed in the form of a pre and post-treatment tests.

The pretreatment phase is a simulation of the present feedback form use. The latter is provided by highlighting, underlining the errors and the assessors also add some short comments at the bottom or the margin of the writers' papers. Unlike the pretreatment stage, the post-treatment one introduces a writing rubric of fifteen criteria against which students' performance is assessed. During this phase, teachers and students share the assessment criteria and their public use may allow students to figure out the expected writing profile and subsequently write better productions.

The second and the third chapters of the empirical part are devoted to the presentation of the results and the finding of the exploratory stage. The fourth chapter of the current study is devoted to teachers' questionnaire results presentation and analysis. It also investigates issues related to the feedback delivery techniques and objectives. Furthermore, the questionnaire investigates the degree of qualification of the teachers in the domain of assessment and especially the use of formative assessment procedures. In other words, it tries to unveil whether the teachers' troubles behind using formative assessment in general and feedback delivery in particular, are not due to the lack of appropriate training in this domain. The questionnaire also investigates some important issues related to the writing criteria used for evaluating students' productions. In addition, it also delves into some issues pertaining to the exploitation the data generated from the different assessment procedures in planning their subsequent pedagogical activities.

Further the fifth chapter presents and discusses the data generated from the students' questionnaire. The latter investigates the same objectives as the teachers' survey but this time from the students' standpoint. The students' survey is administered to ninety one participants and aims at investigating the students' awareness of the functions of the different assessment modes. It also seeks to discover whether teachers' feedback is both clear and precise to students and the extent to which teaching and assessment are aligned. It deals with some issues related to the students' degree of confidence in their teachers' comments and grading. In addition, it looks into the students' awareness of the existence of assessment criteria and their preferable feedback timing delivery.

Introduction

This chapter presents the research methodology and tools used to investigate the questions of the current study. It is necessary to reiterate the objective of the present research work, and formulate the research questions and their subsequent hypotheses. It moves to the description of the research tools which are used to probe their truth or falsity. Indeed, as stated in the general introduction of this research, the objective of this work is to evaluate the suitability of the feedback delivered by the Algerian teachers to evaluate their students' written performances.

3.1 Research Methods

The present study is a pre-experimental one. This type of research is selected due to the following reasons. Indeed, it is difficult to conduct a large scale comparative study of students' performances. This kind of research requires funding, administration contribution and encouragements to give the participants the possibility to participate at ease in such enterprise. Unfortunately such conditions are not available because the administration staff members are overwhelmed by the management of the daily administrative activities and the teachers are also besieged by their pedagogical tasks. Moreover, there are many teachers who are reluctant to participate in this study for personal reasons. For instance, they find that such work may be prejudicial to their image and their assessment practices.

The other main problem that a pre-experimental design allows us to overcome is the research population loss. The difficulty to ensure the students' regular presence during the different phases of the study is the main reason for using this research design. The pre-experimental study design seems to be a suitable solution to overcome this

problem. As Seliger and Shohamy (1989) explained it, “the design controls for attrition or loss of subjects. Since the same group is used for both pre-test and post-test, it does not need to be matched to another group.” (p.139) This design is sometimes referred to as a 'repeated measures' design because subjects are observed or measured twice on the dependent variable (Seliger and Shohamy 1989). The students who participated in the present study did it on a voluntary basis since this participation is not compulsory. Consequently, some of these participants abandoned the experiment during the different phases of the data collection process.

Moreover, such a design did not only solve the problem of students' irregular presence during the different phases of research, but it largely contributes to reduce the interference of uncontrolled variables in the students' performance. For instance, the difference of age and the learning experience, which as (Long, 1990) claimed, may influence of the students' final quality production. In this respect, Seliger & Shohamy (1989) explained, “This design is efficient because it controls a number of extraneous variables which can affect the homogeneity of subjects when more than one group is involved.” (p.139). Then the following deals with both the validity and the reliability of the research method.

3.1. Research Methods Validity and Reliability

All the reasons provided above justify the selection of such type of design. Such research design suffers from its weak internal validity because it generates statistical results which may not mirror the reality of the phenomenon under scrutiny. The validity of this research work can be increased by introducing other research tools which may provide more qualitative explanations of the investigated issue. This is why the present

research is reinforced by two questionnaires destined to provide a comprehensive account of the variables that the experimental part of the research cannot reveal.

In order to build a coherent research, the present study is divided into two interrelated phases. The first phase is an exploratory stage carried out through the administration of two questionnaires to teachers and students' problems. The aim of this phase is to unveil the reasons which may prevent teachers from using feedback appropriately. It also seeks to understand the reasons students are precluded from exploiting their teachers' feedback correctly. The first phase is complemented by the second stage which tries to probe the core of the present study objective. The latter consists of measuring the possible superiority of an alternative feedback form (rubric) over the current traditional feedback used by teachers in the DFL at the University of Boumerdes

The second stage is an experimental study which consists of pre and post-treatment tests. In order to increase the reliability of the present study, the students are asked to take two pre-tests and two post-tests. The use of two tests for each phase of the experimental phase aimed at reinforcing the consistency of the results and at the same time to increase their reliability. In spite of this division, the two phases are closely linked and complementary.

3.2. Phase One: Exploratory Stage

As stated earlier, the first objectives of the exploratory phase is to collect data about how teachers deliver their feedback to their students and the possible causes of its inappropriate use in assessing the students' performance. In addition, it attempts to explore what students do with their teachers' feedback. It investigates the possible

troubles writers' face when trying to exploit their instructors' comments to improve their written performances. Thus, the objectives of teachers' and students' questionnaires, and what is called the exploratory phase, are summed up in the following questions:

(1) How is feedback delivered to students in the Algerian University context? This question generates the two sub-questions that follow. (1.a) What are the obstacles, if any, which prevent teachers from delivering their feedback appropriately to convey their messages? This question attempts to explore feedback delivery from teachers' standpoint. Of course, the issue of feedback is a complex one. This is why the second sub-question explores the reasons which prevent students from exploiting their teachers' feedback appropriately. To achieve such objectives, the present study tries to answer the following question (1.b): What are the reasons that prevent students from using appropriately their teachers' feedback to improve their written productions?

In the quest to answer the previous research questions the teachers' and students' questionnaires are designed and administered. These questionnaires are meant to generate a global picture about a set of issues related to feedback delivery from both teachers and writers standpoints. In addition, the complexity of feedback delivery and its impact on students' performance have also justified the organisation of the questionnaires in the form of a set of objectives. The latter represent crucial issues in the domain of assessment and their corresponding feedback type and mode of delivery. The next section presents the objectives of these questionnaires.

3.2.1. Teachers' Questionnaire

The teachers' questionnaire is administered to 19 teachers and tries to unveil the teachers' perception of the assessment system at the DFL of M'hamed Bouguerra University Boumerdes. It looks for the possible impediments that may prevent them from delivering appropriate feedback on their students' written performance and the troubles the Algerian teachers face when assessing and delivering feedback to their students. Thus, the main goal of this questionnaire is to investigate the following issues.

3.2.1.1. Objectives of the Teachers' Questionnaire

The teacher's questionnaire is divided into two main parts (please, see appendix I). The first one aims at collecting information about the teachers who participated in this research work, namely the teachers' experience and qualification. Indeed, it is important to know if there are any links between teachers' profile and the way they evaluate the student performances. The second part of the questionnaire investigates the different issues related to assessment in general and feedback delivery in particular from the instructors' point of view. The second section of the teachers' questionnaire investigates the following objectives.

1. The main obstacles faced by teachers when assessing and delivering feedback on their students' written performances.
2. Teachers' awareness of the different functions of the various assessment modes used at the tertiary level, most notably at the DFL of M'hamed Bouguerra University Boumerdes.

3. Teachers' qualification and training related to assessment of their students' performances.
4. Types of assessment techniques they use.
5. Timing of feedback delivery.
6. Teachers' use of criteria when evaluating writers' performances.

Question one asks the teachers if they are satisfied with the assessment practices used at their university. If they are not, they are invited to provide the reasons behind their dissatisfaction. In fact, the objective of this question is to unveil the possible sources of problems facing teachers in their assessment or evaluation of their learners' productions. It is necessary to look for the different obstacles teachers encounter to administer test and exams to suggest solutions to facilitate their work.

Question two looks for the teachers' awareness of the functions of the two main types of mandatory tests and exams laid down in the syllabus. This question provides teachers with a set of possibilities such as midterm exams which occur at the end of each semester. Indeed, such exams represent the main assessment modes used in summative tradition to certify the students' performance level. The second type of assessment mode is the continuous assessment which was introduced in the assessment practices at the university level after the reforms and the introduction of the LMD system in 2011. The function of this assessment procedure is to ensure a continuous evaluation and assessment recommended by the syllabus. It is also used to certify the students' performances because the teachers are expected to provide the administration staff with the scores of each test. In addition to the two first suggestions, the teachers can also

choose research papers or present other forms of evaluation and assessment which are not included in the check list.

Question three shifts to ask teachers about the purpose or usefulness of their evaluation. The teachers are expected to provide the objective of the two main assessment procedures listed in question two, namely midterm exams and continuous exams. The teachers are asked to provide the objective of each of them. The information yielded from this question may reveal if the teachers are aware of the particular role of those assessment modes and the appropriate feedback type to use for each of them.

Question four tries to know who schedules the end-term exams. The aim of the question is to know if there is any coordination between the administration and the pedagogical staffs. To achieve the question's objective, the teachers are provided with a set of possibilities such as administration staff, teachers, learners' tutorial office or a collaborative decision. Finally, the question provides an open ended possibility to allow teachers to provide other answers.

As for question five, it tries to look for the same objectives targeted by question four, but this time it addresses the issue of the role of decision makers in scheduling the continuous assessment tests. Continuous assessment is a particular evaluation mode because it focuses on smaller groups of students and it is concerned with the teachers' work in class. Question five investigates whether the teachers are really free to plan their tests or there are other actors who take the decisions to schedule those tests in their place? The question provides teachers with a set of suggestions as administration staff, teachers, learners' tutorial office or a collaborative decision. Finally, the question provides an open ended possibility to allow teachers to supply other answers which are not listed in the question.

Questions six and seven are closely related to the two previous ones because they are interested in revealing whether the scheduling of midterm exams and continuous tests respect the instructors' progress in covering the programme. Indeed, those questions have a twofold objective. First, they may reveal if there are any close monitoring and coordination of the teaching and the assessment practices. In addition, the tests validity and reliability depend heavily on a certain number of lectures or classes which need to be delivered before administering them. Due to some obstacles, such as recurrent strikes, some teachers may find their progress insufficient to administer a test or an exam. Are decision makers aware of those problems? Does such scheduling obey to pedagogical considerations or to other extra pedagogical ones?

The eighth question investigates the teachers' qualification or training in the domain of assessment. The aim of this question is to unveil the possible link between the misuses, if there are any, of assessment tools and appropriate feedback and the lack of specialised training in this domain. In the same vein, question nine investigates the way teachers assess their students' performances. It provides the teachers with some suggestions like multiple choice questions, gap filling exercises, reordering scrambled sentences or paragraphs, paragraph or essay writing, and errors corrections at sentence or paragraph levels. If the teachers are not satisfied with those choices the question allows them to add their own techniques.

Question ten asks teachers about the purposes of their evaluation. Is it for certifying students' standard or other purposes? The teachers are expected to provide the objective of the two main assessment procedures listed in question nine. The teachers are also invited to provide the objective of the midterm exams and continuous assessment. The information yielded from this question may reveal if the teachers are

aware of the particular roles of each test and the kind of feedback to use for each of them.

Question eleven asks the teachers, if the results yielded by their tests encourage them to modify their teaching practices. This is one of the conditions to label a test as a formative one. Indeed, formative assessment yields results that allow teachers to improve their weaknesses and reorient their teaching practices.

Question twelve asks the participants if their students understand the purposes of their feedback. This question is presented in the form of “**Yes/ No**” question. The teachers are, then, asked to justify their answers; if the teachers’ answer is positive, they have to justify their answer. In other words, what allows them to be certain that the messages they encode in their feedback are easily deciphered by their learners. The teachers, who answer the question negatively, are also invited to explain the reasons which prevent their students from understanding their instructions.

Question thirteen looks for the feedback format used by the teachers to assess their students’ performance and deliver their comments. The question is provided with a set of possible answers such as making comments on the students’ works orally only; highlighting, underlining or circling the errors with a red pen without further comments, writing short comments at the bottom or the margin of the paper; using a rubric, a grid or a table showing the criteria of a good piece of writing; peer evaluation i.e. allowing the students to correct one another’s papers; group feedback i.e. providing all the students with one of the best written productions; and handing individualised feedback i.e. providing each learner with a personalised feedback. An open-ended possibility is included to allow teachers to add another feedback formats which are not included in the list.

Question fourteen looks at the timing of feedback delivery. The question provides the teachers with two possible alternatives, namely during and after the course or the teaching episode. If the teachers select the former option, this will reveal that they are involved in formative assessment. The second possibility, i.e. after the course or the teaching episode, represents the traditional summative assessment practice.

Question fifteen investigates the frequency of delivering feedback in the Algerian classes. The teachers are provided with four possibilities: for every work they produce; for some of them; rarely and never. The objective of this question is to put into relief the possible obstacles which may prevent the teachers from providing feedback to all the students and for every work they produce. For instance, does class size and time constraints preclude teachers from providing such feedback? Or, are there other considerations?

Question sixteen, asks the teachers if their students are aware of what they expect them to perform in their writing. In other words, are the teachers' standards or profiles of a good work shared with their students? As for the seventeenth and final question, it asks the participants if they share the criteria of assessment with their students. Indeed, sharing those criteria is a prerequisite to allow students to have a clear profile of a good performance and consequently gain certain independence and autonomy. Students who are able to distinguish a good work from a bad one may become more self-confident and develop a critical eye and self-reliance. This question is presented in a **Yes / No** format. In addition, the teachers' who do not share those criteria with their students are invited to explain their choice.

The teachers' questionnaire tries to investigate a large range of important and interrelated issues. The latter may allow a better understanding of the reasons or the

obstacles which prevent practitioners from assessing their students' performance and subsequently deliver their feedback on their productions in an appropriate manner. Indeed, delivering a relevant and pertinent feedback to students is a critical condition to promote learning and the aim of this questionnaire is to reveal the true image of the assessment practices, in general, and feedback delivery, in particular. Notwithstanding its importance, investigating the issue of feedback delivery from the teachers' perspective is not sufficient to reveal all the possible sources of troubles. This is why the current research also attempts to investigate the issue from the students' angle.

2. Students' Questionnaire

The students' questionnaire, please, see appendix II, is administered to 91 students and tackles almost the same issues which are investigated by the teachers' questionnaire. Indeed, students are the first concerned with the use of the teachers' feedback to improve their written performances. Thus, understanding the way feedback is perceived from its users may allow its optimal efficiency.

2.1.2.1. Objectives of Students' Questionnaire

To collect the data concerning the different issues related to the perception and use of feedback from writers' standpoint, the students' questionnaire is divided into the following objectives:

1. Students' awareness of the roles and functions of the two main modes of evaluation, namely midterm exams and continuous assessment;
2. The degree of teachers feedback clarity;
3. The extent to which student trust their teachers' feedback, and teaching and assessment alignments;

4. Students' favourite feedback type, focus, delivery timing and characteristics;
5. Students' awareness of the criteria of a good piece of writing and their application.

The first objective of the present questionnaire is to investigate the students' awareness of the different roles and functions of the two main assessment procedures, namely continuous assessment and midterm exams. This objective is investigated by questions one and two. The latter tries to shed light on a new practice in the Algerian universities, brought by the LMD reforms, which is the distinction between the midterm examination and continuous assessment. This question is an open-ended question which aims at collecting maximum data about students' opinions. Question two investigates the students' preferred mode of evaluation and the reasons behind their choices.

To answer the second objective related to the extent to which the teachers' feedback is clear to the learners, the students' questionnaire devotes the next three questions. The third question asks the writers if they perfectly understand their teachers' feedback. Indeed, the students who find their teachers' feedback difficult to decipher are invited to provide the reasons which prevent them from grasping it. The third question is followed up by question four. The latter investigates the issue related to the contribution of teachers' feedback to the students' effort to improve their written performance. Question four is presented in the form of "Yes" / "No" format. The fifth question, in turn, tries to investigate the degree of precision and suitability of the teachers' feedback.

Questions six, seven, eight and nine explore the third objective of the students' questionnaire which is the students' confidence in their teachers' comments. They also evaluate teaching and assessment alignment. It is important to know whether students consider their teachers as a reliable source of knowledge and to measure the degree of the students' confidence in the quality of their teachers' feedback. Students, in our usual

practice of providing them with feedback, find that some teachers' remarks and feedback are subjective and biased. Consequently, teachers' comments may reflect the negative image they have about them. This may bias teachers' manner of correcting their productions. This is why the questions that follow try to explore this issue in order to reconstruct, if necessary, this confidence which is the basis of any attempt to build a successful system of feedback delivery in particular and a solid assessment practice in general. As Tierney (2013) put it, "fairness is an essential moral quality, and teachers are moral agents who influence classroom interactions for better or worse." (p.133)

Question six asks students about the degree of fairness of their teachers' evaluation. The question is presented in a form of "Yes" /"No" format. The students who find their teachers' feedback unfair are asked to justify their claim. Question seven, in turn, asks the writers about the extent to which they trust their teachers' feedback. The students are provided with three responses 'totally', 'partially' or 'never'. Question eight asks the students whether their teachers' exam evaluate what they have been taught or not. It provides the students with three answers 'always', 'sometimes' and 'never'. Question nine is an open ended question which probes into the opinion of the students about the marks assigned by their teachers. In other words, do teachers' marks correspond or reflect the effort the students make?

The fourth objective of students' questionnaire is related to some aspects of feedback such as their types; the aspects of their writing that the students want their teachers focus more on; and the timing of delivery. Question ten asks the students about their favourite feedback type i.e. a detailed or general one. It also asks them to provide explanations and justifications for their choices. Question eleven shifts to investigate the aspects that the teachers regularly focus on evaluation their written performances. This

question provides the students with some choices such as grammar, spelling, ideas, content, coherence and cohesion. Question eleven also allows participants to give their opinions on other aspects of assessment which are not included in the list. Question twelve tries to reveal the aspects of the writing performance that students want their teachers to focus more on.

Another critical aspect of the feedback delivery, which is investigated by this part of the questionnaire, deals with the timing of feedback delivery. This issue is very important because it determines the nature of the assessment theory adopted by the teachers and whether it is compatible with assessment practices used in class. It also investigates the reaction of the students to their teachers' feedback. Question thirteen elicits the students' opinions about the teachers' feedback delivery timing. Is it provided while students are still writing or a long time after they have finalised their production?

Question fourteen asks the students about what they do with their teachers' feedback when provided while still developing their written productions. The question provides the students with four possible options and the fifth one is an open ended possibility of giving the students the opportunity to provide other answers which are not included in the list. Students may select their answers from the following list: students may try to understand the source of their errors and correct them immediately; systematically correct the pinpointed errors without trying to understand them; defend their own ideas or opinion and negotiate the intended meaning; and finally ignore the teachers' remarks

Question fifteen tries to shed light on the students' reactions to the feedback provided a long time after the submission of their written productions. This question is presented in the form of a list of attitudes that the student may adopt. The list includes

the following possibilities: trying to understand the source of their errors without attempting to correct them; rewriting a second draft of their written production in the light of their teachers' comments; systematically correcting the pinpointed errors without trying to understand them; defending their ideas or opinions and negotiate the intended meaning with teachers; ignoring the teachers' remarks and remain faithful to their own written version; and checking the marks without looking at the teachers' comments. The final possibility is an open ended possibility which may allow the writers to supply answers which are not included in the list.

The fifth objective of the student questionnaire is interested in the students' awareness of the criteria of evaluation. Indeed, the use of criteria, whether explicitly stated or informally used to evaluate learners' performance, is something common. However, are students aware of the existence of those criteria? Question sixteen asks the writers if they have a clear idea of the criteria constituting a good work. This question is supplied in a form 'Yes' /'No' format. The students who claim that they are aware of those criteria are asked to give some examples in support of their answers. The examples provided by the students may allow us to unveil the possible contradictions, if there are any, with teachers' expected performance.

Question seventeen shifts to the investigation of the timing of providing assessment criteria. In fact, the question asks the students about when the teachers supply them with those criteria. It provides the students with three possibilities: before taking their exams, after or never. Question eighteen follows up by asking the students about their preferred moment of providing them with the assessment criteria and the justification of their answers.

The students' and teachers' questionnaires have gone through a piloting phase. The latter has revealed many weaknesses in terms of the questions' order and the potential ambiguity of the concepts. This piloting stage has allowed us to reorganise the questionnaires and reformulate some concepts which prevent the participants from understanding the questions. After the piloting stage, we have delivered both teachers' and students' questionnaire to our research populations. We have collected the questionnaires from the teachers who accepted to participate in this research. However, it is worth mentioning that many teachers who had been invited to participate in this survey either refused or have not returned them. In spite of the modest size of the teachers' population, the latter represents more than half of the total instructors working at the University of Boumerdes during the academic year 2012 - 2013. The same difficulty emerges with the students' responses which do not exceed ninety-one questionnaires forms returned. Notwithstanding, the problems encountered in distributing and getting back the responses, the preliminary results obtained after analysing them are very promising. Indeed, it seems from the responses of the teachers and students alike that the issue of assessment and feedback has turned out to be interesting to both pedagogical partners.

The two previous questionnaires have paved the way to the second part of the research. Indeed, the exploratory phase preliminary results justified the measurement of the real impact of the teachers' feedback format on the students' written performance. In order to check the extent to which an alternative feedback form may enhance the writers' performance, an experimental study is designed. It compares the students' performance under the traditional feedback conditions and when using alternative feedback such as a writing rubric.

3.3 Phase Two: Experimental Study

The second stage of the research work tries to propose an alternative to the probable shortcomings or inappropriateness of the current model of feedback delivery. This phase tries to answer the last questions of the current research work.

4. Is the students' incapacity to improve their writing performance due to the type of the current feedback delivered?
5. Does the introduction of an alternative feedback type, such as a rubric, enhance the writers' performance?

These questions generate the following hypothesis:

Hypothesis 1: The alternative feedback type enhances the students writing performance.

This part of the research is a pre-experimental work which is conducted at the DFL at M'hamed Bouguerra University of Boumerdes. This experimental work tries to evaluate the learners' performance under two different conditions, namely under traditional, and alternative feedback delivery. The following section describes the research population profile and the diagnostic test which is administered to the participants before starting the experimental work.

3.3.1. Research Population

As explained earlier, the sample of students who have accepted to participate in this pre-experimental work are originally distributed into three different groups that the administration staff put under our supervision. Indeed, the three groups belonged to one

of the two sections that constitute the first year student of the academic year 2012-2013. Thus, the students population are divided into three groups of 30 students each. Each section is composed of seven groups. They are taught by different teachers. One teacher is in charge of the lectures while the other teachers are responsible of the guided work (TD).

The teacher who is responsible of teaching the lectures is in charge of delivering theoretical lectures in which s/he presents different types of sentences such as topic, supporting, concluding sentences and the different characteristics of the writing genres. In addition, the lecturer teaches the writing process which is composed of the following stages: prewriting, drafting, revising and editing. The role of the teacher, who is responsible of the TD, intervenes in the performance or practice stage. S/He has to work in coordination with the lecturer, and monitors the students' application of the instruction given during the lectures. The teacher of the TD, then, assesses the students' performances because this work cannot be conducted by the lecturers owing to the large number of students constituting each section. This is why we have chosen to implement our experimental work with the three groups put under our responsibility.

Of course, one may wonder why other groups and other teachers are not involved in this study. There are many obstacles which have prevented us from conducting a large scale research. The regulation of the LMD system makes a clear distinction between the lecture and the TD. The lecture attendance is not compulsory, so the bulk of the students does not attend them on a regular basis. Unlike lectures, TDs are compulsory and students' attendance is marked and constitutes a part of the overall average. Indeed, the overall practicum's mark is constituted of three parts: two marks are allocated to attendance, three marks to participation, and the rest, i.e. fifteen marks,

is allotted to the works done by the students. Consequently, 25% of the total mark is devoted to both attendance and participation. This is why students attend regularly the TD. Furthermore, the other teachers are so overwhelmed by the teaching responsibilities that they feel incapable of engaging in a demanding research effort. Thus, we have decided to work with the three groups under our supervision.

Let us come back to the sample of the students' profiles constituting the experimental research population. Eighty percent of the sixty-five students, who constitute the research population, are female students. The dominance of females over males reflects the representation or the proportion of students at the DFL of M'hamed Bouguerra University of Boumerdes. All the students are enrolled for the first time at the university and they have approximately the same prior knowledge and training in English language. As far as the age is concerned, except for some students, the majority of the participants are 19 years old. These features may generate a homogeneous population. In spite of their homogeneity, the students who are involved in this pre-experimental work are submitted to a diagnostic test which may respond to an important condition of formative assessment, namely the identification of the students' prior knowledge or departing point. The latter may allow a better estimation of the participants' progress towards the targeted objective.

3.3.2. Diagnosis Test

As explained earlier in this chapter concerning the research methodology choice, the present study is a pre-experimental work. Such a kind of research is composed of a pre and post-treatment phases. However, before engaging in any action, there is a need to administer a diagnostic test to our students. This need is justified by the necessity to know the standard and the knowledge of the students in terms of mastery of English

language level before engaging in this research endeavour. This test may provide a better understanding of the departure point that the students started from compared to the objectives assigned by the present research. This test is also important for ensuring that the probable future improvement in learners' performance is the result of the implementation of the alternative assessment. The necessity to administer a diagnostic test to measure the prior knowledge of the students is also justified by the fact that formative assessment looks like a viaduct that bridges the gap separating students' current level and the targeted one (Box ,2008) This task can be achieved by evaluating the learners' level before engaging in the alternative assessment treatment.

This diagnostic test is taken from a Columbia International College Placement Test (please , see appendix III). One may wonder why this particular choice is made and how a placement test can play the role of a diagnostic test. First, this test is destined for uses of English as a foreign language. It is also available freely on the Internet and it really responds to the particular needs of this research. Indeed, this test devotes an important part to the language mastery or skills. The latter are required to write a good composition within an academic context which is the case of the research population. Grammar is one of the particular requirements of a good piece of writing, especially in a foreign language context. In this respect, Baleghizadeh and Gordani (2012) claimed that

What seems obvious to assert is that in academic writing one should always follow rules of grammatical accuracy since the end-user or consumer of the writing is likely to be an expert in particular fields. Hence, it is vital that writing is clear through compliance with rules of punctuation and the conventions of grammar to maintain clarity and avoid ambiguity in expression.

[...] the teaching of writing in ESL and EAP programs needs to provide students with linguistic and writing skills that can enable the learners to be involved with and make sense of the new information. (p.161)

Owing to the importance of the mastery of the grammatical accuracy, this test devotes an important part to it.

This diagnostic test is divided into four important parts. The first exercise requires the choice of the suitable words or phrases out of a set of possibilities to complete the nineteen sentences. This activity covers a range of grammatical points like the use of suitable verb, nouns, noun-verb agreements, use of appropriate tenses or prepositions etc. The second part of the test invites the students to write questions to the underlined words. The latter introduces ten statements to transform into interrogative sentences. The third part, in turn, deals with the use of appropriate tenses. This activity is presented in the form of questions or short passages and answers where the students are required to use the appropriate “*Wh*” form or verbs to formulate the questions. The fourth part of the test deals with the use of active and passive sentences. The students are provided with three short passages and the verbs are put in the infinitive form, the students’ task is to use the appropriate tenses. The fifth part of the test deals with the different forms of the conditional. Students are expected to complete the six sentences with the verbs in parentheses.

The second section of the test deals with the reading comprehension and the students’ understanding is assessed by answering the two activities. The first activity is provided in the form of multiple choice questions and the second one is answering the

question by writing their own responses. After completing the diagnostic test, we have shifted to the core of the pre-experimental work.

3.3.3. Pre-treatment Stage

The pre-treatment stage is designed to measure the efficiency of the current or traditional feedback in improving writers' performances. This study starts by administering traditional format of feedback to the students. Indeed, this kind of feedback is summed up in highlighting and underlining the students' errors with a red pen and make comments on the margin or at the bottom of the writers' paper.

During the pre-treatment stage, the students have written 100 to 150 word paragraphs which are collected and corrected in the traditional way. The students' errors are, then, corrected by highlighting the most serious errors, circling them and from time to time we added some comments on the margin or at bottom of the papers. The corrected paragraphs are returned to students and the second draft of the work is submitted a week later in the class. In order to ensure more reliability to this pre-treatment phase this operation is repeated twice.

The topics of the writing activities have tackled a happy and a sad event which marked their life. The topics chosen are suggested by the students and the objective is to provide the same writing genre to avoid any obstacle that may make a given topic more difficult than the other. The students have written two drafts for each test. Thus, the pre-treatment phase consisted of a total of 260 paragraphs or in other words four paragraphs for each student. However, it is necessary to highlight that when correcting the students' performance, we have adopted a set of criteria that we have not explained or shared with the students. In fact, students have been given a very superficial

explanation about the required standard to simulate the current manner of providing feedback. The second phase of the present research introduces the alternative feedback form.

3.3.4. Post-treatment Tests

The post-treatment phase is completely different from the traditional manner of delivering feedback. Students are provided with a detailed description of the required standard. The students are supplied with a rubric which encapsulates all the criteria of a good work. The feedback, in this post-treatment phase, is articulated around those criteria embodied in the assessment rubric sheet. The following section describes and explains the different element or components that form it. This rubric is California State University’s Long Beach Analytical Writing Rubric

	<i>Levels of performance</i>	<i>Outstanding</i>	<i>Effective</i>	<i>Adequate</i>	<i>Ineffective</i>	<i>Grade /marks</i>
Division I: Presentation						
1	The purpose and form are clear and consistent.					6
2	The main claim is clear, significant and challenging.					
3	Organization is purposeful effective and appropriate.					
4	Sentence form and word choice are varied and appropriate.					
5	Punctuation, grammar, spelling and mechanics are appropriate.					
Division II: Content						
6	Information and evidence are accurate,					

	appropriate and integrated effectively.					4
7	Claims and ideas are supported and elaborated.					
8	Alternative perspectives are carefully considered and represented.					
Division III: Thinking						
9	Connection between and among ideas are made.					3
10	Analysis /evaluation/interpretation are effective and appropriate.					
11	Independent thinking is evident.					
12	Creativity /originality are evident?					
Division IV: Assessment specific criteria						
13	Response to all aspects of the assignment.					2
14	Documents use evidenced appropriately.					
15	Consider the appropriate audience/implied reader.					

Table 3.1: Writing Criteria from California State University, Long Beach Analytical Writing Rubric

Table 2 represents the rubric used to evaluate students’ performances. This rubric is composed of four different divisions, namely presentation, content, thinking and assessment specific aspects. In addition, each division is composed of a set of criteria that are summed up into fifteen elements or criteria which are evaluated against four different performance levels ranging from outstanding, efficient, adequate and

inefficient performance (for more details see appendix VI). Let us first start with the description of each level of analysis.

The first division is the presentation level. It is composed of five criteria which concern the form of the piece of writing. Indeed, the form which is targeted by the present rubric covers both the paragraph form and also the different parts that constitute it. The first element of the presentation level looks for whether the purpose and the form of the piece of writing are appropriate or not. The students are expected to respect the paragraph form such as writing the paragraph as a block. In addition, is the form compatible with the purpose of the piece of writing? Each genre requires a particular organization such as space or chronological orders...etc.

The second criterion of the presentation level is interested in the writers' claims. It tries to reveal whether the claim of the writers is clearly stated and challenging. The third criterion deals with the organisation of the paragraph. The rubric moves to another level of the paragraph form which is the sentences forms. The fourth criterion investigates whether the writers use different and varied sentence forms and a rich vocabulary repertoire. The purpose of this criterion is to check the level of language mastery. The last criterion of the presentation level deals with the appropriate use of punctuation, grammar, spelling and mechanics.

The second division of the rubric concerns the content of the writers' productions. This level is composed of three criteria. The first criterion concerns effective integration and use of information. Indeed, the students have to show a good capacity to utilise the arguments and the data in their writing. Then, we shift to the next criterion of this level which deals with the capacity to support their claims and ideas appropriately. The third and the last criterion of the content level concerns the way students tackle and present

their ideas and opinion from different perspectives. In addition, it investigates the students' capacity to analyse the topics they work on.

The third division deals with the thinking aspect. The level is composed of four criteria. The latter begins with the investigation of the writers' capacity to make connection between ideas. The second criterion deals with the capacity to analyze and interpret the ideas in appropriate and effective manner. The third criterion reveals the students' independent thinking. In other words, it is the capacity to avoid plagiarism and imitation. In the same vein, the last criterion of the thinking level shows the writers' capacity to be creative and present original works

The fourth and the last divisions of the present rubric is the assessment specific aspect. This level is composed of three criteria. The first criterion tries to show whether the writers have responded to all the aspects of the writing task. The second shows the writers' capacity to use documents to support their claims appropriately. Finally the last criterion deals with the students' capacity to write appropriately to the targeted audience.

All the levels and the criteria are explained to the student in order to avoid any risk of misinterpretation of those elements constituting the rubric. The other aspect of the rubric deals with the levels of the students performances. The performance levels are outstanding, effective, adequate and inefficient. The students, as explained earlier, are invited to allocate or distribute the 15 marks that represent the mark given to student in continuous assessment on the four levels which constitute the rubric. We may also wonder why making reference to numerical evaluation in a test which is supposed to provide qualitative feedback to both teachers and students to adjust their teaching and learning practices and improve their expected performance. The evident answer can be

provided by the objectives of the practicum. In fact, the continuous assessment plays both formal and informal functions. In other words, it may play its original role which is enhancing student performance by providing qualitative feedback. However, it can also play a certification role and this is only provided by marking student performances. In order to ensure more objectivity in the evaluation, we have decided to give students the possibility to distribute the marks on the different levels of the rubric. The three groups, then, provided us with their appreciation of the divisions or criteria that should be given more importance than the others.

The students in the post-treatment stage are required to write a paragraph about happy event in their life. It is written in the classroom and at the end of the lesson the works are collected and corrected and given back to students a week later. Students are invited to correct their works in the light of the comments and the rubric attached to their written performances. When the students return the first draft, we open a debate about their errors and ask some questions to clarify the main obstacles faced when producing their written compositions. This kind of conferencing allows us to clarify many obscure issues that the students are incapable to understand when working alone. Some students have written their paragraphs on the board and the whole group is involved in correcting or polishing the work. Such a technique helps many students to cross the threshold of shame and allows them to benefit from both their teachers and peers comments.

To ensure the reliability of the post-treatment phase, we have repeated the operation a second time. The students, in the second operation, have written about a sad event. The topics in the post-treatment phase are also selected by the students who are

required to describe their hobby and their favourite person in the first and the second tests respectively. The same procedure is applied in the second test.

Conclusion

The current chapter has described the research population profile and the methodological approach that we have selected to investigate the different research questions and the hypothesis. It also deals with the research validity and reliability. In order to achieve our objectives, we have chosen a pre-experimental method which is composed of two related stages. The first stage is an exploratory phase which attempts to unveil the different obstacles which face both teachers and students when delivering or using feedback. These objectives are investigated through two questionnaires destined for both research participants.

The practitioners' survey investigates issues related to the way assessment in general and feedback in particular is conducted and looks for the teachers' assessment techniques and objectives. The questionnaire also examines some issues related to sharing criteria and their timing of delivery. Furthermore, the same subjects are also analysed by the students' questionnaire which tackles some research topics like feedback clarity, precision and objectivity. The students' questionnaire investigates some psychological questions such as students' confidence in their teachers' feedback and fairness of their assessors' grading.

The second stage tries to measure the real impact of using alternative feedback on the students' writing performances. Before engaging in the experimental work students have taken a diagnostic test which measures their language mastery level. The aim of the diagnostic test is to ensure that the resulting outcomes are the consequence of the

alternative feedback use. The experimental study is composed of two stages pre and post-treatment one. The two pre-treatment tests simulate the traditional feedback delivery form while the two post-treatment ones represent the use of alternative feedback (rubric). The results yielded from both pre and post-treatment tests are compared and the progression rate is calculated to measure the possible superiority of formative feedback over the traditional one. The presentation and the analysis of the data generated from the different research tools are presented in the following chapters.

Introduction

The aim of the present chapter is to explore a set of issues related to assessment and feedback delivery from teachers' perspective. The teachers' questionnaire is administered to nineteen teachers from the DFL at M'hamed Bouguerra University of Boumerdes. The questionnaire covers a range of objectives. It first looks for their professional profile such as experience and job positions or titles. The second section of the questionnaire tackles a set of issues such as the different assessment procedures used by assessors to evaluate the writers' performances. It investigates the different feedback delivery techniques, and timing. Indeed, the questionnaire looks for some issues such as the sharing of the writing criteria and the timing of their delivery. All the issues tackled by the teachers' questionnaires aim at providing a better understanding of the troubles which can prevent the appropriate, efficient and optimal use of the assessment procedures and their corollary feedback form. Furthermore, the present chapter will become the basis to suggest solutions to improve the situation or at least lessen their negative effects.

4. Results of the Teachers' Questionnaire

The results of the teachers' questionnaire are organised in a form of objectives which encompass some issues related to both teaching and assessing the writing competence of Algerian students enrolled at DFL. Furthermore, the questionnaire investigates the crux of the present research work which is the use and the delivery of feedback and its impact on the writers' performance. The research population is not a large one. However, they constitute fifty percent of the total staff in our department during the academic year 2012 -2013.

4.1. Section One: Teachers Profile

The teachers' profile is composed of two important features which are related to their experience and job positions respectively.

4.1.A. Experience

Experience ranges	Score	Total Population	Percentage
0 to 5 years	13	19	68.42%
6 to 15 years	4		21.05%
Over 15 years	2		10.53%
Total Scores	19		100%
Table 4.A1: Teachers' Job Experience			

Table (4.A1) deals with the teachers' experience. The results of the first question show that thirteen teachers out of nineteen, who represent about (68.42%) of the total population, accumulate less than five years of experience. In addition, there are four instructors (21.05%) who have an experience which ranges from ten to fifteen years. The two remaining instructors (10.53%) have over fifteen years of experience.

The majority of the population is constituted of young and novice teachers. It is evident that the bulk of the population has a short experience in the domain of teaching and assessment and this will consequently generate troubles in their daily classroom activities. The results of the present study are similar to the population investigated by Choubane (2014) in her doctorate thesis about "The Teaching of Composition Writing with Particular Reference to Grammatical Competence." at the DFL of Sétif University Algeria. Her population's experience does not exceed four years. Although, such

comparison cannot be generalised to all the Algerian universities, we can still affirm that some universities employ novice teachers who may lack experience in the domain of teaching and assessing writing and more particularly the delivery of feedback. The next table presents the teachers' titles or positions.

4.1. B. Job Position/Title

Position/ Title	Frequency	Total Participants	Percentage
<i>Maitre Assistant Rank</i> 'B'	12	19	63.16%
<i>Maitre Assistant Rank</i> 'A'	4		21.05%
<i>Maitre de Conférence</i> 'B'	2		10.53%
<i>Maitre de Conférence</i> 'A'	0		0%
Professor	1		5.26%
Total	19		100%
<i>Maitre Assistant 'A' 'B' Maitre de Conférence 'A' 'B'</i>			
Table 4.A2: Job Position /Title			

Table (4.A2) deals with the teachers' position or title the bulk of the participants are assistant teachers (MAB/ MAA) with sixteen participants out of nineteen (84%). The latter are divided into assistant teachers "Rank B" with twelve teachers out of nineteen (63.16%), and there are also four assistant teachers (21.05%) of a higher rank

“Rank A”. The rest of the teachers are more qualified practitioners. There are two holders of a doctorate degree and one professor who represent respectively (10.53%) and (5.26%) of the total population. The results of the present table confirm the proportion of teachers who have a short experience. Indeed, the majority of the teachers are junior instructors rank “A” or “B”. Chouban’s study also displays the same results as her population is constituted of teachers of lower rank.

The first section of the questionnaire investigates the profiles of the instructors who have participated in the study. The majority of the teachers are junior instructors who are freshly recruited as assistant teachers’ ranks A and B. There are also a few teachers who accumulate a significant experience in the domain of teaching and assessing students writing. Thus, will this profile, especially lack of sufficient experience, affect their way of assessing and delivering feedback on their students’ written productions?

4.2.1. Degree of Satisfaction with the Current Assessment Modes

Answers	Frequency	Total Participants	Percentage
No	10	19	52.63%
Yes	7		36.85%
No answer	2		10.52%
Total Scores	19		100%

Table 4.A3: Teachers’ Satisfaction with the Current Assessment Procedures

Table (4.A3) is concerned with the teachers' degree of satisfaction with the current assessment procedures. More than half of the population (52.63 %,) is not satisfied with the current assessment practices, only seven teachers out of nineteen (36.85%) are satisfied with the present assessment practices. Two teachers out of nineteen (10.52%) have not provided any answer.

There are some reasons that can explain this situation. Indeed, writing activities are so complex to accomplish that the present tests and examination procedures are unable to respond to their requirements. In other words, the writing process, which is naturally constituted of four stages namely prewriting, drafting, revising and editing, cannot be measured by tests and exams which are limited in terms of time duration. Teachers may find these assessment procedures incompatible with the process writing requirements. In this regard Cho (2003) found that

Theory suggests that writing in general is a cognitively demanding task, and that improving written texts always requires multiple revisions and, naturally, time to make them, which the traditional essay test does not allow. How realistic and fair is it, then, to expect somebody to draft a [well-organised] essay in less than an hour on a topic that the writer may or may not have thought about before? (p.168)

The results of the previous question are confirmed by the arguments provided by the instructors who are unsatisfied by the present assessment procedures. The section that follows delves why they are rejected.

4.2.1.1. Unsatisfied Teachers' Arguments

When invited to explain why such testing procedures are incompatible with the demands of their writing activities, the teachers provide answers enumerated in the table

4 A.3.A

Justifications	Score	Total Participants	Percentage
Classes are overcrowded	3	10	30%
The assessment procedures do not reflect the real level of the students.	3		30%
These procedures are time consuming.	2		20%
Other justifications please specify!	2		20%
Total Scores	10		100%
Table 4.A.3.A : Arguments Concerning the Present Assessment Practices			

The unsatisfied teachers provide the following justifications. Three teachers out of ten (30%) claim that overcrowded classes constitute the main reason why they are dissatisfied with the current assessment practices. Indeed, the Algerian University is facing a real challenge to manage the increasing number of students who enrol each

year. Thus, many universities are characterised by large classes and instructors have also to contend with the lack of appropriate pedagogical tools. In the same line, (Al Jarf, 2006), who is cited in (Bamba, 2012), and (Nicol, 2006) also highlight the difficulties to manage large classes, especially when teachers try to provide customised feedback to their learners.

In addition, the same number of teachers declares that these procedures do not reflect the real level of the students. The teachers' claim is confirmed by (Nicole et al,2015) who reported the results of a study conducted by (Stiggins and Bridgeford, 1985). The latter have surveyed the beliefs of a group of American teachers concerning the use traditional writing tests. These procedures, according Stiggins and Bridgeford are "a poor reflection of students' knowledge and skills." (As cited in Nicole et al,2015,p.293). Two teachers out of ten (20%) find such procedures time consuming. Nicole et al (2015) also confirm this feature of the standardised tests. However, the remaining instructors, that is (20%), have not justified their answers. The next question investigates the different assessment procedures used in the Algerian university.

4.2.2. Types of Mandatory Assessment Modes at the University

Answers	Score	Total participants	Percentage
Midterm Exams	15	19	78.94%
Continuous Assessment	13	19	68.42%
Research Papers	4	19	21.05%
Others, please specify !	0	19	0%

Table 4.A4: Assessment Procedures Used at the University of Boumerdes

The table above shows that the main testing procedures used at the University of Boumerdes are midterm exams with fifteen responses out of nineteen (78.94%). The continuous assessment comes in the second position with thirteen responses out of nineteen (68.42%). Finally, four respondents, out of nineteen (21.05%), select the research paper as the last assessment mode. The participants have not provided any other assessment procedure than these provided in the list.

Obviously, the majority of the testing procedures used at the University of Boumerdes are traditional ones. As clearly shown by the results, the teachers use midterm exams which represent the typical summative assessment procedure which assesses the accumulated knowledge that students acquire during a semester. This situation is similar to the one Race (2015) describes in the following: "Despite growing concern about the validity and fairness of traditional exams, for all sorts of reasons [traditional exams] will continue to play a large part in the overall assessment picture." (p.48) Despite the evident dominance of traditional assessment procedures, such as midterm exams and research papers, over the modern continuous assessment, which is recently introduced by the LMD reforms, the following question tries to investigate the objectives of each mode of assessment.

4.2.3. Objectives of Midterm Exams and Continuous Assessment

The teachers have assigned the following objectives to the two mode of evaluation. For them the midterm exams target the following objectives:

4.2.3.1. Objectives of the Midterm Exams

Objectives of Midterm Exam	Score	Total Participants	Percentage
Assess students' knowledge accumulated during a semester.	8	19	42.10%
Evaluate students level and certification	3		15.79%
Assess what has been accomplished and the syllabus objectives.	2		10.53%
Other justifications , please specify!	6		31.58%
Total Scores	19		100%
Table 4.A5: Midterm Exams Objectives			

Table (4.A5) shows the objectives assigned to the midterm exams. Eight teachers out of nineteen (42.10%) assert that such exams are mainly used to assess the knowledge acquired by the students during a semester. In the second position, three teachers out of nineteen (15.79%) claim that such examinations are used for both evaluating and certifying the students' level. In the last position, two teachers out of nineteen (10.53%) declare that such exams assess what has been achieved and check whether the objectives of the syllabus have been attained or not. There is a need to mention that six teachers out of nineteen (31.58%) have not provided any answer.

The teachers' responses confirm Buckle's (1990) claim about the standardised tests. Buckle found that these tests are used to certify the students' level and the

memorised knowledge and whether the targeted objectives laid out in the syllabus are reached. So, if the objectives of the traditional tests seem to be familiar to instructors in Algeria, is it the case with the objective of continuous assessment? The next table deals with the objectives of the new assessment procedures.

4.2.3.2. Objectives of the Continuous Assessment

Objectives	Score	Total Participants	Percentage
Continuous assessment objectives is the Daily and gradual evaluation of the students' level and knowledge progress.	11	19	57.89%
They have the same objectives as the midterm exams.	2		10.53%
Other answers, please specify!	6		31.58%
Total Scores	19		100%
Table 4.A6: Continuous Assessment Objectives			

As Table (4.A6) clearly shows, eleven teachers out of nineteen (57.89%) state that the continuous assessment is used to evaluate the students' improvement on a daily basis and evaluate their progress gradually. In the second position, two teachers out of nineteen (10.53%) declare that such evaluation procedure has the same objectives as the traditional midterm exams. Finally, it is worth mentioning that six teachers out of nineteen (31.58%) have not supplied any answer to the question. These findings are clear evidence that most teachers are aware of the function of continuous assessment
Buckle (1990)

However, a close look at the remaining answers confirms the lack of experience of an important part of the participants. Indeed, there are about (10.53%) of the participants who believe that these newly introduced assessing procedures do not differ from the traditional summative ones. Yet, the lack of experience alone cannot justify the instructors' ignorance of the specific formative function of the continuous assessments. Assessing students' performances formatively is a complex task which requires a special training. Unfortunately, policy makers in Algeria have not taken this critical requirement into consideration. The bulk of the teachers, who are familiar with traditional procedures use, are expected to convert into formative assessors with a political decision. This is confirmed by the huge number of the teachers who have not answered the question. Indeed, about (31.58%) of the teachers either ignore or confuse the functions of the two assessment modes. Another possible reason of teachers' dissatisfaction with the current assessment practices can be attributed to another critical factor to ensure valid assessment procedures namely exams and tests planning

4.2.4. Planners of Midterm Exams

Answers	Score	Total Participants	Percentage
Administration staff	7	19	36.85%
Collaborative decision	12		63.15%
Teachers	0		0%
Tutorial office /staff	0		0%
Others, please specify!	0		0%
Total Scores	19		100%

Table 4. A7: Planning Midterm Exams

When asked about the persons who are responsible of the midterm's exams planning, the bulk of teachers declare that it is a collaborative decision with twelve responses out of nineteen (63.15%). The administration staffs come in the second position with seven answers out of nineteen (36.85%). The other responses are not selected at all.

It is clear that the decision to administer exams should not obey to non pedagogical reasons. Indeed, the tests validity and reliability depend heavily on the teachers' appreciation of the fulfilment of the syllabus objectives set at the beginning of the course. Marginalising the teacher when taking this vital decision can lead to terrible consequences. The least of them is the lack of teaching and assessment alignment.

4.2.5. Planners of Continuous Assessment

Answers	Score	Total participants	Percentage
Teachers	10	19	52.64%
Administration staff	6		31.58%
Collaborative decision	3		15.78%
Learners	0		0%
Tutorial office /staff	0		0%
Others, please specify!	0		0%
Total score	19		100%

Table 4.A8: Continuous Assessment Exams Planning

Unlike the previous question, continuous assessment exams are mainly planned by the teachers with ten responses out of nineteen (52.64%). The administration staff

comes in the second position with six responses out of nineteen (31.58%). Finally, three teachers out of nineteen (15.78%) claim that it is a collaborative work. Unlike the previous assessment mode, the continuous assessments are planned by teachers and this may have a positive effect on their assessment practices. The next table investigates the teaching and the midterm assessment alignment.

4.2.6. Teaching Progress and Midterm Exams Scheduling

Answers	Score	Total Participants	Percentage
Yes	10	19	52.63%
No	8		42.11%
No answer	1		5.26%
Total score	19		100%
Table 4.A9: Teaching Progress and Midterm Exams Planning			

The above table shows whether the decision makers at the university level take into account the teachers' achievement of the planned objectives when scheduling the midterm exams or not. From the participants' answers, we can note that the majority of the teachers, with ten responses out of nineteen (52.63%), claim that their teaching progress is taken into account when scheduling the midterm exams. However, there are still eight respondents out of nineteen (42.11%) who state the opposite. Finally, there is one participant out of nineteen (5.26%) who has not provided any answer. The results of the previous table confirm the results of table (4.A9) which deals with the planning of midterm exams. As explained earlier, almost half of the population affirms that exam planners do not take their progress into account. This situation will have a negative effect on the tests quality. In other words, the poor alignment between instruction and

assessment can generate invalid tests (Abdullah & Sidek , 2012) and (Bonner,2013). The next table presents the results of the teaching progress and continuous assessment alignment.

4.2.7. Teaching Progress and Continuous Assessment Scheduling

Answers	Score	Total Participants	Percentage
Yes	12	19	63.15%
No	5		26.32%
No answer	2		10.53%
Total score	19		100%
Table 4.A10: Teaching Progress and Continuous Assessment Exams Planning			

The above table looks at the same issue tackled in table (4.A9) but when scheduling continuous assessment. The results of (table 4.A10) show that the majority of the teachers, with twelve respondents out of nineteen (63.15%), declares that the scheduling of the continuous assessment takes into account their teaching progress. However, there are still five teachers out of nineteen (26.32%) who assert the opposite. The two remaining teachers, who represent (10.53%) of the total participants, haven not provided any answer. Unlike the midterm exams, the exam planners of the continuous exams respect the teaching progression. It is worth mentioning that the continuous assessment planning is also regulated by the tutorship office, but it seems that teachers have more flexibility to schedule them. This flexibility will have a positive effect on the students' attitudes as their questionnaire will reveal. Indeed, the continuous assessment may reflect a more realistic image of the writers' performances and this will certainly

encourage students to make more effort to improve their compositions. The next table presents the results related to teachers' qualification in the assessment field.

4.2.8. Teachers' Qualification in the Assessment Field

Answers	Score	Total Participants	Percentage
Yes	13	19	68.42%
No	5		26.32%
No answer	1		5.26%
Total score	19		100%
Table 4.A11: Teachers' Assessment Qualification			

Table (4.A11) investigates whether or not the participants are qualified and trained to assess the students' performance. Thirteen teachers out of nineteen (68.42%) find their training and qualification sufficient to assess their writers' performances. Five teachers (26.32%) claim that they are not trained to assess the students' written productions and one participant (5.26%) has not provided any answer. It is evident from the teachers' answers that the majority claims that they are qualified to assess their students written productions. Of course the question refers to assessment in general, but a close look at the next question's results will reveal the nature of the assessment techniques used to assess their students' performances. Are those techniques appropriate to assess their writers' real competencies?

4.2.9. Teachers' Assessment Techniques

Answers	Score	Total Participants	Percentage
Paragraph and /or essay writing	16	19	84.21%
Error correction at sentence /paragraph level	10	19	52.63%
Reorganizing scrambled sentences/paragraphs	5	19	26.32%
Multiple choice question	4	19	21.05%
Gap filling activities	4	19	21.05%
Others techniques , please specify	0	19	0%
Table 4.A12: Teachers' Writing Performance Assessment Procedures			

Table (4.A12) shows that the majority of the teachers, sixteen out of nineteen (84.21%), ask their students to write paragraphs or essays. In the second position, ten teachers out of nineteen (52.63%) use error correction at sentence and paragraph level. Reorganizing scrambled sentences or paragraphs is selected by five teachers out of nineteen (26.32%). However, both multiple choice question and gap filling activities are chosen by four respondents out of nineteen (21.05%) for each answer.

The most striking finding in the teachers' answers is the predominance of the traditional techniques of assessing the students' written productions. From teachers' answers, we can easily conclude that they still use obsolete assessment techniques which go back to the psychometric tradition. However, why do teachers resort to using

traditional assessment techniques to evaluate their writers' performances? Race (2015) provides an explanation to this universal phenomenon. Race (2015) believes that such type of tests present a set of advantages such as transparency, reliability, economy, and equality. Standardised tests may not reflect the true image of the writers' performance, but they are not a mystery to the test takers. The answers do not present ambiguity and may not be subject to speculation. Furthermore, they also present high level of scoring consistency. They are cheaper to administer and give the same degree of complexity to all test takers. The teachers who use the standardised tests can also ensure that the test taker is the one who does the work (Race, 2015). The next table shows the purposes of teachers' evaluation.

4.2.10. Purpose(s) of Teachers' Evaluation

Answers	Score	Total Participants	Percentage
Assess the knowledge acquired by learners.	14	19	73.68%
Certify the students level.	13	19	68.42%
Reassess their teaching practices.	5	19	26.32%
Plan remedial work/sessions.	5	19	26.32%
Others, please specify!	0	19	0%
Table 4.A13: Purposes of Teachers' Evaluation			

Table (4.A13) presents the purposes of the teachers' evaluation. The results of this question are as follows. As it can be shown by the table, fourteen teachers out of nineteen (73.68 %) assess their students knowledge and thirteen respondents out of

nineteen (68.42%) use them to certify their students' level. Teachers use assessment for both re-evaluating their own teaching practices and planning remedial work with five responses out of nineteen (26.32%) for each purpose.

From the participants answers one can easily observe the dominant summative perception of evaluation. Indeed, both certification and the assessment of the knowledge acquired by the learners are massively selected by the research participants with (73.68%) and (68.42%) respectively. Assessors in the present situation are just reflecting the traditional practices of evaluating students' performances. However, there are a few teachers who use assessment as a tool to plan remedial lectures or sessions or reassess their teaching methods. These results are an additional proof that the present research participants, and arguably the rest of Algeria university teachers of English, are not trained to assess their students formatively. In the same line, the following question investigates the teachers' reactions to poor results of tests or exams.

4.2.11. Teachers' Reactions to Writers' Poor Test Results

Answers	Score	Total Participants	Percentage
Inform the learners about their weaknesses and charge them with doing their own remedial work.	12	19	63.15%
Try to identify the sources of the problem to provide remedial work.	11	19	57.89%
Continue with the official programme without any	1	19	5.26%

modification in the teaching practices.			
Other answers, please specify!	2	19	10.53%
Table 4.A14: Teachers' Reactions after Poor Results			

Table (4.A14) presents the reaction of the teachers when their writers' results are not as good as expected. Twelve teachers out of nineteen (63.15%) declare that they inform their learners about their weaknesses and charge them with doing their own remedial work. Eleven teachers out of nineteen (57.89%) try to identify the source of the students' problems and provide them with remedial work. Finally, one teacher out of nineteen (5.26%) continues with the official program without any modification in the teaching practices and two teachers out of nineteen (10.53%) have not provided any answer. The following presents the results of the question related to the teachers' feedback clarity.

4.2.12. Teachers' Feedback Clarity

Answers	Score	Total Participants	Percentage
Yes	15	19	78.94%
No	3		15.78%
No answer	1		5.26%
Total score	19		100%
Table 4.A15: Teachers' Appreciation of Clarity of their Feedback			

Table (4.A15) presents the results of the teachers' appreciation of the clarity of their own feedback. Fifteen teachers out of nineteen (78.94%) claim that their feedback is well understood by their students and three teachers out of nineteen (15.78%) believe

that their feedback is not comprehensible to their students. Furthermore, one teacher out of nineteen (5.26%) has not provided any answer at all. The fifteen teachers who believe that their students understand their feedback have provided a set of justifications to support their answers.

Indeed, nine teachers out of fifteen believe that student' improvements, the correction of their works, and the different exercises done in the classroom allow them to appreciate the extent to which students understand their feedback. Five teachers out of fifteen affirm that the students tell them when they do not understand their feedback and they can also deduce it from their facial gestures. In the last position, one teacher out of fifteen believes that tests and exams results allow him to know if the students understand his feedback or not. The next table displays the different feedback forms used to correct students written productions.

4.2.13. Kind of Feedback Used to Correct Students' Writing

Answers	Score	Total Participant	Percentage
Write short comments at the bottom or on the margin of the paper.	15	19	78.94%
Highlight, underline or circle the errors with red pen without further comments.	10	19	52.63%
Group feedback i.e. to provide all the students with	7	19	36.84%

one of their best written productions.			
Peer evaluation i.e. to allow students to correct one another.	6	19	31.57%
Individualised feedback /provides each learner with personalised feedback.	5	19	26.31%
Use a rubric, a grid or a table showing the criteria of a good piece of writing	4	19	21.05%
Provide comments on the students' works orally only	3	19	15.78%
Others, please, explain	0	19	0%
Table 4.A16:Types of Feedback Forms Used to Assess the Writers' Compositions			

Table (4.A16) investigates the main types of feedback that the participants provide to their students when assessing their written compositions. Writing short comments at the bottom or the margin of the paper comes in the first position with fifteen responses out of nineteen (78.94%). Highlighting underlining or circling the errors with red pen without further comments comes in the second place with ten responses out of nineteen (52.63%). Group feedback or providing all the students with one of their best written productions occupies the third position with seven responses out of nineteen (36.84%). The fourth type of comments is peer evaluation which is

selected by six respondents out of nineteen (31.57%). Individualised feedback arrives in the fifth place with five responses out of nineteen (26.31%). The use of a rubric, a grid or a table showing the criteria of a good piece of writing is selected by four participants out of nineteen (21.05). Finally, providing oral comments on students' works is chosen by three participants out of nineteen (15.78%). The teachers are given the opportunity to provide answers which are not included in the list of choices. However, they have not provided any answers.

From teachers' answers, we can easily observe that they tend to use traditional red pen feedback. In other words, teachers at the DFL at M'hamed Bouguerra University of Boumerdes are still underlining and circling errors with a red pen and writing comments at the bottom of their students' papers. These obsolete practices are now replaced by more organised and well framed feedback forms such as rubrics which can mirror a better appreciation of the students' works. Despite this overall trend, there are still some participants who use alternative feedback forms such as rubric, peer or group comments and customised feedback. The latter are modern methods which encourage conferencing and the exchange of feedback between the teachers and their students. In addition to the type of feedback, delivery timing can also affect its efficiency.

4.2.14. Timing of Teachers' Feedback Delivery

Answers	Score	Total Participants	Percentage
Once they have finished and submitted their written production.	14	19	73.68%
While they are still	5		26.32%

engaged in the process of writing.			
Total Score	19		100%
Table 4.A17 : Timing of Corrective Feedback Delivery			

Table (4.A17) investigates the timing of teachers’ feedback delivery. It shows that fourteen teachers out of nineteen (73.68%) provide their feedback on the student’s finalised works and five teachers out of nineteen (26.32%) provide their feedback while the students are still writing their productions.

The results of table (A18) are clear evidence that the majority of the teachers are still using inappropriate approaches to feedback delivery. Teachers at DFL at M’hamed Bouguerra University of Boumerdes tend to provide their feedback at the end of the writing production and this practice goes back to the product centred tradition which evaluates the finalised works submitted by the students (Zamel, 1985). It is also necessary to reiterate that the modern approaches of teaching writing focus on the processes that lead to the construction of the writing product. Therefore, teachers’ feedback is more useful while building the written products (Zamel ,1982).

As clearly evidenced by the results of the above table, teachers feedback may not be efficient because it does not contribute to the development of the students’ knowhow. In other words, the students do not have the opportunity to interact with their teachers while constructing their written productions and the instructors do not transfer any knowledge to their students. Feedback, in the case of the bulk of the participants, is just a set of judgments on the quality of their students’ performances instead of enabling

them to build their compositions a little further. The next table investigates the teachers' feedback delivery.

4.2.15. Frequency of Teachers' Feedback Delivery

Answers	Score	Total Participants	Percentage
For every work	9	19	47.36%
For some	8		42.12%
Rarely	2		10.52%
Never	0		0%
Other answers	0		0%
Total score	19		100%
Table 4.A18: Frequency of Feedback Delivery			

Table (4.A18) shows that nine teachers out of nineteen (47.36%) supply feedback on all the students' works and eight participants out of nineteen (42.12%) provide it on some works only. The two remaining teachers (10.52%) claim that they do it rarely. However, there is no single teacher who does not give feedback to his or her students. Furthermore, the teachers have not provided any additional answer when they are invited to propose other alternative answers.

The need to correct the students' productions is justified by the possible benefits of such feedback on the improvement of their performances. This is confirmed by Hamlaoui and Fellahi (2017) who claimed that

writing teachers should take students' pieces of writing periodically to indicate major problems to be focused on in giving feedback because students cannot indicate their weaknesses measured with appropriation, and if they work repeatedly on a few types of errors, a definite reduction and longitudinal results will be achieved. (P.63)

As can be seen in the table above, about half of the population rarely provides feedback on their students' productions or just on some of the works. This can be attributed to the overcrowded classes. The latter do not allow them to provide the necessary amount of feedback to improve their students' productions. The next question investigates the students' awareness of the profile of good productions.

4.2.16. Writers' Awareness of Good Productions' Requirements

Answers	Score	Total Participants	Percentage
Yes	13	19	68.43%
No	4		21.05%
No answer	2		10.52%
Total score	19		100%
Table 4.A19: The Students' Awareness of the Criteria of a Good Writing			

Table (4.A19) shows clearly that most teachers, thirteen out of nineteen (68.43%), claim that their students are aware of the good writing criteria. Four teachers out of nineteen (21.05%) think that their students are not aware of those criteria. There are also two participants (10.52%) who have not answered the question. The results of the previous table show that the teachers believe that their students know the criteria of a

good written production. However, as the students' questionnaire will show, the writers have a superficial view of the good production profile. The next question asks the teachers if they share those criteria with their students.

4.2.17. Sharing the Evaluation Criteria

Answers	Score	Total Participants	Percentage
Yes	15	19	78.96
No	2		10.52%
No answer	2		10.52%
Total score	19		100%
Table 4.A20: Sharing the Evaluation Criteria with the Students			

Table (4.A20) investigates an important aspect of feedback delivery which is sharing assessment criteria. The majority of the teachers, fifteen teachers out of nineteen (78.96%), provide their students with the necessary criteria which constitute a good piece of writing. However, there are two teachers out of nineteen (10.52 %,) who do not and the two remaining participants (10.52 %,) have not provided any answer. The results indicate clearly that most teachers share the writing criteria with their students and the next table presents the reasons why they do.

4.2.18. Reasons for Sharing the Writing Criteria.

Justifications	Frequency	Total Participants	Percentage
They allow students have a deeper understanding and apply those criteria in	5		33.33%

their subsequent works.		15	
They increase the learners awareness of what is expected of them.	5		33.33%
They allow students to self-evaluate their work and prepare for the future tests and exams.	3		20%
They also allow students to be autonomous when correcting their works.	2		13.34%
Total Scores	15		100%
Table 4.A20A Reasons for Sharing Criteria With the Students			

Table (4.A20A) puts into relief the fifteen teachers' arguments which justify their decision to share the writing criteria. Five teachers out of fifteen (33.33%) believe that they allow students to have a deeper understanding their writing tasks more and apply them in their subsequent works. Five respondents out of fifteen (33.33%) declare that they increase the learners' awareness of what is expected of them to do. Sharing writing criteria also allows writers to be autonomous when correcting their works with two responses out of fifteen (13.34%) and three teachers out of fifteen (20%) believe that those criteria allow them to self-evaluate their work and prepare for the future tests and exams. The teachers who do not share the criteria with their students have not justified their answers.

From the questions related to sharing the writing criteria, it can be informed that most teachers are aware of the importance of using criteria and sharing them with their students. Indeed, the use of criteria is a possible way to involve the student in the process of enhancing their productions. In addition, the students' works will be

facilitated because the profile of a good production is clear to them (Taras, 2005). The criteria also give teachers a real opportunity to provide a fair and crystal clear judgement on their students writing. This may also reduce students' complaints about the objectivity of their assessment.

4.3. Overall Discussion of the Results

The teachers' questionnaire has revealed many interesting facts about the assessors' practices and feedback delivery. Indeed, most teachers reject the present assessment procedures because they are not able to reflect their students' real capacities. However, the participants' answers also reveal a real gap between their practices and the modern assessment requirements. The bulk of the teachers still evaluate their students' written performances in a very traditional manner. They generally use techniques which go back to the psychometric tradition and they assess aspects of the writing production instead of the processes that generate them.

The incompatibility of the teachers' practices is also revealed by their incapacity to distinguish the objectives of the main assessment procedures namely the midterm exams and the continuous assessment. The teachers at the DFL at M'hamed Bouguerra University of Boumerdes consider and use the two assessment procedures in the same manner. Indeed, the teachers ignore the formative role of the continuous assessment and use them in the same way and for the same purpose i.e. certification of the students' level.

The teachers also clearly show that the tests results do not lead to a remedial work so as to improve both their ineffective practices and students misunderstanding. Such results is another proof that teachers do not use modern approaches of writing

assessment which encourage the scaffolding of the students' performances and developing their potential capacities. Teachers in the DFL at Boumerdes University are using antiquated practices and techniques which cannot reflect the students potential and do not fit with the requirements of a good writing practice.

These findings are not surprising owing to the teachers' lack of experience and expert training (Cho, 2003). Obviously the different answers that the teachers are still using traditional psychometric tradition which focuses on certifying the students' performances and assessing aspects of the writing performance such as grammar at the expense of the processes of writing. The following tries to discuss and analyse the results generated from the teachers' questionnaire.

4.4. Analysis and Discussion of the Teachers' Questionnaire Results

Before analyzing the results generated from the different questions that constitute the second section of the teachers' questionnaire, there is a need to present the characteristics of the population which participated in the present study. The latter is constituted of novice practitioners with (68.42%) who have accumulated less than five year experience. In addition, (21.05%) of the population has an experience which ranges from six to fifteen years. The rest of the cohort is constituted of teachers who have more than fifteen years of experience. As for their job positions, the majority of the teachers are assistant teachers class B with (63.16%) and there are also (21.05%) of assistant teachers class A. The majority of the population is constituted of novice teachers who lack experience in the domain of teaching and assessing students written performances.

The teachers' questionnaire, through its different objectives, unveiled a set of interesting facts about the main weaknesses of assessment practices in general and

feedback delivery in particular. These results may allow a better understanding of the possible causes of the troubles the assessors face in their evaluation of their learners' productions. This diagnosis may also become the starting point to suggest future recommendations to either overcome those obstacles or lessen their effect on the teachers' practices.

The present analysis of the teachers' questionnaire will respect the following objectives' order. We first start with the teachers' appreciation of the current system of assessment and the possible problems they face of assessment and delivering feedback on their students' written performances. We shift to the teachers' awareness of the difference(s) between the various modes of mandatory assessment. Third, we tackle an important issue related to the teachers' qualification and training in the domain of assessment. Finally, we deal with another issue related to the use of criteria when evaluating writers' performance.

First and foremost, when asked about their appreciation of the current assessment procedures, used at the university, the majority of the teachers i.e. ten teachers out of nineteen (52.63%), (see table 4.A4 p 124), declares that they are not satisfied with those procedures. The teachers provide a set of reasons to explain their opinions. First, the overcrowded class is the first reason that prevents them from assessing their students' productions appropriately. In addition, teachers claim that those procedures do not reflect the real level of the students besides being time consuming.

The teachers' dissatisfaction with the current assessment procedures is accordingly by a set of arguments not specific to the Algerian context. Teachers, who cannot assess their students' performances in an appropriate manner, face a real obstacle to manage large classes. This obstacle is corroborated by (Ryan and Cooper,2010) when

they have tackled the difficulties of managing large classes. Nicol (2006) also believes that the increasing number of students who enrol at the university may justify the search for new ways of delivering feedback to learners to achieve the objectives of the syllabi. Nicol (2006) asserted that:

The workload of teachers [...] increases year by year as student numbers and class sizes become larger. One way of addressing this issue is to re-examine the nature of feedback, and who provides it (e.g. teacher, peer, self), in relation to its effectiveness in supporting learning processes. (p.4)

In addition, (Bamba ,2012) cited (Al Jarf, 2006) who found that teachers in large classes do not have time to pay attention to each student and they do not allow them to participate in the classroom activities. Conversely, (Blatchford et al.'s , 2003), cited in (Bamba, 2012), showed the opposite situation with the teachers working with smaller classes. Students, in smaller classes, are more engaged and involved in their learning process and their results are noticeably better. Teachers' assessment quality may be negatively altered by the overcrowded classes, especially when delivering their feedback on their writers' performances (Dann, 2002). The increasing number of students, about three hundred thousand each year, getting access to the Algerian universities, the lack of qualified teachers, the lack of necessary infrastructures and equipment may also complicate the present situation.

In addition to large classes, the present research participants, also, claim that the current assessment procedures do not reflect the writers' real level. The instructors' arguments seem to corroborate the previous one. The incapacity of the present assessment procedures to reflect the students' level has a set of explanations. Indeed, the

main assessment instruments, used in Algerian universities, are mainly the midterm and continuous assessment (see table 4.A.4 p.124).

The former procedure is a typically summative assessment because it is scheduled at the end of the teaching episode; it is not followed by remedial work; and it attempts to certify students' level (Wiggins, 1993). Furthermore, this kind of assessment procedures is organised in limited time duration, generally one hour and half. Consequently, they may not allow students to follow the writing process appropriately. For instance, the students may produce one draft only instead of generating sufficient drafts which may allow them to improve their productions. In addition, teachers also may adapt their questions to the tests time duration and this may lead them to assess aspects of sub-skills on the expense of the whole writing competence. In other words, teachers may target aspects like grammar, spelling, and punctuation, which are related to the writing skill, but they may not reflect the overall writing competence of the students. In this regard, Buckle (1990) declared that:

The purpose of traditional public examinations was to certify that a candidate had reached a certain standard in the subject. That is to say that the candidate possessed skills of recall, understanding and application of the knowledge in the subject at a level appropriate to the qualification. A student's grade in a subject gives limited information about a candidate's knowledge and skills to a teacher or lecturer in another institution, a training officer, or a potential employer. Even if they consulted the syllabus, this usually described skills in fairly general terms. (pp.35-36)

This may explain why teachers believe that their students' real level is not reflected by the current assessment procedures. In addition, continuous assessment (C.A) presents a serious challenge to the Algerian assessors. Indeed, C.A is introduced by the LMD reforms to allow teachers to assess continuously their students' written performances. However, this objective is deviated by both its marking system and administration protocols. It is necessary to reiterate that such type of formative assessment procedures can be used for improving the learners' performance i.e. assessment for learning.

However, these exams can also be used for certification purpose too. Indeed, the total mark of the student's performance is blurred by its partition into three main parts: two points to attendance, three to participation and the remaining fifteen points are allocated to the real performance of the learners. In this case, how can such tests reflect the real performance of the students with twenty five percent of the total mark which is not related to the targeted performance? Furthermore, continuous assessments are expected to provide learners with individualised feedback and tutorship. However, the problem of large classes prevents the teachers from achieving this goal. This obstacle leads to the last argument put forward by the unsatisfied teachers which is time management.

Both midterm and continuous exams present a serious challenge to teachers' time management (Chevalier ,2011). Moreover, overcrowded classes may not allow teachers to ensure close control of the students' works and activities. Teachers are overwhelmed by the huge number of works submitted by the learners each week. This strenuous activity is added to other pedagogical work that should be managed by the same teachers. This situation leads teachers to correct few works while other students are completely ignored. This situation is well illustrated by the frequency of teachers' feedback delivery. When asked about the frequency of providing feedback on students'

performance (Table 4.A18 p.141), nine teachers out of nineteen (47.36%) declare that they provide their feedback on every work submitted by students. However, the majority of the respondents either rarely provide their feedback on their students performance, or they just correct some of them. It is clear from the teachers' answers that large classes and time management may become real obstacles to provide appropriate feedback to all their students.

The second finding of the teachers' questionnaire is related to the types of assessment procedures used by teachers at the DFL of M'hamed Bouguerra University of Boumerdes. Among the assessment procedures, the teachers listed two main ones, namely midterm and continuous exams respectively. The former mode of assessment is the traditional summative procedure where teachers assess the knowledge accumulated by the learners during a semester. This type of assessment intends to certify the learners' level. Unlike continuous assessments, teachers are used to utilise midterm exams. The second mode of assessment is the continuous exams which are used to check continuously the learners' performance along the training episode. In spite of their differences, most teachers confuse their roles. When asked to provide the functions of each of these assessment procedures, the participants provide the following answers.

As far as midterm exams are concerned, there are three teachers out of the nineteen participants, (15.79%), who claim that such exams intend to certify the students' level. The majority of the respondents (42.10%) declare that those exams assess the knowledge acquired during the semester. This claim is theoretically true because midterm exams are destined to assess the knowledge acquired by students in the lectures. However, those assessment procedures are so limited in their nature that they can hardly achieve that aim. Indeed, those tests take place in a very limited period

of time from one hour thirty to two hours each semester. In other words, it is almost impossible that such tests may reflect the real knowledge acquired by the learners. Such tests are also so important to the learners' certification that they become a source of anxiety to the test takers. Another striking problem in the teachers' responses is that five teachers out of nineteen (31.58%) do not provide any answer. In other words, those teachers either ignore the functions of these procedures or they confuse the way they are used (Almendral, 2014).

The second assessment mode is the continuous assessments. The latter are mainly used to assess the students' performance on a daily basis and their gradual progress with (31.57%) and (26.32%) of the total responses respectively. Although what has been said is sensible, the teachers seem to forget that the way those tests are administered have alienated them from their initial objective. Indeed, it seems that those tests are scheduled and administered in the same manner as the midterm exams, but at smaller scale i.e. a group instead of whole sections. The formative nature of continuous exams is corrupted by way in which they are used. Indeed, the initial objective of continuous exams is to ensure a continuous control of the writers' performance. In addition, the results of such assessment procedures may allow teachers to detect the weaknesses of the learning process to bring the necessary remedial work to improve them. Yet, the present manner of administering the continuous exams does not leave room to the formative function of such assessment procedures. In other words, it has simply transformed continuous assessment into summative assessment. In this respect, Heritage (2010) declared that:

We already risk losing the promise that formative assessment holds for teaching and learning. The core problem lies in the

false, but nonetheless widespread, assumption that formative assessment is a particular kind of measurement instrument, rather than a process that is fundamental and indigenous to the practice of teaching and learning. This distinction is critical, not only for understanding how formative assessment functions, but also for realizing its promise for our students and our society.”

(p. 1)

In addition, the LMD recommendations impose the administration of two continuous tests during each semester, to ensure a minimum of continuous control, but this seems to neglect that the C.A should be informal and used without any protocol. Also, they should be programmed by the teacher when the need is felt (see p.35). Indeed, as confirmed by the results of the questions which deal with the planning of exams and tests, continuous exams are scheduled by other actors such as tutorship office instead of being the exclusive decision of the teachers (see appendix VII). However, teachers are the only ones who can evaluate the need for them and exploit their results to bring the remedial works. In the same vein, there are (10.53%) of the practitioners who claim that continuous Assessments' function does not differ from the midterm ones. Nonetheless, the most impressive finding is the number of teachers who did not answer the question. Undeniably, there are (31.58%) of the participants who may ignore the function of the continuous assessment. Exams administration and planning are other issues investigated by the teachers' questionnaires.

One of the amazing findings is that teachers are not systematically involved in the planning of the different tests and exams (See tables 4.A.7 p.128 and 4.A.8 p.129). The results reveal that ten teachers out of nineteen (63.15%) declare that planning the

midterm exams is a collaborative work between teachers and students. The administration staffs come in the second position with seven responses out of nineteen (36.85%). Obviously if teachers are marginalised when planning the exams and this will have a serious impact on the validity of those tests and their efficiency. The decision on the moment of administering exams should be a cooperative one because it is in coordination of the three pedagogic partners that the usefulness of the assessment depends. Teachers are the first ones who can evaluate the real progress of their teaching programme.

Unlike the former mode of evaluation, continuous assessments are rather programmed by the teachers with (52.64%). It is worth mentioning that at Boumerdes University, as in the rest of Algerian universities, C.As are planned and monitored by the tutorship office. The teachers are required to provide students with their marks in such tests. This situation renders those tests summative because they are planned after a teaching episode instead of accompanying the students along the learning process. Such practices have alienated the nature of such examination procedures, because they contradict the initial function they are designed for. In addition, the planning of the exams instructors' teaching progress is not always taken into consideration. The next section provides the results of the questions related to exams planning and teaching progress.

This section deals with the issue related to whether the teacher progress, in the achievement of the syllabus, is taken into account when planning their exams and tests or not. It seems that in spite of the fact that the majority of respondents, with (52.63%), claim that they do, there are still eight respondents (42.11%) who affirm the opposite. The same situation appears with the continuous assessment planning. The majority of

the participants claim that they take their progress into consideration; but there are still five respondents (26.32%) who state the contrary.

As explained earlier, in the section devoted to the function of the different exams and tests, it seems that teachers' progress is also a very sensitive issue because both teaching and assessment are closely related and constitute the two facets of the same coin. The number of teachers, who claim that their progress is not taken into consideration when planning the exams and tests, is just the tip of the iceberg. Indeed, the proportion of five teachers out of nineteen represents more than twenty five percent of the total surveyed population. Furthermore, there are some universities such, as the University of Boumerdes, which suffer from recurrent long strikes and protest movements that oblige the administrative staff to take some anti-pedagogical decision such as ignoring the teachers' progress and scheduling tests and exams without prior coordination with them.

The administration staff ignorance of the assessment practices and their lack of training in this sensitive domain may worsen this situation. The results of the previous objective lead us to another important issue in the field of assessment which is the teachers' and administration staff training. Another important finding of the teachers' questionnaire results is the teachers' need of training. Although most of the participants claim that they are qualified to assess their students' performance, the subsequent answers reveal a real discrepancy between their claim and their real practices. This inconsistency is arguably due to a set of obstacles that face them in the real evaluation situation. First, there are more than a quarter of the respondents who declare that their qualifications do not allow them to evaluate their writers' productions appropriately. Their claims to the contrary, the majority of the respondents (68.42%) strongly believe

that they are qualified enough to assess their students' performance. Furthermore, there is one instructor who does not provide any answer. The issue related to assessment expertise is so complex and difficult to acquire that teachers training should be reinforced. In this respect Stiggins declared that:

Few teachers are prepared to face the challenges of classroom assessment because they have not been given the opportunity to learn to do so [...] Thus, teacher preparation programs have taken little note of competence in assessment, and the vast majority of programs fail to provide the assessment literacy required to enable teachers to engage in assessment for learning.
(As cited in Colby et al, 2010,p.2)

Moreover, it is not enough to possess the required teaching expertise to be a good assessor. Indeed, there are many assessment circumstances which require more practical strategies to face difficulties in real situations. In order to understand this issue, let us, first, check how teachers provide their feedback to their students and the purpose of their assessment.

When asked about the purposes of their evaluation, the main objectives of the participants assessment are both students' performance certification and the evaluation of the knowledge acquired by the learners with thirteen out of nineteen (68.42%) and fourteen out of nineteen (73.68%) respectively. Those objectives are the main purposes of the summative evaluation procedures and the other choices are selected only by few teachers. The other choices are typically formative ones. Indeed, there are (26.32%) of the participants who think that the purpose of their assessment is to reassess the teaching practices. They also use feedback to identify the inefficient teaching practices and

readjust them to adopt the appropriate strategies to optimise their teaching process. The same number of the participants (26.32%) claims that they use their assessment procedures to decide to plan appropriate remedial lessons. The teachers also selected a set of assessment techniques to achieve their objectives.

Although (84.21%) of the participants mainly use paragraph and essay writing as the main way of assessing their writers' performance, there are still many teachers who have recourse to some other procedures which target aspects of writing such as errors correction at the sentence level, with ten teachers out of nineteen (52.63%), reorganizing scrambled sentences or paragraphs with six teachers (26.32%), gap filling and multiple questions with five teachers (21.05%) for each procedure. This is another piece of evidence underlining the fact that practitioners use traditional summative tests. It seems that teachers adopt tests which evaluate parts of the language proficiency instead of the processes or strategies of developing the writing productions.

The previous findings are also confirmed by the question that investigates the timing of feedback delivery. There are fourteen respondents out of the nineteen participants (73.68%) who provide their feedback on the students' final productions. Only five teachers (26.32%) involved in the process of writing their composition deliver their comments and guiding feedback while the students are still producing their written productions. Providing feedback on the finalised works of the students is one of the main characteristics of the summative evaluation. Owing to the importance of feedback which represents the core of my investigation, the section that follows analyzes the results generated from the teachers' responses. It is clear that teachers' tests types and feedback delivery do not conform to the modern practices in the domain of assessment. This is another proof that teachers' training is a vital issue.

In addition to the inappropriate timing delivery, the teachers responses to the other questions reveal a set of drawbacks related to the way practitioners perceive and use feedback in their classes. On asking whether their students understand their feedback, the majority of the teachers, (see table 4.A15 p.136) fifteen participants out of nineteen (78.94%), declare that their feedback is understood by their students. However, there are only three participants (15.78%) who declare the opposite. To the question how they can be certain that their messages are understood by their students, teachers provide the following arguments. Among those answers, teachers claim that the students' works improvement is the evident sign of the clarity of their comments. In addition, teachers believe that when their students do not understand things they, generally, ask questions or seek for more clarifications and they can also guess their worries from their facial gestures. Finally, the scores of the students in the tests and exams are also an indicator of the students' degree of understanding of their feedback. Although, the teachers' arguments are logical and self-evident from the first glance, students' reactions to teachers' feedback are so complex and unpredictable that such claims seem to be naïve if not too hastily made.

Teachers' claims are so staggering that relying on the results of exercises, tests and exams improvements cannot stand for incontestable proof that they are the consequence of the feedback understanding. In addition, it is all too common for students either to approve their teachers' comments In order to save their face just for the sake of avoiding troubles or simulate that they understood their comments. Clearly , teachers' positive comments or beliefs does not perhaps match the reality of the complex nature of the teachers' feedback. The teachers' responses reveal a big gap between their claims or beliefs and their real practices in their classes. This discrepancy can only be solved by providing a professional training to the practitioners. The next

issue of feedback delivery confirms that teachers' feedback delivery discrepancy with the process writing practices and largely accounts the troubles faced by both practitioners and students.

To the question related to the type of feedback delivered by teachers when correcting students' performance, writing short comments at the bottom or on the margin of the paper comes in the first position with fifteen responses out of nineteen (78.94%). Highlighting, underlining or circling the errors with red pen without further comments arrives in the second position with ten responses out of nineteen (52.63%). This is another proof that the main techniques to deliver feedback are the traditional summative assessment one. Conversely, there are few teachers who use alternative techniques to deliver their feedback to their students. The second set of techniques which are used to evaluate their learners' productions are group feedback. Teachers select a model answer and present it to the students with seven answers out of nineteen (36.84%). Peer evaluation comes in the fourth position with six answers out of nineteen (31.57%). Finally, five teachers out of nineteen (26.31%) provide a customised feedback to each student.

The last batch of feedback techniques consists of providing comments orally uses of a rubric containing the criteria of a good piece of writing. Only three (15.78%) and four responses (21.05%) follow the two procedures. The classification of the teachers' techniques of feedback delivery show clearly that the participants in this study use 'obsolete' techniques that can be traced back to the traditional summative tradition. Such techniques such as red pen comments cannot respond to the students needs. The latter may require more appropriate techniques which address the way a written production is built. Thus, teachers have to reassess their feedback delivery techniques

and adopt more appropriate ones such as conferencing and peer revision. The latter may shed light on the real difficulties of the students and this can accordingly allow them to be more involved and autonomous. Furthermore, one of the requirements of modern assessment practices is to use the learners' outcomes of the evaluation to improve the teaching practices and prepare remedial work. So, we may ask the question about how teachers proceed when the results of their assessment are mediocre?

The teachers' questionnaire investigates their reactions after poor results. The latter can be developed as follows. The teachers both inform their learners about their weaknesses and charge them with doing their own corrections with twelve responses out of nineteen (63.15%). Moreover, they identify the source of the problems and provide remedial sessions to improve them with eleven responses out of nineteen (57.89%).

Analysis of the responses order and importance, indicate that the summative techniques take the lion's share while the other techniques that promote positive involvement and participation of the students in the development of the writing competence come in the secondary position. The kind of techniques such as conferencing and exchanging ideas are completely relegated to a minor role. Indeed, modern assessment practices promote such techniques while teachers persist in using techniques borrowed from the old school of assessment. However, one cannot blame teachers and criticise their 'choice'. Indeed, the use of such techniques should be integrated in radical reforms of the assessment policy that takes the harsh working conditions of teachers into consideration. The incompatibility of the feedback delivery techniques leads to another important issue pertaining to sharing of assessment criteria.

To the question of what if their students are aware of what a good writing profile is, the majority of the respondents, thirteen out of nineteen (68.43%), answered that their

students are conscious of that profile. However, there are four teachers (21.05%) who declare the opposite. Questioned whether they share the criteria of a good piece of writing with their learners, fifteen respondents out of nineteen (78.96%), confirm that they do while four practitioners (21%) either do not provide them with feedback or have not responded at all. The teachers who provide their students with the writing criteria claim that this may allow them to have a deep understanding of what is expected of them and to use them as sign post in their compositions. In addition, sharing criteria increases the students' awareness of the expected profile and encourages students' autonomy in terms of error correction. Last but not least, sharing evaluation criteria increases self-evaluation and prepares students to future tests and exams.

The teacher questionnaire reveals that appropriate assessment and feedback delivery cannot be achieved in the current situation because the teachers are up to many obstacles in conducting their work properly. Indeed, the first obstacles that came out in response to the large classes, time management and the lack of teachers' involvement in the planning of the exams and tests. In addition, the lack of expertise, in the domain of assessment, partly account for the discrepancy between the teaching goals and assessment practices. Teachers seem to count on their experience and some old techniques to assess and provide feedback to their students. This reliance on their experience cannot substitute for a professional training in the domain of formative assessment. Stewart (2011) reported the results of some studies which found that some practitioners, "who formatively assessed their students did so unintentionally and/or instinctively [because] many teachers lacked the training, challenging professional development over time, and leadership assistance to foster lasting changes in classroom practice of formative assessment (p.32)

This expertise may become the possible solutions to overcome the obstacles faced by practitioners is to achieve their goals. Despite the importance of the results of the teachers' questionnaire, students' point of view may complete our understanding of the different issues related to assessment and feedback delivery. However, one cannot understand all the intricate issues related to assessment and feedback delivery without a thorough analysis of the students' responses provided by the next questionnaire results.

Conclusion

The teachers' questionnaire reveals a set of important facts about the way practitioners assess and provide feedback on their students' performances. The population is constituted of junior and inexperienced teachers who suffer from the lack of sufficient training in the domain of assessment and feedback delivery. Thus, how is feedback delivered to students in the Algerian context? As an answer to the questions, it seems that teachers are using inappropriate assessment tools because they ignore the way modern formative assessment and its corollary feedback is utilised. In other words, teachers in the DFL are still using psychometric assessment procedures which go back to the traditional product centred approach. This incompatibility of the LMD objectives may explain the different problems faced by teachers when assessing their students' production and especially when delivering their feedback.

To the second research question, what are the obstacles, if there are any, which prevent teachers from delivering their feedback appropriately to convey their messages? The exploratory research phase provides the following answers. The main obstacles faced by teachers, for instance, are the large classes and time mismanagement and they use inappropriate feedback techniques, types and timing. In fact, teachers suffer from the lack of professional training which, if acquired, may empower them with the

necessary knowledge about the appropriate ways to utilise the assessment models in a suitable manner. They also do not adopt transparent assessment profile and they do not involve their students in the design and the use of the assessment model. This involvement will certainly contribute to increase the objectivity and fairness of their assessment procedures. The next chapter will explore the same issues but with a focus on the students' responses.

5. Results of the Students' Questionnaire

In what follows chapter is devoted to the presentation and the analysis of the students' questionnaire. In order to understand the reasons behind the students' incapacity to perform appropriately in the different exams and tests and their difficulties to grasp the comments of their teachers, the students' questionnaire tackles almost the same issues discussed in the the teachers' questionnaire but from the students' standpoints. The students' questionnaire is composed of seventeen questions that tackle the following issues that follows.

5.1. Midterm Examinations and Continuous Assessment Differences

To question about the differences between the two modes of evaluation i.e. midterm assessment and continuous assessment, students provided responses in table 5.B1 below.

5.1.1. Midterm Exams' Functions

Answers	Score	Total Participants	Percentage
They are tests which yield scores with no pedagogical benefits.	12		13.19%
They are assessments of courses.	11		12.08%
They are administered in specific periods.	8		8.80 %
They show students' level.	5		5.50%

Students provide Miscellaneous answers	5	91	5.50%
They are important.	3		3.29%
They require students' presence.	3		3.29%
There is no difference with CA	3		3.29%
Total Scores	91		100%
Table 5.B1: Characteristics of Midterm Exams			

Table (5.B1) presents the features of midterm exams from the students' point of view. There are twenty-nine students (31.87%) who have not provided any answer. There are twelve students out of ninety-one (13.19%) who find midterm exams more difficult than the continuous assessment and the same number of students, that is (13.19%), believes that this mode of assessment is just a set of tests and marks without any pedagogical implication. Eleven students, out of ninety-one (12.08%), claim that midterm exams are just used to assess courses and there are eight students out of ninety-one (8.80%) who declare that these exams are administered in specific periods of time. There are five students out of ninety-one (5.50%) who think that these exams show the level of the students and the same number of students provide miscellaneous answers. Finally, some students provide two important characteristics of midterm exams. They require the presence of the students and they are not different from continuous assessment with three responses (3.29%) for each answer. As far as continuous assessment is concerned, students have given the responses below.

It is clear from the results of the table above that the majority of the students (31.87%) ignore the functions of the midterm exams. The other answers show some

understanding of their importance. For example, some students consider them as being more difficult than the continuous assessment and have no pedagogical benefits because they do not add anything to their knowledge. Unlike the midterm exams, continuous exams are thought to play the functions in table (5.B2) below.

5.1.2. Continuous Assessment Functions

Answers	Score	Total Participants	Percentage
There are no answers.	31	91	34.07%
They supplied miscellaneous answers.	10		10.99%
They assess students' performance continuously during the whole semester.	10		10.99%
Students' attendance and participation are compulsory.	10		10.99%
They show the real level of the student.	8		8.80%
They are easier than midterm exams	7		7.70%
They show the students' efforts	5		5.49%
They are short.	4		4.39%
They allow students to practice and reflect about the activities.	4		4.39%
They give students a second examination chance.	2		2.19%
Total Scores	91		

Table 5.B2: Characteristics of Continuous Assessment

Table (5.B2) presents the features of the continuous assessment. As we can see, there are thirty-one students out of ninety-one participants (34.07%) have not provided any answer and ten students (10.99%) have provided various responses. There are ten students out of ninety-one (10.99%) who believe that continuous assessment assesses the students' performance continuously during the whole semester and focuses on attendance and participation with ten responses out of ninety-one (10.99%). Eight students out of ninety-one (8.80%,) assert that this mode of assessment shows the real level of students while seven students out of ninety-one (7.70%) assert that these assessments are easier than the midterm exams. Five students out of ninety-one (5.49%) believe that such mode of assessment shows the real effort of students whereas such tests are considered as both short and allow students to practice and reflect about the activities they do in their classroom with four responses out of ninety-one (4.39%) for each answer. Finally, this mode of assessment gives students a second opportunity to improve their performance with two responses (2.19%). It is also important to mention that our participants refer to the different opportunities provided by teachers in the TD to improve their written performances.

Like the midterm exams, the majority of the students (34.07%) ignore the continuous assessments functions. Many students believe that they continuously evaluate their performance and require their attendance. In addition, these assessment procedures reflect their real level. From the students answer, one can easily note the students' total ignorance of the different functions of the two assessment procedures. This ignorance is due to the lack of information from both teachers and administration staff. However, what is the students' most preferred assessment mode?

5.1.3. Preferred Mode of Assessment

The Students Prefer...	Score	Total Participants	Percentage
to be assessed continuously.	47	91	51.64%
to take midterm exam.	40		43.95%
Other answers, please specify	04		4.39%
Total score	91		100%

Table 5.B3: Preferred Assessment Procedures

Table (5.B3) represents the students' favourite mode of examination. In other words, it tries to unveil whether the students' prefer the traditional midterm exams or the continuous assessment which has been introduced by the LMD reforms. Forty-seven respondents out of ninety-one (51.64%) prefer to be assessed continuously. However, there are still forty students out of ninety-one (43.95%) who favour the midterm exams. There are also four students (4.39%) who have not provided any answer. From the students' answers, the continuous assessment is preferred by the students because, as claimed earlier, they are easier and reflect their level. In this regard Buckle (1990) states that continuous assessments present an important advantage as they test "skills which cannot be easily or reliably tested in a final examination." (38) The next table deals with the degree of feedback clarity. It tries to unveil whether the teachers' comments are clear to the students or not.

5.1.4. Degree of Feedback Clarity

Do You Always Understand Your Teachers' Feedback?	Score	Total Participants	Percentage
Yes	57	91	62.65%
No	33		36.26%
No answer	1		1.09%
Total score	91		100%

Table 5.B4: Degree of Teachers Feedback Clarity

The above table, (5.B4), represents the students' perception of the degree of their teachers' feedback clarity, i.e. whether the teachers' comments are easily understood or not. In this respect, there are fifty-seven respondents out of the ninety-one (62.65%) who find their teachers' feedback clear. However, there are still thirty-three participants (36.26%) who assert the opposite and one student (1.09%) has not responded to the question. Obviously, the majority of the students believe that their teachers' feedback is clear to them. When invited to explain the reasons of their teachers' feedback lack of clarity, the students provide explanations that is followed in the next page.

5.1.5. Reasons for Teachers' Feedback Lack of Clarity

Answers	Score	Total Participants	Percentage
They speak quickly, use difficult words and concepts, their handwriting is illegible, and they are not convincing.	20		60.61%

There are no answers	6	33	18.18%
We sometimes work hard and think that the compositions are quite good but we get bad marks	3		9.09%
Teachers' feedback is incomprehensible	2		6.06%
Teachers do not use a well-organised profile and no criteria are given to evaluate their works.	2		6.06%
Total Scores	33		100%
Table B.4.b: Reasons for Teachers' Feedback Ambiguity			

Table (B.4.b) displays the reasons put forward by the thirty-three students who consider their teachers' feedback unclear. Twenty students out of thirty-three (60.60%) think that their teachers speak quickly, use difficult words, their handwriting is illegible, and they are not convincing. There are also four students (18.18%) who have provided different justifications. Three students out of thirty-three (9.09%) believe that they sometimes work hard and think that their compositions are quite good, but they get bad marks. Furthermore, two students out of thirty-three (6.06%) consider their teachers' feedback incomprehensible and the same number of students believes that their teachers do not use a well-organised profile or grid of criteria to evaluate their compositions.

The majority of the students' answers corroborate Ken's (2004) claim that the correction code or metalanguage is sometimes inaccessible to common students which is the case of the present research population. In this line, Ken (2004) affirmed

First, it is possible that students may not be able to understand the grammatical rules and metalinguistic terms that the teachers use, even though they are provided as cues. Second, students basically do not have adequate linguistic and pragmatic knowledge for error correction... It could also be that students are overwhelmed and confused by the large number of correction codes (p.107)

If teachers' feedback is confusing what are its effects on the students' written productions? The answers to the question is given in the table (5.B5) below

5.1.6. Contribution of Feedback to Improving Writers' Productions

Answers	Score	Total Participants	Percentage
Yes	73	91	80.21%
No	18		19.79%
Total score	91		100%
Table 5.B5 Contribution of Teachers' Feedback to Improving Writers' Productions			

Table (5.B5) shows the extent to which the teachers' feedback contributes to improving their writers' productions. In fact, seventy-three students, out of ninety-one (80.21%), believe that their teachers' feedback is helpful and improves their written productions. There are still eighteen students out of ninety-one (19.79%), who declare the opposite. In other words, teachers' feedback is pedagogically useless.

From students’ answers, one may wonder how a confusing feedback can contribute to the improvement of the writers’ productions. The possible explanation is that teachers’ feedback remains an incontestable reference to them. Despite the difficulties to decode their teachers’ messages; this feedback is one among the rare sources of scaffolding the students’ knowledge. The next question deals with the appreciation of the precision of teachers’ feedback by the students.

5.1.7. Precision of Teachers’ Feedback

Answers	Score	Total Participants	Percentage
No	63	91	69.23%
Yes	25		27.48%
Other answers, please specify	3		3.29%
Total score	91		100%
Table 5.B6: Teachers Feedback Precision			

Table (5.B6) displays the outcomes of the teachers’ feedback degree of precision from the students’ standpoint. The bulk of the cohort, that is sixty-three students out of ninety-one (69.23%), consider it imprecise while twenty-five participants (27.48%) think that their teachers’ feedback accurate. In addition, there are three students out of ninety-one (3.29%) who have not provided any answer. The students’ responses comfort the previous answers which highlight the difficulty of understanding their instructors’ comments. Teachers’ use of ambiguous codes can also cast doubt on the

objectivity of their teachers' feedback. The next table presents the extent to which students find their teachers' feedback fair.

5.1.8. Fairness of Teachers' Evaluation

Answers	Score	Total participants	Percentage
Yes	64	91	70.32%
No	26		28.59%
Other Answer please specify!	1		1.09%
Total score	91		100%
Table 5.B7: Fairness of Teachers' Feedback			

Table (5.B7) tackles the psychological effect of the teachers' feedback on the writers' productions, more precisely, it deals with the fairness of the teachers' feedback from the students' point of view. Indeed, sixty-four students, out of ninety-one, (70.32%) consider their teachers' evaluation fair. Conversely, twenty-six students, out of ninety-one, (28.59%) believe that it is unfair. There is one student (1.09%) who has not answered the question. Most students find their teachers' evaluation fair, there are twenty-six students who think the opposite and the explanations are supplied in the table below.

5.1.9. Students Explanations of their Teachers' Unfair Evaluation

Justifications	Score	Total Participants	Percentage
Teachers do not read the written productions or read only parts of them	9	26	34.62%
They get bad marks despite their feeling that their works are good	8		30.77%
Teachers feedbacks are subjective	4		15.38%
Teachers are either not qualified enough to assess their writing or that the overcrowded classes do not allow them to evaluate their productions appropriately	2		7.70%
There are no justifications	3		11.53%
Total Score	26		100%

Table 5.B 8:Students' Justifications about the Usefulness of their Teachers' feedback

Table (5.B8) presents students' explanation who find their teachers' feedback biased, put forward the following explanation to justify their judgment. Nine students, out of twenty-six (34.61%) declare that their teachers do not read their written productions or they read only parts of them and eight students, out of twenty-six (30.76%), claim that they get bad marks despite their feeling that their works are good. Besides, four students, out twenty-six (15.38%), believe that their teachers' feedbacks are subjective. Two students, out of twenty-six (7.69%) claim that their teachers are either not qualified enough to assess their writing or the overcrowded classes prevent

them from evaluating their productions appropriately. Finally, the three remaining students (11.53%) have not responded to the question.

From the participants' answers, one can observe that the students are dubious about their teachers' evaluation. They believe that their teachers do not read completely the works they produce. This is also confirmed by the second main argument presented by students. The latter think that good marks are not solely obtained by merit because they often feel that their works are good nonetheless their marks are low. This leads to the next question which investigates students' degree of trust in their teachers' feedback.

5.1.10 Degree of Students' Trust in their Teachers' Feedback

Answers	Score	Total Participants	Percentage
Partially	65	91	71.42%
Totally	26		28.58%
Never	0		0%
Total score	91		100%
Table 5.B9: Degree of Students' Trust in Their Teachers Feedback			

Table (5.B9) tackles another psychological aspect of teachers' evaluation which is the degree of confidence that students have in their assessors' comments. On the one hand, sixty five respondents out of ninety-one (71.42%) have a partial confidence in their teachers' feedback. On the other hand, twenty-six students, out of ninety-one (28.58%), totally trust their teachers' feedback. Furthermore, there are no students who have no confidence in their teachers' comments. These results show that the students are suspicious about teachers' feedback. The possible explanation is that many students

believe that their teachers' comments reflect the negative image that their teachers have about them. The next table presents the degree of alignment between teaching and assessment.

5.1.11. Teaching and Assessment Alignment

Answers	Score	Total Participants	Percentage
Sometimes	63	91	69.23%
Always	28		30.77%
Never	0		0%
Total score	91		100%
Table 5. B10: Teaching and Assessment Alignment			

Table (5.B10) shows the results of the degree of teaching and assessment alignment from the students' standpoint. It looks for whether the tests and exams reflect what has been taught or not. The majority of the participants that is, sixty-three participants out of ninety-one (69.23%), declares that their teachers' exams sometimes deal with subject tackled in the lectures and twenty-eight students, out of ninety-one (30.77%) claim that their teachers always evaluate what they have learnt in the classroom. The students' answer is a proof that teaching and assessment practices are not always aligned. This situation may lead to a weak validity of the tests administered to students. Indeed a valid test is the one which tests what has been taught and when this requirement is not met the test loses its backwash effect (Brown, 2004). The next table

describes the participants' perception of the discrepancy between the marks provided by teachers and the efforts put on their work.

5.1.12. Exam Marks and Students' Effort Discrepancy

Answers	Score	Total participants	Percentage
Yes	22	91	24.17%
No	48		52.75%
They present Ambivalent opinions	14		15.38%
There are no opinion at all	7		7.70%
Total Scores	91		100%
Table 5.B11 : Effort and Marks Degree of Correspondence			

Table (5.B11) presents the results of the students' perception of the degree of correspondence between their effort and teachers' marks. It looks at the students' opinion about whether the marks given by their teachers tally with the effort put into their written tasks. The bulk of the participants, forty eight students out of ninety one (52.75%), think that the marks of their teachers do not reflect the efforts they put into their written productions. This feeling is confirmed by Omorogiuwa who declared that: "When marks are associated with feedback, a student is likely to perceive the mark as indicating his/her personal ability or worth as a person. A poor grade may damage a student's ... sense of ability to achieve." (p.5) In addition, there are twenty two students out of ninety one (24.17%) who declare the opposite. However, there are still fourteen

students, out of ninety-one (15.38%), who are ambivalent. Finally, seven students, out of ninety-one (7.70%), have not expressed their opinion. When invited to provide the reason of the discrepancy between the effort they make and the teachers' marks, the students have provided the following answers.

5.1.13. Reasons for the Discrepancy between the Effort and Marks

Answers	Score	Total Participants	Percentage
I work hard but I get bad marks.	20	48	41.67%
There are other reasons	11		22.92%
Many students do not make any effort but get good marks.	5		10.41%
It is due to illness or tiredness	5		10.41%
It depends on the assessors.	3		6.25%
Teachers are unfair and incapable to understand us.	2		4.17%
It is attributed to spelling and grammar problems	2		4.17%
Total Scores	48		100%

Table 5.B12: Reasons of the Marks and Effort Discrepancy

Table (5.B12) displays the students' explanation of the reasons behind their effort and the teachers' marks incongruity. In the first position, twenty students, out of forty-eight (41.67%), claim that they work hard but get bad marks. In the second position, eleven students (22.92%) have provided a variety of reasons. In the third position, five

respondents, out of forty-eight (10.41%), declare that some of their mates do not make any effort but still get better marks. There are also five students, out of forty-eight (10.41%), who attribute their bad marks to tiredness or health problems. In addition, there are also three students out of forty-eight (6.25%) who believe that their marks quality depends on the teachers who assess their works. In other words, some assessors may give them good marks but, if the same work is evaluated by another assessor, they may have bad ones and vice versa. Furthermore, two students, out of forty-eight (4.17%), assert that their teachers are both unfair and incapable to understand them. The last reason behind students' bad results is attributed to spelling errors by two respondents out of forty- eight (4.17%).

Apart from the students languages troubles like spelling and grammar which do not represent more than (4.1%) of the total answer provided by the students, the bulk of the participants believe that their teachers assessment is not based on merit or the effort they put into their tasks. They also claim that there are many learners who do not make sufficient effort nonetheless they obtain the top marks. These answers are not surprising because the teachers do not administer tests which reflect the syllabus they teach. Thus, the students' performances in the tests may rather reflect the students' prior knowledge rather than the assessment of what they do in the classroom. This is why if the tests' objectives do not reflect the syllabus taught in the classroom, the students may feel frustrated because the effort they make to understand the content of the syllabus is not rewarded by the tests results or what is called negative backwash (Weir, 2005)

5.1.14. Favourite Feedback Type

Answers	Score	Total Participants	Percentage
They prefer detailed Feedback	73	91	80.22%
They favour general feedback	12		13.18%
There are no Answers at all	6		6.60%
Total score	91		100%
Table 5.B13: Feedback Type Preferences			

Table (5.B13) asks students about their favourite feedback type. The majority of the students, with seventy-three students out of ninety-one (80.22%), have unanimously chosen the detailed one. Besides, there are twelve students out of ninety-one (13.18%) who select general feedback. The six remaining students (6.60%) have not provided any response. The students' answers confirm the universal findings in other studies listed by (Shute, 2008). Yet, what are the arguments presented by the current population to justify their preferences. When asked to justify their choices, the students have put forward the following answers.

5.1.15. Reasons of Preferring Detailed Feedback

Answers	Score	Total Participants	Percentage
They try to understand the source	26		35.62%

of their errors		73	
They know or get more knowledge	25		34.24%
It is more precise	9		12.32%
It is used for Self evaluation	4		5.49%
It is more helpful	4		5.49%
There is no answer at all	3		4.10%
They provided other reasons	2		2.74%
Total score	73		100%
Table 5.B14 : Reasons for Selecting Detailed Feedback			

The above table reveals the students' reasons for preferring detailed feedback type over general one. Twenty six students out of seventy-three (35.62%) claim that they use detailed feedback to understand the source of their errors. In the second position, there are twenty-five students (34.24%) who use their detailed feedback to acquire more knowledge. In the third position, there are nine students out of seventy-three (12.32%) who find it more precise than the general feedback type. In the fourth position, students provided two reasons: first it is used for self-evaluation and it is more helpful than general feedback with four responses (5.48%) for each of them. Fifth, three students (4.10%) have not provided any response. Finally, there are two students (2.74%) who provide other answers. However, detailed feedback gives students more clues about the way to enhance their works. This quality is not available in general comments (Shute 2008). The next table sums up the reasons behind student choice of general feedback.

5.1.16. Reasons for Preferring General Feedback

Answers	Score	Total Participants	Percentage
It supplies a general idea about their performance.	6	12	50%
It is up to students to find more details.	3		25%
There are no answer at all	3		25%
Total scores	12		100%

Table 5B 15 : Reasons for Selecting General Feedback

Table (5.B15) sheds light on the arguments put forward by the twelve students who prefer general feedback. On the one hand, there are six respondents out of twelve (50 %) who claim that general feedback provides them with an overall idea about their performance. On the other hand, three respondents (25%) assert that general feedback helps them look for the details by themselves and the three remaining students (25%) have not provided any answer. The next table displays the aspects of the writers' performance that their teachers regularly assess.

5.1.17. Aspects of Writers Performance Teachers Regularly Evaluate

Answers	Score	Total participants	Percentage
Coherence	66	91	72.52%
Grammar	65	91	71.42%
Spelling	57	91	62.63%

Ideas/content	55	91	60.43%
Others answers	05	91	5.49%
Table 5.B 16 Aspects of Writing Performance Regularly Assessed by Teachers			

The aspects of the writers' performance that teachers regularly assess are displayed by table (5.B16). Sixty-six respondents out of ninety-one (72.52%) declare that coherence represent the lion's share of the teachers' evaluation. Sixty-five participants, out of ninety-one (71.42%), select grammatical accuracy as another important aspect of the teachers' evaluation. Spelling comes in the third position with fifty-seven responses out of ninety-one (62.63%) and ideas and content arrive in the fourth position with fifty- five responses out of ninety-one (60.43%). Finally, there are also five students out ninety-one (5.49%) who mention other aspects. The next table shows the aspects of the writing performance that students want their teachers to focus more on.

5.1.18. Aspects of Writing Performance Students Want their Teachers to Focus on

Answers	Score	Total Participants	Percentage
Grammar/ spelling	39	91	42.86%
Ideas /content	23		25.28%
No answers	19		20.88%
Coherence/cohesion	5		5.49%
Style	5		5.49%
Total score	91		100%
Table 5.B17: Aspects of the Writing Performance that Students Want their Teachers to Focus on			

The table (5.B17) exhibits the aspects of writing performance that students want their teachers to focus more on. In the first position, thirty-nine respondents, out of ninety-one (42.86%), want their teacher to insist on grammar and spelling. In the second position, there are twenty-three students, out of ninety-one (25.28%), who wish their teachers to give more importance to ideas and content. In the third position, there are nineteen students out of ninety-one (20.88%) who have not responded to the question. In the fourth position, two answers have been provided by the students: coherence and cohesion and the writing style with (5.49%) for each of them.

When analysing the aspect of the writing performance that teachers focus on and what the students want their teachers to highlight, we can easily note that both of them are obsessed by grammatical accuracy. This focus is also highlighted by Choubane (2014) study at the Algerian University of Sétif. In addition, Ken declared that: “both junior and senior forms students had the tendency to view feedback on grammar and vocabulary as more important, showing that they valued feedback on surface errors more than macro level or semantic errors.” (As cited in Hamlaoui and Fellahi p.102). The next table deals with the timing of feedback delivery.

5.1.19. Timing of Feedback Delivery

Answers	Score	Total Participants	Percentage
Long time after submitting the written productions.	54	91	59.34%
While still writing.	35		38.47%
There are no answers at all	2		2.19%

Total Score	91		100%
Table 5.B18:Timing of Feedback Delivery			

Table (5.B18) shows the results related to the feedback delivery timing. In other words, it reveals when teachers provide their students with feedback on their written productions. Fifty-four respondents out of ninety-one (59.34%) claim that their teachers provide them with feedback on their written performance long time after they have finalised them. However, there are only thirty-five participants (38.47%) who declare that their teachers provide comments on their performance when still working on their productions. However, there are two students (2.19%) who have not answered the question.

Students' answers confirm the overall traditional practices of writing assessment. Indeed, the majority of the teachers provide their feedback on the finalised works. This kind of feedback intends to certify students' performance rather than providing scaffolding to their works. However, there are still (38.47%) of the students who claim that their teachers provide them with feedback while they are still producing their written productions. Thus, what do students do when they are provided with immediate feedback?

5.1.20. Students' Reactions to Teachers Immediate Feedback

Answers	Score	Total participants	Percentage
I try to understand the source of my errors and correct them immediately.	77	91	84.61%
I defend my own ideas, opinion and negotiate my intended meaning.	45	91	49.45%
I ignore the teachers' remarks and remain faithful to my written version.	09	91	9.89%
I systematically correct the pinpointed errors without trying to understand them.	04	91	4.39%
There are other answers	03	91	3.29%
Table 5.B19: Students' Reaction to Immediate Feedback			

Table (5.B19) shows what the participants do with their teachers' feedback when provided while they are still constructing their written productions. First, seventy-seven respondents, out of ninety-one (84.61%), attempt to understand the source of their errors and correct them immediately. Second, forty-five respondents, out of ninety-one (49.45%), defend their ideas, opinion and try to negotiate their intended meaning. Third, nine participants, out of ninety-one (9.89%), ignore the teachers' remarks and remain faithful to their own version. Fourth, four students, out of ninety-one (4.39%),

systematically correct the pinpointed errors without making any effort to understand them. Finally, there are three students, out of ninety-one (3.29%), who have provided other responses.

The majority of the students (84.61%) prefer immediate feedback because it is an opportunity to understand their mistakes and correct them immediately. The teachers in this situation are still present and the students can get access to some helpful information when they really need them. Immediate feedback can represent a conferencing activity that promotes and comforts students' decisions and responds to their worries when encountering writing obstacles. The same advantage is put forward by the students who select the second argument. Indeed, there are (49.45%) of the participants who negotiate and defend their opinions in their teachers' presence. The students' opinions represent the content of their productions and teachers' immediate feedback can also support them in the selection of appropriate arguments and ideas to support their claims. As we can see, teachers' immediate feedback is positively perceived by the students. This tendency is also confirmed by (Lemley's, 2005) work. Yet, there are just a few teachers who provide it.

5.1.21. Students' Reactions to Teachers' Delayed Feedback

Answers	Score	Total Participants	Percentage
Rewrite a second draft of my writing in the light of my teachers comments	58	91	63.73%
Defend my own ideas, opinion and negotiate my intended meaning	28	91	30.76%

Simply try to understand the sources of errors without correcting them	26	91	28.57%
Systematically correct the pinpointed errors without understanding them	10	91	10.98%
Ignore the teachers remarks and remain faithful to my written version	09	91	9.89%
They check the grade /mark without looking at the teachers' comment	05	91	5.49%
There are no answers at all	03	91	3.29%
Table 5.B20: Students' Reactions to Delayed Feedback			

As we can see from table (5.B20), the teachers' comments, put on the students' written production a long time after submitting their works, are utilised in the following way. Fifty-eight respondents, out of ninety-one (63.73%), reproduce a second draft in the light of their teachers' comments and twenty-eight students, out of ninety-one (30.76%), defend their own ideas, opinion and negotiate their intended meaning. Furthermore, twenty-six respondents, out of ninety-one (28.57%), attempt to understand the sources of their errors without correcting them and ten participants, out of ninety-one (10.98%), systematically correct the pinpointed errors without trying to understand them. Besides, there are nine students, out of ninety-one (9.89%), who ignore the teachers' remarks and remain faithful to their own version and five students, out of ninety-one (5.49%), check the grade or mark without looking at the teachers' comment. Finally, there are three students, out of ninety-one (3.29%), who have not provided any response.

There are (63.73%) of the students who use the delayed feedback as a basis to produce an improved version of their written productions. However, the number of students who negotiate their intended meaning decreases sharply to (30.76%) compared to the writers who receive immediate feedback. Moreover, there are (28.57%) of the participants who try to understand the source of their errors but without correcting them. In fact, the lack of immediate opportunity to interact with a reliable audience such as teachers may somehow decrease the interest of the students in the process of enhancing their productions. Unlike delayed feedback, immediate one is preferred by students because of the advantages of having instantaneous help by an expert and reliable audience. The next issue deals with the writing criteria sharing.

5.1.22. Students' Awareness of the Criteria of Good Productions

Answers	Score	Total Participants	Percentage
Yes	63	91	69.23%
No	24		26.37%
There are no Answers at all	4		4.40%
Total Score	91		100%

Table 5.B 21: Students' Awareness of the Writing Criteria

Table (5.B21) shows whether the participants are aware of the writing criteria or not. The majority of the students, with sixty-three responses out of ninety one (69.23%), are aware of the criteria of a good piece of writing. However, there are still twenty-four students (26.37%) who ignore them. Furthermore, there are four students (4.40%) who

have not answered the question. The participants who answered positively provide the following criteria as examples of good productions. From the students' answer, one can note that the majority of the students know the writing criteria. However, what are the criteria that the students believe a good writing should meet?

5.1.23. Students' Examples of Good Writing Criteria

Answers	Score	Total score	Percentage
Paragraph form, order of ideas, connectors and coherence.	29	63	46.03%
Grammar, vocabulary and punctuation.	24		38.09%
They supplied miscellaneous answers	6		9.53%
Form and language correctness.	4		6.35%
Table 5.B 22: Examples of Good Criteria			

The students' examples of good writing criteria are presented by table (5.B22). Twenty-nine stud

claim that those criteria are grammar, vocabulary and punctuation. Besides, six students have provided miscellaneous answers. Finally, form and language correctness come in the last position with four responses out sixty-three (6.34%). From the students' answers, the majority of the respondents thinks that the production form and language correctness are the main criteria of a good written performance. This confirms the results of the previous questions which highlight the importance of grammar in their writers' performance. The next question asks students about the timing of the good writing criteria delivery.

5.1.24. Delivery Timing of Good Productions Criteria

Answers	Score	Total Participants	Percentage
Before The Exams/Tests	53	91	58.24%
After The Exams/Tests	29		31.87%
Never	8		8.80%
There are no answer at all	1		1.09
Total score	91		100%
Table 5.B 23: Delivery Timing of Evaluation Criteria			

The timing of evaluation criteria delivery is exhibited in table (B23). The majority of the students, with a total of fifty-three respondents out of ninety-one (58.24%), declare that their teachers provide them with the writing criteria before the exams. There are still twenty-nine participants, out of ninety-one (31.87%), who affirm that their teachers provide them with the criteria after the exams. Furthermore, eight students, out of ninety-one (8.80%), claim that some teachers do not provide them with any criteria and one student out of ninety-one (1.09%) has not provided any answer. Most students claim that their teachers provide them with the good writing criteria before the exams and tests. When asked about their favourite criteria timing delivery, the students provide the following answers.

5.1.25. Students' Favourite Timing of the Writing Criteria Delivery

Answers	Score	Percentage
Before exams and tests	58	63.73%
There are no answers at all	25	27.47%

After exams and tests	8	8.80%
Total score	91	100%
Table 5.B24: Students' Preferred Timing of Assessment Criteria Provision		

Table (5.B24) shows the results of students preferred timing of assessment criteria provision. Indeed, this issue looks at the suitable moment of getting the writing assessment criteria. The majority of the students, with fifty-eight respondents out of ninety-one (63.74%), want their teachers to provide them with the criteria before the exams. Besides, twenty-five students, out of ninety-one (27.47%), have not provided any answer. Finally, eight students, out of ninety-one (8.80%), prefer the criteria provision after the exams. The table above confirms students' preference of criteria delivery before the exams and tests and the students justify their choice as follows.

5.1.26. Students Reasons of Providing Criteria before the Exams

Answers	Score	Total Participants	Percentage
They know and avoid mistakes.	25	58	43.10%
There are no justifications	8		13.80%
They provide criteria and instructions to write well.	7		12.06%
They know the criteria to prepare for the exams and get good scores to succeed.	4		6.90%
They encourage them	4		6.90%

They know what the teachers want.	4		6.90%
They apply them.	4		6.90%
They take them into account.	2		3.44%
Total Scores	58		100%
Table 5.B 25: Students Reasons for Preferring Criteria Provision Before the Exams			

The students' arguments for preferring criteria provision before the exams are displayed in table (5.B 25). Twenty-five students, out of fifty-eight (43.10%), believe that those criteria could help them know their errors and ultimately avoid them. In the second position there are eight students (13.80%) who have not provided any justification of their choice. In the third position, seven students, out of fifty-eight (12.06%), use such criteria to write well. In the third position, the students also provide a set of reasons with four responses (6.90%) for each of them: (1) Know the criteria to prepare for the exams and get good scores to succeed; (2) to encourage them and (3) to know what the teachers want respectively. In the fifth position, two students, out of fifty-eight (3.44%) declare that those criteria should be provided before exams to take them into account. It is clear from these results that the majority of the students with (43.10%) think that the provision of such criteria may allow them avoid making mistakes and errors in their exams. However, the students who prefer criteria provision after the exams and tests have provided the following answers

5.1.27. Students' Reasons of Providing Criteria After the Exams

The students who prefer getting the criteria posterior, i.e. after the exams, have provided the following justifications.

Answers	Score	Percentage
They get better practice and experience	3	37.5%
They obtain good marks	3	37.5%
They improve their skills	2	25%
Total Scores	8	100%
Table 5. B26: Reasons for Preferring Criteria Provision After the Exams		

Table (5.B26) presents the reasons of preferring criteria provision after the exams. The students who want the criteria provision after the exams put forward two reasons. On the one hand, they believe that they get both better practice and experience and they obtain better marks with three answers out of eight (37.5%) for each. On the other hand, there are two students, out of eight (25%), who claim that it allows them to improve their skills. The minority of the students who prefers the delayed provision of good writing criteria believe that it allows them to get more experience and practice and improve their marks. It is possible that such students want to test their knowledge and use teachers' criteria to check their understanding of the syllabus objectives.

The overall tendency of the current population is the provision of the writing criteria before taking the tests and exams. This preference is sensible because students need to know the rules of the game before engaging in any writing task. The transparency of the writing criteria may guaranty more objectivity of the teachers' assessment and reduce their possible abuse of their power as assessors. In addition,

providing assessment criteria gives students more autonomy and confidence in the tasks they perform. Buckle (1990) stated that: "If learning is to be successful it needs to be approached with confidence. This confidence is based on previous successes. The use of objectives can play an important part in this process." (p.60)

The results of students' questionnaire reveal a set of interesting facts about the students' perception of the assessment procedures. The students ignore the main functions of each assessment procedures, but they prefer continuous assessment because they believe that they reflect their real level. The majority of the students find their teachers' feedback clear but they claim that it is not precise. Students also find their teachers' evaluation fair but they do not totally trust their comments.

Alignment of teaching and assessment is another problem that the students highlight. They claim that their tests and exams do not always reflect the program taught in classes. Consequently, the students performances in tests does not reflect what they have learnt and the marks are considered as a poor reflection of their effort. As far as feedback type is concerned, students seem to prefer the detailed feedback over the general one because it provides them with sufficient details that guide them to improve their productions. Students also prefer feedback on the form of their writing production and grammar.

5.2. Results' Discussion

As explained earlier, the teachers' questionnaire alone cannot reveal the real impact of the different feedback forms on the students' performances. Indeed, it is necessary to examine the issue from the students' stand point. The students, in fact, are the first concerned by the feedback use. This is why the following section analyses the

results of the students' questionnaire. The latter is organised around a set of objectives. First, the students' questionnaire looks for the students' awareness of the role and functions of the two main modes of evaluation, namely midterm exams and continuous assessment. Second, it tries to investigate the degree of clarity of teachers' feedback to the students. Third, we shift to the extent to which student trust their teachers' feedback. The fourth objective of the students' questionnaire investigates their awareness of the criteria of a good piece of writing and their application in their written productions. Finally, it also investigates the students' favourite feedback type, focus, delivery timing and characteristics.

This section of my questionnaire also deals with the examination procedures used at the University of Boumerdes. First, it looks for the exam modes preferred by students and the differences which exist between the two main examinations procedures: midterm exams and continuous assessment. Second, it also evaluates the students' awareness of the functions of each mode of evaluation.

When asked about their preferred mode of evaluation, the majority prefers to be assessed continuously with forty seven responses out of ninety one (51.64%). However, midterm exams come in the second position with forty responses out of ninety-one (43.95 %.). As far the midterm exams are concerned, the first remark is that the majority of respondents, twenty-nine learners (31.87%) ignore the function of this examination mode. Students put forward a set of arguments to justify their choices. First, midterm exams are believed to be difficult and their marks have no pedagogical benefits because there are no consequences after their results with twelve answers (13.19%) for each. Second, midterm exams are the assessment of lectures and they are administered in specific periods with eleven (12.08%) and eight responses (8.80%) respectively. The

two last answers show that students think that those tests evaluate the content of the materials taught during the lectures and they take place at the end of the teaching episode. The students also present a set of other responses such as showing or certifying the students' level. Finally, they are important because they play high stake role and require students' presence. The last three answers confirm the students' awareness of the nature of those exams.

As far the continuous assessments are concerned, students provide the following answers. The first outstanding remark, that any one may note, is that thirty-one out of ninety-one participants (34.07%) ignore the role of those tests. The other students have presented the following answers. First, they assess the students' performances continuously during the whole semester. Second, they both insist on students' attendance and participation with ten answers (10.99%) for each. Third, they show the real level of the student, and they are easier with eight (8.80%) and seven responses (7.70%) respectively. Fourth, they reflect the students' efforts and they are short with five (5.49%) and four responses (4.39%) respectively. Finally, they allow students to practice the activities and they give them a second chance when they have bad marks.

It is clear from the students' questionnaire that the participants are aware of the functions and the characteristics of the different mode of evaluation. It is evident that the choice of taking CA is an additional proof that the midterm exams, which represent the example of summative evaluation, are not appreciated and less attractive than the continuous ones. Thus, teachers should give more importance to such formative evaluation procedures by using them appropriately because the differences between summative and formative evaluations are distinguished solely by the functions they perform.

The second objective of the students' questionnaire is to ask the students if the teachers' feedback is comprehensible. Fifty-seven respondents, out of ninety-one (62.65%), find their teachers' feedback comprehensible. However, there are still thirty-three participants out of ninety-one (36.26%) who do not. When asked to provide the reasons behind this problem, students put forward the following arguments. First, their teachers speak quickly and use difficult words and concepts when referring to their errors. This idea is corroborated by Burke and Pieterick (2010) who found that, "Tutors may be familiar with academic terms, but if students do not share these meanings then the feedback communication breaks down." (p.72)

Some students also find their assessors' handwriting illegible and their comments are unintelligible to them. Such finding is also confirmed by Meletiadou's study (2013). The latter asserted that: "students...were unable to understand the teacher feedback. They felt that it was vague and hasty." (p.103) In addition, the students present another batch of arguments to explain why their teachers' feedback is blurring. Some students find that their teachers' comments not convincing. Also, students declare that, in spite their effort and their belief that their works are good, they get bad marks. Finally, other students state that their teachers do not use well structured profiles and no criteria to evaluate their works.

The second question, of the students' questionnaire, asks students if their teachers' feedback helps them improve their written production. The bulk of the students, i.e. seventy-three out of ninety-one participants (80.21%), assert that they really do, but there are still eighteen students (19.79%) who find their teachers' comments helpless. Such findings are confirmed by Hamouda (2011) who declared that, "It is true that the

teacher's written feedback is not always helpful when it was "unclear and vague" ... and students sometimes could not agree with these comments and suggestions." (p.136)

The third objective of the students' questionnaire is to measure the degree of the students' confidence in their teachers' comments. However, it is important to start with the issue related to the compatibility of the teachers' evaluation and feedback with what students have learnt. Additionally, it is important to analyse the issues related to the compatibility of the students' efforts and the marks provided by the assessors.

One of the surprising finding of this research work is revealed by question (8) which asks students if their exams and tests evaluate what they learn or not. From the results, it is easily noted that the tests and exams do not systematically evaluate the topics learnt in class. Indeed, only twenty-eight respondents out of ninety-one (30.77%) claim that they are evaluated on what they have learnt while sixty-three students out of ninety-one (69.23%) claim that they sometimes do. Those surprising findings contradict one of the basic requirements in evaluation and pedagogy that states that assessment should mirror what has been taught (Bransford, et al ,1999). Otherwise those tests are considered invalid. In this regard, Mendelsohn (1989) claimed that: "The test must measure what we intended it to measure. We should begin designing every test by spelling out the specifications of what we want to test." (p.99)

Moreover, validity is also a sine qua non to obtain reliable results and also a good backwash. In this line, alignment of the syllabus objectives and tests contents is the main condition to ensure an appropriate assessment practice. In addition, feedback should be aligned with the objectives of the lessons in order to allow students to process it in an optimal manner (Abdullah and. Sidek 2012). In the same vein, Bonner (2013)

affirmed that: "Poor alignment between instruction and [classroom assessment] can have negative impacts on student attitudes, motivation, and classroom climate." (p.99)

It is easy to conclude from the students claim that one of the main problems that students' face when confronted to their teachers' feedback is the lack of alignment between the goals set in their lectures and the feedback delivered during the exams. From this discrepancy may stem the major troubles faced by our students.

Another critical finding of my research is related to the precision of the teachers' instructions when making comments on their written productions. Indeed, only twenty-five students out of ninety-one (27.48%) claim that their teachers' feedback is precise. However, the majority, i.e. sixty-three respondents out of ninety-one (69.23%), find it imprecise or loose. Consequently, teachers cannot expect their learners to use their feedback appropriately, if their instructions are inaccurate. This inaccuracy will automatically mislead the learners on how to achieve their works appropriately. Thus, students cannot be blamed if the teachers' instructions are not clear. This idea is confirmed by Bitchener and Ferris (2012) who claimed that:

Massive cross-outs, circles, arrows, scrawled words and phrases, and so forth, while "efficient" for the teacher, may be confusing and off-putting to the receiver of the feedback. Teachers should ensure that any corrections made are legible and clear and that any codes or other shorthand are used consistently and clearly explained to the students. (p.151)

Furthermore, teachers' evaluation may have some psychological effects on the learner. Some assessment tools such as tests, exams or marks, that the teachers attribute

to students, may have a very heavy impact on students' performance and gives teachers' power and authority that may have negative effects if badly used. In this respect Careless (2006) claimed that: "Grades engage the ego and associated emotional responses can distract students from the learning potential of feedback. if feedback is negative it can be threatening to a student's self-perception." (p.221)

Students are asked if the teachers' evaluation is fair. To the question, sixty-four students out of ninety-one (70.32%) claim that they are but twenty-six students (28.59%) find that they are not. Although the majority of the students declare that their teachers' evaluation is balanced, there are still many learners who are suspicious vis-à-vis their teachers' assessment.

The students who declare that their teachers' evaluation is not fair attribute it to a set of reasons. First, their teachers do not read their works or read just a part of it. Second, other students claim that their teachers provide them with bad marks even when their works are felt well written. Third, some participants claim that their teachers are subjective and they are not qualified to assess their work appropriately. Fourth, other students believe that the overcrowded classes prevent their instructors from evaluating their works correctly. From the students' answers, it is obvious that the students are dubious about the objectivity of their teachers' evaluation. Lam (1995) confirmed what the present study participants feel when assessed by their teachers. Lam (1995) claimed that: "Assessment ...is unfair if...students are not provided with equal opportunity to demonstrate what they know...these distorted views of the students are used to make educational decisions that ultimately lead to limitations of educational opportunities for them." (p.2) Thus, the students' frustrations may stem from the feeling of biased evaluation or lack of fairness on the part of their teachers. This fear is clearly confirmed

by the subsequent question which investigates the degree of trust between students and their assessors.

Question (7) investigates a very sensitive issue related the degree of trust that students place in their teachers' feedback. Twenty-six students, out of ninety-one (28.58%), claim that they totally trust their teachers' feedback. However, the majority of the participants (71.42%) state that they partially trust their teachers' feedback. In spite of its negative connotations, the results of this question need a thorough investigation because this lack of confidence needs to be reversed. Indeed, teachers need to regain their students' confidence and involve them in their own evaluation process. Reitbauer *et al* (2013) affirmed that: "Teachers must see to it that they establish in their classroom an atmosphere of trust and respect." (p.72) Additionally, one of the main possible solutions to the problem is to increase the students' awareness of self-evaluation by providing them with the criteria of good written productions. This simple initiative may impact positively their students' performances and avoid any biased judgment or hastily made conclusions.

In the same line, question (9) asks students if the marks given by their teachers reflect the efforts they make in their writing. There is no doubt that the lack of confidence also appears in the students' responses. As we can see only twenty-two students (24.17%) find the teachers marks proportionally fair and balanced with the effort they make. However, forty eight students (52.75%) assert that their teachers' marks do not value their works appropriately. Also, there are still some participants who are ambivalent with fourteen respondents out of ninety one (15.38%).

When asked to justify why they believe that their teachers do not give them the marks they deserve, students provide a set of arguments. The first arguments may seem subjective but worth mentioning. Indeed, the majority claim that they work hard but they get bad marks and that many of their colleagues do not make any effort but get good ones. One may obviously note that the amount of effort made to perform a task may vary from an individual to another but the effort you put in the achievement of a given work is not a guarantee of its success. Thus, the only way to overcome those troubles is to set the rules of the game or the criteria of evaluation that may be used to evaluate objectively their efforts.

The other responses confirm the students' incapacity to figure out the appropriate profile of a good work. First, some students think that their teachers' evaluation may differ from one assessor to another. Second, teachers do not understand them. Third, they also attribute their troubles to spelling and grammar problems. This clear dissatisfaction is an important indicator that teachers have to react by providing their students with evaluation criteria that they adopt to avoid any risk of misunderstanding and confusion. As a conclusion, Coe et al (2014:5) claimed that the best feedback is the one, "... mediated by a mentor in an environment of trust and support." Brown (1996) also highlighted the importance of ensuring a maximum of objectivity in assessing students' performances. He defined fairness as :

the degree to which a test treats every student the same or the degree to which it is impartial. Teachers would generally like to ensure that their personal feelings do not interfere with fair assessment of the students or bias the assignment of scores. The

aim in maximizing objectivity is to give each student an equal chance to do well. (p. 31)

The fourth objective of students' questionnaire is to investigate whether students are aware of the assessment criteria that their teachers adopt when evaluating their written performances or not. Sixty-three respondents out of ninety-one (69.23%), claim that they know them. However, there are twenty-four students (26.37%) who do not have any idea about them. When invited to provide examples of such criteria, the participants give the following examples. The first criteria are paragraph form, order of ideas, connectors and coherence. The second set of criteria is grammar, vocabulary and punctuation. The last aspects, highlighted by learners, are writing form and language correctness. It is obvious that the criteria, cited by the participants, are related to surface aspect of writing and language errors corrections. Our students tend to focus too much on editing the writing works such as language correctness, and punctuation. This focus is done on the detriment of other equally or may be more important aspects like the content or ideas. Timing of criteria delivery is also another issue investigated by the students' questionnaire.

The timing of delivering the criteria to students is another important issue. When asked about when their teachers provide them with the criteria of a good writing, most students, i.e. fifty-three students out of ninety-one (58.24%) claim that their teachers provide them with those criteria before the exams. However, there are still twenty-nine students (31.87%) who affirm that their teachers provide them after the exams. Besides, there are eight students out on ninety-one participants (8.80%) who declare that they are never provided with these criteria. When asked when do they think that their teachers should provide them with those criteria. The majority of the students, that is fifty-eight

students out of ninety-one (63.74), claim that their ideal timing is before the exams. Yet, there are eight students (8.80%) who prefer them after the exams and the rest of the students have not provided any answer. The participants are invited to justify their choices.

On the one hand, the students who prefer to get the criteria before the exams put forward a set of arguments. The majority, that is twenty-five out of fifty-eight respondents, use them to know and avoid their mistakes. In the second position, seven students utilise them to write well. In the third position, they exploit them to prepare the exams and get good scores. In addition to those main reasons, some students have provided a plethora of motives such as knowing, and applying them and to know what their teachers expect them to do.

On the other hand, the minority of the students who prefer getting the criteria after the exams put forward the following reasons: First, they want to get a better experience and practice, get good scores and improve their skills. Indeed, all the students agree that providing the criteria either priori or posterior is very important to improve their performance. The other aspects investigated by the students' questionnaire are related to the type and the moment of delivering feedback.

This section of my analysis moves to a set of feedback characteristics such as detailed or general feedback, timing of delivery and their impact on the students' performances. When asked about their preferred feedback, the majority of students, with seventy-three responses out of ninety-one (80.22%) selects the detailed feedbacks. There are twelve students only (13.18%) who prefer general feedback. The findings of the present study confirm the results of other works all over the world, (Bitchener and

Ferries, 2012) listed a set of works such as (Ferris et al., 2010); (Ferris and Roberts, 2001) and (Leki, 1991) who found that students tend to prefer a more comprehensive feedback which does not neglect any error made in their written productions. The students are invited to justify their choices.

On the one hand, those students who have selected the detailed feedback provide the following reasons. First, detailed feedback helps them understand the source of their errors. Second, respondents prefer such feedback because it helps them getting more knowledge. Third, there are some participants who believe that it is more precise. Finally, students also claim that detailed feedback is more helpful than general one because it allows them to self-evaluate their works. On the other hand, the respondents, who select general feedback, declare that it provides them with a broader idea about their performance. They also believe that such feedback allows them to detect their errors and find more details by themselves. The present state of art, in the domain of feedback delivery and error correction, favours the general feedback because it fosters students' self reliance and lifelong learning. However, our learners prefer the detailed feedback and rely too much on teachers' comments as source of information. Such feedback may also play the role lessons' revision of what the students have not assimilated.

Question (11) investigates the aspects of students' performance that the teachers focus more on when providing feedback on students' writing. The students claim that teachers focus on coherence and grammar. Spelling, ideas and content come in the second position. It is clear that grammatical accuracy and coherence are the two aspects of students' productions that teachers focus more on. These characteristics reflect the teachers' worries about the grammatical inaccuracy that the students suffer from.

However, students are asked about the aspects of their writing they want their teachers to focus more on. The answers to the question yield the following results. There are nineteen students (20.88%) who ignore what the teachers should focus more on. This score shows that there are many students who are not even conscious of their weaknesses and what a good work should look like or the necessary criteria they should conform to. As for the aspects of their writing that students want their teachers to focus more on. Surprisingly, grammatical accuracy and spelling arrive in the first position with thirty-nine responses out of ninety-one (42.86%). This choice converges with the aspects that their teachers are currently focusing on. As it can be easily noted, grammatical accuracy is a focal point to both teachers and students at Boumerdes University.

Although this convergence may seem surprising at the first glance, an overview of the review of the literature, reveals the vital importance of language accuracy in the EFL context. Bitchener and Ferris (2012) listed a set of works such as (Ferris *et al*, 2011) and (Lunsford & Lunsford, 2008) where such practice was dominant. In this regard, (Bitchener and Ferris 2012) stated that, “many or most writing instructors still mark error regularly and extensively.” (p.38). In addition to language form, students want their teachers to focus more on ideas and content with twenty-three responses out of ninety-one responses (25.28%).

In addition to the former aspects, feedback delivery timing is another critical aspect that the students' questionnaire is trying to shed light on. Question (13) investigates whether teachers provide them with feedback while they are still producing their written productions or after or long time after submitting their written productions. The objective of this question is twofold. First, it reveals whether teachers help students

building their works via scaffolding them by intervening while the work is still under construction. Otherwise, it is just a summative evaluation of finalised works that students hand in. The results of table (5.B.18 p.188) show clearly that the majority of the teachers provide their learners with comments when the works are finalised and submitted as final draft with fifty-four responses out ninety-one (59.34%). This confirms that the teachers evaluate their students' works in a summative way. Whereas, only thirty-five students (38.47%) claim that their teachers accompany them along their journey to produce their writing.

Questions (14) and (15) turn towards the analysis of the students' behaviour when they are provided with feedback in the two situations namely while still writing or on their finalised works. When the students are provided with the feedback, while still producing their work, they try to understand the source of their errors and correct them immediately with (84.61%). In the second position, they attempt to defend their ideas, opinion and negotiate their intended meaning with (49.45%). Providing students with feedback while still producing their works may enhance their performance at least on the form level.

However, the students claim that they do the following when their teachers' feedback is provided on the finalised work. First, they rewrite a second draft of their writing in the light of their teachers' comments with (63.73%). Second, students defend their own ideas, opinion and negotiate their intended meaning with (30.76%). However, in the third position, there are some respondents who claim that they simply try to understand the sources of errors without correcting them (28.57%). It is clearly noted that there are many students who try to use the comments to improve their works but

there are others who just try to understand the weaknesses but without making any effort to improve their performances.

From the students' answers, we can easily understand the different obstacles faced by writers when taking the different assessment procedures and the using the teachers' feedback. The students, as it is clearly demonstrated by the results of the different questions, count heavily on their teachers' comments and need to gain more autonomy to relieve their teachers from the huge workload. In addition, students need to be involved more in the different assessment procedures such as setting the assessment criteria and increasing their awareness about the appropriate criteria to write appropriately in the different communication needs.

Conclusion

The students' questionnaire findings may explain the reasons which prevent them from exploiting their teachers' feedback appropriately. Students prefer to be assessed continuously but many students find their teachers' feedback difficult to process. Students face many difficulties to understand both the language used by their teachers when conveying their feedback and their expectations. Furthermore, students claim that their instructors do not always assess what they learn in classrooms. The lack of alignment between the teaching and assessment weakens the process of assessment and the students also complain about the subjectivity and the unfairness of the teachers' assessment and grading. They believe that their teachers do not assess them on the basis of merit because their marks do not value their works. Students' questionnaire shows that students prefer detailed feedback and think that the surface form and grammar are

the criteria of good productions. The most important issues revealed by the students' questionnaire shows why students are incapable to deal with their teachers' feedback.

Students' questionnaire, also, helps us answer the third question of the exploratory phase namely, what are the reasons that prevent students from using appropriately their teachers' feedback to improve their written productions? The students ignore the functions and the purposes of the different assessment procedures. They also rely heavily on their teachers' comments. In spite this dependence students are dubious about their teachers' evaluation and feedback because they think that teachers have a bad image about them. This subjectivity is reflected in the bad marks they obtain even when they feel that their works are good. Students also have a very limited awareness about the profile of a good performance and they generally think that grammatical accuracy is critical to succeed in an academic context.

Thus, students, who are responsible of their own accomplishment, are required to participate more and be an active actor in their assessment practices. This participation starts first with gaining more autonomy to decrease the heavy work load put on their assessors (Andrade, 2013) Students should be an integral part of the assessment process to develop their confidence and autonomy.

Introduction

The third part is composed of four chapters. The three first chapters are a thorough presentation and analysis of the experimental phase's results. The first chapter presents the results of the students' pre-treatment tests. It describes the performance of the students against the fifteen criteria which constitute the writing rubric. It is necessary to mention that the results exhibit the writers' performance when adopting the traditional assessment practice which does not explicitly articulate the criteria of assessment that the teachers adopt to evaluate their students' performances. The first chapter, then, shows whether students' performance improves when using the traditional feedback form.

The second chapter presents the results of the students' performance during the post-treatment phase. In this chapter the results of the students' production is the result of the use of an explicitly shared structured feedback type (rubric). The students, in this phase, are informed about the model of a good production that the teachers' use. Then, the students' performance is statistically analyzed against the rubric's fifteen criteria.

The third chapter calculates and compares the progression rate of the students' performance generated from both the pre-treatment and the post-treatment phases. Then, the students' performance is analyzed and interpreted in the light of previous research works. The last part of this chapter provides the answers to the research questions of the current study.

The fourth chapter summarises the findings of the different research tools, and presents some recommendations to respond to the different problems faced by both teachers and students when assessing or receiving feedback on the productions. However, before starting the analysis of the different stages of the pre-experimental

Part III

study, there is a need to mention that the students who participate in the present work have taken a diagnostic test (see appendices III and IV) before engaging in the experimental work.

The diagnostic test is administered to ensure that the probable improvement of the students' performances is due to the treatment provided by the current study and that there is no big heterogeneity, in terms of language proficiency, among the participants. The first part of the diagnostic test is formed of nineteen questions. The students are provided with a set of answers and they are required to select the appropriate ones. The results of the activity are almost satisfactory, as the majority of the questions are appropriately answered.

The second exercise deals with the questions formulation. Like the previous activity, most students answered the questions appropriately. However, the third activity which deals with tenses use yields negative outcomes. Unlike the two previous activities, the majority of the students are incapable to answer them. The same problem is faced by the students who tried to answer the fourth activity which deals with the passive voice use. The majority of the students are incapable to use them correctly. The use of the conditional form results in mitigated outcomes as less than half of the questions are answered appropriately. However, the good results resume again with the two remaining parts related to reading activities. The latter have been answered successfully by the bulk of the participants. The diagnostic test reveals that the students' vocabulary level is a homogeneous one. Students answer appropriately the activities related to vocabulary and reading comprehension. Yet, the activities, related to grammar and tenses use, have revealed mediocre outcomes. After this brief account of the diagnostic test results, the first chapter presents a thorough discussion of the writers' performances under traditional feedback form.

Introduction

This chapter presents the outcomes of the pre-treatment phase which consists of two tests with two different drafts for each of them. The use of two tests aims at ensuring more reliability and consistency of the yielded results. The pre-treatment tests are conducted in the traditional manner to evaluate the students' performances and the participants performance is assessed against the fifteen criteria of the writing rubric (see table 02 p.112). However, those assessment criteria are kept secret, that is to say not explicitly shared with the students, to simulate the traditional feedback delivery condition.

6. Results of Pre-treatment Phase: Test One

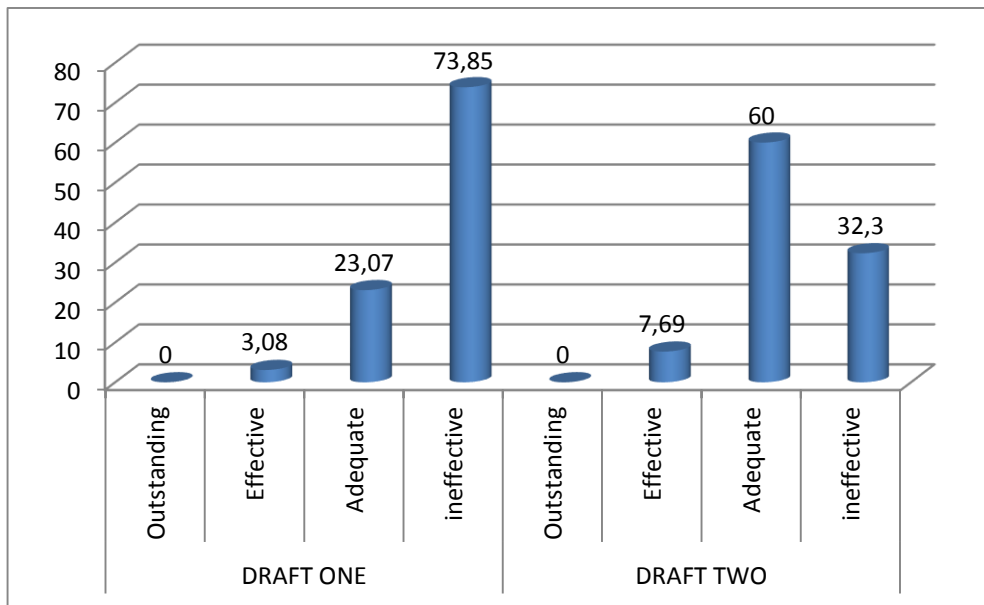
The subsequent section tries to present the results of the first test outcomes in the pre-treatment phase. This test consists of a paragraph written by the students in the classroom about a happy event which marked their life. The paragraph is developed through two attempts or drafts. The works of those students are corrected against the selected rubric which is divided into four levels with a total of fifteen criteria. The participants' works are, then, analyzed and classified into one of the four standards namely outstanding, effective, adequate and ineffective, and it is necessary to reiterate that the works classification is conducted on the basis of the rubric descriptors (see appendix VI). The first level of the rubric deals with the presentation aspect of their productions. The latter is composed of five criteria.

6.1.1. Level I: Presentation

The first level is composed of five criteria: consistency and clarity of the purpose and the form; the degree of students' main claim clarity; significance and challenge; the

effectiveness and appropriateness of writers' sentence form and word choice and variety; and appropriate use of punctuation, grammar, spelling and mechanics.

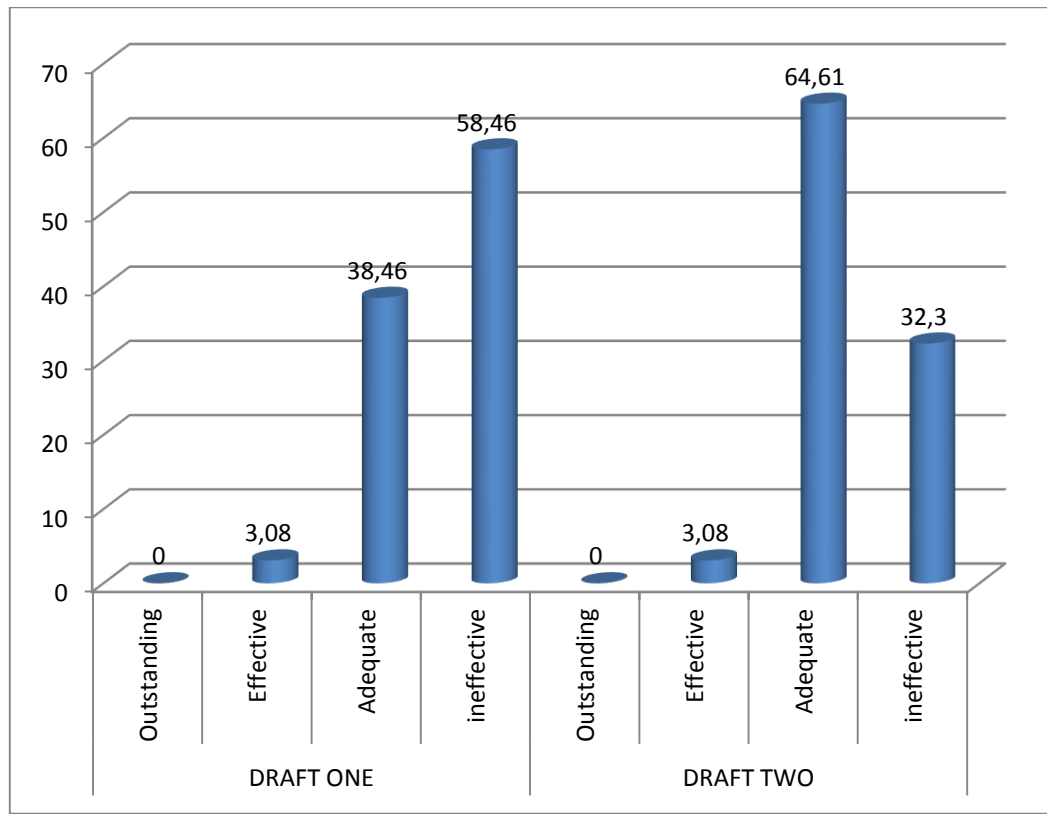
Criterion 01



Graph 6.A 01: **Consistency of Purpose and Form**

The first level of the evaluation deals with the presentation of the writers' works. The latter is composed of five criteria. The first criterion deals with the purpose and form clarity and consistency. Out of the sixty five works, the bulk of them (73.85%), are classified ineffective and there are (23,07%) of adequate productions. There are also (3,08%) of the paragraphs which are ranked effective and there is no outstanding work found. However, in the second draft, the number of works, which are considered as ineffective, decreases sharply to (32.3%). The students' works, which are classified adequate in terms of form and consistency, increase significantly to (60%). Moreover, the number of effective productions grows to attain (7.69%). Like the first draft, in the second attempt, there are no outstanding works.

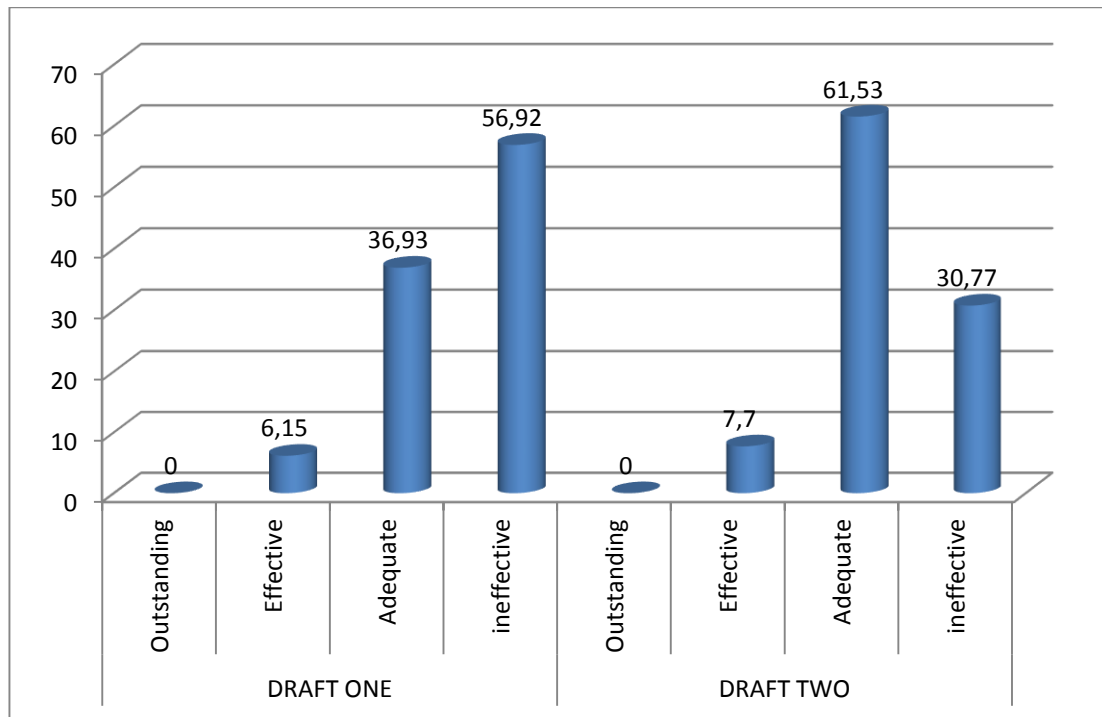
Criterion 02



Graph 6.A02: **The Main Claim is Clear, Significant and Challenging**

The second criterion deals with the writers' claims in terms of clarity and challenge. In the first draft, (58.46%) of the works are considered as ineffective while (38.46%) of them are adequate. In addition, (3,08%) of the total works are ranked effective and there are no outstanding written productions. In the second draft, nevertheless, the number of works, which are considered as ineffective, diminishes significantly to (32.3%), and the adequate productions increase significantly to (64.61%). Besides, (3.08%) of the writers' paragraphs are considered as effective and there are no outstanding works in the second draft either.

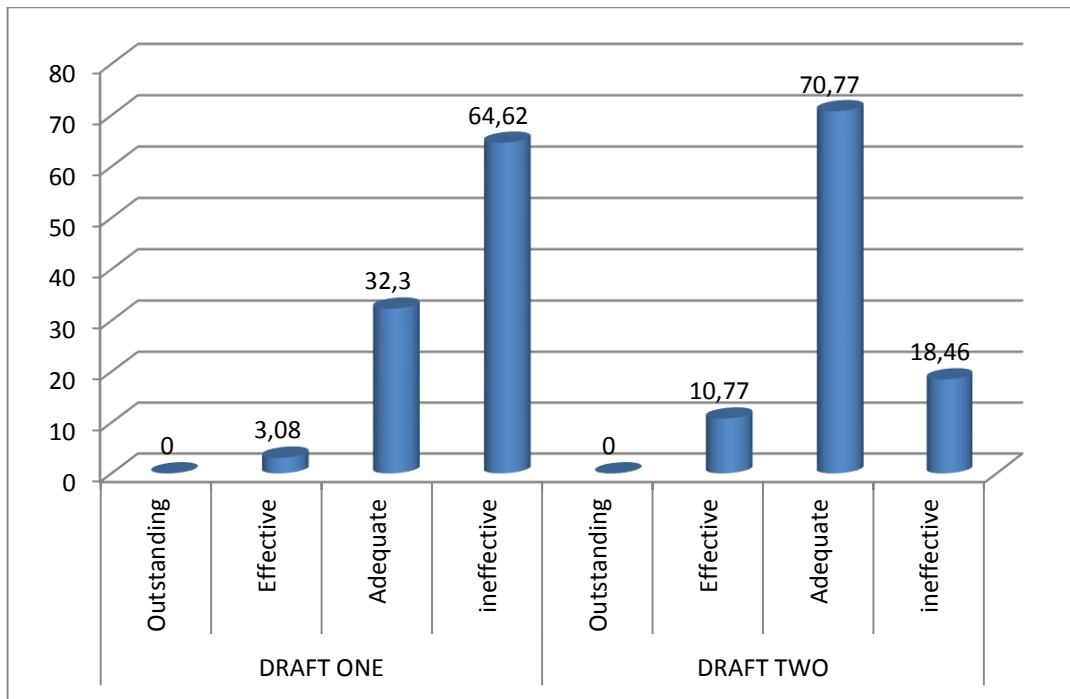
Criterion 03



Graph 6.A 03: **The Organisation is Purposeful Effective and Appropriate**

The third criterion of the rubric deals with the participants works organisation and clarity. It seeks to understand if their works organisation is purposeful, effective and appropriate. In the first draft, out of the sixty five paragraphs, the bulk of the works (56.92%) are considered as ineffective, and there are (36.93%) of adequate ones. In addition, there are (6.15%) of effective productions while there are no outstanding works in the first draft. However, in the second draft, the students' works, which are considered as ineffective, drop to (30.77%), and the adequate ones increase significantly to (61.53%). Furthermore, the works, which are classified as effective, augment slightly to (7.7%) and there are no outstanding works in this second version either.

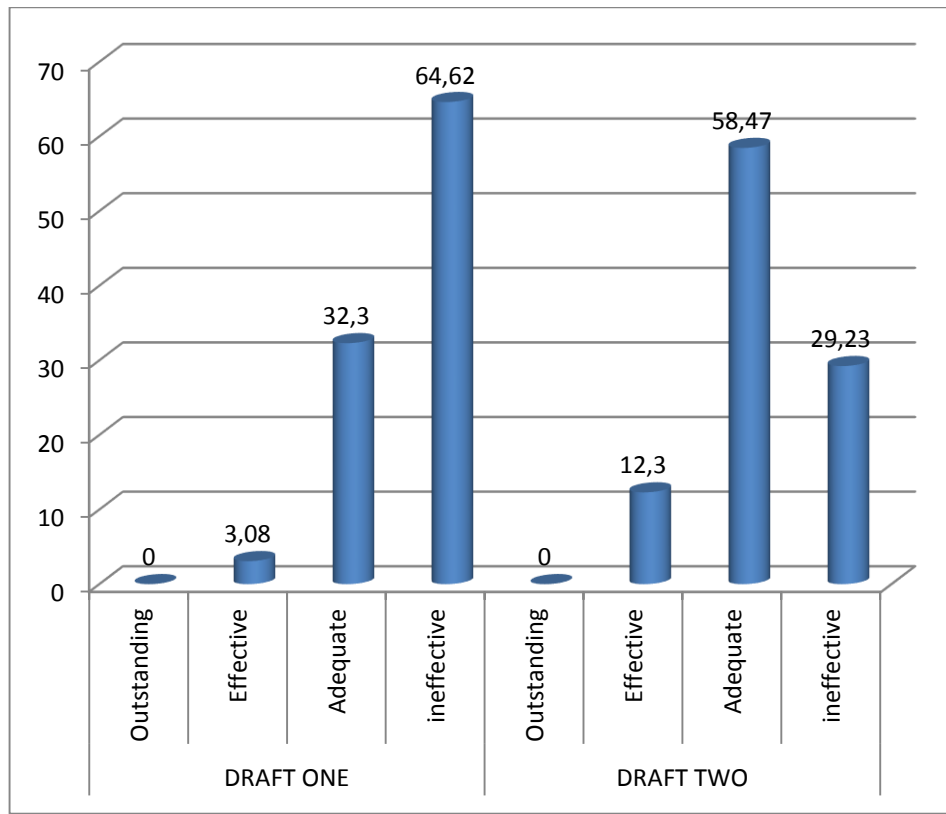
Criterion 04



Graph 6.A 04: **Sentence Form and Word Choice are Varied and Appropriate**

The fourth criterion deals with the sentence form and word choice or variety. Out of the sixty five works submitted by the participants, (64.62%) are classified as ineffective while (32.3%) are adequate. In addition, there are (3.08%) of effective productions and there are no outstanding works. However, the second draft scores show a different trend. The ineffective productions drop to (18.46%) while the adequate ones increase significantly to (70.77%). The effective works also increase slightly to (10.77%), and there are no outstanding productions in the second draft either.

Criterion 05



Graph 6.A 05: **Punctuation, Grammar, Spelling and Mechanics are Appropriate**

The fifth criterion of the presentation level deals with the appropriate use of punctuation, grammar, spelling and mechanics. Out of the sixty five works, submitted by the students, there are (64.62%) of ineffective productions. However, there are (32.3%) of adequate paragraphs, and (3.08%) of effective ones. Yet, there are no works classified as outstanding in terms of punctuation and mechanics. In the second draft, the ineffective works decrease appreciably to (29.23%). Furthermore, (58.47%) of total works are considered as adequate, while (12.3%) of the participants' productions are effective. Like the previous draft, there are no outstanding works.

6.1.1.1. Results' Evolution

In the first level, it seems that students have improved their productions. As clearly shown by the first criterion, the majority of the works (73.85%,) are classified ineffective, but in the second draft this score collapses to (32.3%). The same positive trend is noticed with the results related to adequate works. The students' works, which are classified adequate, in terms of form and consistency, increase significantly from (23,07%) in the first draft to (60%) in the second one. The effective works also witness some improvement. They progress from (3,08%) in the first draft to (7,69%) in the second one.

The second criterion also exhibits a substantial improvement. When dealing with the writers' claims in terms of clarity and challenge, the number of works which are classified ineffective culminates to (58.46%), but in the second draft, this number regresses to (32.3%) only. The same positive movement is noted with the number of adequate works. The latter constitute (38.46%) of the first draft productions, but this number progresses considerably to (64.61%) in the second attempt. However, the effective works stagnate at the same number in both drafts.

The third criterion, which deals with the organisation of the students written productions, has also witnessed a significant improvement. The ineffective works constitute (56.92%) of the first draft total works, but this score declines to (30.77%) in the second attempt. The adequate works, in turn, progress sensitively from (36.93%) in the first draft to (61.53%) in the second one. The effective works evolve modestly from (6.16%) in the first draft to (7.7%) in the second one. Yet, the most important gains are noticed with the two remaining criteria.

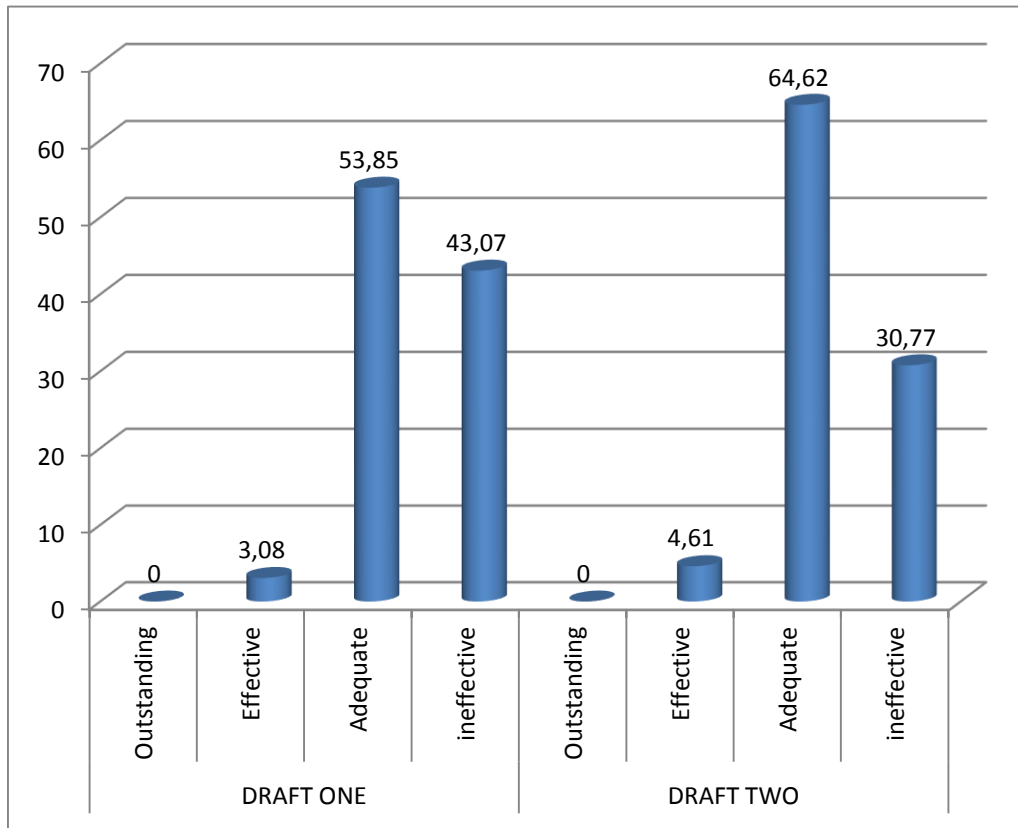
The fourth and the fifth criteria deal with grammatical accuracy. The fourth criterion deals with the sentence form and word choice or variety. The ineffective works plummet from (64.62%) in the first draft to (18.46%) in the second one. The same positive trend is noted with the number of adequate productions which augments from (32.3%), in the first draft, to (70.77%) in the second attempt. The effective works also develop threefold as they progress from (3.08%) in the first attempt to (10.46%) in the second one.

The grammatical accuracy's enhancement is also clearly exhibited by the fifth criterion which deals with the appropriate use of punctuation, grammar, spelling and mechanics. The ineffective works constitute (64.62%) of the first draft total works, but in the second attempt, they retract sensitively to (29.23%). The same enhancement is noticed with the adequate works. In the first draft, the adequate works represent (32.3%) of total works, but in the second version of their productions, the adequate works reach (58.47%). The effective works also progress from (3.08%) in the first draft to (12.3%) in the second one. In spite its traditional form, the students benefited from their feedback provided on their works. The results of the first level of the first pre-test show the students tendency to enhance the form and grammatical accuracy of their works. The next level of analysis focuses on the content of the writers' productions. Thus, will the remaining aspects of the writers' productions show the same improvement?

6.1.2. Level II: Content

The content level is composed of three criteria: the accurate use of information and appropriate and effective integration of evidence; support and elaboration of claims and ideas; and the careful consideration and representation of alternative perspectives.

Criterion 06

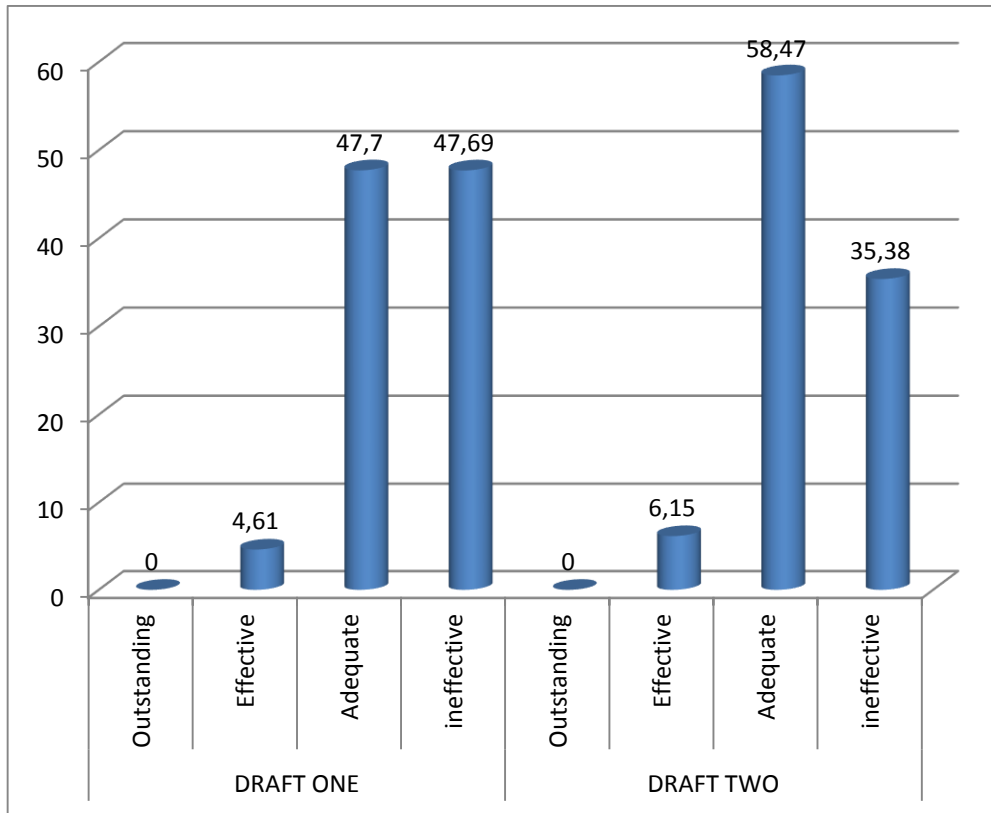


Graph 6.A 06: **Accurate Information and Appropriate Integration of Evidence**

Content level consists of three criteria. First, the sixth element of the rubric deals with the evidence that the students use and integrate information in effective and accurate ways. In the first draft, (43.07%) of total works are ineffective in terms of information integration while (53.85%) are adequate. In addition, (3.08%) of the students productions are classified effective, and there are no outstanding works. In the second draft, the students' results are slightly better. The number of works, which are classified ineffective, falls slightly to (30.77%). The same positive trend is also observed with the works which are classified adequate. Indeed, they increase slightly to (64.62%) while the works which are ranked effective augment to (4.61%). Like the former draft, the

second version of the students' productions, does not include any work classified as outstanding.

Criterion 07

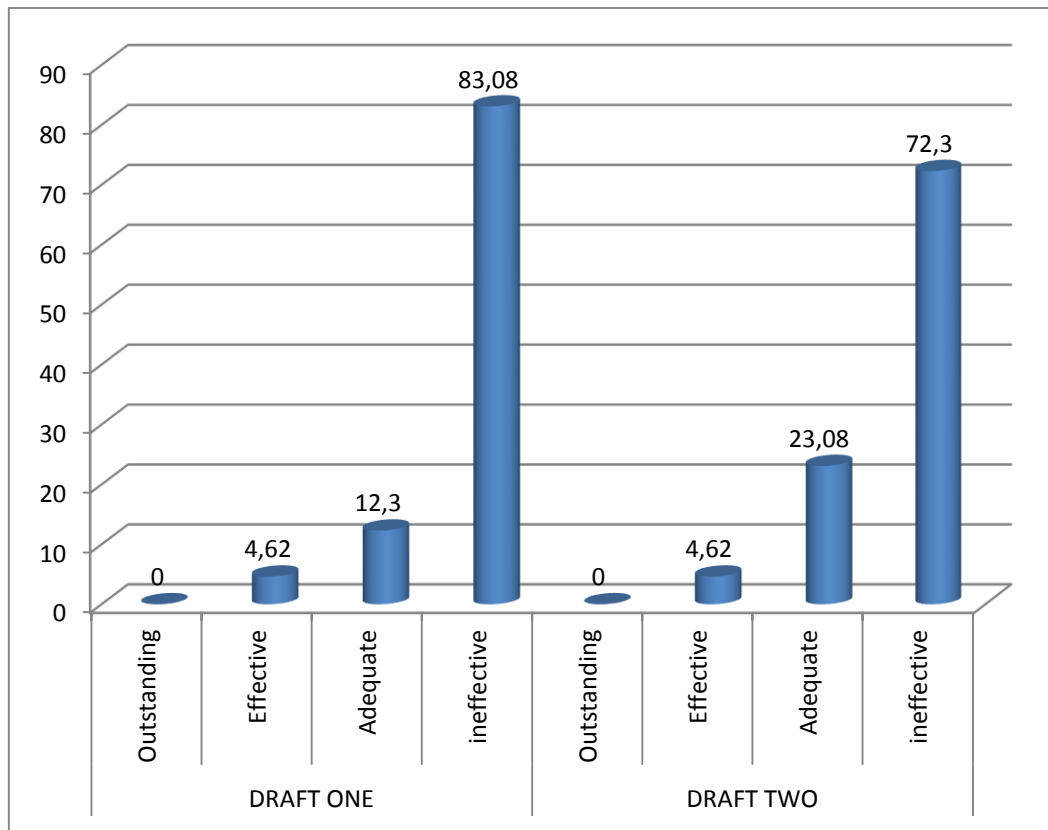


Graph 6.A 07: **Support and Elaboration of Claims and Ideas**

The seventh criterion of the rubric deals with the elaboration and the support of the writers' claims and ideas. In the first draft, students' works, which are classified as ineffective and adequate, culminate to (47.69%) for each of them. The remaining works, i.e. (4.61%), are ranked as effective. In addition, there are no outstanding works in the first draft. In the second attempt, there is an insignificant improvement. The number of students' works, which are classified ineffective, decreases to (35.38%). There is also a slight improvement in terms of works which are classified adequate with (58.47%).

There are also (6.15%) of effective works and there are no outstanding productions in this version either.

Criterion 08



Graph 6.A 08: Careful Representation of Alternative Perspectives

The eighth criterion deals with students' representation of alternative perspectives. Out of the sixty five productions, the majority of the works (83.08%), in the first draft, are classified ineffective and there are (12.3%) of adequate productions. In addition, there are (4.62%) of effective paragraphs but there are no outstanding works in this first attempt. The results of the second draft show sensitive changes. In fact, the works which are classified ineffective, in terms of alternative perspective representation, decrease to (72.3%). However, the adequate works increase to (23.08%) and the effective ones

remain at the same level with (4.62%). Like the first draft, the second one does not include any outstanding work.

6.1.2.1. Results Evolution

Unlike the first level, the content of the students' productions show a moderate improvement. The sixth criterion, for instance, deals with the evidence that students use and the integration of information in effective and accurate ways. The students' ineffective productions constitute (43.07%) of the first draft total productions, but they decrease slightly to (30.77%) in the second attempt. The same modest trend is noticed with the number of adequate works. They represent (53.85%) of the first draft total productions, but the score increases slightly to (64.62%) in the second draft. Students' effective works also enhance with an insignificant rate as they progress from (3.08%) in the first draft to (4.61%) in the second one.

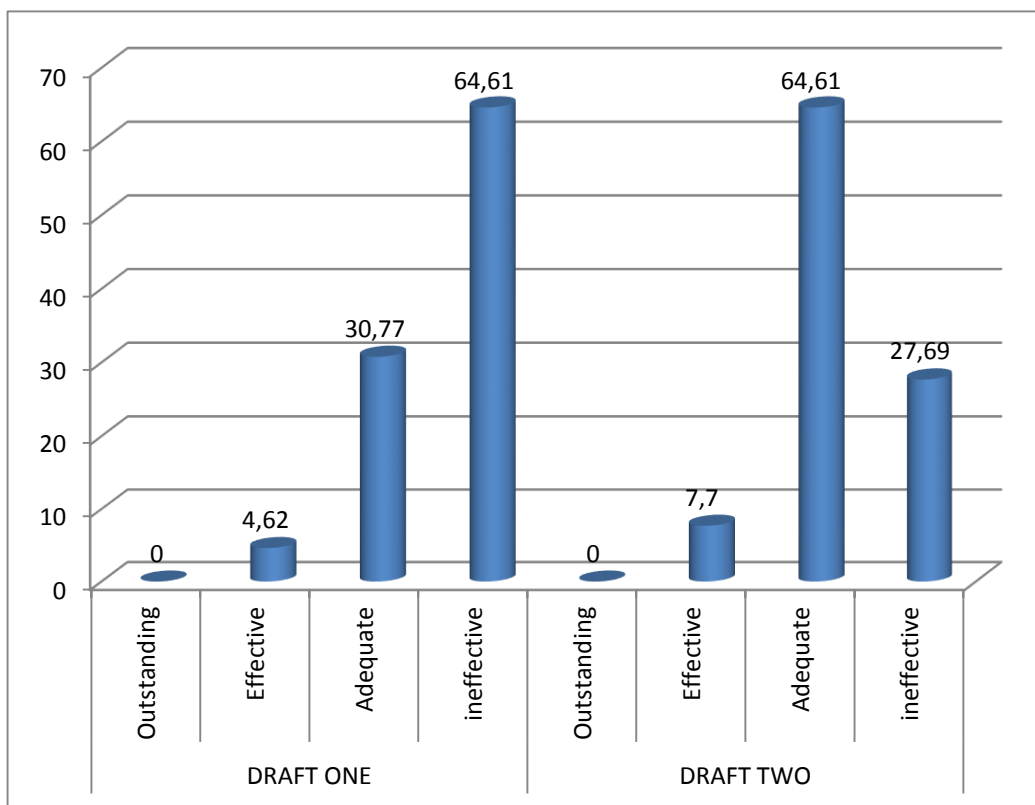
The seventh criterion also enhances with a modest rate. This criterion deals with the elaboration and the support of the writers' claims and ideas. In the first draft, (47.69%) of the total productions are classified ineffective, but they regress slightly to (35.38%) in the second draft. The adequate works also progress with a slower rate. They represent (47.69%) of the works in the first draft, but they reach (58.47%) in the second stage. The effective works, in turn, increase with an insignificant rate. The eighth criterion, which deals with the students' representation of alternative perspectives, also reflects this modest improvement. The ineffective works represent (83.08%) of the first draft total works, but they drop to (72.3%) in the second attempt. In addition, the adequate productions represent (12.3%) of the total works in the first draft, but they increase to (23.08%) in the second attempt. The effective works stagnate at the rate of (4.62%) in both drafts. Unlike the previous level, the content one shows a modest

improvement or a total stagnation. The next level of the analysis deals with thinking. Thus, will the next level exhibit a different trend?

6.1.3. Level III: Thinking

The thinking level is constituted of four criteria: making connections between and among ideas; analysis, evaluation, and interpretation are effective and appropriate; evidence of independent thinking; and evidence of creativity and originality.

Criterion 09

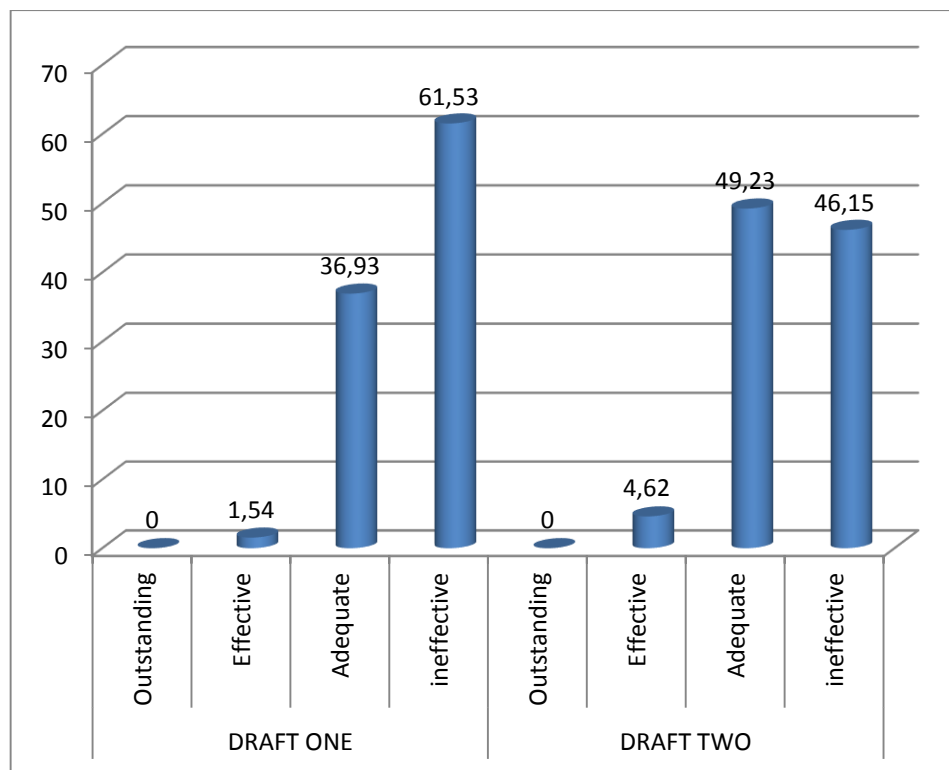


Graph 6.A 09: Connections between and among Ideas are Made

This level is composed of four criteria. First, criterion nine of the rubric tackles the connection between ideas developed by students in their written productions. In the first draft, out of sixty five works, submitted by the participants, (64.61%) are classified

ineffective, while (30.77%) of the works are considered as adequate and there are (4.62%) of effective productions. Furthermore, there are no outstanding productions in the first draft. However, in the second draft, the works, which are considered ineffective, decrease to (27.69%). In addition, the productions, which are considered adequate, attain (64.61%). The effective works also increase slightly to (7.7%). Like the first draft, there are no works classified outstanding in the second versions of the written works either.

Criterion 10

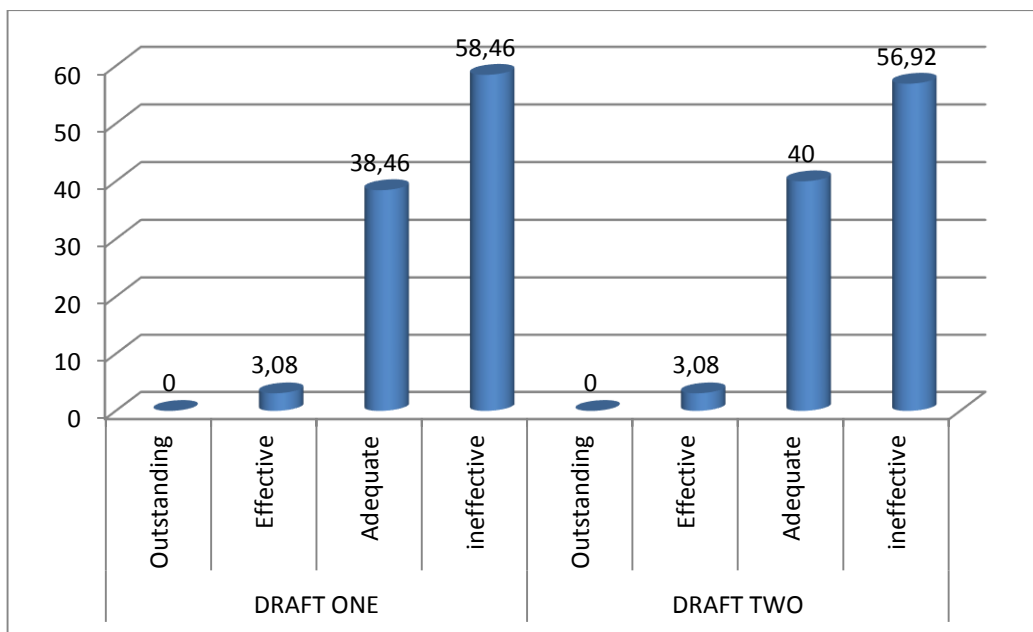


Graph 6.A 10: **Analysis, Evaluation, and Interpretation Are Effective and Appropriate**

The second criterion of this level deals with the students' effective and appropriate analysis, evaluation, interpretation of the arguments and facts in their written productions. In the first draft, the works which are classified ineffective represent

(61.53%) of the sixty five works. Furthermore, there are (36.93%) of adequate productions, and (1.54%) of the works are classified effective. There are no outstanding works in the first draft. The second attempt exhibits insignificant improvements of the results. As we can note, the number of ineffective productions decreases to (46.15%), while the works, which are classified adequate, increase to (49.23%). In addition, there are (4.62%) of effective productions. However, like the former version, there are no outstanding works found in the second draft either.

Criterion 11

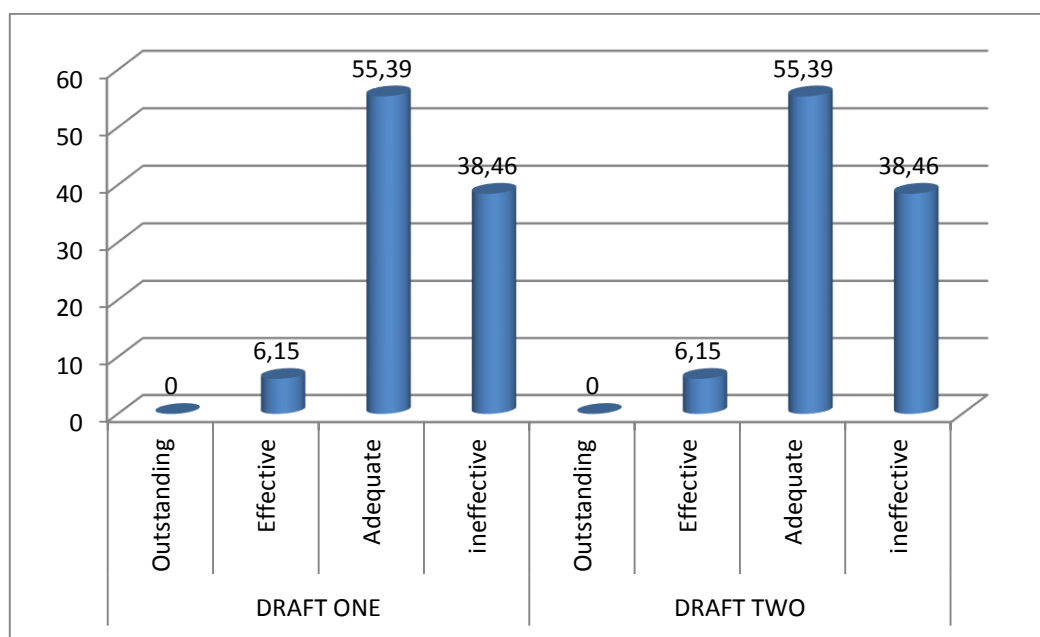


Graph 6.A11: **Independent Thinking is Evident**

The third criterion of this level, and the eleventh one of the rubric, deals with independent thinking. Out of the sixty five works, the bulk of them (58.46%) are classified ineffective. However, there are (38.46%) of the productions which are found adequate. Also, there are (3.08%) of the paragraphs which are classified effective and there are no outstanding productions found. The second draft shows almost insignificant

improvements as the following results demonstrate. The number of works, which are classified ineffective, decreases to (56.92%). The same tendency is observed with the number of works, which are classified adequate. The latter attain (40%). Like the first draft, in the second version, (3.08%) of the works are effective and there are no outstanding written productions found.

Criterion 12



Graph 6.A 12: **Creativity and Originality is Evident**

The fourth criterion, in this level and the twelfth one of the rubric, deals with the works' creativity and originality. The results of both drafts are identical, thus, there is no real difference in terms of performance between the two versions of the students' written productions. First, the works, which are classified as ineffective, represent (38.46%) of the productions in both versions. The same results are observed with the works, which are considered adequate, with (55.39%) in both versions. Furthermore, there are

(6.15%) of the works which are considered effective and there are no outstanding works found in both drafts

6.1.3.1. Results Evolution

The ninth criterion tackles the connection between ideas developed by students in their written productions. In the first draft, the students' productions represent (64.61%), but this number decreases to (27.69%).in the second attempt. The same positive trend is witnessed in the case of adequate works. They represent (30.77%) of the first drafts' works, but this score reaches (64.61%) in the second draft. The effective works also increase modestly from (4.62%) in the first draft to (7.7%) in the second one.

The tenth criterion deals with the students' effective and appropriate analysis, evaluation, interpretation of the arguments and facts in their written productions. The number of ineffective works decreases from (61.53%) in the first draft to (46.15%) in the second attempt. In addition, the adequate works constitute (36.93%) of the first draft total productions, but this score increases to (49.23%).in the second attempt. The effective works constitute (1.54%) of the first draft total productions, but they modestly attain (4.62%) of the total works in the second attempt.

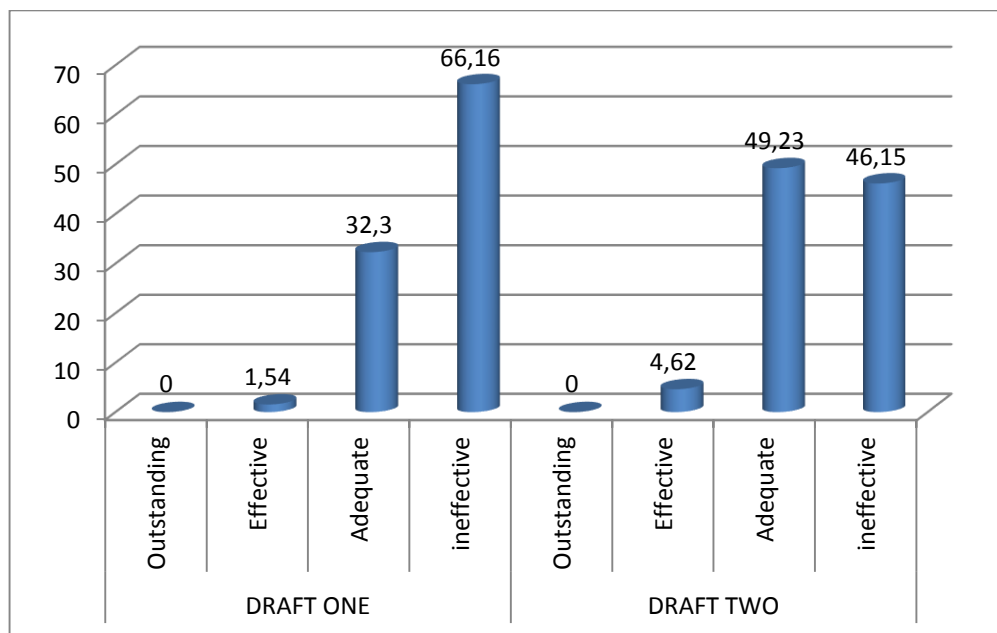
The eleventh criterion also confirms the modest improvement of the thinking level constituents. The eleventh criterion deals with the writers' independent thinking. The number of ineffective works represents (58.46%) of the total first draft productions, but in the second draft, this score decreases insignificantly to (56.92%). The same minor progress is exhibited by the number of adequate works. The latter represent (38.46%) of the first draft total productions, but they enhance to (40%) only in the second attempt. The effective works have not progressed at all as they stagnate at the rate of (3.08%) in

both drafts. The last criterion of the thinking level has not witnessed any improvement at all. As we can easily observe, the thinking level confirms the mild effect of providing traditional feedback on the students' written productions improvement. Thus, will the next level exhibit a different trend?

6.1.4. Level IV: Assessment Specific

Assessment specific level is composed of three criteria: response to all aspects of the assignment; documents use is evidenced appropriately; and consider the appropriate audience or reader.

Criterion 13

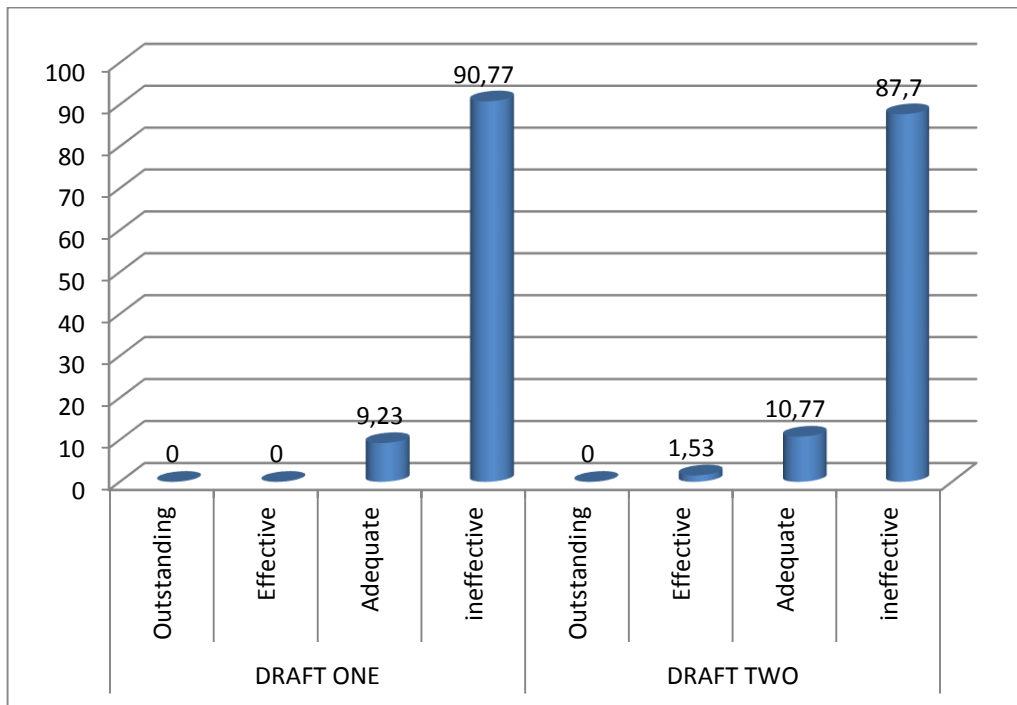


Graph 6.A13: Responds to all Aspects of the Assignment

The last level of the rubric is the assessment specific which is composed of three criteria. First, criterion thirteen deals with the response to all aspects of the assignment. Out of the sixty five works, submitted by the participants, (66.16%) of them are

classified ineffective. Moreover, there are (32.3%) of the works which are considered as adequate. However, there are (1.54%) of the works which are classified effective and there are no outstanding works in the first draft. In the second version, there is a slight improvement. The works, which are considered as ineffective, decline to (46.15%), while the adequate works attain (49.23%). In addition, there are (4.62%) of effective productions and there are no outstanding works found in the second attempt either.

Criterion 14

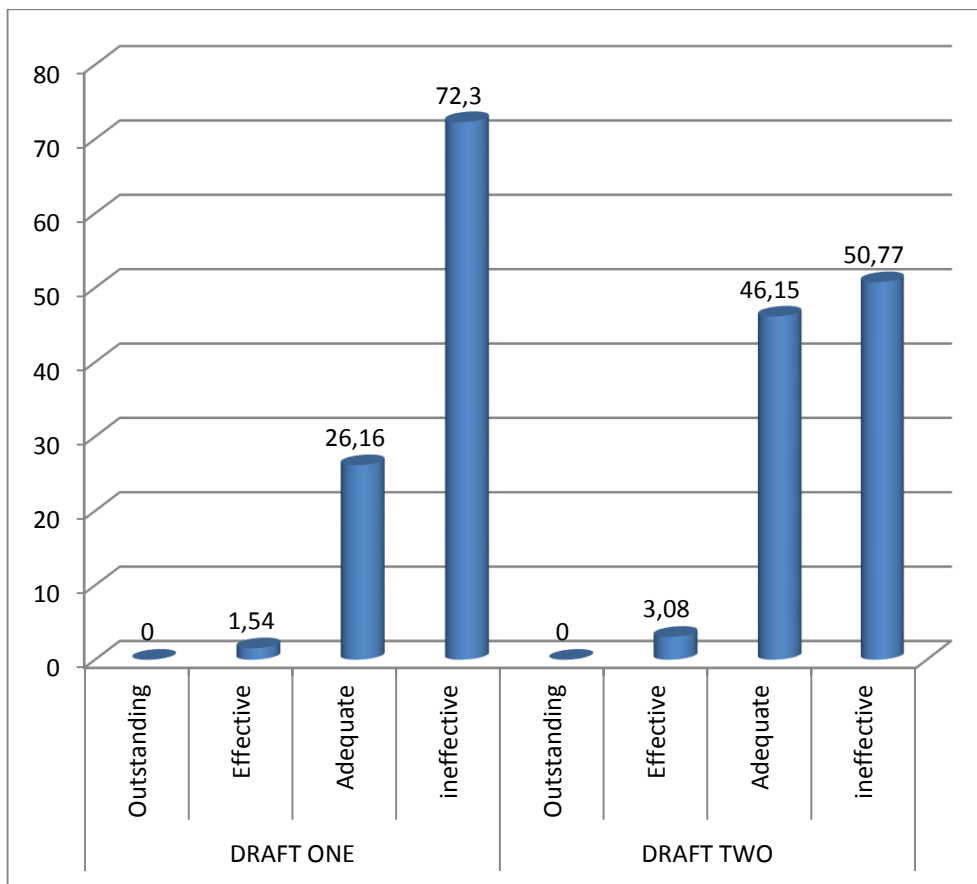


Graph 6.A 14: Documents Use Evidenced Appropriately

The second criterion of this level or the fourteenth element of the rubric tackles the appropriate use of documents in the students’ written production. In the first version, (90.77%) of the works are classified ineffective. There are, also, (9.23%) of the productions which are considered adequate and there are neither effective nor outstanding works. The second version of the writers’ productions shows almost no

significant improvement. The works, which are classified ineffective, drop slightly to (87.7%). Furthermore, (10.77%) of the paragraphs are classified adequate. However, the effective productions augment to (1.53%) and there are no outstanding works in the second draft either.

Criterion 15



Graph 6.A 15: Consider the Appropriate Audience or Reader

The third criterion of this level, and the fifteenth element of the rubric, deals with the students' consideration of the appropriate audience. The results reveal that (72.3%) of the total works, in the first draft, are classified ineffective. In addition, (26.16%), of the writers' productions, are adequate and the effective works represent (1.54%) of the total paragraphs. Yet, there are no outstanding works in the first attempt. In the second draft,

we note a slight improvement in the students' performance. The works, which are classified ineffective, decrease to (50.77%). The adequate works increase sensitively to (46.15%), while the effective works attain (3.08%), but like the first version, there are no outstanding works in this second version either.

6.1.4.1. Results Evolution

The fourth level does not bring any substantial change in the mild evolution of the students' performances. The thirteenth criterion deals with the response to all aspects of the assignment. The ineffective works represent about (66.16%) of the first draft total productions, but this score declines to (46.15%) in the second attempt. The adequate works also confirm this light change. In the first draft, the adequate productions represent (32.3%) of all the works submitted by the participants, but this score enhances modestly to attain (49.23%) in the second draft. The effective works also support this trend as they enhance slightly from (1.54%) in the first draft to attain (4.62%) in the second attempt.

The fourteenth criterion corroborates the slight improvement of the writers' productions. In the first draft, the number of ineffective productions represent about (90.77%) of total productions, but this score drops slightly to (87.7%) in the second attempt. The adequate productions constitute (9.23%) of the first draft works, but this score reaches (10.77%) in the second attempt. The effective works, in turn languish at the rate of (1.53%) in both drafts.

The fifteenth criterion deals with the students' consideration of appropriate audience. Like the other criteria of the fourth level, the fifteenth criterion has not brought any substantial change. The number of ineffective works represent (72.3%) of

the first draft total works, but this score decreases to (50.77%) in the second draft. However, the adequate works progress from (26.16%) in the first draft to (46.15%) in the second one. The effective works improve slightly from (1.54%) of the total paragraphs in the first draft to (3.08%) in the second attempt.

It is clear from the first pre-treatment test that the students improve the form and grammatical accuracy more than the remaining aspects of their written productions. This shows students' interest in polishing their written performances. The results related to the grammatical accuracy confirm Baleghizadeh & Gordani's (2012) claim about the importance of this language aspect on the writers' performances. However, the three other levels have exhibited a mild enhancement or a total stagnation. Indeed, the remaining aspects of the writing performance have not improved in a significant manner because students either overemphasise the importance of grammar over the other features or they ignore the importance of some specific features of each writing genre. Thus, will the next pre-treatment test reveal a different trend? The subsequent section presents the results of the second pre-treatment test.

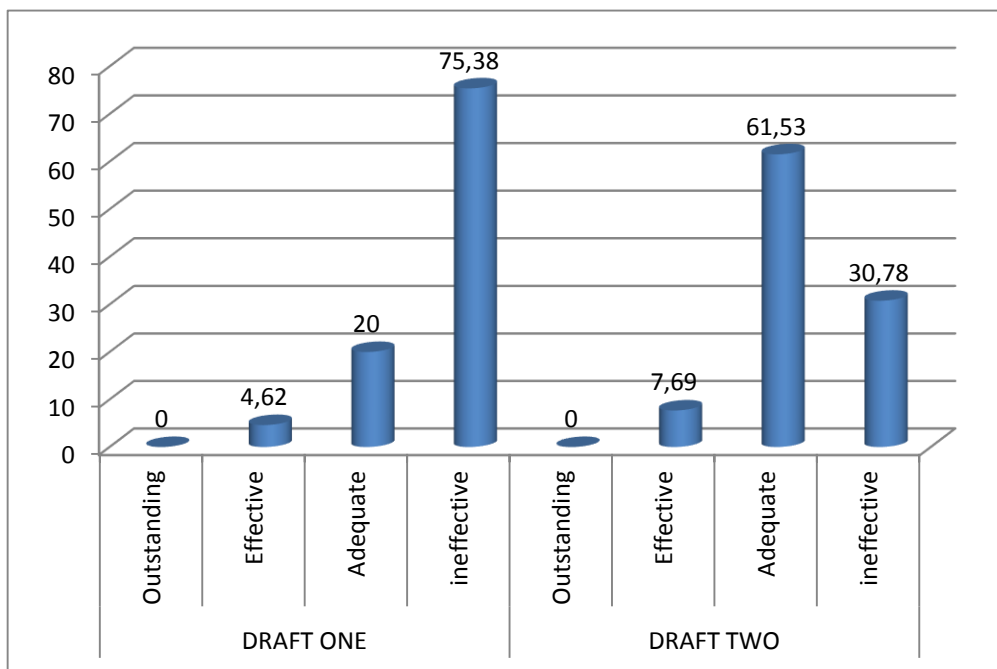
6.2. Results of the Pre-treatment Phase: Test Two

The following presents the results of the second tests in the pre-treatment phase, like the previous test, the students are asked to produce a paragraph about a sad event which marked their life. Like the previous test, the students have produced a paragraph in the classroom and submitted it for correction. The latter is corrected in the traditional manner. Then, the students improved the first version and submitted a second one. The students' drafts are, then, corrected against the criteria which are not shared with them. The students' performance analysis yields the following results.

6.2.1. Level I: Presentation

The first level is composed of five criteria: consistency and clarity of the purpose and the form; the degree of students' main claim clarity; significance and challenge; the effectiveness and appropriateness of writers' sentence form and word choice and variety; and appropriate use of punctuation, grammar, spelling and mechanics.

Criterion 01

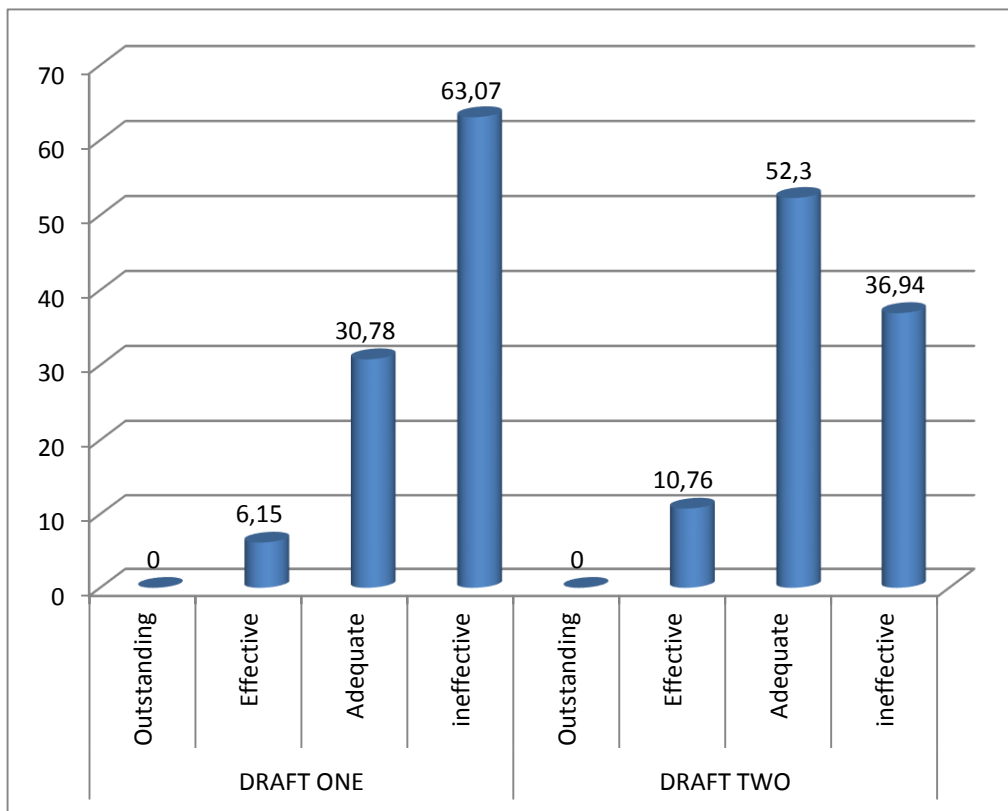


Graph 6.B 01: Consistency of Purpose and Form

The first level is composed of five criteria and the above graph presents the results of the two drafts which constitute the second pre-test phase. In the first draft, the results of the first criterion, which deals with the clarity and consistency of the writers' purpose and form, are as follows. Out of a total of sixty five works, (75.38%) are classified ineffective, and (20%) of the productions are ranked adequate. In addition, there are

(4.62%) of effective works, but there are no outstanding works found. However, in the second draft, the results enhance significantly. The works, which are found ineffective, decrease to (30.78%), and the adequate ones increase to (61.53%). There are (7.69%) of the writers' productions which are classified effective and there are no outstanding work found in this second draft either.

Criterion 02

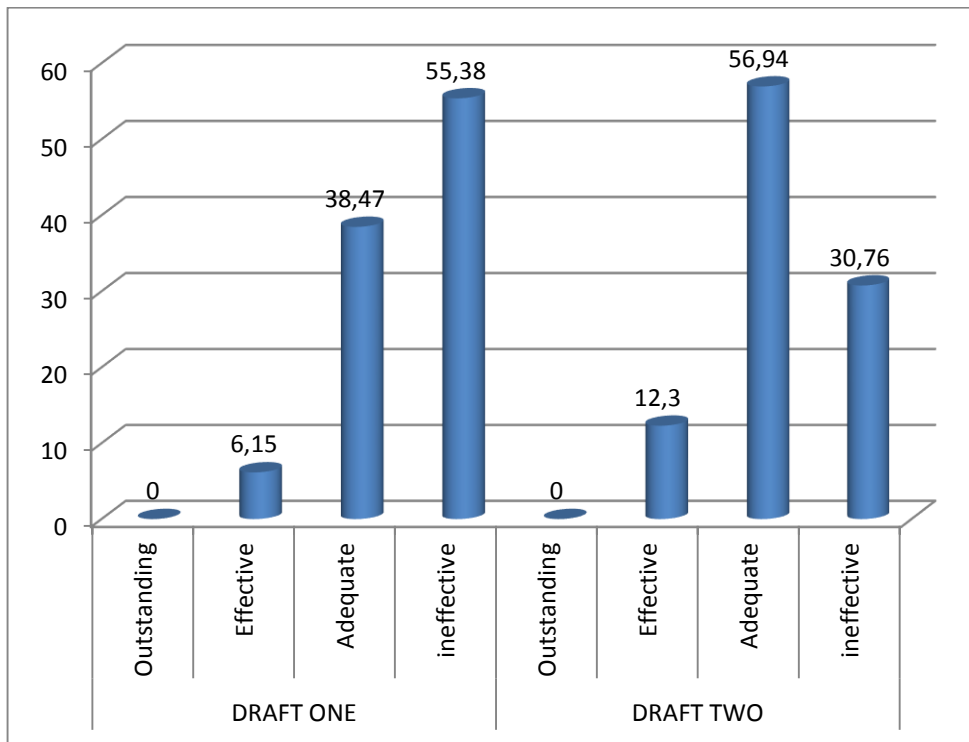


Graph 6.B 02: **The Main Claim is Clear and Challenging**

The second criterion reveals the extent to which the main claim of the written productions was significant and challenging. The results of the first draft are as follows. The bulk of the works (63.07%) are classified as ineffective and (30.78%) of them as adequate. In addition, there are (6.15%) of effective works and there are no outstanding productions found in the first draft. The second attempt shows a slight improvement as

it is clearly noted. The ineffective works decrease to (36.94%) while the adequate ones increase to (52.3%). Furthermore, there are (10.76%) of effective productions and there are no outstanding works found in the second version either.

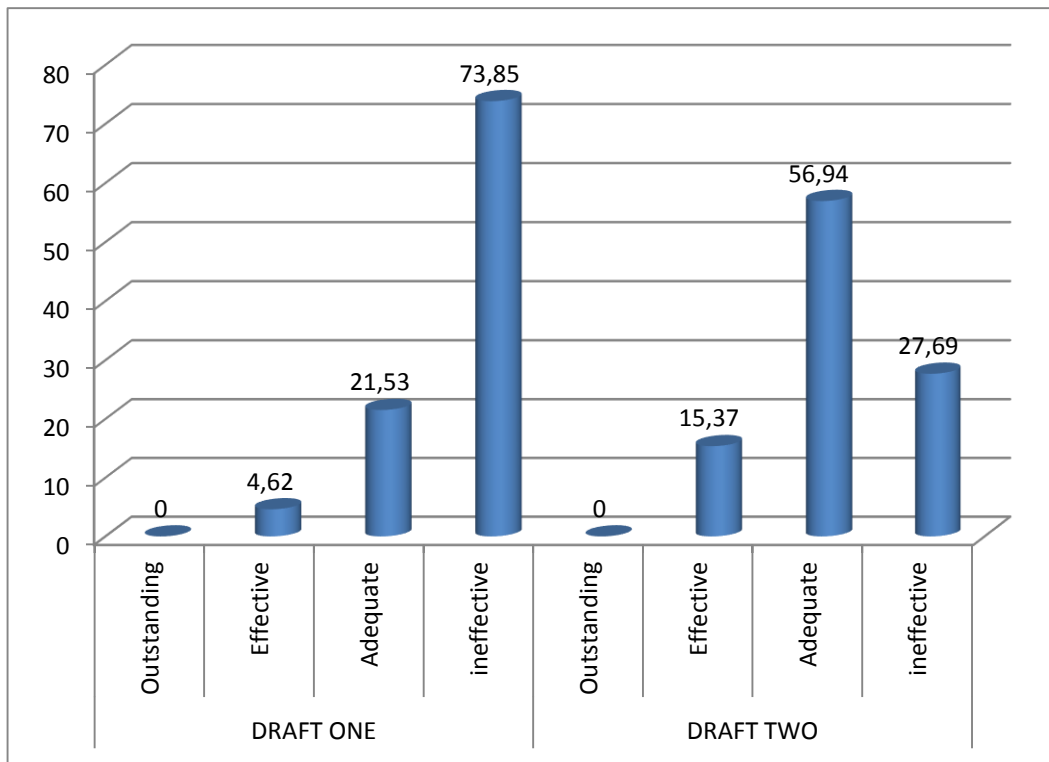
Criterion 03



Graph 6.B 03: **Organisation is Purposeful Effective and Appropriate**

The third criterion of the rubric deals with the use of effective and appropriate organisation. The results of this aspect are as follows. In the first draft, (55.38%), of the total works, are classified ineffective while there are (38.47%) of adequate productions. In addition, there are (6.15%) of effective works and there are no outstanding productions found. In the second draft, the results improve slightly. The number of ineffective works decreases to (30.76%) and the adequate ones augment to (56.94%). In addition, the works which are classified effective double to attain (12.3%) and there are no outstanding works found in this version either.

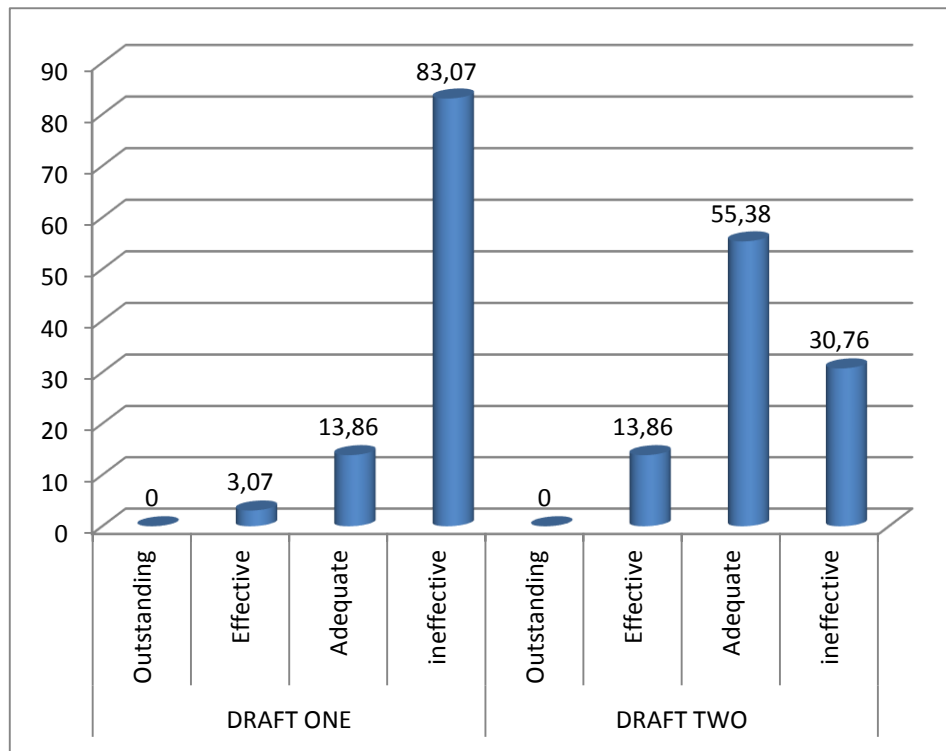
Criterion 04



Graph 6.B 04: **Sentence Form and Word Choice are Varied and Appropriate**

The fourth criterion of the rubric deals with the use of appropriate and variety of sentence forms and word choices. In the first draft, the participants' productions are classified as follows. There are (73.85%) of ineffective productions as far as this aspect is concerned. Also, there are (21.53%) of adequate works, while (4.62%) of the paragraphs are classified as effective. However, there are no outstanding works in the first version. The results of the second draft reveal a noticeable improvement. The number of works, which are classified ineffective, decreases sharply to (27.69%), and the ones which are considered adequate attain (56.94%). Furthermore, (15.37%) of the productions are ranked effective and there are no outstanding ones found in the second version either.

Criterion 05



Graph 6.B 05: **Punctuation, Grammar, Spelling and Mechanics are Used Appropriately**

The fifth criterion of the rubric deals with the extent to which the students use punctuation, grammar, spelling and mechanics appropriately. The results of the first draft reveal that the majority of the works (83.07%) are ineffective. In addition, there are (13.86%) of adequate works and (3.07%) of the productions are effective. However, there are no outstanding works found in the first draft. The second attempt shows evidence of a real improvement. The number of ineffective works descends to (30.76%). The adequate works, also, improve substantially to (55.38%). Furthermore, the number of works, which are classified effective, increases to (13.86%). Yet, like the first version, there are no outstanding works found in the second draft either.

6.2.1.1. Results Evolution

Like the first test's results, the second pre-test confirms the positive effect of feedback on students writing form and grammatical accuracy. The first criterion deals with the clarity and the consistency of the writers' purpose and form. The students' ineffective works represent (75.38%) of the first draft's total productions, but they regress significantly to (30.78%) in the second attempt. The adequate works have also witnessed a positive trend as they progress from (20%), of the first draft total productions, to (61.53%) of second draft works. This positive movement has also affected the number of effective productions which shift from (4.62%) in the first draft to (7.69%) in the second attempt. The positive effect of teachers' feedback becomes more evident especially with the results of the other criteria.

The second criterion reveals the extent to which the main claim of the written productions is significant and challenging. The ineffective works constitute (63.07%) of the first draft total productions, but they decrease to (36.94%) in the second attempt. The same positive trend is observed with the number of adequate works as they progress from (30.78%), in the first draft, to (52.3%) in the second one. The effective works also augment somewhat, as they shift from (6.15%) in the first draft to (10.76%) in the second one.

The third criterion deals with the use of effective and appropriate organisation of the students' written productions. This aspect of the writers' production has also benefited from the teachers' feedback. The number of ineffective works represents (55.38%) of the first draft productions, but this score retracts to (30.76%) in the second one. The adequate works have also progressed in a significant way. They move from (38.47%) of the first draft total productions to (56.94%) in the second attempt. The

effective works have also doubled as they shifted from (6.15%) in the first draft to (12.3%) in the second one.

The fourth criterion, which deals with the use of appropriate and variety of sentence forms and word choices, has witnessed a salient progress. The ineffective productions, which represent (73.85%) of the first draft total works, shrivel to (27.69%) in the second attempt. The adequate works, which represent (21.53%) of the first draft productions, climb to (56.94%) in the second attempt. The effective works also confirm the positive trend, as they shift from (4.62%) in the first draft to (15.37%) in the second attempt

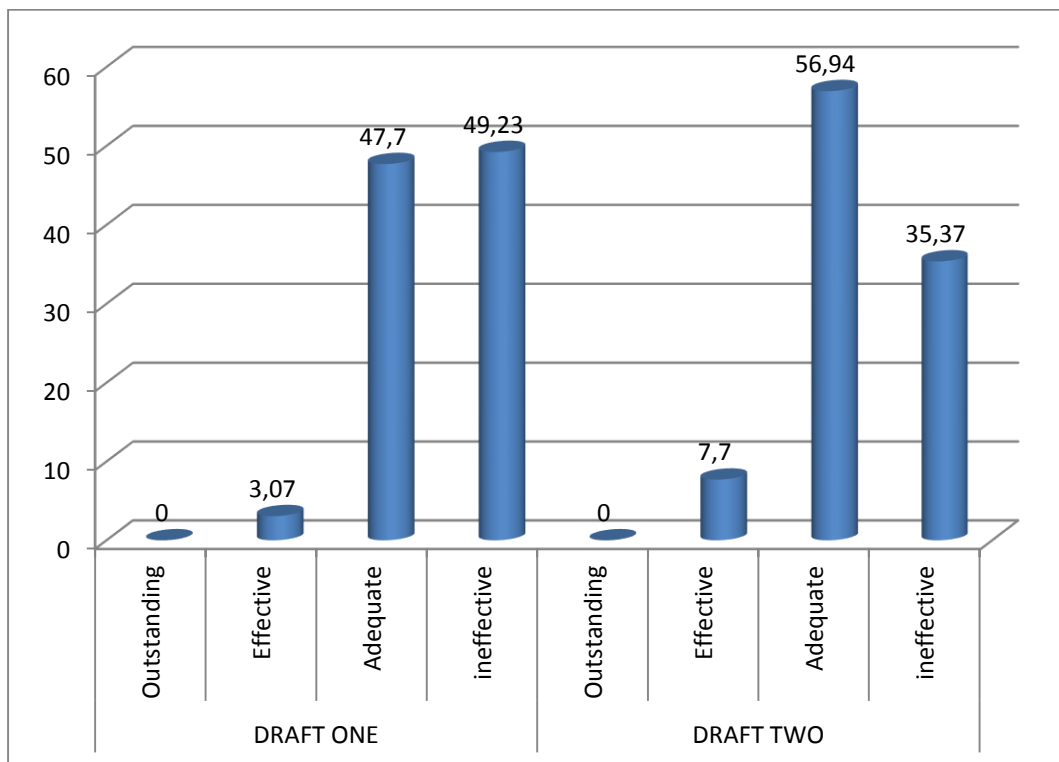
The fifth criterion, which deals with the extent to which the students use punctuation, grammar, spelling and mechanics appropriately, also confirms this strong and marked progress. The ineffective productions represent (83.07%) of the first draft total productions but they shrink to (30.76%).only in the second attempt. The adequate works also confirm this positive trend as they shift from (13.86%) of the first draft total works to (55.38%) in the second attempt. The effective works also benefit from the positive effect of teachers' traditional feedback as they move from (3.07%) in the first draft to (13.86%) in the second attempt.

It is clear from the results of the five criteria, which constitute the first level of the writing rubric, that teachers' feedback has a positive effect on the students' writing form and grammatical accuracy. Traditional feedback seem to encourage students to enhance the surface and mechanical errors related to the writing form and grammar, but does this positive trend affect the remaining criteria of the writers' productions.

6.2.2. Level II: Content

The content level is composed of three criteria: the accurate use of information and appropriate and effective integration of evidence; support and elaboration of claims and ideas; careful consideration and representation of alternative perspectives.

Criterion 06

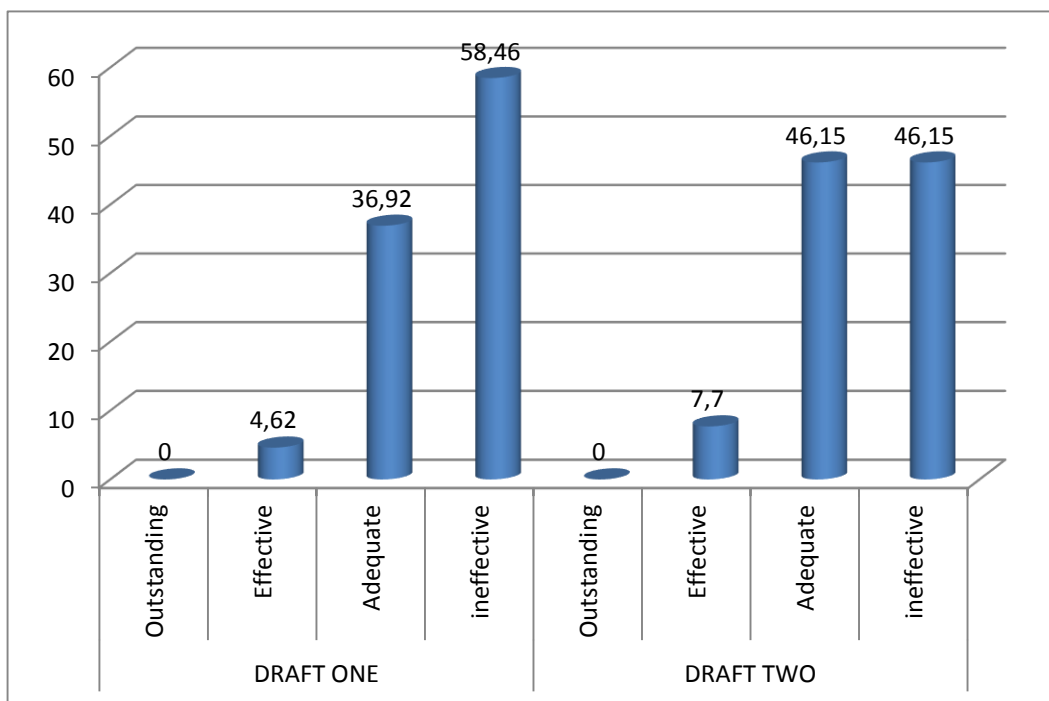


Graph 6. B 06: **Accurate Information and Appropriate Integration of Evidence**

The previous graph encapsulates the results of the second level which deals with the content of the students' productions. This level is composed of three criteria and the following is the presentation of the results of the two drafts of the sixty five participants' productions. The sixth criterion of the rubric deals with the effective and appropriate integration of information in the writers' productions. The first draft reveals that (49.23%) of the writers' works are classified ineffective while there are (47.7%) of adequate paragraphs. In addition, there are (3.07%) of effective works and there are no

outstanding productions found. However, the second draft shows that students' performance improves slightly as we can note. The number of works, which are assessed ineffective, decreases slightly to (35.37%). Also, the works, which are ranked adequate, improve to about (56.94%). The participants' productions, which are classified effective, attain (7.07%) and there are no outstanding works found.

Criterion 07

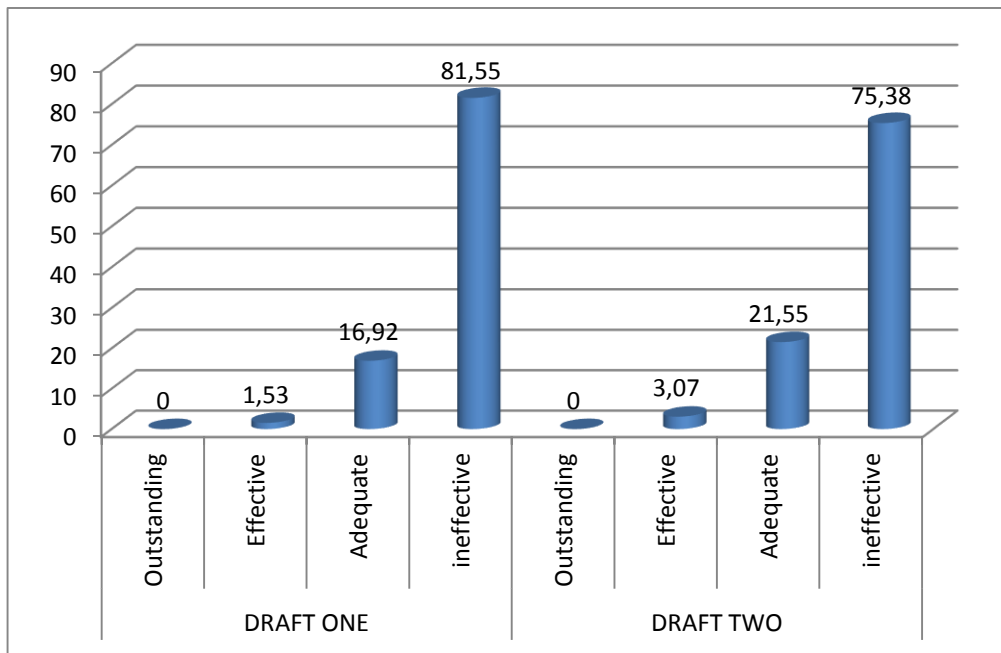


Graph 6.B 07: **Support and Elaboration of Claims and Ideas**

The seventh criterion of the rubric deals with the elaboration and support of the students' claims and ideas. In the first draft, the students' scores are as follows. The productions, which are classified ineffective, represent (58.46%), while there are (36.92%) of adequate works. Also, the effective productions have not exceeded (4.62%) of the total works, but there are no outstanding works in the first version. However, the second draft shows an insignificant improvement. The number of ineffective works decreases slightly to (46.15%), and the adequate works increase to (46.15%). Also,

there are (7.7%) of effective works, but there are no outstanding productions found in this second attempt either.

Criterion 08



Graph 6.B 08: Careful Representation of Alternative Perspectives

The eighth element of the rubric deals with the careful consideration and representation of alternative perspectives in the students' writing. In the first draft, the majority of the works (81.55%) are classified ineffective, and (16.92%) of them are considered adequate. In addition, there are (1.53%) of effective productions, and there are no outstanding ones recorded. However, in the second draft, the number of ineffective works drops to (75.38%), and the adequate ones improve slightly to (21.55%). Furthermore, the number of effective works improves to (3.07%), and there are no outstanding productions found in the second draft either.

6.2.2.1. Results Evolution

The sixth criterion of the rubric deals with the effective and appropriate integration of information in the writers' productions. The number of ineffective works represents (49.23%) of the first draft total productions, but this score diminishes slightly to (35.37%) in the second one. The adequate works have slightly progressed from (47.7%) in the first attempt to (56.94%) in the second draft. The effective works have also improved as they enhance from (3.07%) in the first draft to (7.07%) in the second attempt.

The seventh criterion of the rubric deals with the elaboration and support of the students' claims and ideas. The ineffective works, which represent (58.46%) of the total productions, decrease slightly to (46.15%) in the second draft. The adequate works also witness the same modest shift, as they constitute (36.92%) of the first draft total productions, but this score progresses somewhat to (46.15%) in the second attempt. The effective works also enhance from (4.62%) in the first draft to (7.7%) in the second one. The next criterion also confirms this modest positive tendency

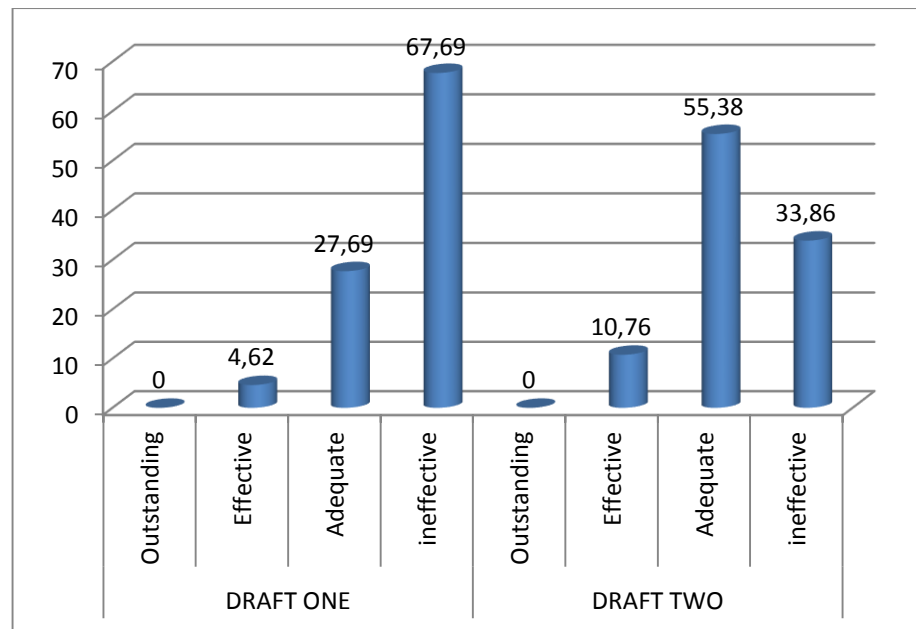
The eighth criterion, which deals with the careful consideration and representation of alternative perspectives in the students' writing, yields mild results. The number of ineffective works represents (81.55%) of the first draft total productions, but it decreases slightly to (75.38%) in the second attempt. The same slight movement is noted with the number of adequate works, which constitute (16.92%) of the first draft total productions, but they progress to (21.55%) in the second attempt. The same modest, but still positive trend, affects the number of effective productions. The score shifts from (1.53%) in the first draft to (3.07%) in the second one. From these results, we can easily observe the significant difference between the first and the second level.

The first level improvement is more marked than the second one. Thus, will the next level reveal different results?

6.2.3. Level III Thinking

The thinking level is constituted of four criteria: making connections between and among ideas; analysis, evaluation, and interpretation are effective and appropriate; evidence of independent thinking; and evidence of creativity and originality.

Criterion 09

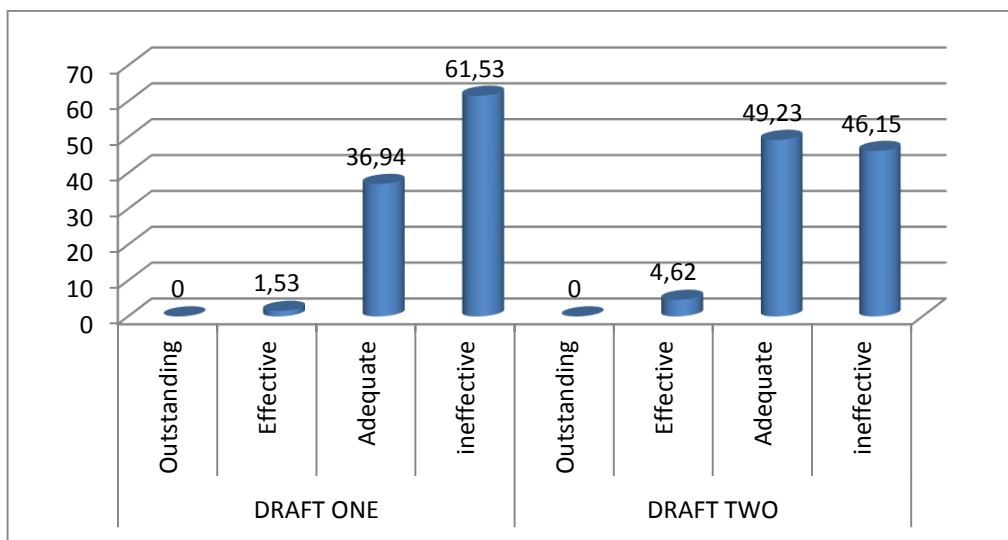


Graph 6.B 09: **Connections Between and Among Ideas are Made**

The following section presents the results of the third level of analysis that deals with thinking. This level consists of four criteria. The ninth criterion deals with the connection between ideas. Indeed, it seeks to understand if the writers connect their ideas appropriately or not. The majority of the works (67.69%) are classified ineffective. Also, (27.69%) of the productions are ranked adequate, and (4.62%) are

effective. Furthermore, there are no outstanding paragraphs found in the first version of students productions. However, the second draft reveals a light improvement. The number of ineffective works shrinks to (33.86%). In addition, the number of adequate ones increases to (55.38%), and the effective productions double to attain (10.76%). Yet, there are no outstanding works in this second attempt either.

Criterion 10

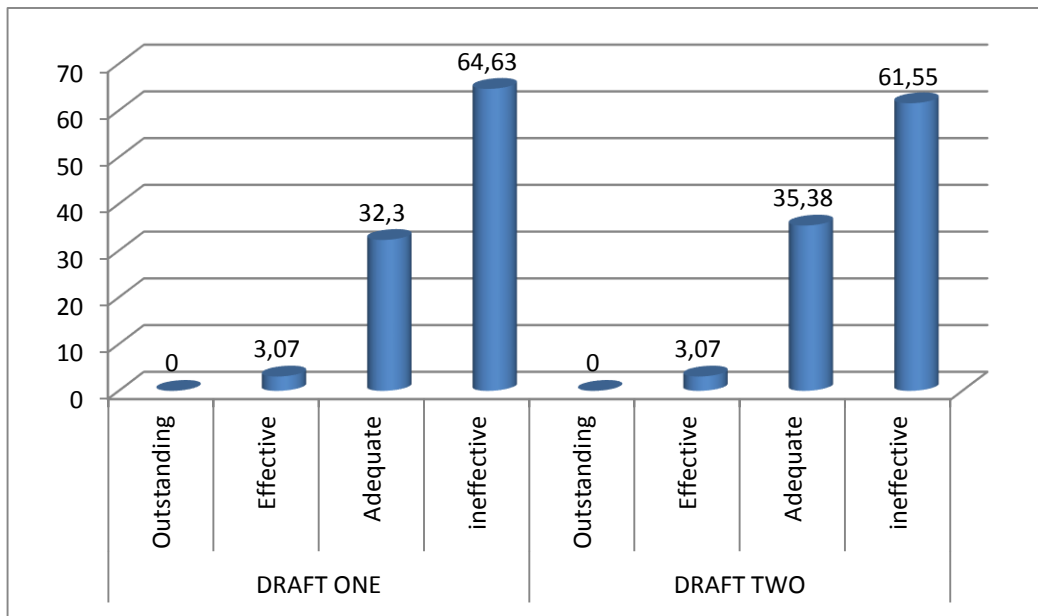


Graph 6.B 10: **Analysis, Evaluation, and Interpretation are Effective and Appropriate**

The tenth criterion of the rubric deals with the content analysis, evaluation and interpretation of the information. In the first draft, the students' scores are as follows. There are (61.53%) of ineffective works, and there are, also, (36.94%) of adequate productions. In addition, there are (1.53%) of effective works, but there are no outstanding works recorded. However, the second draft reveals a slight improvement of those scores. The number of ineffective works decreases to (46.15%), while the

adequate works increase to (49.23%). Also, the number of effective works develops to (4.62%) and there are no outstanding works recorded in this second version either.

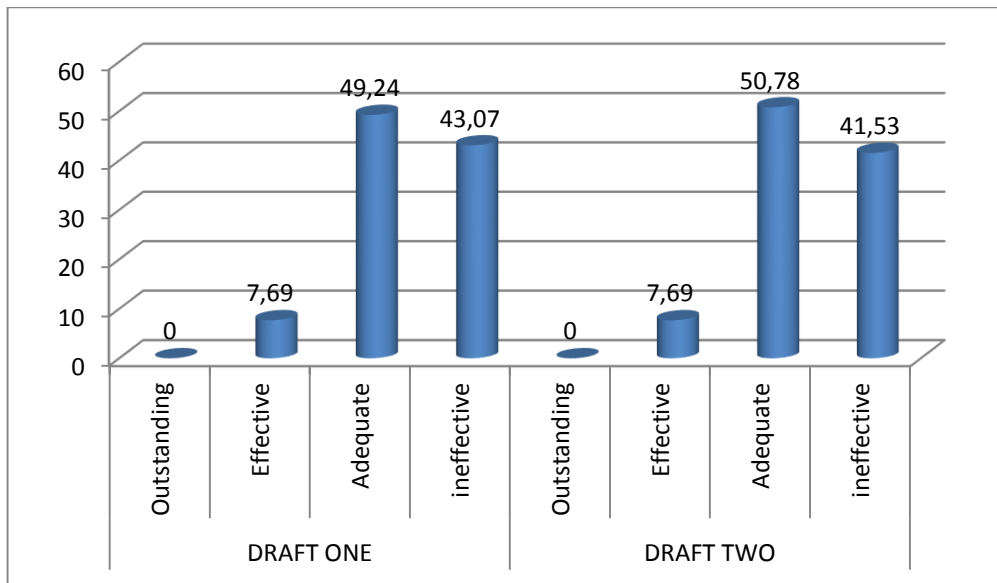
Criterion 11



Graph 6.B 11: **Independent Thinking is Evident**

The eleventh criterion of the rubric seeks to reveal the students independent thinking. The first draft exhibits the following scores. The number of ineffective works is (64.63%) while the adequate works represent (32.3%). Also, there are (3.07%) of effective productions, but there are no outstanding works found. However, in the second draft, the number of ineffective works has not improved a lot, as it decreases to (61.55%). The same positive tendency is noted with the works which are classified adequate, the latter increase to (35.38%). There are, also, (3.07%) of effective works and there are no outstanding productions recorded in this version either.

Criterion 12



Graph 6.B 12: Creativity and Originality are Evident

The twelfth criterion of the rubric deals with the creativity and originality of students performances. The results of the two drafts are as follows. In the first draft, the number of ineffective works is (43.07%), while the adequate works represent (49.24%). Also, there are (7.69%) of effective productions, and there are no outstanding works found. The results of the second draft reveal an insignificant improvement, as we can note. The number of ineffective works decreases slightly to (41.53%). The same tendency is observed with the works which are ranked adequate. The latter improve to (50.78%). However, students' effective and outstanding works remain at the same level, as in the first draft, with (7.69%) and zero productions respectively.

6.2.3.1. Results Evolution

When observing the progression of the students' performances between the different drafts, we notice a moderate enhancement as the following criteria show. The ninth

criterion deals with the connection between ideas. The number of ineffective works constitutes (67.69%) of the first draft works, but in the second attempt, the score shrinks to (33.86%). The same positive trend is noticed with the number of adequate productions as they increase from (27.69%) in the first draft to (55.38%) in the second one. The effective works also augment in a sensitive manner, as they shift from (4.62%) in the first draft to (10.76%) in the second attempt.

The same positive trend is noted with the tenth criterion which deals with the writers' productions contents analysis, evaluation and interpretation of the information. The number of ineffective works dwindles from (61.53%) in the first draft to (46.15%) in the second one. The adequate works also witness a modest improvement. They constitute (36.94%) of the first draft total productions, but they attain (49.23%) in the second one. The effective works also shift positively from (1.53%) in the first draft to (4.62%) in the second one.

The eleventh criterion tackles the students' independent thinking. This criterion is an additional proof of the mild effect of traditional feedback on these features of students' performances. The number of ineffective works is (64.63%) in the first draft, but this score decreases slightly to (61.55%) in the second one. Adequate works also increase modestly from (32.3%), in the first draft, to (35.38%) in the second attempt. The effective works, in turn, stagnate at the rate (3.07%) in both drafts.

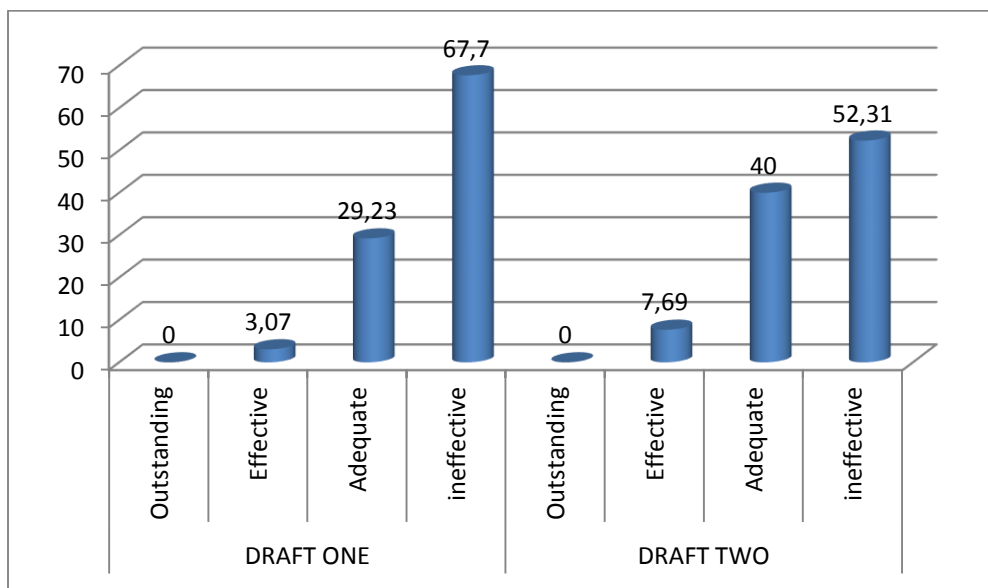
The twelfth criterion of the rubric deals with the creativity and originality of the students' performances. This criterion also exhibits a modest improvement. The ineffective works represent (43.07%) of the first draft total productions, but in the second attempt, they retract slightly to (41.53%). The adequate works also progress insignificantly from (49.24%) in the first draft to (50.78%) in the second one. The

effective works also stay idle at (7.69%) in both stages. This level confirms the mild effect of traditional feedback on the bulk of the writing features. The next level deals with assessment specific.

6.2.4. Level IV: Assessment Specific

Assessment specific level is composed of three criteria: response to all aspects of the assignment; documents use evidenced appropriately; and consider the appropriate audience or reader

Criterion 13

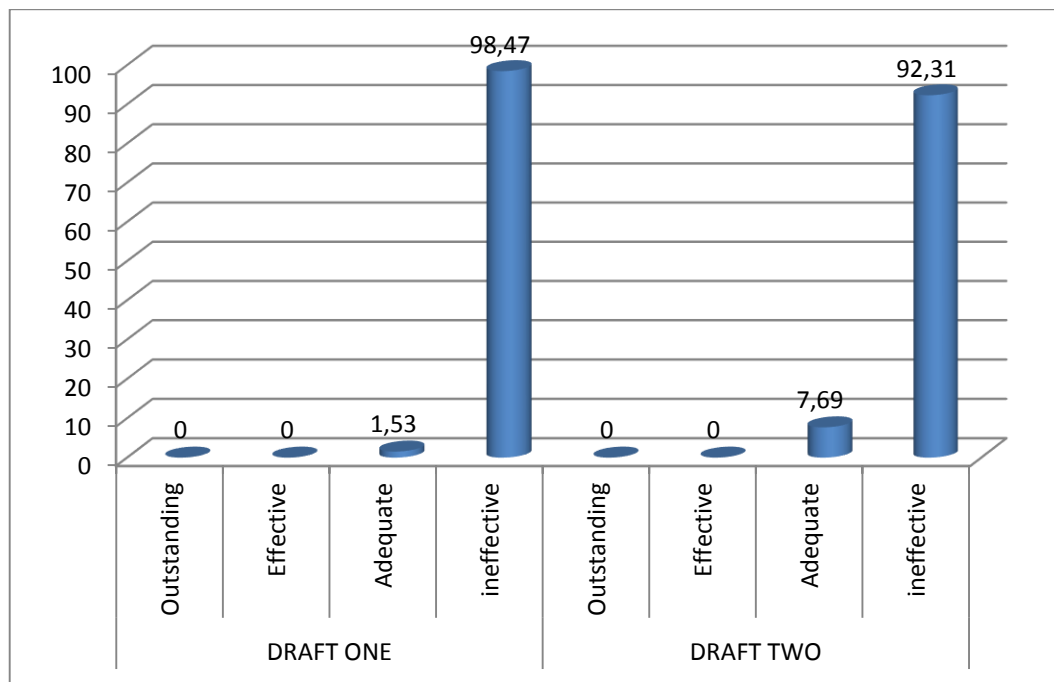


Graph 6.B 13: Responds to all Aspects of the Assignment

The last level of the rubric deals with the assessment specific. This level contains three criteria. The thirteenth criterion seeks to find if the students’ works respond to all the aspects of the assignment. The two drafts reveal the following results. The number of ineffective works represents (67.7%), while the adequate ones attain (29.23%). The effective productions constitute (3,07%) of the total works, and there are no outstanding

works found in the first version of the participants productions. In the second draft, the ineffective works decrease to (52.31%), and the adequate ones increase to (40%). Also, the number of effective works attains (7.69%), and there are no outstanding works found in this version either.

Criterion 14

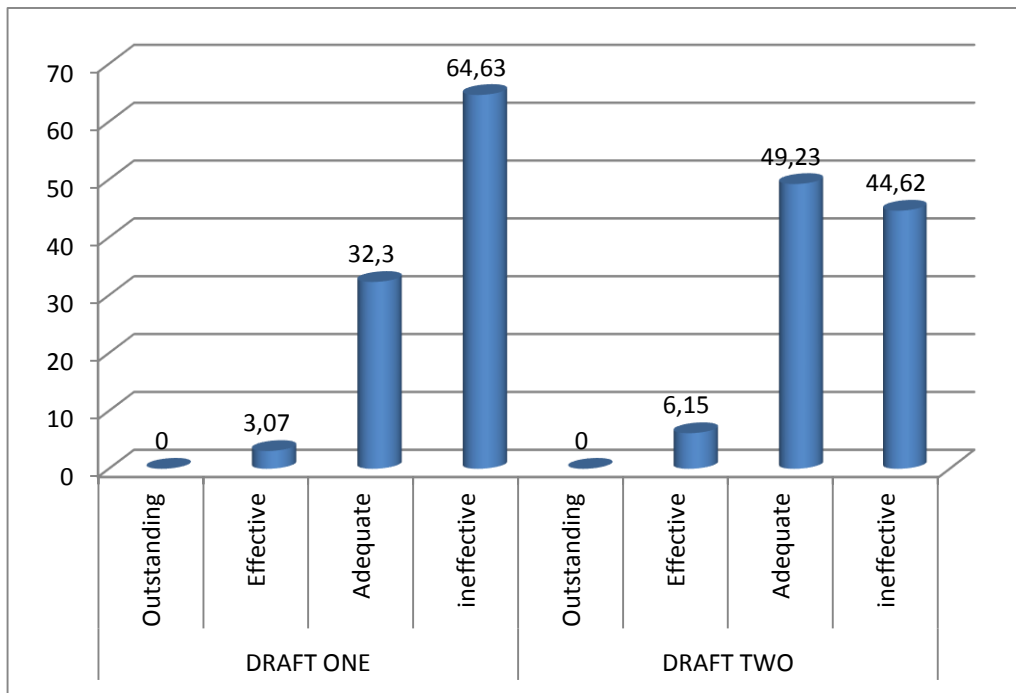


Graph 6.B 14: Documents Use Evidenced Appropriately

The fourteenth criterion deals with students’ use of documents in their written productions. In the first draft, there are (98.47%) of students’ works which have used ineffectively documents or other references. Furthermore, there is only (1.53%) of the total works which are ranked adequate. There are also neither effective nor outstanding works in the first version. The second draft reveals a very insignificant improvement. The ineffective works decrease to (92.31%) and the same tendency is observed with the

works which are classified adequate. The latter constitute (7.69%) of the total works. Like the first draft, the second one has not recorded any effective or outstanding works.

Criterion 15



Graph 6.B 15: **Consider the Appropriate Audience or Reader**

The fifteenth criterion of the rubric deals with the writers' consideration of the audience. In the first draft, the ineffective works represent (64.63%) of the total works, and the adequate ones attain (32.3%). Also, the effective works constitute (3.07%) of the total productions, and there are no outstanding works recorded. The second draft reveals the following. The ineffective works decrease to (44.62%), while the adequate ones increase to (49.23%). There are also (6.15%) of effective productions, and there are no outstanding works found in this second attempt either.

6.2.4.1. Results Evolution

The thirteenth criterion seeks to find if the students' works respond to all the aspects of the assignment. The students' performance exhibits a modest improvement. The number of ineffective works represents (67.7%) of the total first draft productions, but in the second attempt, the score regresses slightly to (52.31%). The adequate works also exhibit a moderate improvement, they represent (29.23%) of the first draft total works, but in the second attempt, they progress to attain (40%). The effective productions constitute (3.07%) of the first draft works, but this score doubles to reach about (7.69%), in the second version.

The fourteenth criterion deals with the students' use of documents in their written productions. The results show clearly the students negligence of this aspect of their written productions. The number of works, which have not included any reference or document, constitutes (98.47%) of the first draft total works. However, this score decreases insignificantly to (92.31%) in the second attempt. The adequate works, in turn, have shown the same trend. They represent (1.53%) of the first draft total works, but, in the second draft, they progress to (7.69%). There are neither effective nor outstanding works in both drafts of the students' productions.

The fifteenth criterion of the rubric deals with the writers' consideration of the audience. The number of ineffective works represents (64.63%) of the first draft total productions, but the score decreases to (44.62%) in the second attempt. The adequate works also progress in a moderate way. They represent (32.3%) of the first draft total works, but this score enhances to (49.23%) in the second attempt. The effective works also enhance as they shift from (3.07%) in the first draft to (6.15%) in the second one.

Summary

The present chapter shows that students' performance enhances sensitively when the form and the grammatical accuracy are highlighted by the teachers' feedback. This tendency is clearly observed in both first and second pre-treatment tests. The results of this phase confirm Ferris' (1999) position which claims that feedback on grammatical accuracy can generate positive effect. In fact, the pre-treatment phase shows clearly that the claim of Ferris about the possibility of benefiting from feedback delivered on the grammatical accuracy. Consequently, we can reject Truscott's radical position about the ineffectiveness of feedback on students' performance (Bitchener et al. (2005) & Bitchener and Ferris 2012).

The students seek to enhance their surface aspects of their writing because they consider them as a requisite to achieve an academic production. This finding is corroborated by the results of the students' questionnaire which show clearly that students believe that grammar and form are the main feature of good writing production (see table **5.B 22p.193**). Nonetheless, this situation is not particular to Algerian students but it is also backed up by Salteh and Sadeghi (2015) study conducted in Iran. Indeed, they found that "students appear to crave surface-level error correction from their teachers and think that such feedback is useful." (p.2). Conversely, the remaining aspects of the writers' productions have witnessed a mild enhancement and there are some cases where the performance does not enhance at all.

The fact of not sharing the criteria of a good written production with the students may also lead to certain ambiguities about what the teachers consider as a good writing profile. This leads us to the post-treatment stage of the current study. Indeed, if the

students ignorance of the writing production profile is the reason that prevent them from improving the different aspects of the writing production; will the sharing of these criteria yield different results? In other words, raising students' awareness about the importance of the different features of a good production may push students to improve them.

After the presentation of the students' performance under the traditional feedback delivery conditions, the students are introduced to a second phase of the experimental study. The sixty five participants are provided with an alternative assessment procedure. The students are informed about the fifteen criteria which are kept hidden in the previous phase. Indeed, the introduction of this rubric has provided the students with a clear idea about the profile of a good piece of writing. The following chapter, then, tries to reveal the possible superiority of this alternative feedback mode over the traditional one. In other words, the post-treatment phase may show the extent to which sharing the evaluation criteria may improve the quality of the writers' performance. In addition, the following chapter tries to unveil whether students will give more importance to the other aspects of the writing performance such as content.

Conclusion

The pre-experimental stage simulates the traditional feedback form. The students' works are analysed against the fifteen criteria of evaluation but this assessment profile is not shared with students. The results of the students' productions show that the writers improved their production after receiving feedback, but the form and the grammatical accuracy benefited a lot compared to the outcomes of the remaining aspects such as content and thinking.

The students' questionnaire outcomes confirm the importance of the grammatical aspect in the writers' productions and Ferris positions vis-à-vis the possibility of benefiting from the teachers feedback delivered on grammatical accuracy. However, the remaining aspects of the writing productions are completely neglected by the participants. The possible explanation is the form of the feedback delivered to students. Thus, the next chapter will reveal whether an alternative feedback improves all the aspects of their writers' productions.

Introduction

The current chapter presents the data analysis generated from the post-treatment phase of the experimental study. It is important to reiterate that this phase consists of two different tests. Each test corresponds to a paragraph written by the sixty five participants. Like the previous section, a paragraph is submitted with two different drafts. Unlike the previous phase, the rubric, against which students' productions are analysed, is no more kept secret, but it is presented and explained to the participants. The criteria of evaluation are public and the profile of a good work is shared by both assessor and writers. This post-treatment phase tries to unveil a possible positive effect of sharing a structure feedback model, i.e. a rubric, on the students written performances. In order to ensure more reliability and consistency of the results, the writers have taken two tests under the same condition.

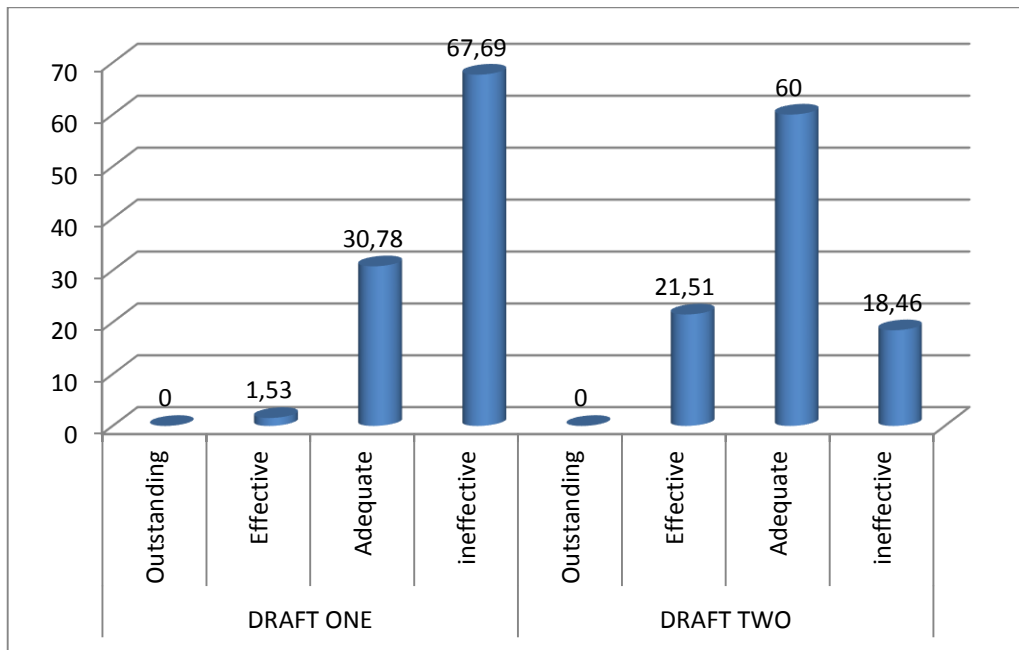
7. Results of the Post-treatment Stage: Test One

In the first post-treatment test, the students are invited to describe their favourite hobby. The first level of the first post-treatment test deals with the presentation level. The latter is composed of five different criteria. The following, then, presents the results of those criteria in the two different drafts.

7.1.1. Level I: Presentation

The first level is composed of five criteria: consistency and clarity of the purpose and the form; the degree of students' main claim clarity; significance and challenge; the effectiveness and appropriateness of writers' sentence form and word choice and variety; and appropriate use of punctuation, grammar, spelling and mechanics.

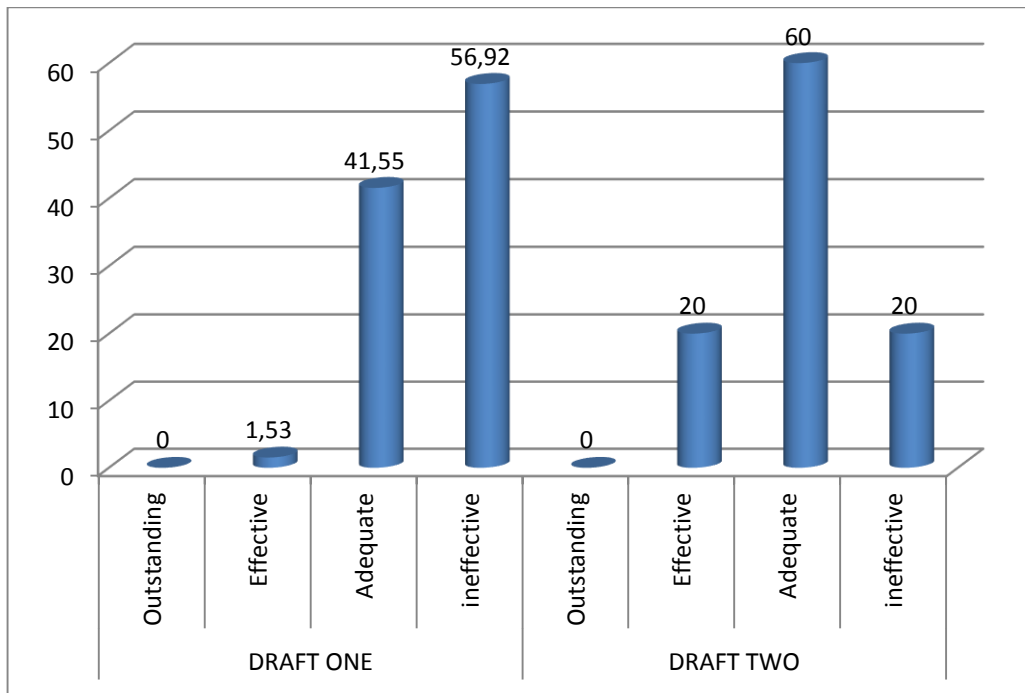
Criterion 01



Graph 7 C 01: Consistency of Purpose and Form

The first criterion of the presentation level deals with the clarity and consistency of the purpose and the form of the sixty five productions. In the first draft, (67.69%) of the works are classified ineffective, while (30.78%) are ranked adequate. In addition, there are (1.53%) of effective works and there are no outstanding works found. However, the second draft witnesses a real improvement. The number of ineffective works shrivels dramatically to (18.46%), while adequate ones culminate to (60%). Also, the effective works inflate to (21.51%) of the total productions. Like the previous draft, the second attempt has not included any outstanding work.

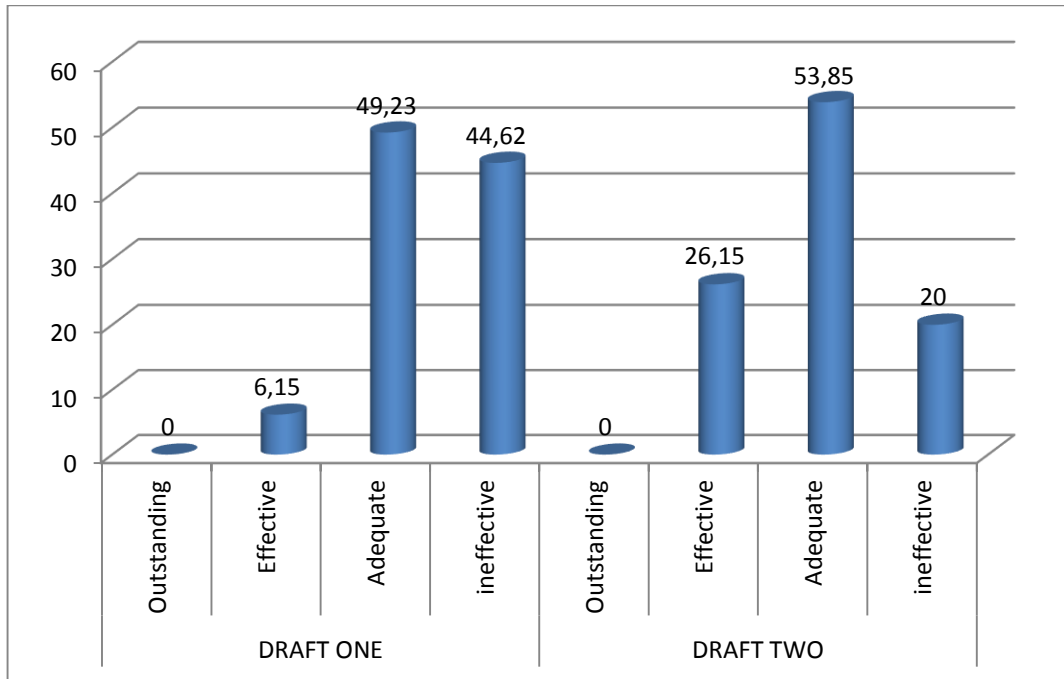
Criterion02



Graph 7 C 02: The Main Claim is Clear Significant and Challenging

The second criterion of the rubric seeks to unveil whether the students' claims are clear, significant and challenging. In the first draft, (56.92%) of the writers' productions are classified as ineffective, while (41.55%) are considered adequate. Also, there are (1.53%) of effective works and there are no outstanding written production found. Unlike the first attempt, the second one reveals a significant improvement. The number of works, which are classified ineffective, contracted sensitively to (20%). The same positive trend is noticed with the adequate works. The latter explode to attain (60%) of the total productions, and the effective ones bump up to (20%). There are no outstanding works found in the second version either.

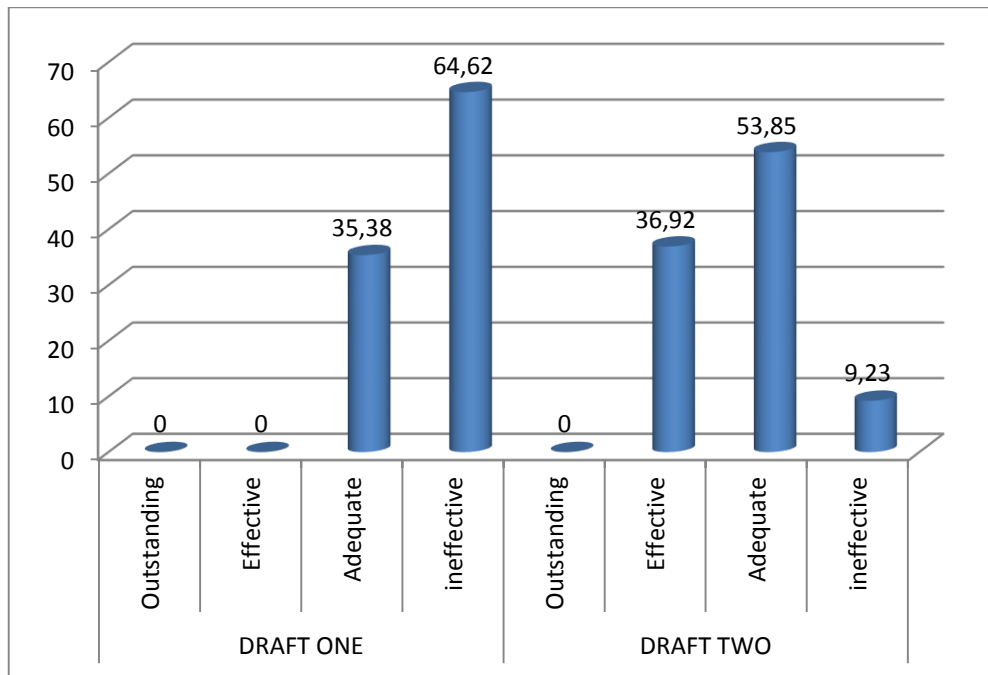
Criterion 03



Graph 7 C 03: Organisation is Purposeful Effective and Appropriate

The third criterion of the rubric deals with the extent to which the organization is purposeful, effective and appropriate. In the first draft the ineffective works represent (44.62%) of the total works, while the adequate ones attain (49.23%). Also, there are (6.15%) of the effective written productions, and there are no outstanding works found. Unlike the first draft, the second attempt reveals a slight improvement. The number of ineffective works drops to (20%), while the adequate ones increase slightly to (53.85%). In addition, the effective works grow to (26.15%), and like the former attempt, there are no outstanding work found in the second version either.

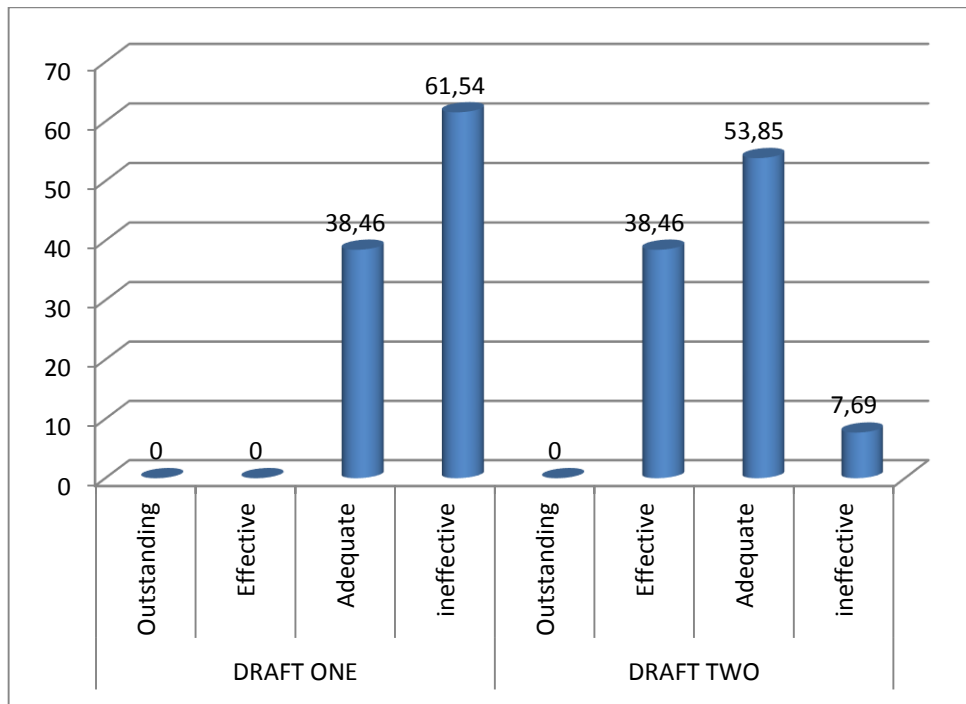
Criterion 04



Graph 7 C 04: **Sentence Form and Word Choice are Varied and Appropriate**

The fourth criterion of the rubric deals with the extent to which the students use appropriate and varied sentence and vocabulary. In the first draft, the test reveals the following results. The number of ineffective works is (64.62%) of the total productions. The adequate works, in turn, represent (35.38%), and there are no works classified either effective or outstanding. However, the second draft is marked by a sensitive improvement. The number of ineffective works erodes to (9.23%), while the adequate ones augment significantly to (53.85%). The significant development affected the effective works which explode to reach the zenith with (36.92%). Yet, like the previous version, there is no outstanding work in the second draft either.

Criterion 05



Graph 7.C 05: **Punctuation, Grammar, Spelling and Mechanics are Appropriate**

The fifth criterion of the rubric deals with the appropriate use of punctuation, grammar spelling and mechanics. In the first draft, there are (61.54%) of ineffective works, while there are (38.45%) of adequate productions. However, there are no works classified either effective or outstanding. The second draft exhibits a real improvement. Indeed, the number of ineffective works declines to (7.69%), and the adequate ones increase sensitively to (53.85%). The most salient improvement concerns the number of effective works which culminates to (38.46%), but there are no outstanding productions in the second version either.

7.1.1.2. Results evolution

The first level of the post-treatment test confirms the marked augmenting trend of the writers' performance. The first criterion deals with the clarity and consistency of the purpose and the form of the sixty five productions. The number of ineffective works represent (67.69%) of the first draft total productions, but this score dwindles dramatically to (18.46%) in the second draft. The number of adequate works has also displayed a noticeable enhancement. They constitute (30.78%) of the first draft total productions, but in the second attempt, they reach (60%). However, the most remarkable improvement is related to the number of effective works which shift from (1.53%), in the first draft, to about (21.51%) in the second one.

The second criterion deals with the degree of students' claim's significance and challenge. The number of ineffective works represents (56.92%) of the first draft total works, but this score contracts significantly to (20%) in the second attempt. The number of adequate works represents (41.55%) of the first draft productions, but they enhance to reach (60%) of the second attempt total works. The effective works shift from (1.53%) in the first draft to (20%) in the second attempt.

The third criterion deals with the extent to which the organization is purposeful, effective and appropriate. The number of ineffective works represents (44.62%) of the first draft total works, but this score decreases to (20%) in the second attempt. The adequate works also improve a little bit. They constitute (49.23%) of the first draft total work, but they augment slightly to (53.85%) in the second attempt. The effective works also improve dramatically from (6.15%) in the first draft to (26.15%) in the second attempt.

The fourth criterion deals with the extent to which the students use appropriate and varied sentence and vocabulary. This criterion confirms the positive effect of using a rubric on the students' grammatical accuracy. The ineffective works constitute (64.62%) of the total works, but this score shrinks to (9.23%) in the second attempt. The number of adequate works also increase in a significant way, they represent (35.38%) of the first draft total works, but they increase in the second attempt to (53.85%). The number of effective works also mirrors the positive effect of rubric use on the students' performance. Although the effective works are inexistent in the first draft, they reach (36.92%) in the second attempt.

The fifth criterion deals with the appropriate use of punctuation, grammar spelling and mechanics. There are (61.54%) of the first draft total works which are considered ineffective, but this score melts to (7.69%) in the second attempt. The adequate works also improve in an important way. They represent (38.45%) of the first draft works, but this score increases to (53.85%) in the second attempt. The effective works also witness a salient enhancement. Unlike the first draft, which does not include any effective work, the latter attain (38.46%) in the second attempt.

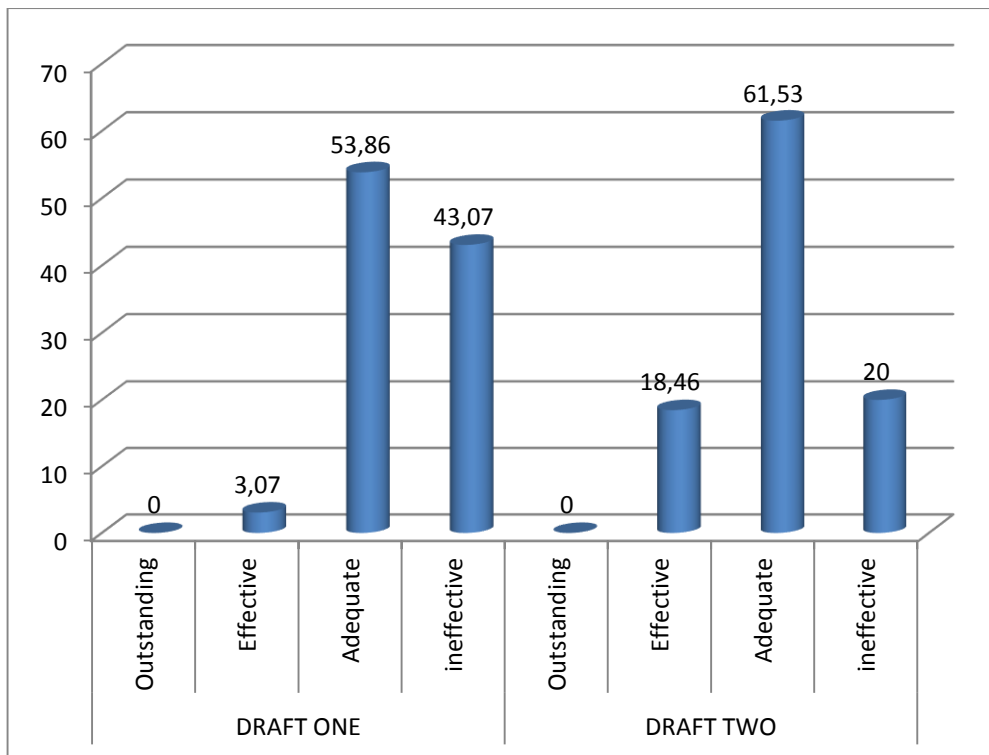
The first level, then, confirms the positive effect of a rubric use on the students' writing form and grammar. The use of a rubric enhances the form and the grammatical aspect of the students' performance. These results are in line with the findings of Baleghizadeh and Gordani (2012),(see pages 75-76), who found that the writers give importance to grammatical accuracy because it is a critical condition in academic context. Chin (2000, (see page 77), also provides another explanation to this enhancement. Indeed, the most appropriate context to learn efficiently the grammatical

rules is when they are contextualised and introduced in concrete problem solving activities. Yet, will the next level confirm this positive trend or not?

7.1.2. Level II: Content

The content level is composed of three criteria: the accurate use of information and appropriate and effective integration of evidence; support and elaboration of claims and ideas; careful consideration and representation of alternative perspectives.

Criterion 06

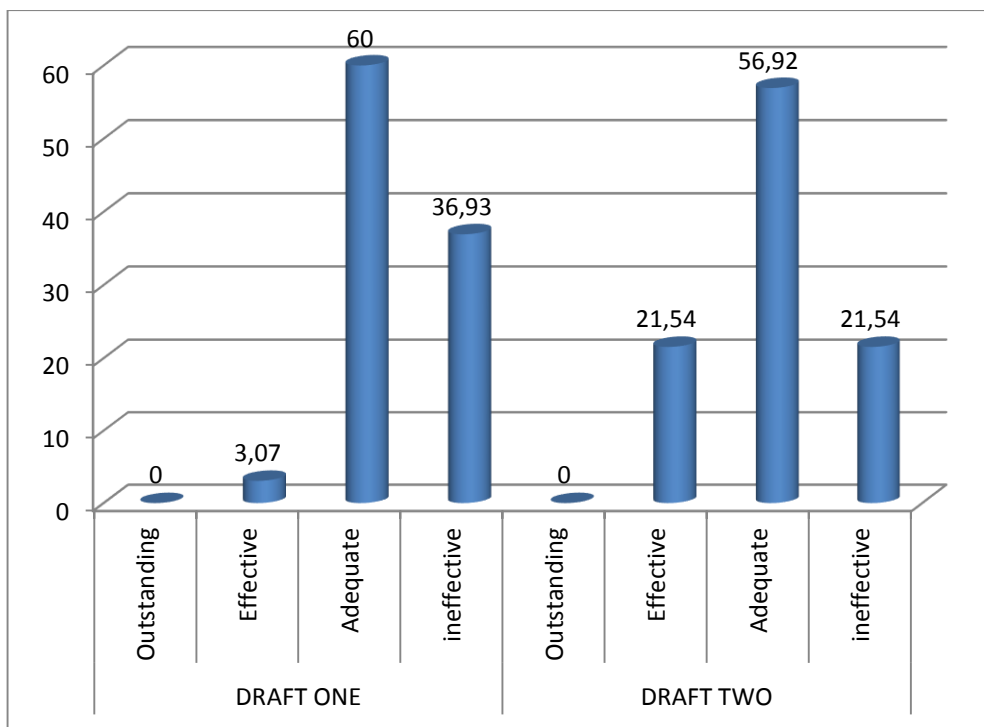


Graph 7 C 06: **Accurate Information and Appropriate Integration of Evidence**

The second level of the first post-treatment test deals with the content of the writers' productions. This level is composed of three criteria. The sixth criterion of the rubric illustrates the extent to which the writers integrate accurately and appropriately the

information in their writing. The first draft reveals the following results. Out of the sixty five productions submitted by the participants, (43.07%) are classified ineffective, while (53.85%) are adequate. There are, also, (3.07%) of effective works and no outstanding production is recorded. In the second draft, the results improve slightly. The number of ineffective works decreases to (20%), while the adequate works increase to (61.53%). In addition, the number of effective productions augments to (18.46%), and like the former version, there are no outstanding works either.

Criterion 07

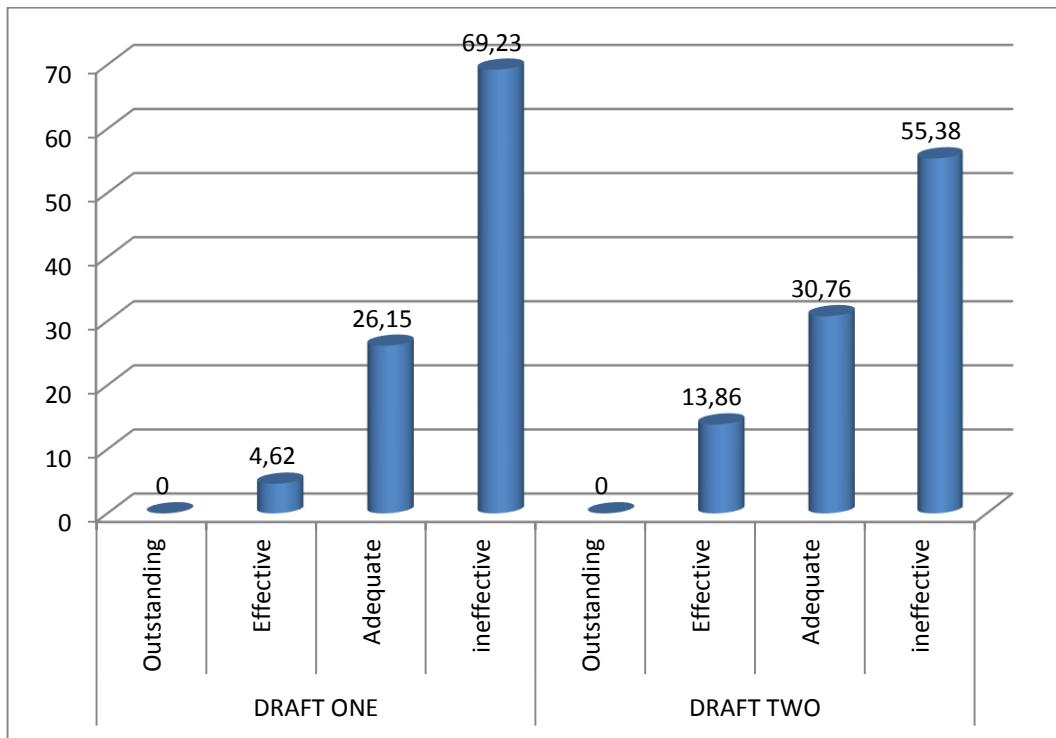


Graph C 07: **Support and Elaboration of Claims and Ideas**

The seventh criterion of the rubric investigates the extent to which students' claims are supported and elaborated. In the first draft, (36.93%) of the total works are classified ineffective, while (60%) of them are adequate. There are also (3.07%) of effective productions and there are no outstanding work found. The second draft reveals a clear

improvement. The number of ineffective works declines to (21.54%), while the number of adequate ones inflates to (56.92%). Moreover, there are (21.54%) of effective productions and there are no outstanding ones recorded in the second version either.

Criterion 08



Graph C 08: Careful Representation of Alternative Perspectives

The eighth criterion of the rubric looks for the representation of alternative perspectives in the participants' written productions. The first draft reveals the following results. Out of the sixty five works, (69.23%) are ranked ineffective, while (26.15%) are adequate. Additionally, (4.62%) of the students productions are classified effective, and there are no outstanding works found. The second draft has brought some improvement. The number of ineffective works decreases slightly to (55.38%), while the adequate ones increase to (30.76%). The effective productions, in turn, attain (13.86%), and there are no outstanding works found in this version either.

7.1.2.1. Results Evolution

The content level also witnesses a noticeable improvement as its three constituents show. The sixth criterion of the rubric deals with the extent to which the writers integrate accurately and appropriately the information in their written productions. The number of ineffective works decreases from (43.07%) in the first draft to (20%) in the second one. The adequate works also improve somewhat as they increase from (53.85%) in the first draft to (61.53%) in the second attempt. Like the first level, the effective works augment in a significant manner as they shift from (3.07%) in the first draft to (18.46%) in the second one.

The seventh criterion of the rubric deals with the students claims support and elaboration. The number of ineffective works decreases from (36.93%) in the first draft to (21.54%) in the second attempt. The adequate works display an unexpected trend. Instead of progressing, these works regress. The adequate productions constitute (60%) of the first draft total productions, but in the second version of their works, they decrease a little bit to (56.92%). Unlike the previous trend, the effective works witness the biggest gains. They shift from (3.07%) in the first draft to (21.54%) in the second attempt.

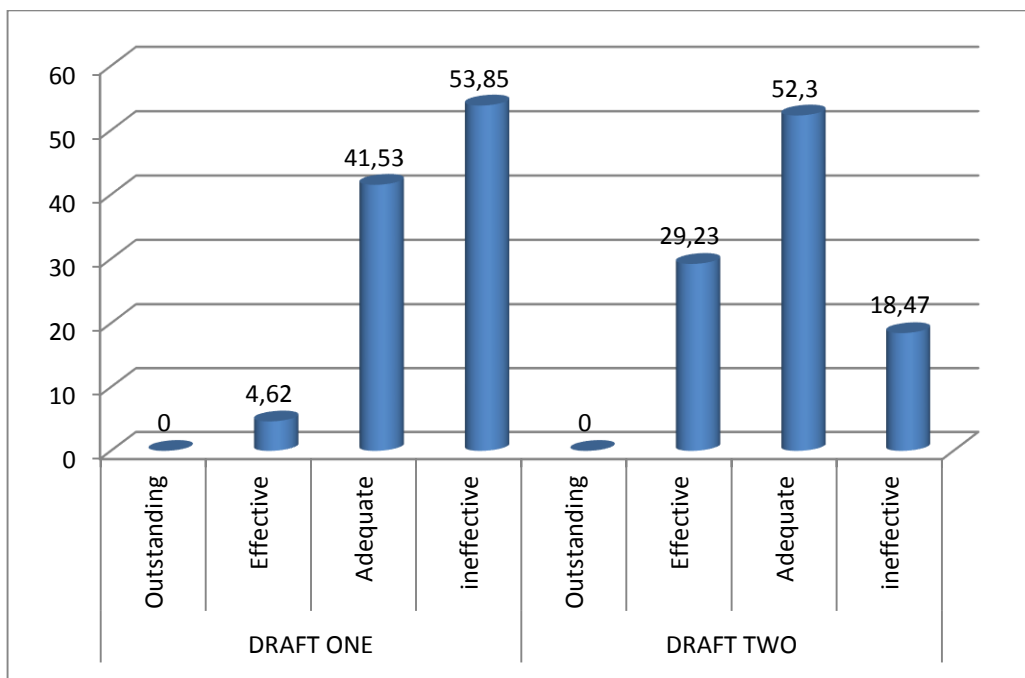
The same positive progress is exhibited by the eighth criterion which deals with the representation of alternative perspectives in the writers' productions. The number of ineffective works decreases from (69.23%) in the first draft to (55.38%) in the second one. The modest improvement is also displayed by the number of adequate productions. They shift from (26.15%), in the first draft, to (30.76%) in the second one. The effective works augment with a better pace as they augment from (4.62%) in the first attempt to (13.86%) in the second one. It is clear from the results of the content level that the

rubric use has a positive effect on the writers' content, but this improvement is less important than the first level. In fact there are some situations where the adequate productions regress instead of developing. However, will the next level display a different trend?

7.1.3. Level III: Thinking

The thinking level is constituted of four criteria: making connections between and among ideas; analysis, evaluation, and interpretation are effective and appropriate; evidence of independent thinking; and evidence of creativity and originality.

Criterion 09

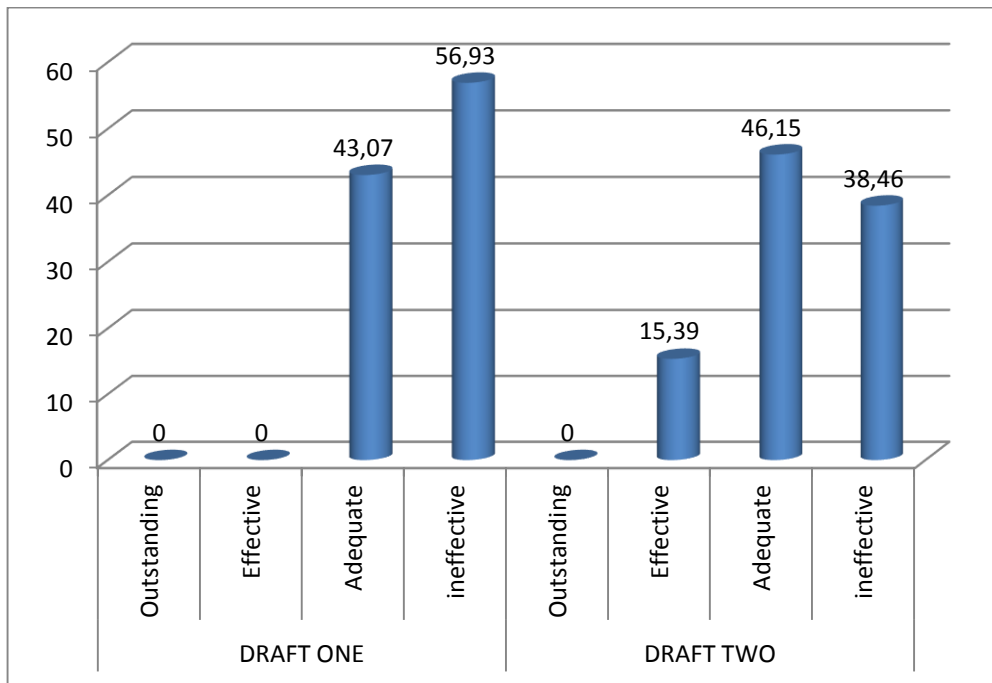


Graph7 C 09: Connections between and among Ideas are Made

The third level of the analysis deals with thinking. The latter is composed of four criteria. In the first draft, the ninth criterion seeks to reveal the extent to which students can establish connection between ideas appropriately. The number of ineffective works

is (53.85%), while there are (41.53%) of adequate productions. Furthermore, there are (4.62%) of effective productions and there are no outstanding works found. The second draft displays a real improvement of the students' performances. The ineffective works decrease to (18.47%) while the adequate ones increase to (52.3%). The number of effective productions, also, improves to (29.23%), and there are no outstanding ones found in the second version either.

Criterion 10

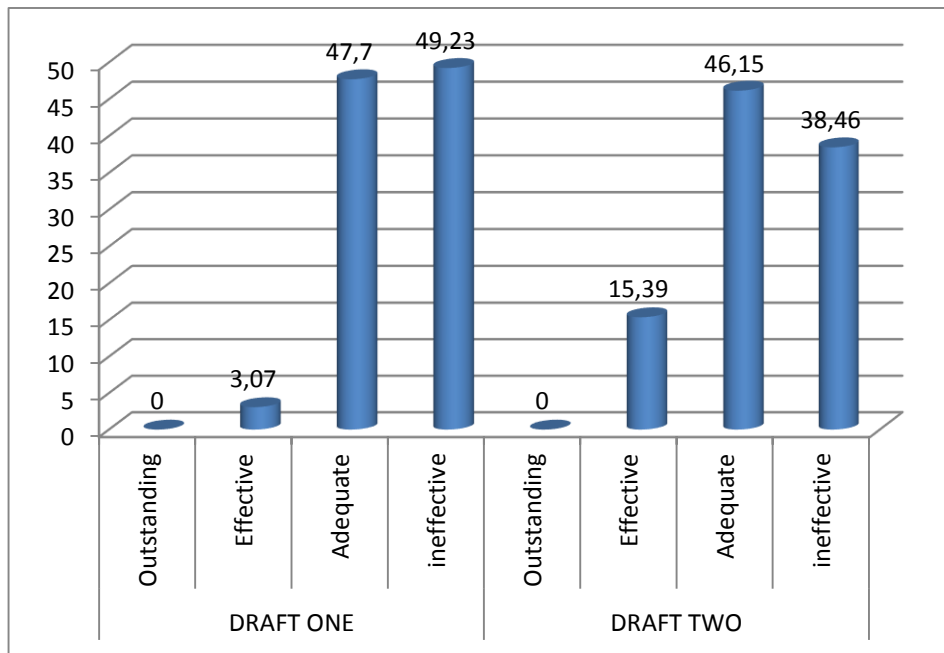


Graph 7 C 10: Analysis, Evaluation, Interpretation are Effective and Appropriate

The tenth criterion tries to show the effectiveness of the students' analysis, evaluation and interpretation of ideas. In the first draft, the number of ineffective works is (56.93%), while the number of adequate ones attains (43.07%). There are also no works classified either effective or outstanding. The second draft shows some enhancement. The number of ineffective works drops to (38.46%), while the adequate ones increase to

(46.15%). In addition, the number of effective productions reaches (15.39%), and there are no outstanding works recorded in this version either.

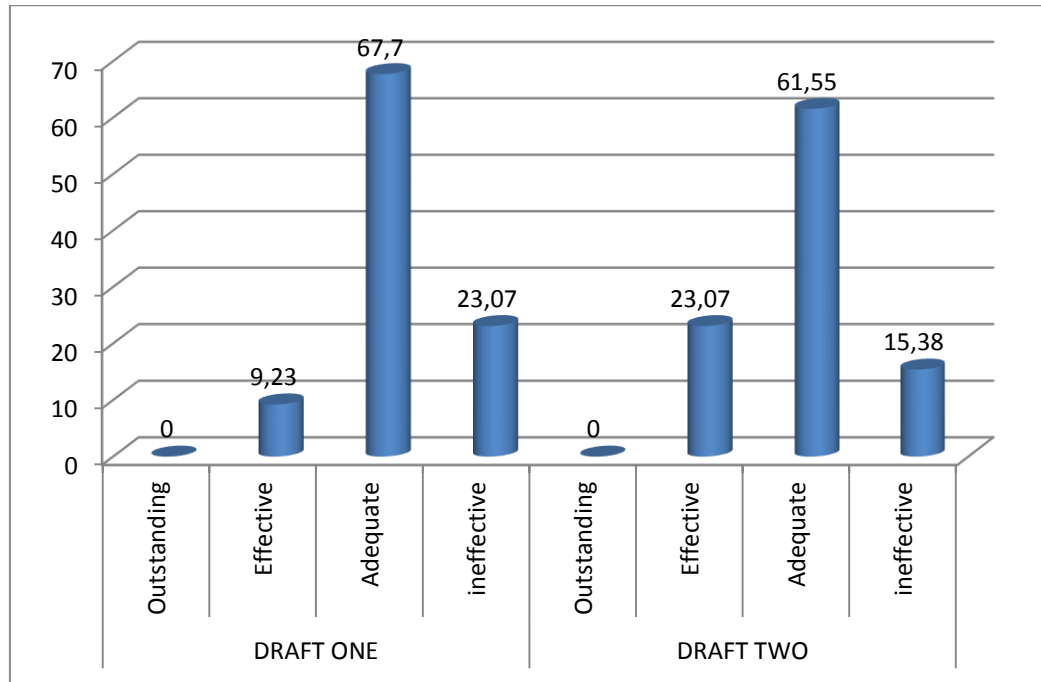
Criterion 11



Graph 7 C 11: **Independent Thinking is Evident**

The eleventh criterion investigates the existence of an independent thinking in the students' productions. The analysis of the first draft reveals the following results. The number of ineffective works represents (49.23%) of the total productions, while there are (47.7%) of adequate ones. Also, there are (3.07%) of effective works and there are no outstanding ones found. The second draft reveals some improvement. The number of ineffective works falls to (38.46%). Unexpectedly, the number of adequate works drops slightly to (46.15%). However, the positive trend resumes as the number of effective works increases to (15.39%), and there are no outstanding work found in the second version either.

Criterion12



Graph 7 C 12: Creativity and Originality are Evident

The twelfth criterion of the rubric looks for the creativity and originality of the participants productions. The results of the first draft are as follows. The number of works, which are classified ineffective, is (23.07%), while the adequate ones are (67.7%). Also, there are (9.23%) of effective works, and there are no outstanding works recorded. In the second draft, the results are almost similar to the first version as it can be noted. The number of ineffective works decreases to (15.38%), while the adequate ones unpredictably drop to (61.55%). The positive trend starts again, the effective works increase to (23.07), but there are no outstanding productions found in this second attempt either.

7.1.3.1. Results Evolution

The ninth criterion tries to reveal the extent to which the students can establish connection between ideas appropriately. The ineffective works decrease from (53.85%) in the first draft to (18.47%) in the second attempt. The adequate works also progress from (41.53%) in the first draft to (52.3%) in the second one. Like the previous level, the most important gains are related to the number of effective productions. In the first draft, they constitute (4.62%) of the total productions, but they improve to (29.23%) in the second attempt.

The tenth criterion investigates the effectiveness of the students' analysis, evaluation and interpretation of ideas. The number of ineffective works is (56.93%), but this score regresses to (38.46%) in the second attempt. The adequate productions represent (43.07%), of the first draft results, but this score progresses slightly to (46.15%) in the second attempt. Despite their inexistence in the first draft, the number of effective works enhances significantly to reach (15.39%) in the second attempt.

The eleventh criterion which investigates the existence of an independent thinking in the students' productions shows a mild improvement. The number of ineffective works regresses from (49.23%), in the first draft, to (38.46%) in the second attempt. The number of adequate works displays an unexpected trend; instead of progressing they have regressed. The adequate works constitute (47.7%) of the first draft's total productions, but this score retracts (46.15%) in the second attempt. However, the positive trend resumes with the results of the effective works which represent (3.07%) of the total written productions, but in the second attempt they bump up to (15.39%).

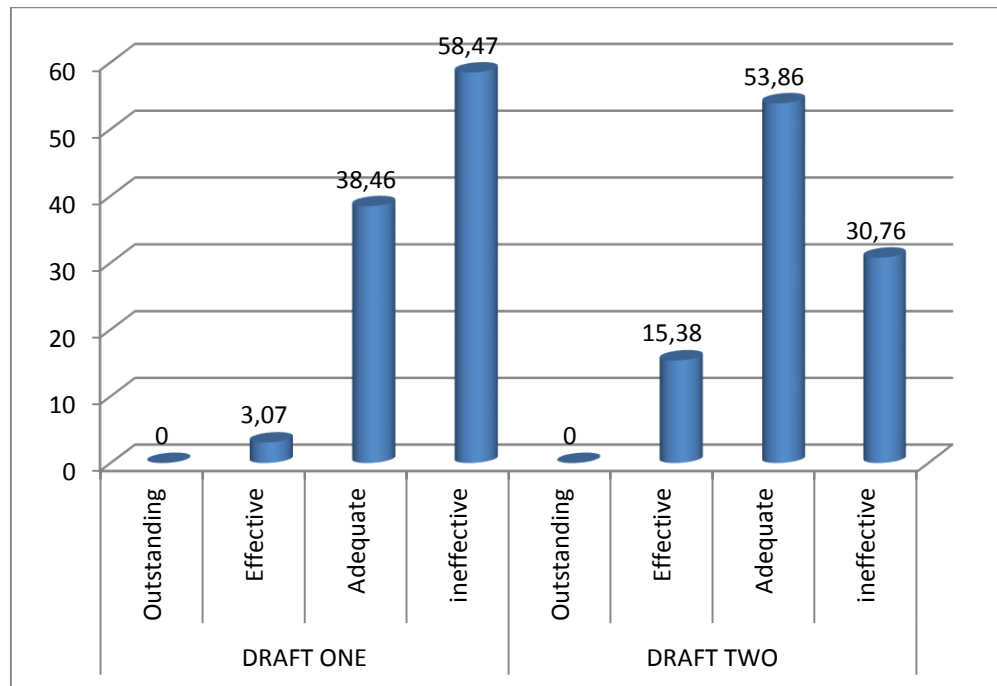
The twelfth criterion deals with the creativity and originality of the participants productions. The number of effective works represents (23.07%) of the first draft total productions, but this score drops to (15.38%) in the second attempt. The number of adequate works also confirms this unstable trend. The adequate works which represent (67.7%) of the first draft total productions, unexpectedly drop to (61.55%) in the second attempt. This situation confirms the previous level's results. However, the results resume progressing as they represent (9.23%) of the first draft total productions, but in the second attempt they reach (23.07).

The students' performance related to the third level displays a global positive trend, but in spite this global progression, in some situation such as the eleventh and twelfth criteria the adequate works' results regress. This uneven trend confirms the second level results. Thus, will the next level display a different trend? The last level of the rubric deals with assessment specific criteria.

7.1.4. Level IV: Assessment Specific

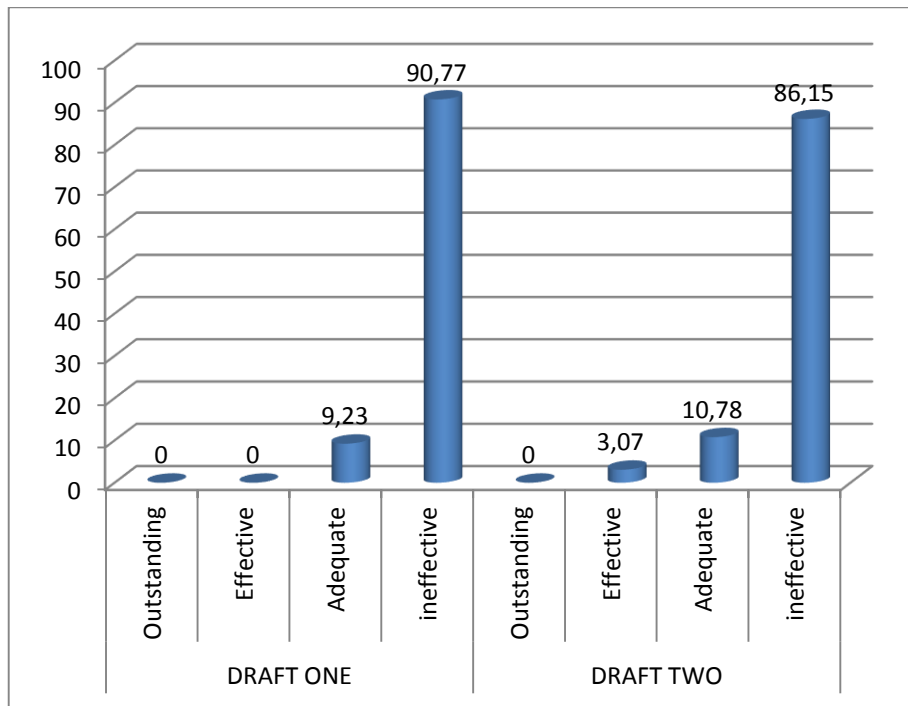
Assessment specific level is composed of three criteria: response to all aspects of the assignment; documents use evidenced appropriately; and consider the appropriate audience or reader.

Criterion 13

Graph7 C 13: **Responds to all Aspects of the Assignment**

The fourth level tries to reveal the assessment of the specific aspects of the students' written production. The latter is composed of three criteria. Criterion thirteen tries to investigate the extent to which students respect all the aspects of the assignment. The results of the first draft are as follows. There are (58.47%) of ineffective works, while the number of adequate ones represent (38.46%). There are also (3.07%) of effective productions, but there are no outstanding ones found. In the second draft, the results improve somehow. The ineffective works decrease to (30.76%), while the number of adequate ones increases to (53.86%). In addition, the number of effective works enhances to (15.38%), but there are no outstanding ones found.

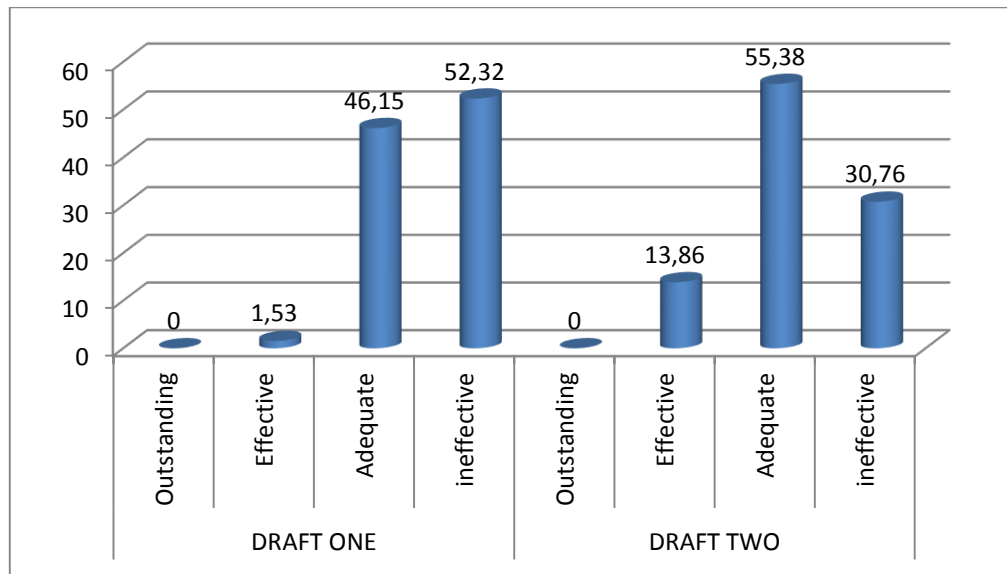
Criterion 14



Graph 7 C 14: Documents Use Evidenced Appropriately

The fourteenth criterion deals with the evidence of appropriate use of documents in the writers' productions. In the first draft, the number of ineffective works elevates to (90.77%), while the number of adequate ones is (9.23%). There are, also, neither effective nor outstanding works in the first version. The second draft exhibits an insignificant improvement. The number of ineffective productions drops to (86.15%), while the adequate ones increase slightly to (10.78%). However, the number of effective works increases to (3.07%). Like the first draft, there are no outstanding paragraphs in this second version either.

Criterion 15



Graph 7 C 15: Consider the Appropriate Audience or Reader

The fifteenth criterion evaluates the extent to which the students appropriately take their audience or readers into consideration. The results of the first draft are as follows. The ineffective works attain (52.32%), while the adequate ones reach (46.15%). There are (1.53%) of effective works and there are no outstanding ones found. The second draft demonstrates some improvement as the results show. The number of ineffective productions drops to (30.76%), while the number of adequate ones reaches (55.38%). The number of effective works, also, attains (13.86%), and there are no outstanding works found in the second version either.

7.1.4.1. Results Evolution

The fourth level deals with the assessment of the specific aspects of the students' written production. Criterion thirteen deals with the extent to which students respect all the aspects of their written tasks. The number of ineffective works represents (58.47%)

of the total productions, but this score regresses to (30.76%) in the second attempt. The number of adequate works also enhances in a significant way. They constitute (38.46%) of the first draft total productions, but this score augments to (53.86%) in the second attempt. The effective works also progress in a sensitive way, as they shift from (3.07%) in the first attempt to (15.38%) in the second one.

The fourteenth criterion deals with the evidence of the writers' appropriate use of documents in their productions. The ineffective works represent (90.77%) of the first draft total productions, but in the second attempt, this score decreases to (86.15%). The adequate works also enhance but with a slower pace. The number of adequate works represents (9.23%) of the first draft total productions, but this score augments slightly to (10.78%) in the second attempt. The effective works, which are inexistent in the first draft, also increase as they represent (3.07%) of the second draft total productions.

The fifteenth criterion evaluates the extent to which the students appropriately take their audience or readers into consideration. The ineffective works represent (52.32%) of the first draft total productions, but this score dwindles to (30.76%) in the second attempt. The adequate works also progress as they shift from (46.15%) in the first attempt to (55.38%) in the second one. The number of effective works also enhances as they move from the insignificant score of (1.53%) in the first draft to (13.86%) in the second attempt. The structured feedback has a moderate but a positive effect on the students' writing content as the results of the three remaining levels of the writers' productions show. Does the subsequent test confirm the results of the first test of the post-treatment phase? The following section presents the results of the second post-treatment test which tries to unveil the effect of using a structured feedback framework on enhancing the writers' performance.

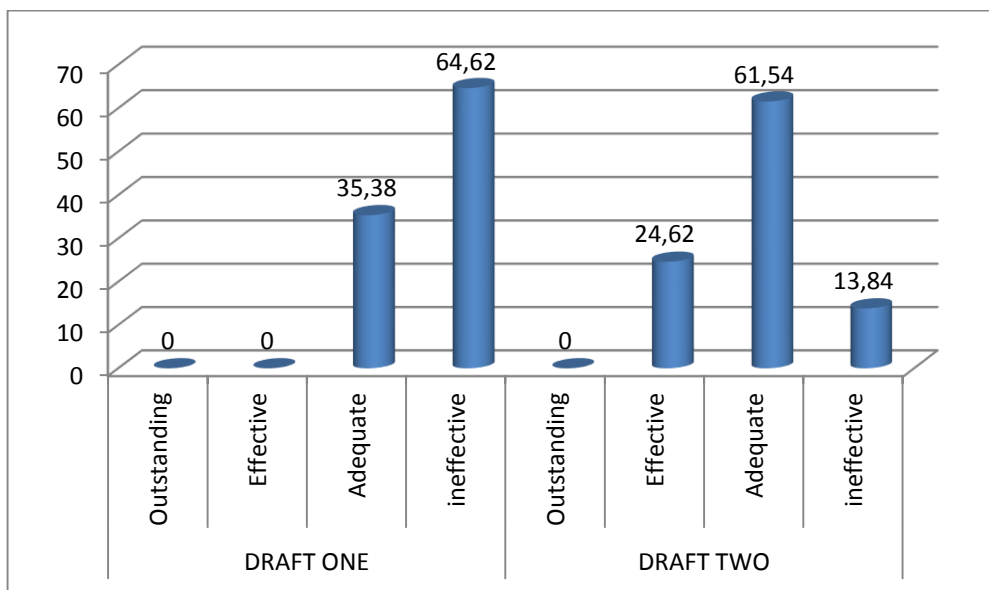
7.2. Results of the Post-treatment Stage: Test Two

The subsequent section presents the scores of the second post-treatment test. The students, then, are asked to write a paragraph in which they describe their favourite person and, then, the students produced two drafts. Like the other tests, this second post-treatment test is evaluated against the same rubric which is shared with the participants. The first level of the rubric deals with the writers' production presentation aspect and the latter is composed of five criteria.

7.2.1. Level I: Presentation

The first level is composed of five criteria: consistency and clarity of the purpose and the form; the degree of students' main claim clarity; significance and challenge; the effectiveness and appropriateness of writers' sentence form and word Choice and variety; and appropriate use of punctuation, grammar, spelling and mechanics.

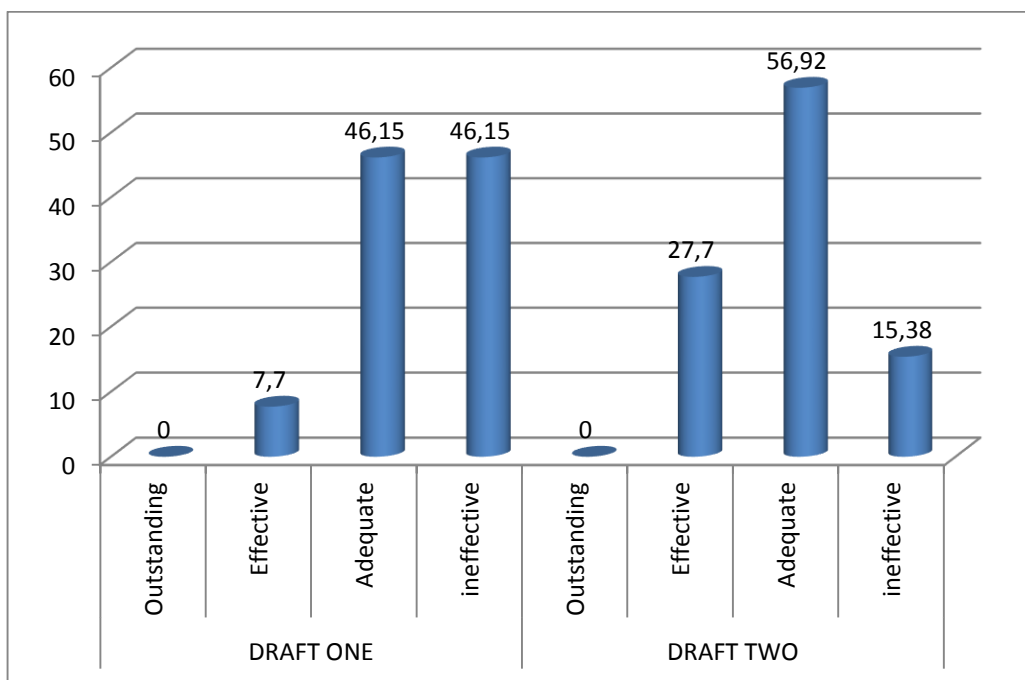
Criterion 01



Graph 7 D 01: Consistency of Purpose and Form

The first criterion deals with the clarity and consistency of the purpose and the form. The results of the first draft reveal the following scores. The majority of the works i.e. (64.62%) are classified ineffective, while (35.38%) of them are adequate. There are, also, no works classified either effective or outstanding. However, the results of the second draft show a real improvement, as it is clearly noted. The number of ineffective works shrinks to (13.84%), while the adequate ones attain (61.54%). The number of effective productions, in turn, reaches (24.62%) but there are no outstanding ones in the second attempt either.

Criterion 02

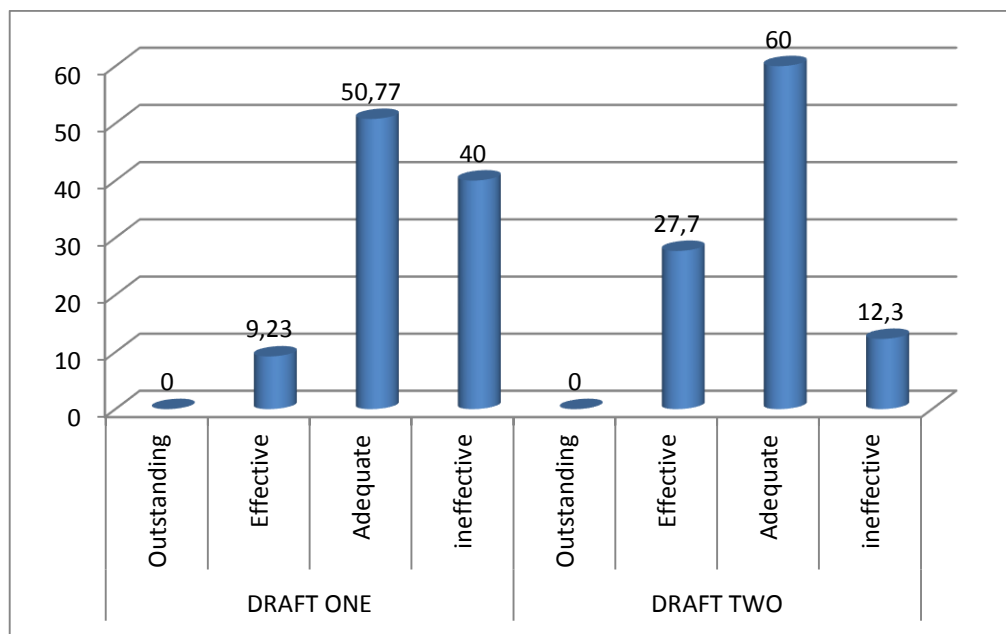


Graph 7 D 02: **The Main Claim is Clear, Significant and Challenging**

The second criterion investigates the students claim in terms of clarity, significance and challenge. The results of the first draft are as follows. Both ineffective and adequate works get the same score with (46.15%) for each. Furthermore, there are (7.7%) of

effective productions, but there are no outstanding productions found. The second draft reveals a certain improvement. The number of ineffective works decreases to (15.38%), while the number of adequate ones increases to (56.92%). The number of effective works, also, increases to (27.7%), but there are no outstanding works found in the second draft either.

Criterion 03

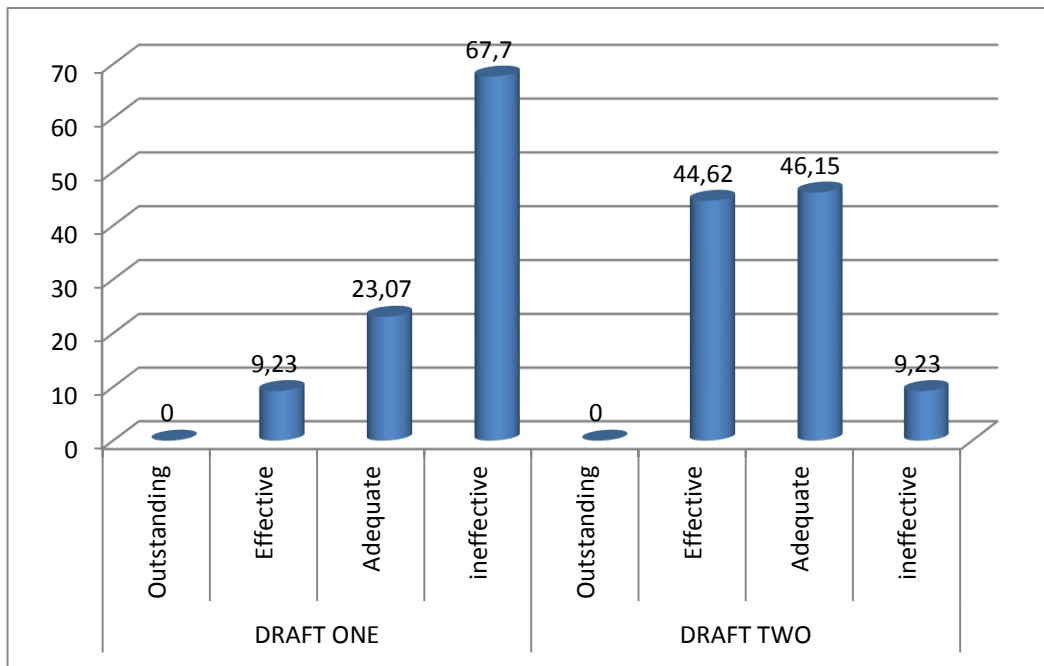


Graph 7 D 03: **Organisation is Purposeful, Effective and Appropriate**

The third criterion of the rubric deals with the extent to which the written productions' organisation is purposeful and effective. The results of the first draft are as follows. The number of ineffective works is (40%), while the adequate works represent (50.77%). In addition, the number of effective works is (9.23%), but there are no outstanding ones found. The results of the second draft reveal a real improvement. The number of ineffective works shrinks to (13.3%), while the number of adequate works climbs to

(60%). Also, the number of effective productions increases to (27.7%), but there are no outstanding works found in the second version either.

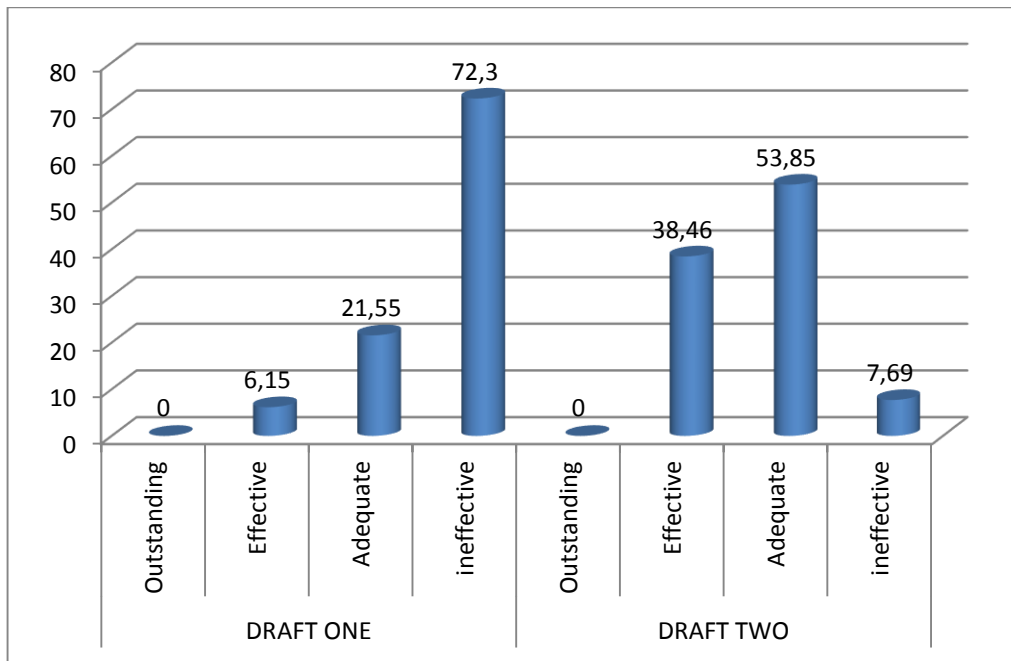
Criterion 04



Graph 7 D 04: **Sentence Form and Word Choice are Varied and Appropriate**

The fourth criterion of the rubric deals with the use of appropriate and varied vocabulary in the students' written productions. The results of the first draft show the following scores. The number of ineffective works attains (67.7%), while the adequate ones are (23.07%). In addition, there are (9.23%) of effective works, but there are no outstanding ones found. The second draft exhibits a real improvement. The number of ineffective productions declines drastically to (9.23%) only, while the number of adequate productions doubles to attain (46.15%). Moreover, the effective works explode to attain (44.62%), but there are no outstanding works found in the second draft either.

Criterion 05



Graph 7 D 05: **Punctuation, Grammar, Spelling and Mechanics are Appropriate**

The fifth criterion deals with the appropriate use of punctuation, grammar, and mechanics. The first draft shows that (72.3%) of the works are ineffective, while (21.55%) of the writers' productions are adequate. Also, there are (6.15%) of effective works, but there are no outstanding ones found. The second draft reveals a positive development of the results. The number of ineffective productions falls sensitively to (7.69 %), while the number of adequate works increases to (53.85%). Furthermore, the effective productions attain (38.46%), but there are no outstanding ones found in the second version either. The second level deals with the content of the written production of the sixty five participants in the two drafts of the second post-treatment test. This level is composed of three criteria.

7.2.1.1. Results' Evolution

The first criterion deals with the clarity and consistency of the purpose and the form of the students' productions. The number of ineffective works represents (64.62%) of the first draft total productions, but this score retracts significantly to (13.84%) in the second attempt. The same strong enhancement is witnessed with the number of adequate works as they shift from (35.38%) in the first draft to (61.54%).in the second one. The same significant enhancement is marked by the effective works number, as they leap from zero in the first draft to (24.62%) in the second one.

The second criterion investigates the students claim in terms of clarity, significance and challenge. Both ineffective and adequate works get the same score with (46.15%) respectively. However, the ineffective works shrink significantly to (15.38%) while the number of adequate productions enhances somewhat to (56.92%). Furthermore, the effective works develop substantially as they shift from (7.7%) in the first draft to (27.7%), in the second one.

The third criterion of the rubric deals with the extent to which the written productions' organisation is purposeful and effective. The number of ineffective works represents (40%) in the first draft, but they diminish significantly to (13.3%) in the second attempt. The adequate works also enhance but with a slower pace. They constitute (50.77%) of the first draft total productions, but they enhance to (60%) in the second attempt. Like the previous criterion, the number of effective works is (9.23%), but in the second attempt they augment threefold to (27.7%).

The fourth criterion of the rubric deals with the use of appropriate and varied vocabulary in the students' written productions. The number of ineffective works represents (67.7%) of the first draft productions, but this score crashes to (9.23%) in the second attempt. The adequate productions also enhance in a substantial way. They represent (23.07%) of the first draft works, but in the second attempt they double to attain (46.15%). However, the most important gains are marked by the number of effective productions. In the first draft the number of effective works represents (9.23%), but this score explodes to attain (44.62%) in the second attempt.

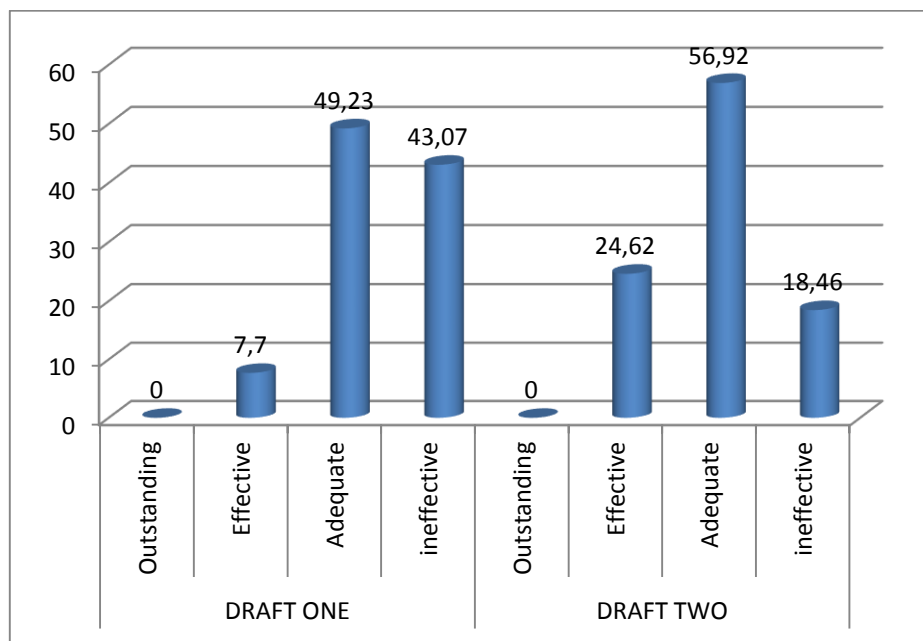
The fifth criterion deals with the appropriate use of punctuation, grammar, and mechanics. The number of ineffective works represents (72.3%) of the first draft total productions, but this score plummets to (7.69 %) in the second attempt. The adequate works also enhance as they shift from (21.55%) of the first draft total productions to (53.85%) in the second attempt. Like the previous criteria of this level, the effective works witness a strong development. They represent (6.15%) in the first draft, but in the second attempt they explode to (38.46%).

As we can easily observe, the first level exhibits a clear and strong enhancement. All the aspects of the writers' productions form witness a substantial improvement especially the criteria related to grammatical accuracy. The results of the second test confirm the results of the first pre-treatment test, students works seem to benefit a lot from the teachers' use of a structured and transparent feedback such as a rubric. These results are in line with Chandlers (2003) claim that rejects Truscott's claim that feedback on grammatical accuracy is not efficient. Thus, will the next level exhibit the same positive effect of the rubric use on the writers' productions? Or, will it show a different trend?

7.2.2. Level II: Content

The content level is composed of three criteria: the accurate use of information and appropriate and effective integration of evidence; support and elaboration of claims and ideas; careful consideration and representation of alternative perspectives.

Criterion 06

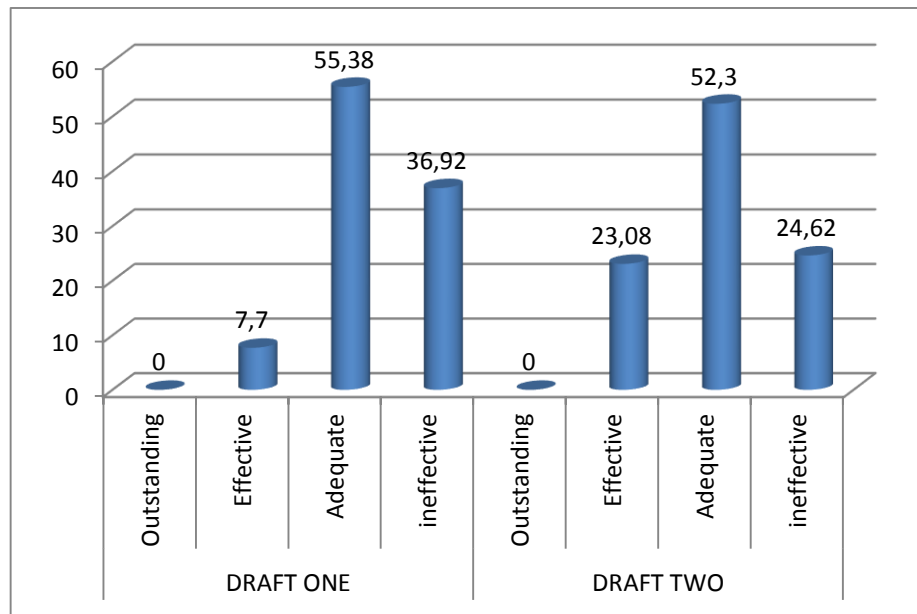


Graph 7 D 06: **Accurate Information and Appropriate Integration of Evidence**

The sixth criterion of the rubric investigates the effective use and integration of information in the students' written productions. The first draft's results are as follows. The number of ineffective works attains (43.07%), while the adequate ones represent (49.23%). There are, also, (7.7%) of effective productions but there are no outstanding ones in the first attempt. The second draft shows a real improvement, the number of ineffective works decreases to (18.46%), while the adequate ones increase to (56.92%).

The effective productions attain (24.62%), but there are no outstanding works in the second draft either.

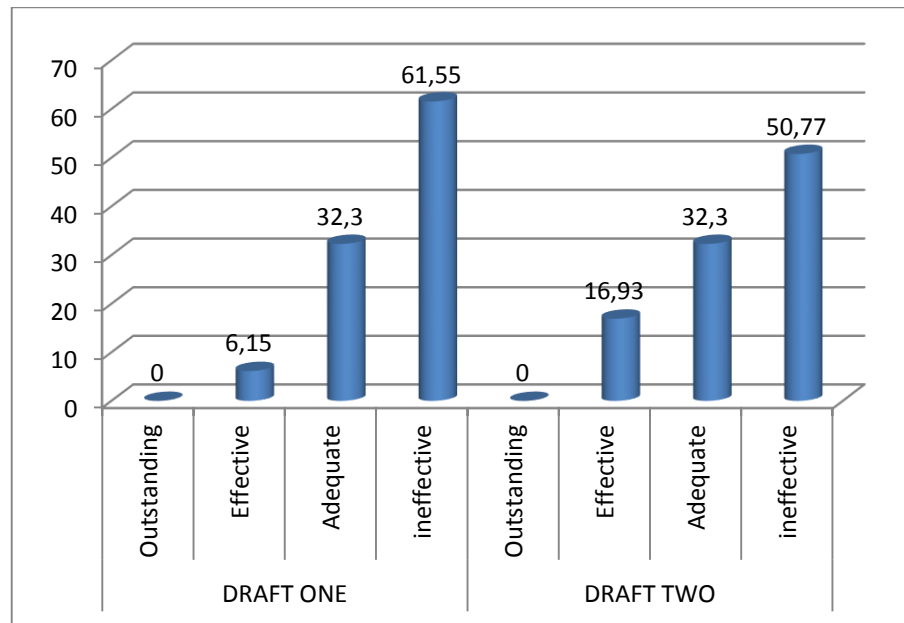
Criterion 07



Graph 7 D 07: **Support and Elaboration of Claims and Ideas**

The seventh criterion of the rubric deals with whether the claims and ideas are supported and elaborated. In the first draft, (36.92%) of the total works are classified ineffective, while (55.38%) are found adequate. There are, also, (7.7%) of effective productions but there are no outstanding works found. However, the second draft exhibits a real improvement. The number of ineffective works decreases to (24.62%), while the number of adequate works attains (52.3%). The number of effective works, also, increases to (23.08%), but there are no outstanding works found in this version either.

Criterion 08



Graph 7 D 08: Careful Representation of Alternative Perspectives

The eighth criterion looks for the representation of an alternative perspective in the participants' productions. The first draft reveals that (61.55%) of the total works are classified ineffective, while there are (32.3%) of adequate ones. Also, there are (6.15%) of effective productions, but there are no outstanding works found. In the second draft, the writers' performance enhances slightly. The number of ineffective works decreases to (50.77%), while the adequate ones remain at the same level, as in the first draft, with (32.3%). Also, the number of effective works reaches (16.93%), but there are no outstanding works found in the second attempt either.

7.2.2.1. Results Evolution

The sixth criterion of the rubric investigates the effective use and integration of information in the students' written productions. The number of ineffective works constitute (43.07%) of the first draft productions, but this score shrinks to (18.46%) in

the second attempt. The adequate productions also enhance but with a slower rate. They represent (49.23%) of the first draft total productions, but in the second attempt they progress somewhat to (56.92%). The number of effective productions also increase in a perceptible manner as they bump up from (7.7%) in the first draft to (24.62%) in the second one.

The seventh criterion of the rubric deals with whether the claims and ideas are supported and elaborated. The number of ineffective works represents (36.92%) of the first draft total productions, but this score declines somewhat to (24.62%) in the second attempt. The adequate works show a different and unexpected trend. The number of adequate productions represents (55.38%) of first draft total productions, but instead of progressing, their number declines to (52.3%) in the second attempt. The positive trend resumes with the results of the effective works which shift from (7.7%) in the first draft to (23.08%) in the second one.

The eighth criterion looks for the representation of an alternative perspective in the participants' productions. The ineffective productions constitute (61.55%) of the first draft total works, but this score drops slightly to (50.77%) in the second attempt. The adequate works stay idle at the same rate of (32.3%) in both drafts. Yet, the effective productions resume their progression as they shift from (6.15%) in the first draft to (16.93%) in the second attempt.

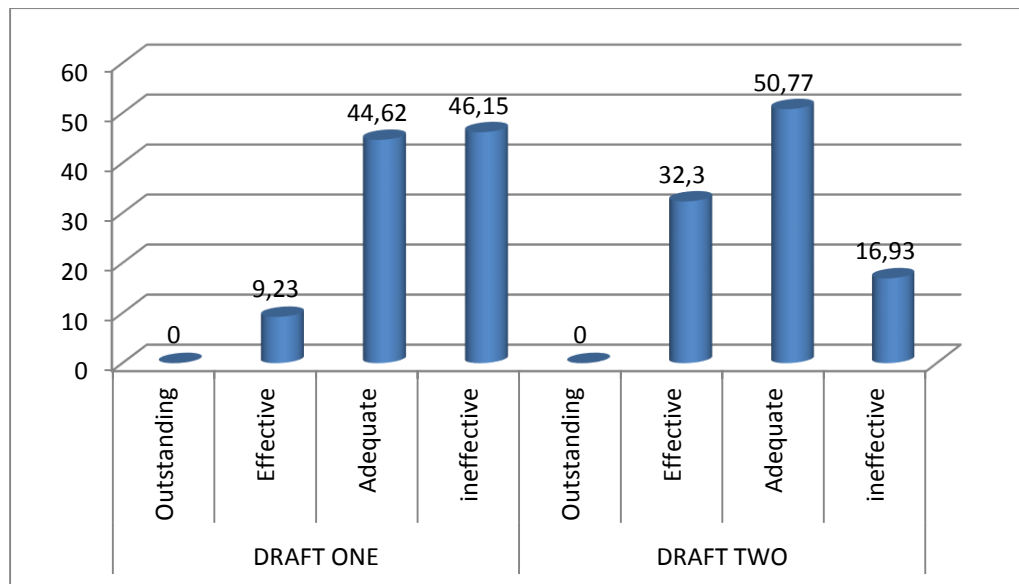
The second level displays a rather mild progress. The different criteria, indeed, exhibit a modest progression when compared with the presentation level. There are also some situations where the students' performances worsen instead of progressing. These results, then, confirm the moderate and uneven trend of the students' performance.

Thus, what will the next level results reveal? Is it going to confirm the positive trend of students' performance progress or not?

7.2.3. Level III: Thinking

The thinking level is constituted of four criteria: making connections between and among ideas; analysis, evaluation, and interpretation are effective and appropriate; evidence of independent thinking; and evidence of creativity and originality.

Criterion 09

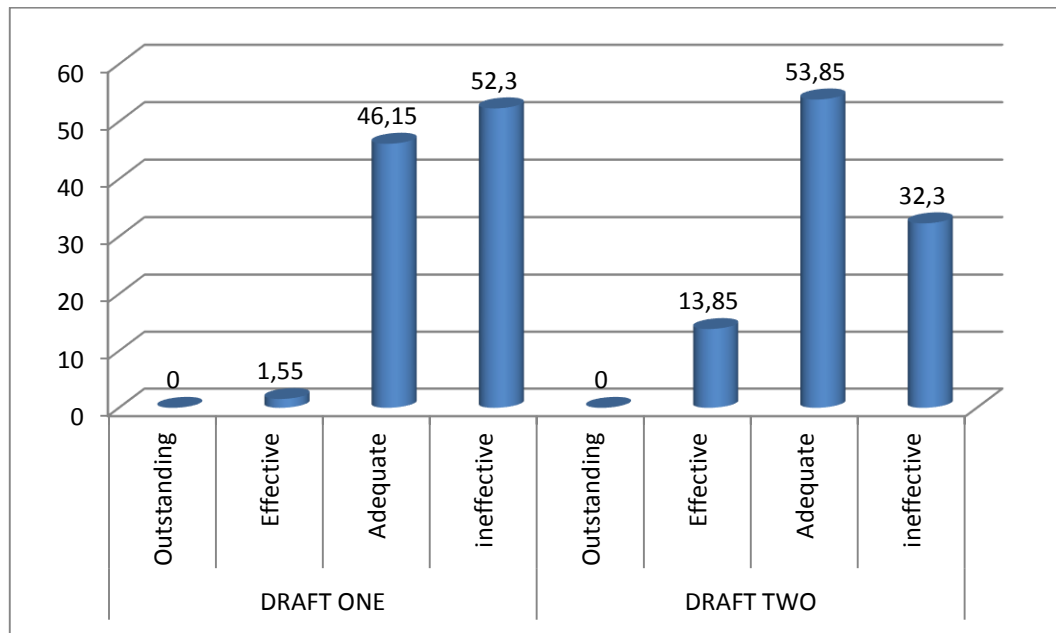


Graph 7 D 09: **Connections between and among Ideas are Made**

The third level of the rubric deals with the thinking aspect of the sixty five participants' productions. This level consists of four criteria. The ninth criterion of the rubric investigates whether the participants connect their idea in an appropriate manner or not. The first draft reveals the following results. There are (46.15%) of ineffective works, while there are (44.62%) of adequate productions. Also, there are (9.23%) of effective productions but there are no outstanding ones found. The second draft exhibits some

improvement. For example, the number of ineffective works decreases to (16.93%), while the adequate ones increase to (50.77%). There are also (32.3%) of effective works, but there are no outstanding ones found in the second version either.

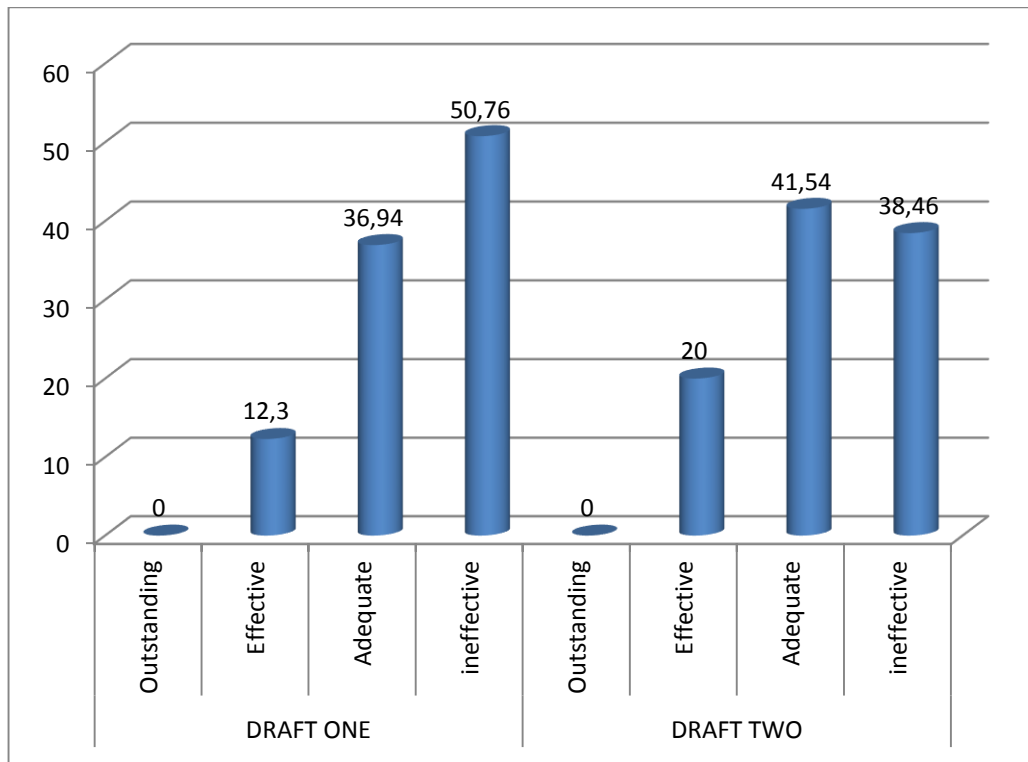
Criterion 10



Graph 7 D 10: **Analysis, Evaluation, and Interpretation are Effective and Appropriate**

The tenth criterion deals with the participants' capacity to analyse evaluate and interpret ideas appropriately. In the first draft, the number of ineffective works is (52.3%), while the adequate ones represent (46.15%). There are also (1.55%) of effective productions, but there are no outstanding ones found. However, the second draft confirms this improvement. The number of ineffective works decreases to (32.3%), while the number of adequate ones increases to (53.85%). There are (13.85%) of effective works, and there are no outstanding productions recorded in the second draft either.

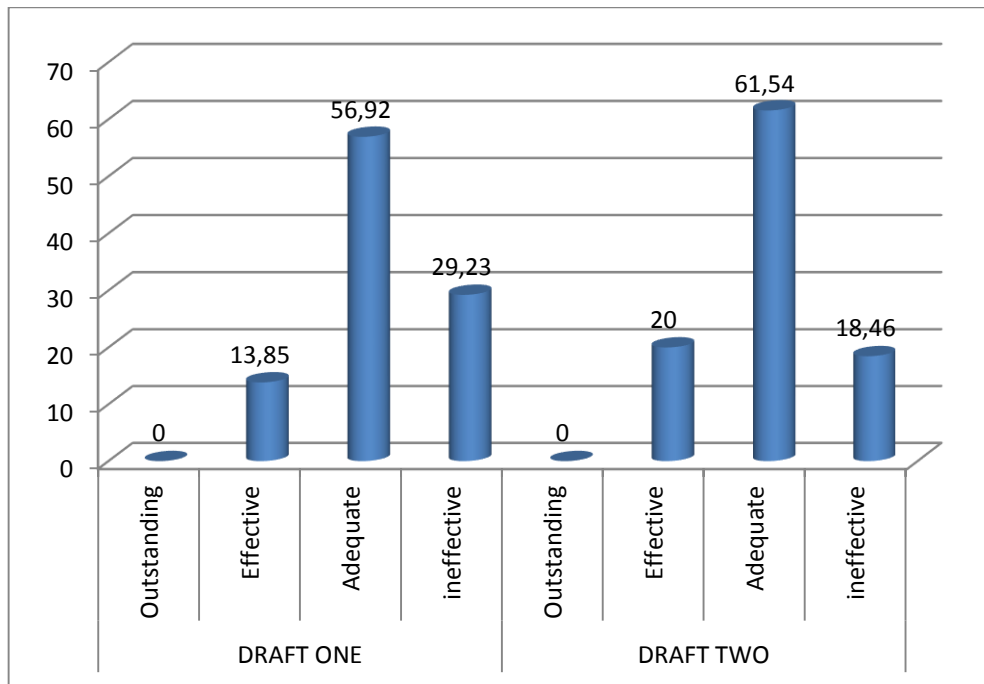
Criterion 11



Graph 7 D 11: Independent Thinking is Evident

The eleventh criterion investigates the evidence of the students' independent thinking. The results of the first draft show that the number of ineffective works is (50.76%), while the adequate ones represent (36.94%). Also, there are (12.3%) of effective works, but there are no outstanding works found. However, the second draft witnesses some improvement. The number of ineffective works decreases to (38.46%), while the adequate ones increase insignificantly to (41.54%). Furthermore, the number of effective works increases to (20%), but there are no outstanding works found in this second version either.

Criterion 12

Graph 7 D 12: **Originality and Creativity are Evident**

The twelfth criterion deals with the written productions originality and creativity. The first draft reveals the following results. The number of ineffective works attains (29.23%) of the total productions, while the adequate works represent (56.92%). The effective productions, in turn, attain (13.85%) but there are no outstanding works found. However, the second draft reveals a minor development. The ineffective works reduce to (18.46%), while the adequate ones boost to (61.54%). The effective works increase to (20%), but there are no outstanding works found in the second version either.

7.2.3.1. Results Evolution

The ninth criterion of the rubric investigates whether the participants connect their idea in an appropriate manner or not. The number of ineffective works represents (46.15%) of the first draft total productions, but this score drops to (16.93%) only in the second

attempt. The number of adequate works also enhances in a modest way. These works constitute (44.62%) of the first draft total productions, but in the second attempt, this score augments to (50.77%). However, the most important development is witnessed by the effective works' number which shifts from (9.23%), in the first draft, to (32.3%) in the second one.

The tenth criterion deals with the participants' capacity to analyse, evaluate and interpret ideas appropriately. The number of ineffective works represents (52.3%) of the first draft total productions, but this score descends to (32.3%) in the second versions of their works. Yet, the adequate works exhibit a different trend. They represent (53.85%) of the first draft total works, but instead of improving, they regress to (46.15%) in the second attempt. The effective works resume their ascending trend as they move from (1.55%) in the first draft to (13.85%) in the second one.

The eleventh criterion investigates the evidence of the students' independent thinking. The number of ineffective works constitutes (50.76%) of the first draft total productions, but this score decreases to (38.46%) in the second attempt. The adequate works also enhance but with a slower rate. They represent (36.94%) of the first draft productions, but in the second attempt they retract to (41.54%). Yet, the effective works maintain a significant improvement as they move from (12.3%) in the first draft to (20%) in the second one.

The twelfth criterion deals with the written productions originality and creativity. The number of ineffective works represents (29.23%) of the first draft total productions, but this score regresses to (18.46%) in the second one. The adequate works also develop but with a slower pace. They constitute (56.92%) of the first draft total productions, but this score enhances a little bit to (61.54%). Like the previous criteria, the number of

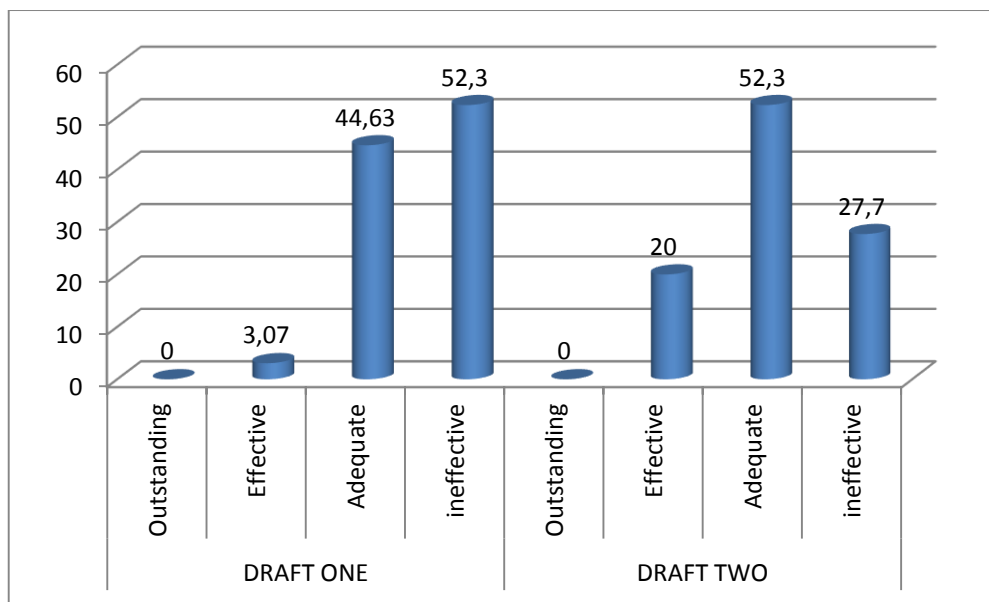
effective productions, related to the current criterion, moves from (13.85%) in the draft to (20%) in the second one.

The third level of the second post-treatment test confirms the previous level results. It is clear that the use of a rubric enhances the different criteria of the third level, but this enhancement is attenuated by adequate works results which regress in an unexpected but clear way. Thus, will the next level display a different trend?

7.2.4. Level IV: Assessment Specific

Assessment specific level is composed of three criteria: response to all aspects of the assignment; documents use evidenced appropriately; and consider the appropriate audience or reader.

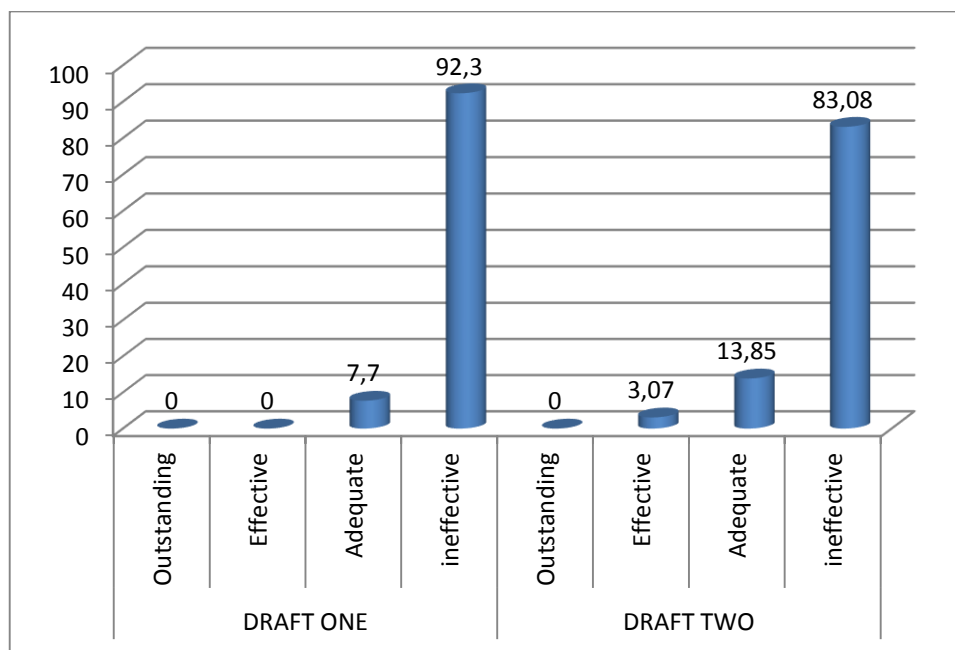
Criterion 13



Graph 7 D 13: **Responds to all Aspects of the Assignment**

The fourth level of the rubric deals with the assessment specific requirements. This aspect is composed of three criteria. The thirteenth criterion of the rubric investigates the extent to which the students' productions respond to all the requirements of the written task. In the first draft, the results are as follows. The ineffective works are (52.3%), while the adequate ones are (44.63%). Also, there are (3.07%) of effective works, but there are no outstanding ones found. However, in the second draft, the writers' performance improves sensitively. The ineffective works drop to (27.7%), while the adequate ones augment to (52.3%). In addition, the effective works increase to (20%), but there are no outstanding ones found in the second version either.

Criterion 14

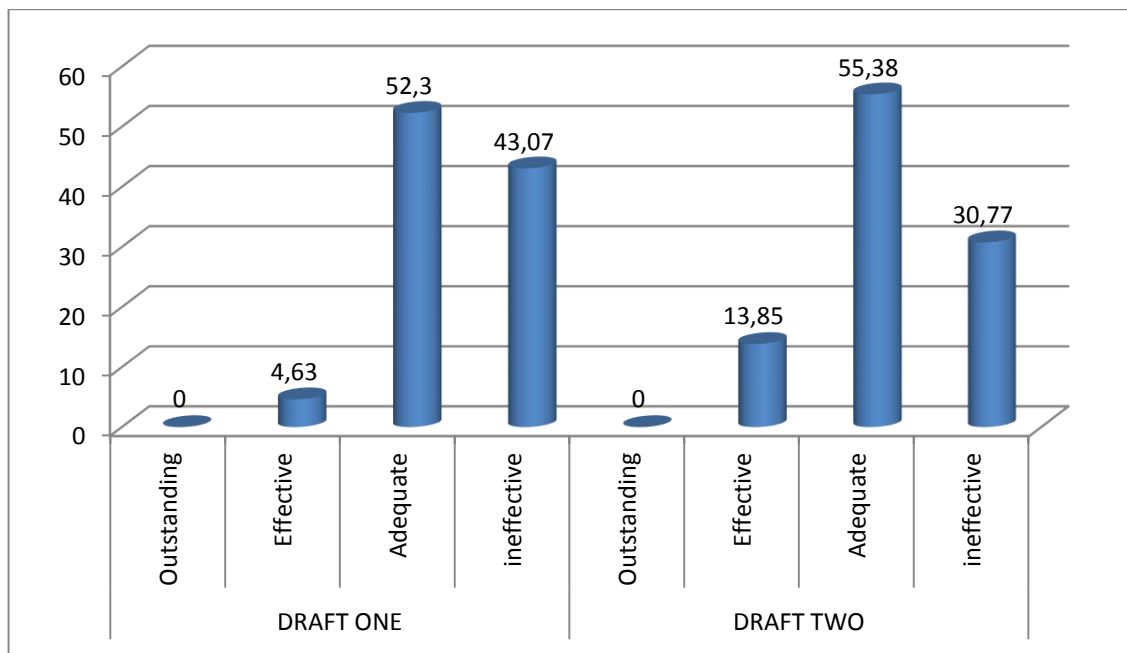


Graph 7 D 14: **Documents Use Evidenced Appropriately**

The fourteenth criterion looks for the appropriate use of documents in the participants' productions. In the first draft, the number of ineffective works is (92.3%), while the remaining works (7.7%) are adequate. There are neither effective nor outstanding

works. However, the second draft has not exhibited real improvement. The number of ineffective works decreases slightly to (83.08%), while the adequate ones augment insignificantly to (13.85%). Furthermore, the effective works attain (3.07%), and there are no outstanding ones found in the second version either.

Criterion 15



Graph 7 D 15: Consider the Appropriate Audience or Reader

The fifteenth criterion of the rubric looks for the students' awareness of their audience. In the first draft, the number of ineffective works attains (43.07%), while the adequate ones reach (52.3%). Also, there are (4.63%) of effective works, but there are no outstanding productions. However, the second draft reveals a slight improvement, as it is clearly noted. The number of ineffective works decreases slightly to (30.77%), while the adequate ones increase somehow to (55.38%). Furthermore, the number of effective works represents (13.85%), but there are no outstanding ones found in this version too.

7.2.4.1. Results Evolution

The fourth level of the rubric deals with the assessment specific requirements. The thirteenth criterion of the rubric investigates the extent to which the students' productions respond to all the requirements of the written task. The ineffective works constitute (52.3%) of the first draft total productions, but this score significantly retracts to (27.7%) in the second attempt. The adequate works also develop, but with a slower pace. They move from (44.63%) in the first draft to (52.3%) in the second attempt. The most important gains are exhibited by the number of effective productions. The latter represent (3.07%) only in the first attempt, but they enhance to (20%) in the second one,

The fourteenth criterion looks for the appropriate use of documents in the participants' productions. The number of ineffective works culminates to (92.3%) of the first draft total productions, but in the second attempt they decrease somewhat to (83.08%). The adequate works also enhance, but with a slower pace, as they improve from (7.7%) in the first draft to (13.85%) in the second one. The effective works are inexistent in the first draft, but this score attains (3.07%) in the second one,

The fifteenth criterion of the rubric looks for the students' awareness of their audience. The number of ineffective works represents (43.07%) of the first draft total production, but this score drops to (30.77%) in the second one. The adequate productions represent (52.3%) of the first draft total productions, but this score improves slightly to (55.38%) in the second attempt. The effective works also enhance as they shift from (4.63%) in the first draft to (13.85%) in the second one. This level exhibits a rather modest improvement. These outcomes differ from the presentation level. The enhancement of the students' performance, then, is moderated by the results of the three levels which are not dealing with the form and grammatical accuracy.

Summary

Unlike writing under traditional feedback conditions, the students perform better when exposed to a structured feedback. It is clear from the different tests results that the students performance has enhanced a lot when using a rubric. In fact, the students' writing form and grammatical accuracy have benefited significantly from the use of a rubric. These results confirm Bitchener & Ferris (2012) Baleghizadeh & Gordani (2012) and Erel & Bulut (2007) claim that feedback on errors can lead to grammatically accurate works.

Yet, the students' performance, related to the other aspects of the writing rubric, exhibits a rather modest enhancement as it is clearly showed by the results of the three levels of the writing rubric. There are also some situations where the students' performance regresses instead of improving. The results of the present study contradict the findings of Baghzou (2011) study conducted at the University Centre of Khenchela. In her study Baghzou finds that the use of a coded feedback leads to the improvement of the writers' content. Unlike Baghzou's (2011) research population, the present writers give more importance to grammatical accuracy than the content aspects.

However, the results of the post-treatment phase confirm De Silva "Rubrics for assessment" findings. Indeed, De Silva compared the performance of the students with or without using a rubric. The outcomes of her study confirm the superiority of a structured feedback over the other forms of feedback. She also insists on the importance of explaining these rubrics to students because such feedback forms are not easy to put into practice.

Conclusion

The post-treatment stage shows the significant improvement of the students' performances when using a rubric. Indeed, the post-treatment stage introduces an alternative feedback form i.e. a rubric. The main finding is the improvement of the students' performance especially the form and grammatical accuracy. These results are in line with the pre-treatment phase outcomes. It is clear that the students always focus on the grammatical accuracy because they think that it is an important criterion to produce acceptable written productions.

These findings raise a set of questions about the modest improvement of the remaining aspects of the students' written productions. The possible explanation is the students' ignorance of the importance of some genre features to communicate appropriately. Indeed, each writing genre possesses a set of features which allow students to communicate correctly, and the ignorance of these particular features may explain their neglect. To confirm the results of the pre and post-treatment stages the next chapter shows the comparison of the students' arithmetic progression.

Introduction

This chapter compares the students' written productions during the pre-experimental phase against their performance in the post-treatment stage. The first phase has yielded the results of the students' performance when using the traditional feedback format while the post-treatment tests results reflect the students' performance when using an alternative feedback format i.e. a rubric. Furthermore, the progression of the students' performances is calculated to allow a better estimation of the probable enhancement of the students' productions.

8. Mean Scores and Progress Rate of the Pre and Post Treatment Tests

The study, first, calculates the mean score of the two pre-treatment tests and the operation is repeated with the two post-treatment tests. This operation is conducted on the fifteen criteria against which the writers' performance is evaluated. This procedure is well illustrated by the following formula.

$$\text{Mean score} = \frac{\text{Pre-treatment test one} + \text{Pre-treatment test two}}{2}$$

2

The details of the average scores of the different tests are tabulated in appendix (V). The next step consists in measuring the writers' enhancement. To measure the students' performance progression, the following progression formula is used.

$$\text{(P) Progression} = \frac{\text{Value of test 2} - \text{Value of test 1}}{\text{Value of test 1}}$$

Value of test 1

To calculate the progression rate, we do the following operation. The mean score of the second test minus the mean score of the first test, and the result is divided by the mean score of the first test. This procedure is conducted horizontally and vertically. The horizontal comparison tries to show the existence of any progression for each criterion during the pre-treatment and post-treatment phases. This stage may yield a better account of the details of each criterion in isolation. However, in order to answer the research question, which tries to unveil the existence of a possible improvement of the overall writing performance, the operation is conducted vertically. In other words, we present the overall performance without referring to a particular criterion.

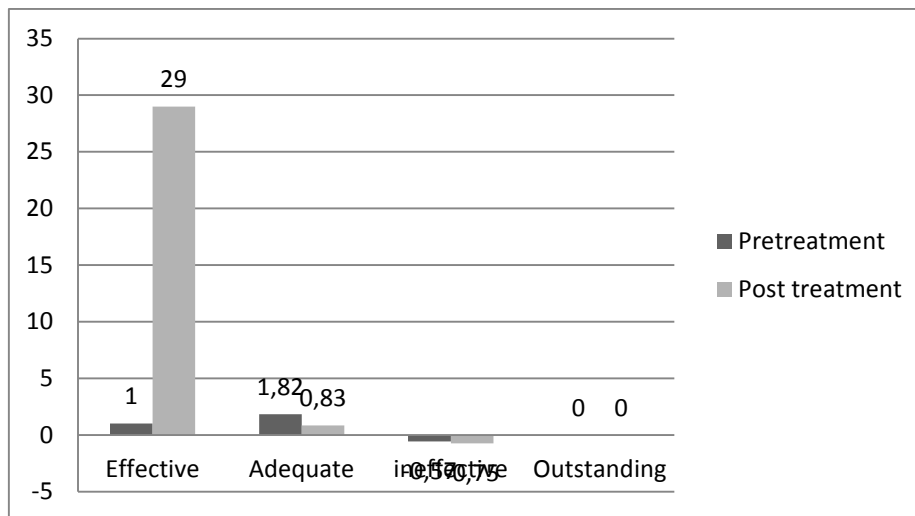
8.1. Horizontal Presentation of the writers Performance Progression

After measuring the average score and the students writing progress, the present section presents the results obtained for each criterion. This stage presents the writers' performance horizontally. The aim behind this horizontal presentation of the data is to obtain a detailed account of the students' performance for each criterion of the fifteen criteria that constitute the norms against which the students' written productions are analysed. The first level of the rubric deals with the presentation aspects of the writers' productions.

8.1.1. Level I: Presentation

The first level is composed of five criteria: consistency and clarity of the purpose and the form; the degree of students' main claim clarity; significance and challenge; the effectiveness and appropriateness of writers' sentence form and word choice and variety; and appropriate use of punctuation, grammar, spelling and mechanics.

Criterion 01



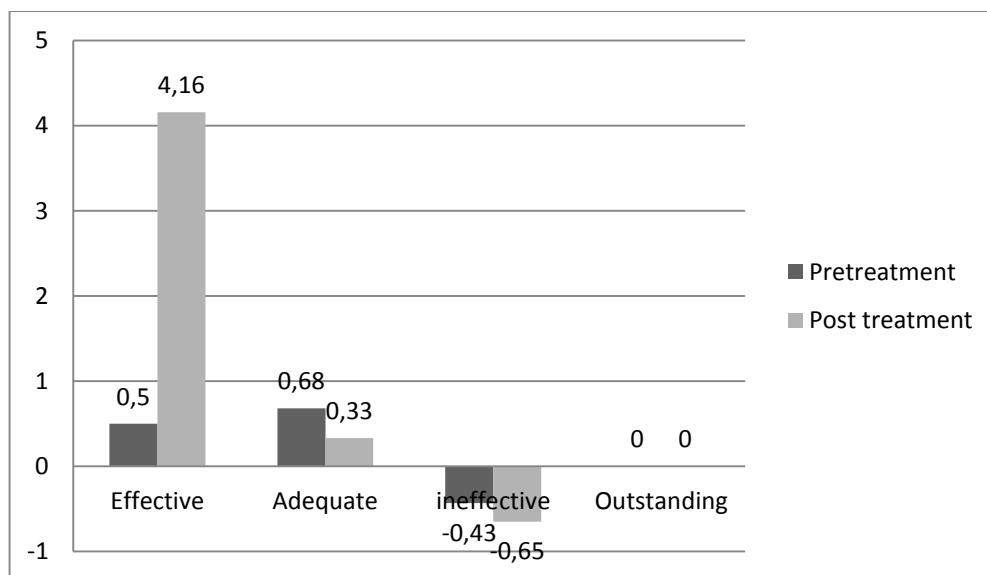
Graph 8 E 01: Consistency of Purpose and Form

The comparison of the average scores yielded from the pre-treatment phase reveals the following results. The effective works witness a positive development trend. In the first draft of the pre-treatment stage, the students' effective works represent (2.5) of the total works and the score attains (5) in the second draft. The progress is estimated to (1). Yet, the use of a rubric leads to the increase the number effective works. Indeed, their number increases sensitively from (0.5) of the sixty five works submitted by the students to (15). The progress of the students' performances is estimated to (29).

In addition, the number of the works which are classified ineffective is (48.5) in the first draft, but this score decreases sharply to (20.5) in the second draft. The regression of the number of ineffective works is (-0.57). However, the results of the students' performance, when using the rubric, are better than the traditional feedback. The students' works, which are classified ineffective are about (43) in the first draft, but this score decreases to (10.5) in the second attempt. The regression, then, is about (-0.75) that is to say, it is more important than the pre-treatment phase.

The adequate works, in turn, represent (14) of the total works submitted by the students in the first draft of the pre-treatment stage, but the score increases to (39.5) in the second draft. The progression is (1.82). However, the post-treatment phase progression, despite the enhancement, is less important than the performance in the pre-treatment phase. Indeed, the score shifts from (21.5), in the first draft, to (39.5) in the second one. The progression is about (0.83) that is to say, it is less important than the pre-treatment phase. However, there are no outstanding works in both phases of the experimental study. The next criterion, studied in the present analysis, deals with the clarity and significance of the students' main claims.

Criterion 02



Graph 8 E 02: The Main Claim is Clear, Significant and Challenging

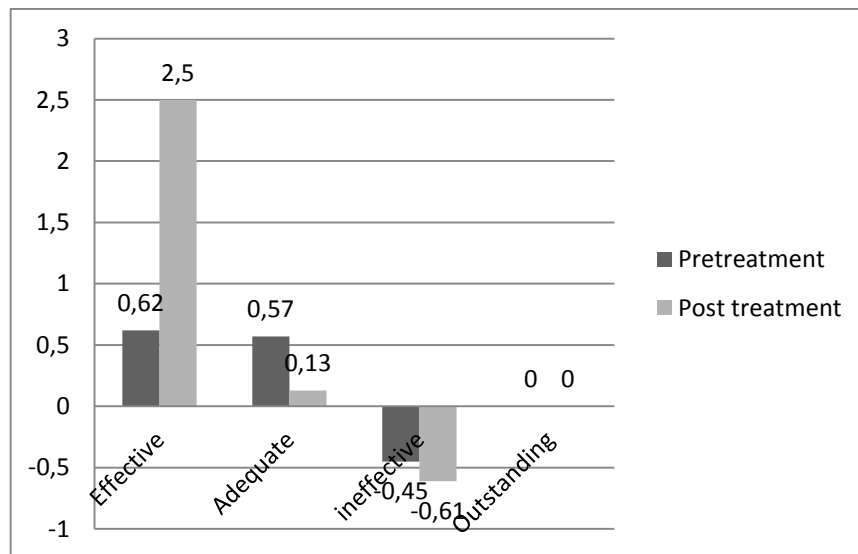
The second criterion of the rubric deals with the clarity and significance of the writers' claims. The effective works development, related to this criterion, is more important than the other standards. In the pre-treatment phase, the effective works do not exceed (3) in the first draft, but this score reaches (4.5) only in the second attempt.

The progression is around (0.50). Conversely, the post-treatment stage shows a better enhancement, unlike the first draft which records (3) effective works, the score reaches (15.5) in the second attempt. The enhancement is about (4.16).

In the pre-treatment phase, the writers' works which are considered ineffective, in terms of significance and clarity, are around (39.5). However, this score drops in the second draft to (22.5). The regression is about (-0.43). In spite this noticeable decrease, it remains less important when compared with the post-treatment improvement. The students' productions, which are classified ineffective in the first draft, represent (33.5), but this score dwindles to (11.5) in the second attempt. The post-treatment results exhibit a more important regression compared to the pre-treatment phase with (-0.65).

Also, the works which are considered adequate, in the first draft of the pre-treatment phase, represent (22.5), but the second draft witnesses a clear development as they attain (38). This enhancement represents a progression of (0.68). The post-treatment phase is, also, marked by an enhancement of the number of students' productions which are classified adequate. Yet, in spite of this real improvement, it remains less significant than the pre-treatment phase. The score of the post-treatment phase is (28.5) in the first draft and it attains (38) in the second attempt. The progression rate, then, represents (0.33). Like the previous criterion, there are no outstanding works found in both pre and post-treatment stages.

Criterion 03

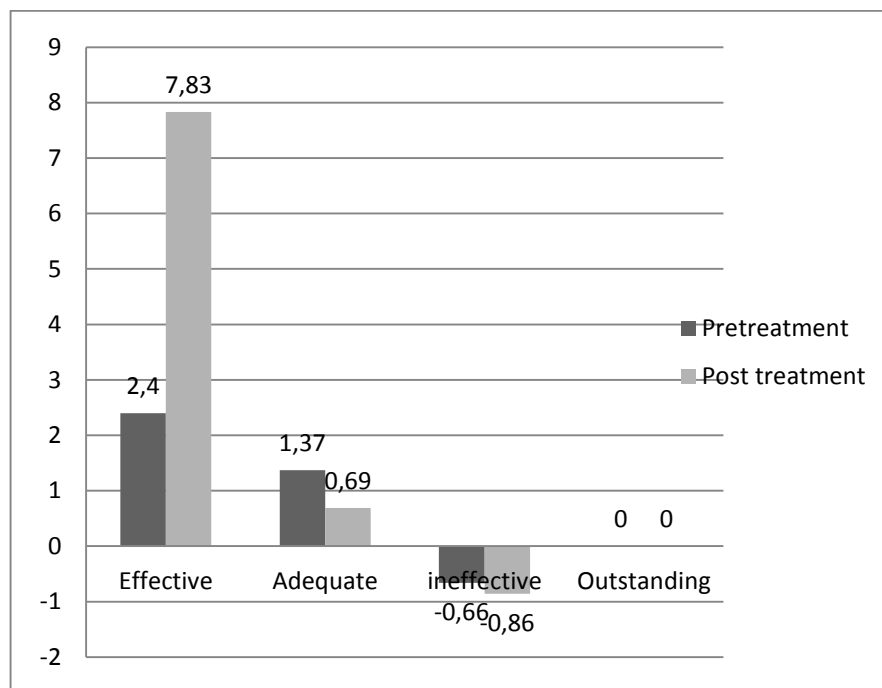
Graph E 03: **Organization is Purposeful, Effective and Appropriate**

The third criterion of the rubric deals with the extent to which the written productions' organizations are purposeful, effective and appropriate. The most salient improvement concerns the works which are classified effective. In the pre-treatment phase, there are (4) effective productions in the first draft. However, in the second draft, this score augments to (6.5). In other words, it progresses with (0.62). Conversely, in the post-treatment phase, students' effective productions increase significantly from (5) in the first draft to (17.5) in the second one. The progression is higher with (2.5)..

Furthermore, in the pre-treatment phase, the number of works, which are classified ineffective, attains (36.5) in the first draft, but this score drops to (20) in the second attempt. The regression is about (-0.45). However, the students works, which are classified ineffective, decrease from (27.5) in the first draft, to (10.5) in the second one. The regression is about (-0.61). In other words, it is more important than the pre-treatment phase.

The works which are classified adequate represent (24.5) during the first draft of the pre-treatment phase, but these works increase to (38.5) in the second draft. The progression is about (0.57). The post-treatment stage also witnesses a clear improvement as the results shift positively from (32.5), in the first draft, to (37) in the second attempt. Despite this progression, the enhancement does not exceed (0.13) which is less significant than the improvement recorded in the pre-treatment stage. Like the other criteria there are no works classified outstanding in both phases of the study

Criterion 04



Graph 8 E 04: Sentence Form and Word Choice are Varied and Appropriate

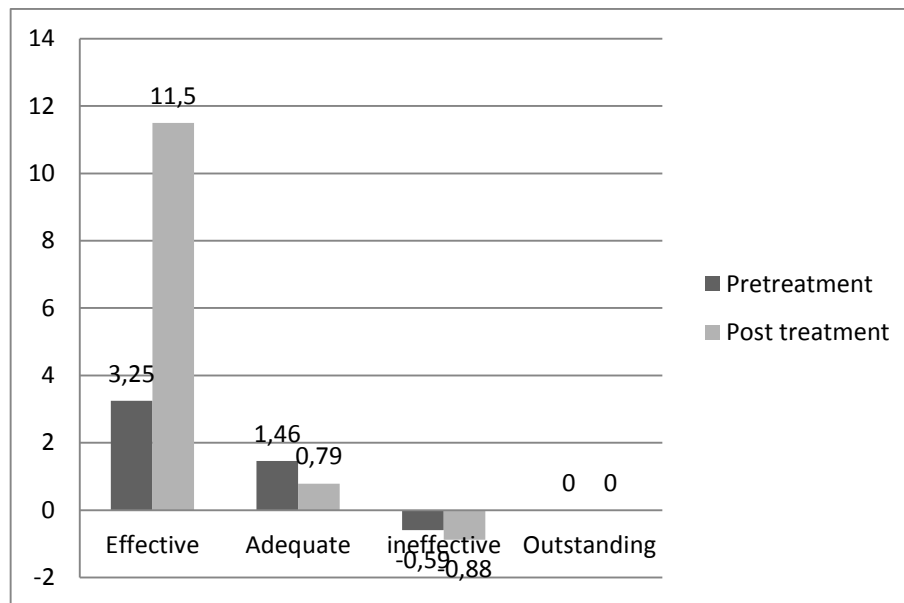
The fourth criterion of the rubric deals with the sentences form, the selection and the diversity of the vocabulary used by the sixty five participants in both phases of the experiment. The effective works witness a significant improvement. In the first draft of the pre-treatment stage, the number of effective works is (2.5), but this score increases to attain (8.5) in the second attempt. The effective works, then, progress with (2.4). This

improvement culminates to a higher level in the post-treatment stage. Indeed, the effective productions represent (3) of the first draft's total works, but this score reaches (26.5) in the second attempt. The post-treatment phase progression is about (7.83). In other words, it is higher than the pre-treatment phase.

The productions, which are classified ineffective, represent (45) of the total works in the first draft of the pre-treatment stage. However, this score drops to (15) in the second draft. The ineffective works regress with (-0.66). The post-treatment phase, also, witnesses a clear enhancement in the number of ineffective productions. The score, in the first draft, is about (43) but this score declines sharply to (6) in the second attempt. The post-treatment regression is more important than the pre-treatment stage with (-0.86).

Furthermore, the adequate works also record a real improvement in both stages of the study. In the first draft of the pre-treatment phase, the number of adequate works is about (17.5), but this score increases to attain (41.5) in the second attempt. In other words, there is an increase of (1.37). Yet, in the first draft of the post-treatment phase, the writers' adequate productions constitute (19) of the total productions submitted by the students. However, this score increases to reach (32.5) in the second draft. Despite this development, the evolution is less important compared to the pre-treatment phase, as it progresses with (0.69) only. Like the previous criteria, the two phases of the present study do not include any outstanding work.

Criterion 05

Graph 8 E 05: **Punctuation, Grammar, Spelling and Mechanics are Appropriate**

The fifth criterion of the rubric deals with the appropriate use of grammar, punctuation, and spelling. The positive development of students' performance is clearly exhibited by the results related to the number of effective works. Under traditional feedback form, the effective works increase from (2) in the first draft, to (8.5) in the second attempt. This score increases, then, with (3.25). The post-treatment stage shows a quantum leap in the students' performance progression. The score jumped from (2) in the first draft to (25) in the second attempt. This progression is estimated to about (11.5).

Out of the sixty five works, which are submitted by the participants, (48) are classified ineffective in the first attempt. However, this score falls to (19.5) in the second draft. The regression of the ineffective works is estimated around (-0.59). In the post-treatment phase, the students' performance also witnesses a sharp decline as the following scores show. The works which are classified ineffective decline from (43.5),

in the first draft, to (5) in the second attempt. This decline is a noticeable improvement, as it regresses to (-0.88).

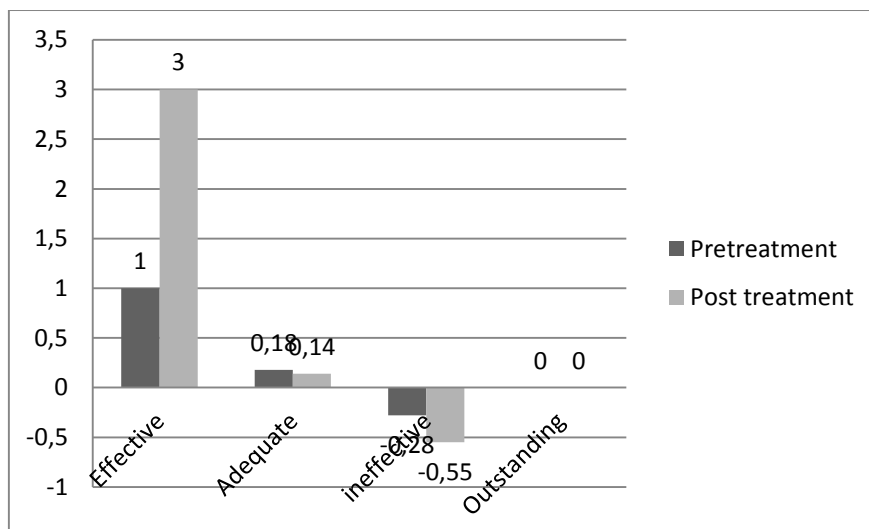
The adequate works also increase significantly in both stages of the experimental work. In the pre-treatment phase, the number of adequate works increases from (15), in the first draft, to (37) in the second attempt. This score progresses, then, with (1.46). The post-treatment stage also witnesses a real improvement, as the following results show. In the first draft, the score improves from (19.5) of the total productions to (35) in the second attempt. Yet, compared with the pre-treatment stage, this enhancement is a modest one as it represents (0.79). Like the other criteria, there are no outstanding works in both phases of the experiment.

From the results of the previous criteria, which represent the form aspect of the students' written performance, it becomes clear that the use of a structured feedback such as a rubric is superior to the traditional red pen comments that the teachers at Boumerdes University are using in their classes. However, this improvement is modest but it is still a positive sign that may be confirmed through a longer period of treatment. These findings corroborate the view of Ferris (1999) that hypothesises the possible positive effect of feedback on the writers' forms mainly grammatical accuracy. Furthermore, Ken's (2004) study also confirms this universal tendency. Ken (2004) found that: "A great number of the students thought that feedback on grammar was the most important and they usually paid more attention to linguistic feedback...Their reaction to linguistic feedback seems to be subconscious." (p.110) Yet, is this positive trend confirmed by the results of the writers' productions related to content and thinking levels?

8.1.2. Level II: Content

The content level is composed of three criteria: the accurate use of information and appropriate and effective integration of evidence; support and elaboration of claims and ideas; careful consideration and representation of alternative perspectives.

Criterion 06



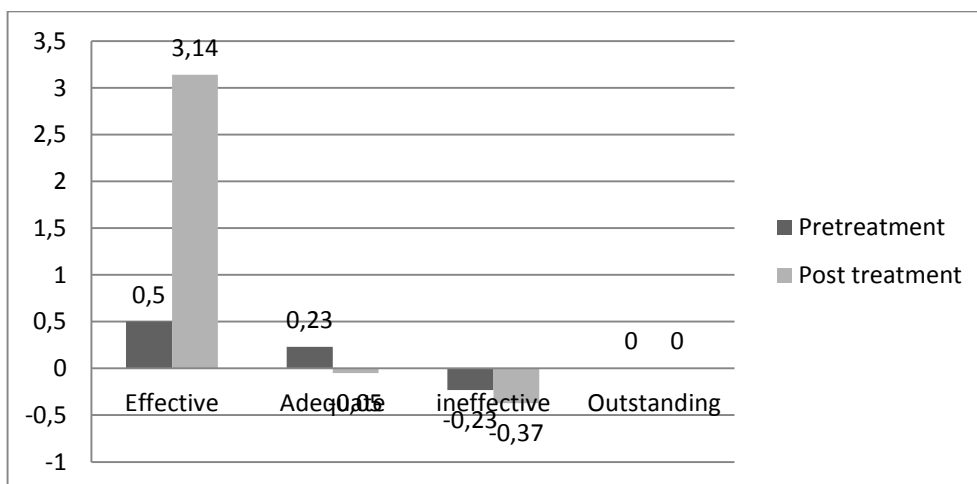
Graph 8E 06: **Accurate Information and Appropriate Integration of Evidence**

The second level of the rubric deals with the content of the writers' productions. This level consists of three criteria. The sixth criterion deals with the extent to which the participants integrate evidence and information in an accurate and appropriate manner. The most salient development is especially observed with the number of effective productions. In the pre-treatment stage, the writers' effective productions represent (2) in the first draft, but this score increases slightly to (4) in the second attempt. In other words, there is a progression of about (1). Conversely, the results of the post-treatment stage are completely different. The score shifts from (3.5) in the first draft to (14) in the second attempt. The progress, then, is about (3).

In the pre-treatment stage, the number of ineffective works attains (30) of the first draft total productions, but in the second attempt, the score declines to (21.5). This decline represents (-0.28). However, this progression is more significant in the post-treatment stage as it is clearly showed by the following scores. The first draft's ineffective works represent (28), but this score shrinks to (12.5) in the second attempt. This regression represents (-0.55).

Unlike the ineffective works, the evolution of the number of adequate productions is less significant. In the pre-treatment phase, the number of adequate works is about (33) in the first draft, but this score increases to (39) in the second attempt. In other words, there is progression of (0.18). The same positive trend is also observed in the post-treatment stage. Indeed, the results progress from (33.5) in the first draft to (38.5) in the second attempt. Like the pre-treatment stage, the post-treatment one also progresses with (0.14), that is to say less than the previous stage. However, there are no outstanding works in both stages of my experimental study.

Criterion 07



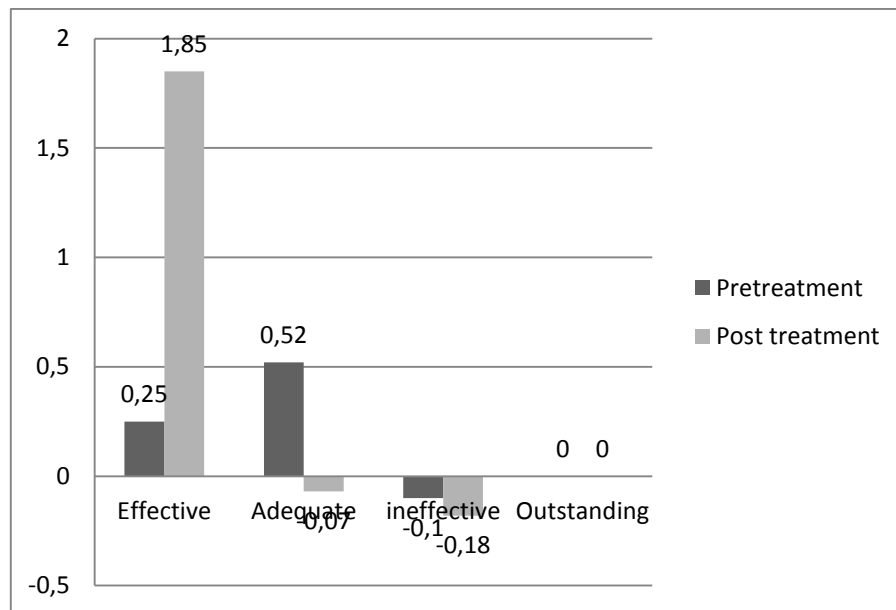
Graph 8 E 07: Support and Elaboration of Claims and Ideas

The seventh criterion of the rubric looks for the extent to which the students' claims are supported and developed appropriately. However, the effective works development confirms the overall positive trend in terms of writers' performance. In the pre-treatment phase, the number of effective works is about (3) in the first draft, but this score increases to attain (4.5) in the second attempt. The enhancement is about (0.50). Yet, the post-treatment phase witnesses a better enhancement, the score is about (3.5) in the first draft, but it enhances to attain (4.5) in the second one. The progression is more important as it attains (3.14).

The ineffective works reach (34.5) in the first draft, but in the second one, this score drops to (26.5). The ineffective works regress with (-0.23). The post-treatment tests reveal also a sharp decline in terms of ineffective works number. In the first draft, the number of ineffective productions is about (24), but in the second attempt, this score dwindles to (15). The regression is about (-0.37). In other words, it is more important than the pre-treatment phase.

The adequate works reveal unexpected findings as the following scores show. In the pre-treatment stage, the number of adequate works is (27.5) in the first draft, but this score decreases to (34) in the second attempt. The progress is about (0.23). In the post-treatment stage, the number of adequate works is about (37.5) in the first draft, but instead of progressing this score regresses to (35.5). This unexpected decrease is about (-0.05). Like the previous criteria, there are no outstanding works in both stages of the experiment.

Criterion 08



Graph 8 E 08: Careful Representation of Alternative Perspectives

The eighth criterion tries to unveil whether the students' works contain any reference to alternative perspectives. The effective works, also, show a better improvement. Unlike the pre-treatment phase, where the number of effective productions is about (2) in the first draft, in the second attempt, the score increases insignificantly to (2.5). In other words, the improvement does not exceed (0.25). However, the post-treatment phase witnesses a real improvement. In the first draft, the number of effective works is (3.5), but this score augments to (10) in the second attempt. The progression represents (1.85).

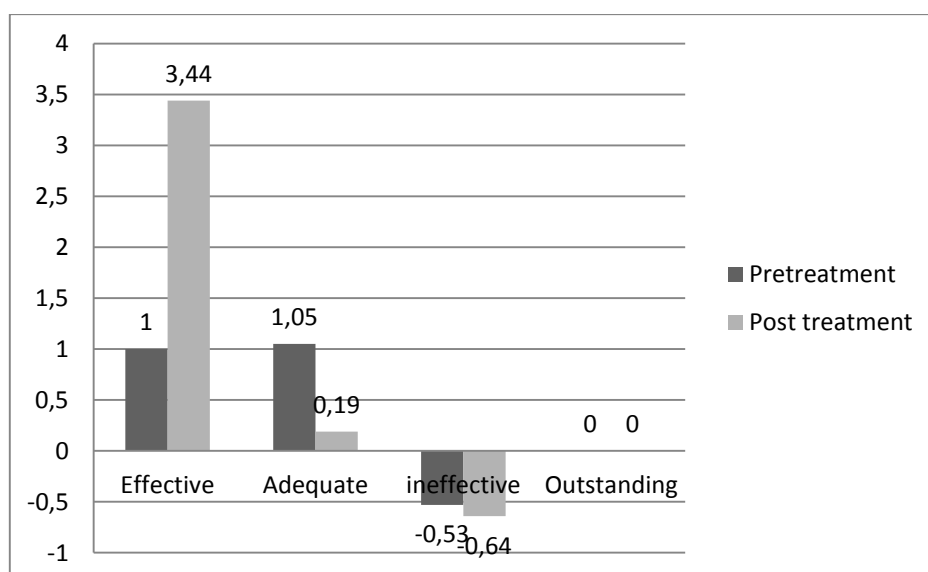
The ineffective works, related to that criterion, represent (53.5) in the first draft, but this score decreases slightly to (48) in the second one. In other words, it regresses with (-0.10). The same declining tendency is observed in the post-treatment phase, the score is about (42.5) in the first draft, but it descends to (34.5) in the second attempt. This regression attains (-0.18).

Furthermore, the number of adequate works does not witness a substantial growth as it is clearly showed by the results of the two phases of the experimental work. In the pre-treatment phase, the adequate works represent (9.5) in the first draft, but in the second attempt, this score improves to attain (14.5). This stage witnesses a progression of (0.52). Yet, the post-treatment stage does not exhibit a real improvement, the adequate works are about (19) in the first draft, but they increase to (20.5) in the second attempt. The increase does not exceed (0.07). In other words, it is less important than the pre-treatment stage. Like the other previous levels, there are no outstanding works in both stages of my experimental study. The next stage deals with the thinking level.

8.1.3. Level III: Thinking

The thinking level is constituted of four criteria: making connections between and among ideas; analysis, evaluation, and interpretation are effective and appropriate; evidence of independent thinking; and evidence of creativity and originality.

Criterion 09



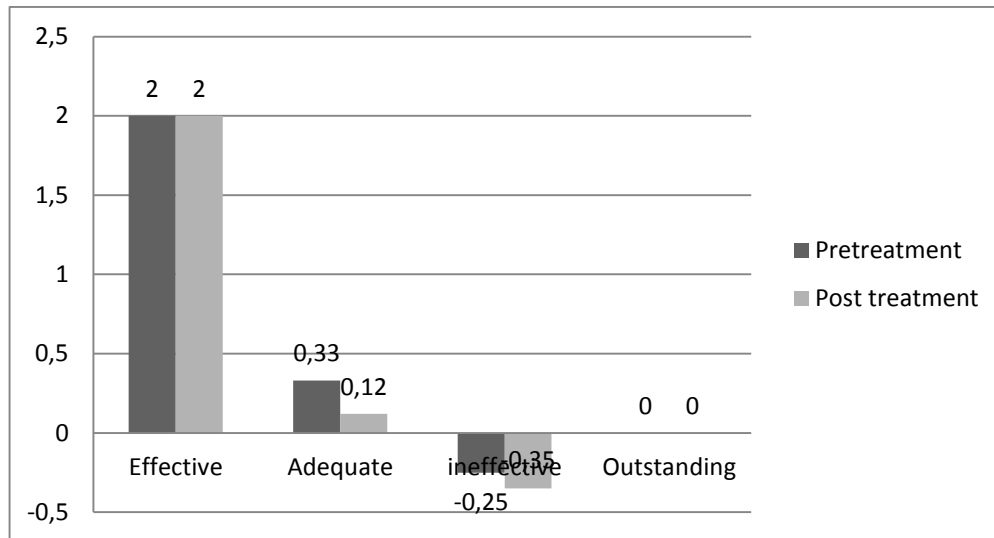
Graph 8 E 09: **Connections between and among Ideas are Made**

The ninth criterion of the rubric deals with the connection between ideas. The effective works have significantly progressed in the post-treatment stage, as the following scores show. In the pre-treatment phase, the students' written productions increase slightly from (3) in the first draft to (6) in the second attempt. This stage witnesses a progress of (1). Yet, in the post-treatment phase the students' performance increases from (4.5) in the first attempt to (20) in the second draft. These results progress with (3.44). In other words the post-treatment phase enhancement is more important than pre-treatment phase.

The number of ineffective works represents (43) of the total productions in the first draft. Yet, this score decreases to (20) in the second attempt. In other words, it regresses with (-0.53). However, the post-treatment stage also witnesses a substantial decrease of the number of ineffective works. In the first draft, the number of ineffective productions dwindles from (32.5) in the first draft to (11.5) in the second one. The decline is about (-0.64). As it is clearly observed, the decline in the pre-treatment phase is less important than the post-treatment one.

In addition, the adequate works also progress modestly in both phases of the experimental study. In the first draft of the pre-treatment stage, the number of adequate works is (19), but this score improves to attain (39) in the second attempt. The results progress with (1.05). The post-treatment phase also witnesses a real development as these scores show. In the first draft, the number of adequate works represents (28) but this score increases to attain (33.5). This score improves with (0.19). This enhancement is less important than the pre-treatment phase. This stage does not include any outstanding work in the two parts of the experiment.

Criterion 10



Graph 8 E10: Analysis, Evaluation and Interpretation are Effective and Appropriate

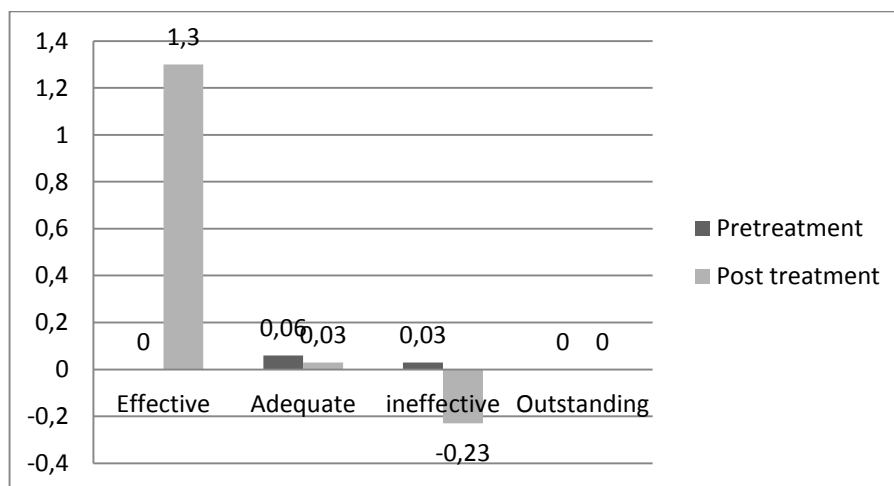
The tenth criterion of the rubric deals with the extent to which the students analyse, and interpret effectively and appropriately their ideas and arguments. The effective productions exhibit a noticeable improvement as the following scores show it. The pre-treatment stage witnesses a slight improvement in terms of effective works number. In the first draft, the writers' effective productions are around (1), but this score reaches (3) in the second draft. The score, then, progresses with (2). Yet, the post-treatment stage shows a more interesting enhancement as it is showed by the scores of the two drafts. In the first version of the writing productions, the students' effective works represent (0.50), but this score increases to attain (9.5) in the second draft. The post-treatment phase progress is about (18). This progress is substantially more important than the pre-treatment enhancement.

In the pre-treatment phase, the number of ineffective works is (40) in the first draft, but this score decreases to (30) in the second one. This score improves with (-0.25). In the post-treatment stage, the students' works, which are classified ineffective,

also diminish substantially as the scores show. The number of ineffective works, in the first draft, is (35.5), but this score reduces to about (23). The post-treatment enhancement is estimated to about (-0.35). The latter regression is superior to the pre-treatment phase.

Unlike the previous trend, the adequate works progress is less important rate than the enhancement of the ineffective works as it is clearly illustrated by the following results. In the pre-treatment stage, the number of adequate works is (24) of the first draft's total written productions, but the score augments to about (32) in the second attempt. The pre-treatment stage progression is, then, estimated to about (0.33). The post-treatment phase shows a different trend. In the first draft, the number of adequate works is (29), but in the second draft, the score increases to (32.5). Unlike the pre-treatment phase, the post-treatment stage progresses with (0.12). Thus, the progression of the post-treatment phase is less important than the pre-treatment one. The outstanding works, in turn are inexistent in both stages of the experiment.

Criterion 11



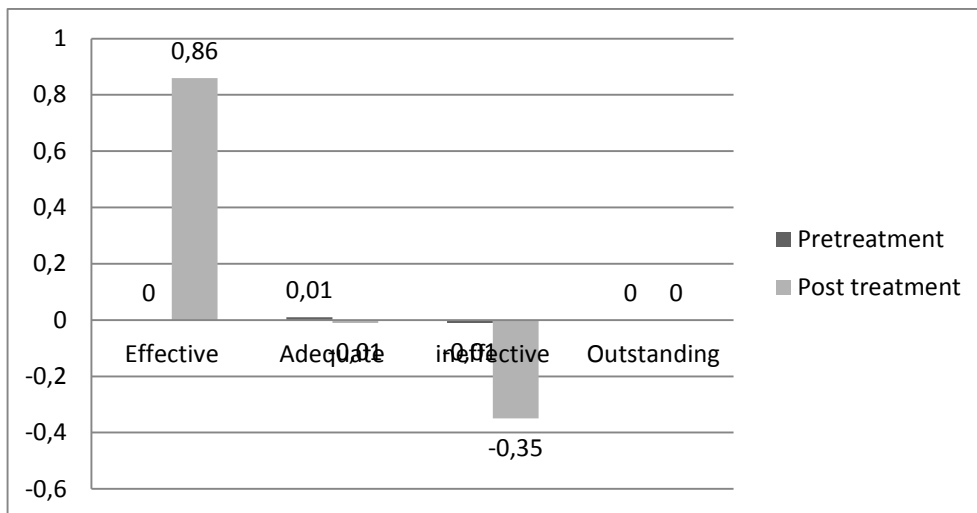
Graph 8 E 11: **Independent Thinking is Evident**

The eleventh criterion of the rubric deals with the evidence of independent thinking. The effective works, in turn, confirm the regular progress of this category of works. Like the previous criteria, the effective works constitute (2) of the total productions in both the first and the second draft of the pre-treatment phase. In other words there is no progress at all. Conversely, the post-treatment stage presents a complete different trend. The effective works are (5) in the first draft but this score increases to (11.5) in the second one. The enhancement is about (1.2).

In the pre-treatment phase, the number of ineffective works is about (40) in the first draft, but this score decreases slightly to (38.5) in the second attempt. The regression is not very important, as it does not exceed (-0.03). In the post-treatment stage, the score is (32.5), but it descends to about (25). Unlike the pre-treatment stage, the post-treatment one progresses to (-0.23). The important regression of the post-treatment score confirms the overall positive effect of the alternative feedback delivery.

The adequate works also confirm the modest but positive progress tendency as it is clearly showed by the results of the experimental study. In the pre-treatment stage the results of the first draft is (23), but this score increases to about (24.5). In other words, they progress with (0.06). The post-treatment phase reveals almost the same progression as it is clearly showed by the following scores. The number of adequate works constitute (27.5) of first draft productions, but this score increases slightly to (28.5). The enhancement of the post-treatment phase does not exceed (0.03). In other words, it is inferior to the pre-treatment phase progression. However, there are no outstanding works in both stages of the experiment.

Criterion 12



Graph 8 E 12: Creativity and Originality are Evident

The twelfth criterion of the rubric deals with the creativity and originality of the writers’ productions. The effective works, however, resumes with the general positive tendency of the students performances. In the pre-treatment stage the writers’ effective works represent (4.5) of the total works for both drafts. Unlike the pre-treatment phase, the post- treatment one shows a clear enhancement. In the first draft (7.5) of the works are adequate, but this score increases to (14) in the second draft. The post treatment phase displays a progression of (0.86). In other words, it shows better results.

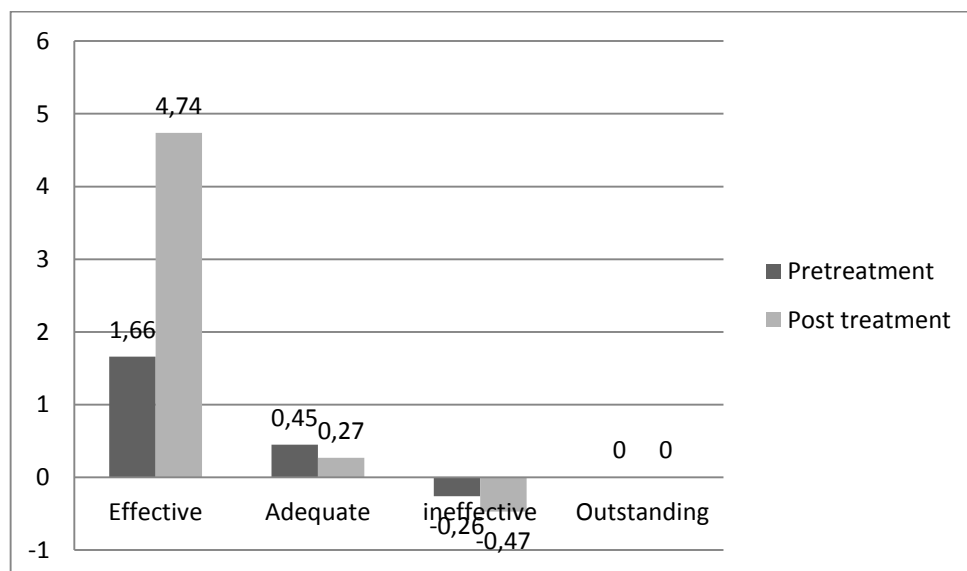
In the pre-treatment stage, the number of ineffective works reaches (26.5) in the first draft, but this score decreases slightly to (26). In other word, it regresses with only (-0.01). In the post-treatment stage, the number of ineffective works is (17) in the first attempt, but it decreases to (11) in the second draft. This stage exhibits a regression of (-0.35). Thus, the post -treatment phase shows better results.

The adequate works also demonstrate unexpected results as the scores show. In the pre-treatment stage, the number of adequate works is (34), but this score increases insignificantly to (34.5) in the second attempt. The results, then, progress with (0.01). Unlike the pre-treatment stage, the post-treatment one reveals unexpected results as it is exhibited by the following scores. In the post-treatment phase, the number of adequate works is (40.5) of first draft works, but this score, unpredictably regresses to (40). The post-treatment regression is estimated to (-0.01). However, there are no outstanding works in both pre and post-treatment stages of the experiment.

8.1.4. Level IV: Assessment Specific

The last level of the analysis deals with the assessment specific. The latter is composed of three criteria: response to all aspects of the assignment; documents use evidenced appropriately; and consider the appropriate audience or reader.

Criterion 13



Graph 8 E 13: Responds to all Aspects of the Assignment

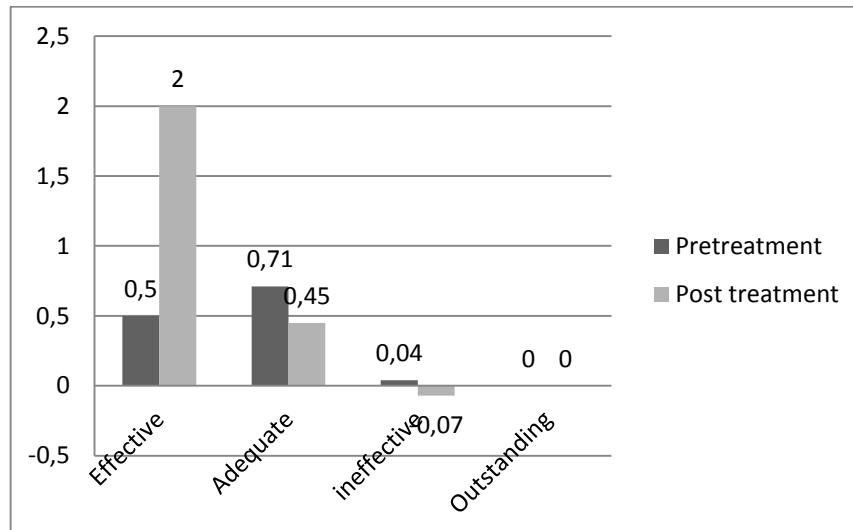
The thirteenth criterion deals with the extent to which the students' works respond to all the aspects of the assignment. The effective works, in turn, confirm the positive trend noticed with the previous criteria. In the pre-treatment stage, the number of effective works constitutes (1.5) of the total production of first draft, but this score increases somehow to (4) in the second attempt. Pre-treatment results progression is estimated to (1.66). However, in the post-treatment stage, the students' effective works represent (2) of the total works, but this score jumps to attain (11.5). Unlike the insignificant progression of the pre-treatment phase, the post-treatment stage's enhancement reaches (4,75). The latter score is superior to the traditional feedback delivery.

In the pre-treatment phase, the number of ineffective works attains (43.5) in the first draft, but this score declines to attain (32) in the second version of the students' productions. The number of ineffective productions regresses with (-0.26). In the post-treatment stage, the writers' ineffective works constitute (36) of the first draft productions, but this score drops to (19) in the second attempt. The regression of the students' ineffective works is about (-0.47). The post-treatment regression, then, is more important than the pre-treatment stage results.

The adequate works also confirm the general progression of the students' performance under both pre-treatment and post-treatment phases, as it is clearly showed by the following results. In the pre-treatment phase, the students' scores are (20) of the total production of first draft, but this score progresses to attain (29) in the second draft. The enhancement is about (0.45). Yet, the post-treatment stage is (27) in the first draft, but this score grows to reach (34.5). The progression of the students' performance, under alternative feedback delivery condition, is estimated to about (0.27). In other

words, the post-treatment progress is less important than the pre-treatment one. However, there are no outstanding works in both phases of the experiment.

Criterion 14



Graph 8 E 14 Evidence of Appropriate Documents Use

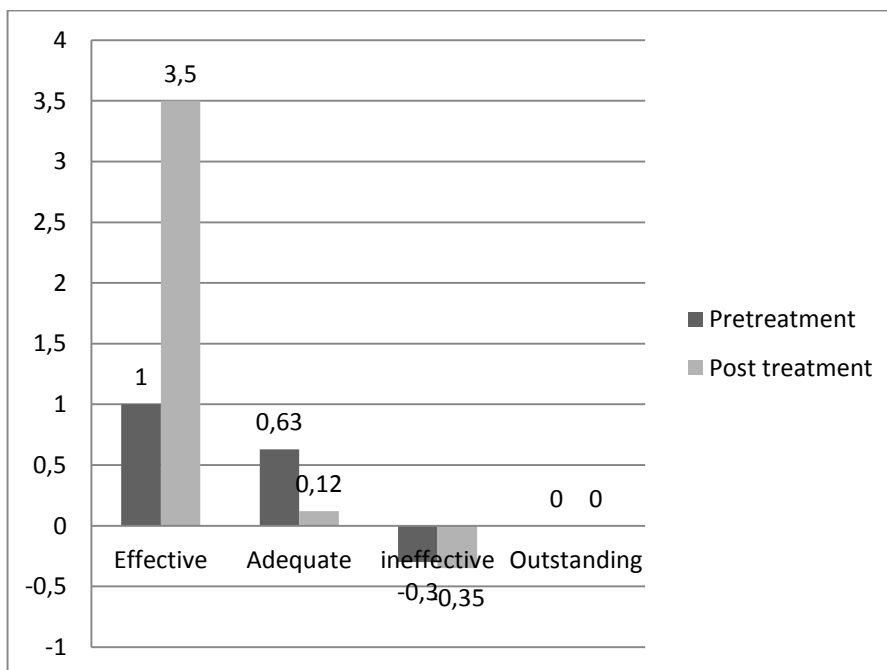
The fourteenth criterion of the rubric deals with the evidence of the appropriate use of documents by the sixty five participants in the experiment. The effective works also witness an important progression. In the pre-treatment phase the number of effective works is null in the first draft, but this score progresses slightly to (0.5) in the second one. The post -treatment stage, also, exhibits a progression in the number of works which are classified effective. In the first draft, the number of effective works is null, but they progress more significantly in the second attempt to attain (2).

As we can note, in the pre-treatment stage, the number of ineffective works is (61.5) in the first draft, but the score decreases to (58.5) in the second attempt. The regression rate during the pre-treatment stage is estimated at (-0.04). In the post treatment phase, the number of students' ineffective works is (59.5) in the first draft, but

this score decreases slightly to (55) in the second one. The regression of ineffective works attains (-0.07). This regression is more important than the pre-treatment phase.

Furthermore, the number of adequate works is also marked by a slight increase. In the pre-treatment stage, the number of adequate works is (3.5) in the first draft, but this score increases slightly to (6) in the second draft works. The progression of the students' works is estimated at (0.71). The post-treatment stage is also marked by a slight progression as the scores show. The number of works, which are classified adequate, is (5.5) in the first draft, but this score attains (8) in the second attempt. The progression of the post-treatment phase is estimated at (0.45). The pre-treatment stage progression is more important than the post-treatment one. Like the rest of the previous levels, there are no outstanding works in both stages of the experiment.

Criterion 15



Graph 8 E 15: Consider the Appropriate Audience or Reader

The fifteenth criterion of the rubric deals with whether the writers appropriately take into consideration the audience they write to or not. In the pre-treatment stage, the number of effective works is about (1.5) in the first draft, but this score increases to attain (3) in the second one. This stage witnesses a progress of about (1). The post-treatment phase shows a better enhancement, as the following results exhibit. The number of effective works is (2) of the first draft total works, but this score jumps to attain (9) in the second attempt. The progression is about (3.5).

In the pre-treatment phase, the number of ineffective works is (44.5) in the first draft, but this score decreases to (31) in the second one. The regression of the students' performance is around (-0.30). Yet, in the post-treatment phase, the number of ineffective works decreases from (31) in the first draft to (20) in the second one. The regression of the number of ineffective works is around (-0.35). The results show that the pre-treatment phase regression is higher than the post-treatment one.

The adequate works have also confirmed the general and modest improvement of the students' performances. In the pre-treatment phase, the number of adequate works represents (19) of the first drafts productions, but this score increases to attain (31) in the second draft. The performance progression is around (0.63). The post-treatment phase also shows a clear improvement of the students' performances as the scores demonstrate. The students' performance, in the first draft, constitute (32) of the total productions, but this performance increases to reach (36) of all the paragraphs of the second draft. The progression of the post-treatment phase is around (0.12). In other words, the post-treatment phase enhancement is less important than the pre-treatment one. The outstanding works, in turn, do not appear in any phase of the experiment.

To sum up, the students' performance in terms of content and thinking levels exhibit a modest but still positive improvement. These findings are in line with De Silva (2014) results in which students performance improves after the use of a writing rubric. However, these levels raise some questions related to the efficiency of such alternative feedback forms in improving students' content. The students focus on the language accuracy at the expense of the content and other aspects of written productions may explain this mild effect Matsumura et al (2002). In addition, Williams (2003) reported the finding of a set of studies conducted by Fathman and Walley and Fregeau who provide another explanation to the negative results of the content level. The teachers' feedback on the writers' content is generally characterised by vagueness, inconsistency or contradiction and this situation may provoke a negative reaction such as ignoring their comments. Hamlaoui & Fellahi (2017) also confirm the possibility of improving the content of the writers' productions when the assessors provide a clear feedback on this aspect of their productions. This claim is supported by the outcomes of their study.

After the analysis the students' performances horizontally and against the fifteen criteria which constitute the evaluation rubric, the obtained results yield very interesting findings but the outcomes fluctuate from one criterion to another. Of course, there is undoubtedly an ascending or a modest improvement tendency for almost all the levels of our analysis. However, these results may not provide a clear cut answer to the fourth research question which looks for unveiling whether the rubric use may impact positively the students writing performance or not. In order to achieve this aim the present section presents the comparison of the students' performance progression results vertically i.e. the total performance of the writers which include all the criteria of the overall performance.

8.2. Overall Writing Performance Progression

To achieve this aim, we are going to sum to the frequency of all the criteria of the students performances which are classified as outstanding, effective, adequate and ineffective respectively. Then, we multiply the total sum of the frequencies of each of the four performance levels (outstanding, effective, adequate and ineffective) by one hundred and divide the resulted score by 975 which represent the total sum of the fifteen criteria total opportunities. This operation is explained by the following formula.

$$\frac{\text{The Sum of the Total Frequencies } (\sum) f \times 100}{975 \text{ (Total Opportunities)}}$$

975 (Total Opportunities)

The same operation is repeated with the second phase of the experimental study. The previous formula allows us to obtain a clear insight into the overall writing performance of the sixty five participants. After this step, the progression formula is used to measure the possible enhancement of the students' performance in the two writing contexts. This operation generated the results presented in the following table.

	Pre-treatment Performance			Post-treatment Performance		
	V Test 1	V Test 2	Progress	V Test 1	V Test 2	Progress
Ineffective	634.5	429.5	-0.32	529	270	-0.48
Adequate	306	478	0.56	400.5	489.5	0.22
Effective	34.5	67	0.94	45.5	215.5	3.73
Outstanding	0%	0%	0%	0%	0%	0%

Table 8.01: Results of the Overall Writing Performance Progression

As the above table shows, apart from the outstanding works which do not appear at any stage of the experimental study, the students writing performance progression is clearly exhibited. The ineffective works, under the traditional feedback delivery, are estimated at (634,5) in the first draft of the pre-treatment phase, but this score declines to (429,5) of the total works in the second draft. The regression rate of the pre-treatment phase is estimated at (-0.32). However, under alternative feedback delivery format, the regression in terms of ineffective works number is more important, as the scores show. In the first draft of the post-treatment phase, the number of ineffective works represents (529) of the total works, but this score declines to (270) in the second draft. The regression during the post-treatment phase is estimated at (-0.48), that is to say; it is more dramatic than the pre-treatment stage.

As far the adequate works are concerned, the progression does not conform to the rest of the results, as the scores from both pre-treatment and post-treatment phases demonstrate. In the first draft of the pre-treatment stage, the adequate works represent (306) of the total productions, but in the second draft, the score attains (478). This enhancement is estimated at (0.56). However, the post-treatment stage exhibits moderate outcomes, the adequate works represent (400.5) of first draft total works, but this score increases to (489.5). The progression of the adequate works is estimated at (0.22) only. The latter progression is less important than the one recorded in the pre-treatment stage.

Finally, the last level of the analysis concerns the number of effective works, this level shows a real improvement. In the first draft of the pre-treatment phase, the number of effective works is estimated at (34.5) of the total works, but this score increases to (67) in the second attempt. The pre-treatment stage progression, then, is estimated at

(0.94). The results of the post-treatment stage also reach (45.5) in the first draft, but this score inflates to attain (215.5) in the second attempt. This stage witnesses an important enhancement of about (3.73).

As far as the research questions are concerned, the data generated from the experimental study show clearly that the students' performance during the post-treatment phase is qualitatively superior to their performance in the pre-experimental stage. Of course this improvement is modest but it is a maintained trend. The following tries to provide answers to the subsequent questions:

4. Is the students' incapacity to improve their writing performance due to the type of feedback delivered?

5. Does the introduction of an alternative feedback type, such as a rubric, enhance the writers' performance?

The answer to the previous questions is of course a moderated "yes." The use of a structured feedback yields better results compared to their performances under traditional feedback circumstances. Furthermore, the results of the present study confirm the first hypothesis which states that the use of alternative feedback type enhances the students' writing performance. Of course this improvement is a modest evolution and affects the four levels in different degrees. Indeed, grammatical accuracy seems to benefit more from a structured feedback than the other aspects. This is attributed to the students' worries about their language troubles. However, this modest improvement raises many questions related to the efficiency of the process writing as a method to teach the writing skill. .

Thus, why are the other aspects of the writing performance neglected by the research population? The possible answer to this situation is the students' lack of knowledge of the specific characteristics of the different writing genres. Indeed, the combination of both genre and process approaches may empower the students with both the necessary tools and the way to achieve their different writing tasks. In other words, the students, who are taught both the different characteristics of the writing genres and the process of producing the different written productions, may become more competent writers. The latter may become able to adapt their written productions to the requirements of the writing context and audience.

Conclusion

The experimental study which is composed of two stages measures the students' writing production enhancement under two different conditions. The pre-treatment phase represents the current feedback form used by Algerian teachers in the DFL at M'hamed Bouguerra University of Boumerdes. This feedback consists in underlying, circling and crossing out students' errors, but the post-treatment phase introduces an alternative feedback i.e. a rubric.

Students' performance enhances under the two writing conditions, but the improvement is more significant when using a rubric. The most important finding of the experimental study is the confirmation of Ferris' position in favour of providing feedback on the grammatical aspect of the students' writing. Indeed, the students' grammatical accuracy in the present study benefits a lot from the feedback. However, the remaining aspects of the writing production like content have not witnessed the same improvement rate.

The possible explanation of the lack of improvement of some aspects of the writing production can be attributed to the students' lack of knowledge of the writing genre features. Indeed, each communication purpose requires a specific writing genre and the ignorance of these features may preclude communication and lead to writing failure. Thus, the students negligence of these aspects of the writing production might be due to their ignorance of those features. The next chapter puts forward some recommendations to overcome the different obstacles highlighted by the current study.

Introduction

The present study yields many interesting findings about the way feedback is delivered by teachers and used by students in the department of foreign languages at the University of Boumerdes. The two phases of the present research work namely exploratory and experimental ones have provided us with a clear idea about the reasons which prevent both teachers and students from using feedback efficiently. Indeed, teachers are not satisfied with the current assessment procedures because they do not reflect their students' real level and they are time consuming. They also face many problems managing large classes and the most serious problem is the lack of training in the domain of assessment in general and the feedback delivery in particular. Students, in turn, face many troubles to decode their teachers' feedback and the lack of alignment between their lectures' content and the assessment objectives. This situation leads to the lack of trust in their teachers' feedback.

The experimental part of the current study reveals important findings related to the results of the students' performance in two different writing conditions. In spite of the positive effect of the rubric use on the students' grammatical accuracy, the remaining aspects of the writers' productions witness a modest enhancement. The following presents the different problems revealed by the current study and recommendations which have pedagogical implications for both Algerian teachers and students.

9.1. Teachers' Questionnaire Findings and Recommendations

The exploratory phase is investigated by two questionnaires addressed to both teachers and students. These surveys seek almost the same objectives, but from different standpoints. The first questionnaire is administered to nineteen teachers and has

provided interesting results about the way teachers deliver their feedback. The questionnaire shows that the teachers are not satisfied with the present assessment procedures because they are time consuming and they do not reflect their students' real level. However, a thorough analysis of the teachers' answers reveals a real discrepancy between the objectives of the syllabus and the teachers' assessment practices. It seems that many teachers ignore the specific features of the different assessment procedures such as midterm exams and continuous assessment. Furthermore, teachers use inadequate assessment techniques to evaluate their students' written performances. The teachers seem to provide their feedback on the finalised works submitted by the students and provide students with a few feedback opportunities because their classes are overcrowded. All these inappropriate ways of delivering feedback confirm the teachers' need of a special training in the modern assessment procedures' use. Teachers' practices reflect the influence of the traditional summative assessment tradition. The following presents some recommendations to bring possible solutions to these problems.

9.1.1. Teachers' and Administration Staff Assessment Training

One of the prominent findings of the current research is the urgent need to enhance teachers' assessment expertise. Undeniably, assessment, as it is practiced in the department of foreign languages reveals the urgent need to provide teachers with the necessary expertise to appropriately conduct formative assessment in general and feedback delivery in particular. This knowledge is necessary to allow teachers to cope with the different requirements of modern assessment practices. For instance, the requirements of the LMD system are different from the traditional classical system which prevailed before. The LMD objectives require the acquisition of enduring life skills that only assessment for learning can ensure (Johnson *et.al*, 2009). The LMD

system is also characterised by complex assessment procedures which require the intervention of many actors such as administration staff, tutoring office, senior and novice teachers. Consequently, it is critical to train those actors in an appropriate manner to obtain an efficient assessment system and expect good results. Johnson et al (2009) declared that: “The development of staff administration manuals and examinee directions is for naught if staff is not trained in the use of the materials. Handing a staff member a manual and expecting him or her to self-train is unreasonable” (p.134)

However, the results of the present work reveal that most teachers use assessment procedures which go back to the traditional assessment of learning era. This incompatibility of the teaching and assessment procedures can generate real problems and inadequate results. Thus, assessors’ job has also to be professionalised so as to guarantee adequate evaluation of their writers’ performances. In this respect, Bachman (2000) affirmed that: “the training of future language testing professionals and the development and implementation of a professional code of practice – are tasks in which I believe we all must actively engage, if we are to be language testing professionals.” (p.21)

Moreover, teachers are not the only actors who require professional training in the domain of assessment. Certainly, administration staff also plays a critical role in improving the conditions of assessment. Training the administration staff may also allow a better coordination between the different actors involved in the different assessment practices. This importance is, also, revealed by the results of the teachers’ questionnaire related to exams and tests’ planning. Teachers seem to be marginalised because they are not always informed and involved in scheduling the midterm exams and tests. This may have a negative impact on the quality of assessment practices. For instance, teachers’ progress may be ignored and this may yield invalid and unreliable

tests. In this situation only an administrative personnel which is professionally trained in the domain of assessment can understand and take the appropriate decisions to improve the assessment practices. Pinchok (2009) declared that there is a “need to improve and redesign how our current and future teachers and administrators learn about assessment. (p.12) Adequate training is also important because it provides teachers and administration staff with the necessary tools to respond to the students’ needs. It also helps overcoming the obstacles that may hinder them from achieving their works appropriately Heritage (2010). Large classes’ management is also one of the troubles that prevent assessors from doing their work appropriately.

9.1.2. Classroom Size and Feedback Delivery

One obstacle that teachers put forward, as an explanation of their incapacity to ensure qualitative assessment practices, is their large classes that are difficult to manage. Algerian universities receive huge numbers of student each year and this situation puts teachers in quandary over the way to manage their classes and especially how to assess appropriately their learners. This difficulty may become a real burden when they attempt to deliver their feedback on their written performance.

In fact, teachers cannot put into practice the necessary procedures to assess their students in accordance with the assessment for learning. Teachers, for instance, cannot provide students with individualised feedback because simply the students are too numerous. Thus, ensuring qualitative feedback is almost impossible in the present learning conditions and with using archaic teaching and assessment methods. In this perspective Nicole (2006) found that, “unfortunately, with large class sizes it can be difficult for the teacher to engage in dialogue with students.” (p.12).

This is why teachers, generally, use summative assessment techniques that are more adapted to these learning conditions. In spite of these difficulties teachers can nevertheless use some strategies and approaches to facilitate their work. Nicol (2006) proposes a set of approaches to achieve this task. Teachers, first, can increase communication with their students through structuring them into smaller groups and use conferencing as a tool to promote feedback and exchange ideas. These techniques are best achieved after delivering comments on their students' written productions. The second technique is the use of technology that may relieve teachers from some activities that a computer can achieve. Of course, it is necessary to mention that Nicol's propositions can also be reinforced by encouraging self and peer assessment because students' awareness of the requirement of good writing can help them relieve teachers' workload. The present work also provides very interesting findings about the different obstacles faced by students when using their teachers' feedback.

9.2. Students Questionnaire Findings and Recommendations

The students' questionnaire also reveals a set of interesting findings. The latter can contribute to a better understanding of the reasons that prevent them from improving their written productions when using the current assessment techniques. Students face a real problem to understand the metalinguistic code that teachers use to deliver their comments. In fact, they generally find the terminology or the comments confusing and this may explain their incapacity to respond to their feedback appropriately. Another problem that students have highlighted is the poor alignment between the syllabus goals and the assessment purposes. Many students claim that their teachers do not always assess what they teach in their classes. This poor alignment may

lead to a very negative effect or backwash on the students' motivation. Students also criticise the lack of precision and clarity of their teachers' feedback. Furthermore, students have a limited confidence in their teachers' remarks because they believe that they are subjective. Students also complain about the quality of their teachers' feedback and its delivery timing. Students' questionnaire emphasises the following issues:

1. The need to use a clear feedback terminology (discourse).
2. Instruction goals and assessment alignment.
3. Feedback instruction precision and clarity.
4. Regaining students trust in their assessors comments.
5. Feedback quality and timing.

9.2.1. Feedback Discourse and Instructions Precision and Clarity

One of the obstacles that students, generally, face to understand the feedback is the teachers' confusing and inaccurate comments. One of the reasons behind this problem is the teachers' use of a highly codified academic discourse or concepts which are, sometimes, out of the students' comprehension reach. It is necessary to share and involve students in defining the concepts or evaluation codes which are used to assess their productions. As stated by Pinchok (2009)

Students should formally be engaged in the defining and developing of scoring rubrics for projects and performances ... So that they can better reflect on their own thinking, it can be helpful to explain to them, in language that they understand, how best to connect their current thinking to the learning target and demonstrate mastery of concepts and performance. In

addition, it is critical to take the time to help students see what quality work and performance look like so that these standards aren't a mystery to them. (p.12)

This involvement may also relieve teachers from additional workload. This can be achieved through giving students more responsibility in self-assessing their written productions. The use of a clear discourse and assessment criteria may also help reinforcing the students' assessors' trust. Definitely, a fair assessment is not easy to achieve because it implies many subjective and biased judgments. Such bias can be attenuated by both providing clear criteria of evaluation such as rubrics and highlighting the importance of assessors training. Rezaei and Lovorn (2010) found that, "using rubrics may not improve the reliability or validity of assessment if raters are not well trained on how to design and employ them effectively." (p.18). Therefore, providing assessors with a professional training may contribute to a skilful use of these demanding assessment procedures and increase their credibility.

9.2.2. Regaining Students Trust in Their Assessors Comments

One of the most striking finding, generated by the analysis of the students questionnaire's results, is the students' lack of confidence in their teachers' feedback. It seems that students do not find their assessors judgements fair because their marks do not always reflect the effort they put into their writing tasks. Moreover, most students declare that they partially trust their teachers' comments. This perilous situation is the consequence of the factors cited earlier i.e. assessors lack of clarity and precision, the inaccessible discourse in which their comments are encapsulated and other factors that will be developed in the subsequent section.

As far as the lack of confidence is concerned, it is clear from the available literature that unreliable and invalid tests can weaken the degree of students' confidence in their teachers' comments. Danielson and McGreal (2000) asserted that: "Evaluations are judgments ... and they must be made as objectively as possible. They must also be made fairly, with no appearance of [favouritism] toward individuals based on... bias grounded in irrelevant matters." (p.9)

Moreover, students also compare their work to these quality standards introduced by the teacher. It is frequent that students' judgment of their own academic work and that of their peers is clouded by personal, social, and emotional factors. To avoid any risk of misunderstanding of the assessment requirements, teachers should encourage students' self-assessment. Helping students to see assessment as a process of self-improvement, as opposed to a punitive or ranking mechanism, can produce these desired effects. In this vein, Topping (1998) asserted that, "Peer assessment ...can yield gains in the cognitive, social, affective, transferable skill, and systemic domains that are at least as good as those from staff assessment." (p.269).

One of the most efficient manners to ensure fairness is to involve students in setting the criteria of evaluation. This may allow students to understand the expected level or requirements for the achievement of the written tasks and avoid assessors' abuses of the evaluation codes. As Shepard (2000) put it: "giving students the opportunity to get good at what it is that the standards require speaks to a different and even more fundamental sense of fairness ... [by] "making thinking visible" and "making excellence attainable." (pp.11-12) Thus, such criteria of evaluation should not stay a mystery to students (Pinchok, 2009). In addition, the understanding of the evaluation

criteria and their practice or use may increase students' confidence in their teachers' comments. This transparency may also contribute in developing writers' autonomy and as a consequence relieve teachers from a huge workload.

Additionally, students' questionnaire reveals that there are many exams which do not assess what has been taught. This may also be a source of troubles and weaken the assessment practices. Klapper (2005) declared that, "we must ensure that what we test is not only relevant to what we have taught and what students have learnt, but also that the assessment process serves to promote that learning." (p.84) The following tackles this vital issue of teaching and assessment alignment.

9.2.3. Instruction Goals and Assessment Alignment

One of the serious troubles that students mentioned in their questionnaire is the incompatibility of the tests and the examinations provided and the teaching goals. A test or an exam is considered valid if it measures what is supposed to measure (J.D. Brown, 1996). Thus, teachers' evaluations should reflect their syllabus objectives; otherwise the whole assessment process becomes invalid and may consequently generate unreliable results. In this respect, Bonner (2013) stated that:

Poor alignment between instruction and [classroom Assessment] can have negative impacts on student attitudes, motivation, and classroom climate. If a teacher deems it necessary or educationally valid to use instructional time to provide enrichment or remediation to all or some of her students, she should monitor the results of such enrichment or remediation

through her assessments. Her tests and feedback will therefore be better aligned with instruction (p.99)

In addition, the students' answers reveal some interesting information about their favourite feedback quality and delivery timing.

9.2.4. Feedback Quality and Timing

The students' preference in terms of feedback quality and delivery timing are also two important issues revealed by the students' questionnaire. Definitely, students prefer detailed feedback compared to the general one. This tendency confirms the present research state of art in the domain of feedback delivery (see p.62). Many studies reveal that detailed feedback is superior to general one. However, students' preference of detailed feedback can be explained by their heavy reliance on the teachers' feedback as source of correction. This spoon feeding culture needs to be gradually changed by giving students more responsibility in self-assessing their works and encouraging more autonomy. However, the use of general feedback may also have a positive contribution and reinforce the learners' knowledge because students will count on their own efforts to correct their works (Hattie and Timperley, 2007)

In addition, students also prefer getting their teachers' feedback while still producing their written productions instead of what is currently done in our department. Most teachers provide their feedback on the students' finalised works. This preference confirms the current findings in the field of writing. These researches show that an authentic writing is achieved through a set of complex and interwoven stages and students' guidance is preferred while constructing those productions. In Randel and Clark (2013) words:

the most effective feedback is provided during or immediately after a learning experience. If it is provided too early, before students have a chance to fully work through a problem, it may decrease student effort and inhibit learning ... If it is provided too late, it is likely that instruction has moved on to address other content, and students may not have an opportunity to demonstrate improved performance. (p.148)

From the results of the different research tools, it becomes clear that the issue of feedback delivery and the appropriate feedback format is of a crucial importance especially in the Algerian context. Without a doubt, the introduction of the LMD reforms has revolutionised Algerian teaching and assessment practices. The latter need to be valued more and more since the lifelong objectives of the LMD system cannot be met without the selection and the appropriate use of those assessment tools. The risk of neglecting the adoption of a real formative assessment culture may result in the loss of authentic assessment opportunities (Heritage, 2010).

In addition to the exploratory stage, the experimental phase attempts to test the possibility of improving the students' writing performance by using a structured feedback which articulates the targeted profile of good production. The experiment tries to shed light on the effect of using a rubric on students written performances. The results of the study show a moderated improvement of the students' productions. The enhancement affects the grammatical accuracy in a more noticeable manner compared to the other aspects of the writing productions such as content, alternative perspective and audience. Thus, why do students neglect the different aspects of the writing performance?

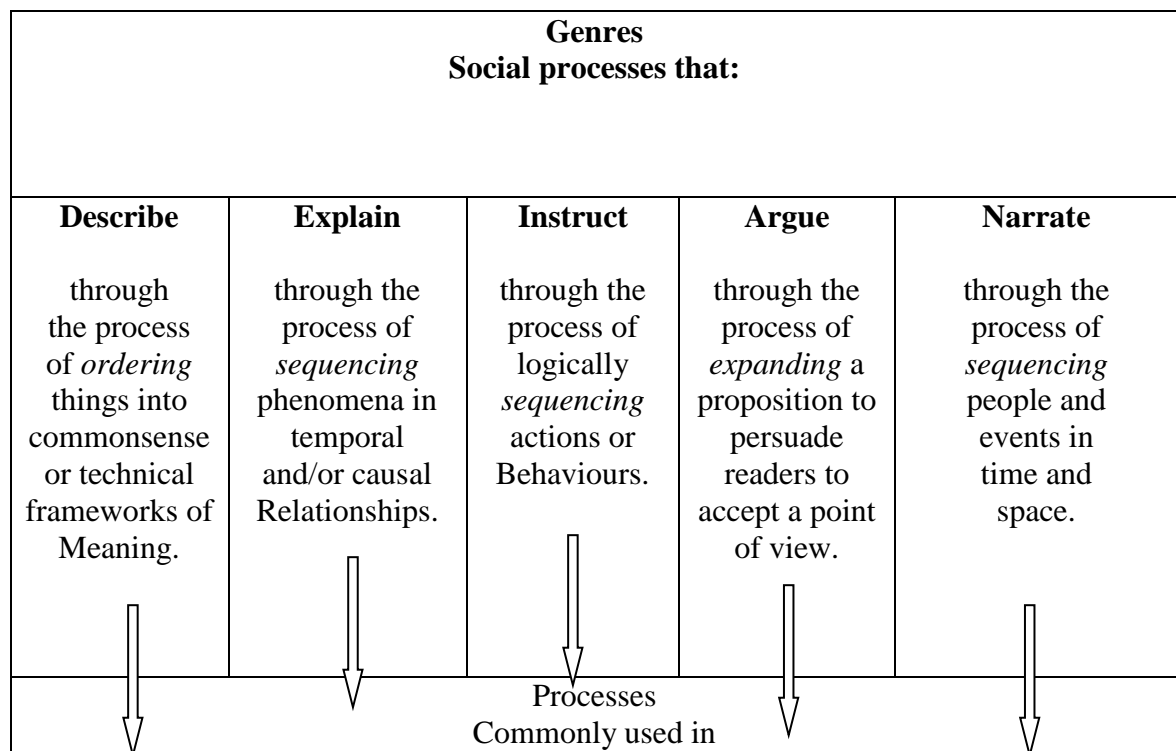
9.3. Improving the Writers' Performance

Teaching writing through the process approach and responding to the multiple drafts has provided a partial positive effect on the writers' productions. The participants have improved mechanically the form and the grammatical aspects of their productions. However, the remaining aspect related to content, alternative perspective and audience have not witnessed the same strong and noticeable improvement. Of course, the students' obsession with the improvement of the grammatical accuracy may partly explain the present situation. However, the choice of the teaching method can also provide a plausible explanation of this mild effect. The process writing allows the students to master the different processes which lead to a good production. The students have positively integrated the feedback which they receive. However, the remaining features of the writing tasks are completely neglected by the students. The possible explanation is that the students are not aware of the importance of these features. The alternative is to combine the process model with the genre writing approach. Indisputably, increasing the writers' awareness of the specific requirements of certain writing genres may help them adopt the suitable genre which fits the targeted communication goals.

Genre approach is not new to many teachers but the over focus on the processes which lead to a good product has to some extent relegated features of genres to secondary position. It is believed that the students who master the process writing and interaction that takes place while constructing the written production may result in the transfer of those appropriate genre features to the students' writing. However, the present study's results confirm that the Algerian students, at the University of Boumerdes, benefit a lot from the use of the process writing, but these benefits are

limited to the grammatical aspects while the other features of a good production have been neglected. Thus, why are the students incapable to adapt their performances to the particular purposes of the different writing genres?

The possible explanation is both the ignorance of these features by the students and their incapacity to deduce them from the models which they are exposed to. Consequently, future research works should investigate the contribution of explicit teaching of such genres features on the improvement of the students' productions. In this line, the following model, adapted from (Knapp and Watkins, 2005), sum up the features and purposes of the different writing genres.



Personal descriptions Commonsense descriptions Technical descriptions Information reports Scientific reports Definitions	Explanations of how Explanations of why Elaborations Illustrations Accounts Explanation essays	Procedures Instructions Manuals Recipes Directions	Essays Expositions Discussions Debates Interpretations Evaluations	Personal recounts Historical recounts Stories Fairy tales Myths Fables Narrative
Products				
Science experiments • Reviews • Travelogues • Commentaries Interviews • Letters • News stories • Articles • Web pages				
MULTI-GENERIC PRODUCTS				

Figure 9.1. Writing Genre Types Based on Knapp's (1992) Genre Model in Knapp and Watkins (2005: 27)

Yet, in the domain of genre approach there are some researchers who favour the implicit teaching of the writing genre features because it is believed that students through practice and exposure to different writing genres may transfer their feature to their own writing productions. On the other hand, some researchers like the Sidney school advocate the explicit teaching of these features. This teaching is a way to empower the students with the required tools to write in accordance with the requirements of particular genres.

Shall we favour an explicit or implicit teaching of these features to our students? This issue is a debatable one, on the one hand, there are many researchers who advocate the implicit teaching of the genres because it is believed that students in real situation

are going to acquire these features from their exposure to the different writing models such as application letters, memos, emails articles...etc. On the other hand, other researchers claim that such features should be taught explicitly to students to empower them with the capacity to use these writing genres appropriately. Thus, which position should we adopt with our students at Boumerdes university? The possible approach is to adopt the explicit teaching of those genres features because students in our department, as the rest of EFL settings, have few opportunities to interact with native speakers' norms of acceptable writing and the standards or exigence of particular communication needs. Empowering students with the writing features genres may give them the necessary tools to utilise them appropriately and at will. The following presents an explicit genre pedagogy model.

9.3.1. Teaching Explicit Genre Model

Experts in Systemic Functional Linguistics (SFL), particularly the Sydney School approach to genre proposed a model which inculcates explicitly the different features of the targeted genre. Bawarshi and Reiff (2010) describe a set of explicit genre pedagogy models such as Mary Macken-Horarik's and proposes a pedagogical model which consists of three stages namely modelling, joint negotiation of text and independent construction of texts.

In the first phase that is modelling, the teachers may simulate the context which is targeted by the syllabus. Students are exposed to some samples of texts which fit the targeted genre purpose. The last step of this phase consists in highlighting the specificities of this genre in terms of social purpose, specific structure and language characteristics. After accomplishing the first phase, the instructor moves to the joint

negotiation of texts. During this stage, the teachers work hand in hand with their students on a text by highlighting the targeted genre specificities in terms of purpose, structure and language forms. Finally, teachers withdraw their assistance and give the students the opportunity to work on their own. The students produce their own productions by following the writing process of drafting, conferencing and editing.

Conclusion

The findings of the different research instruments confirm that both teachers and students at the department of foreign languages of the University of Boumerdes suffer from a set of obstacles which prevent them from delivering and using the writing feedback appropriately. Teachers face many obstacles such as large classes, time management and lack of training in the field of formative assessment and the use of modern feedback techniques. The students also find their teachers' feedback incomprehensible and suffer from their subjective evaluations. The study reveals a modest improvement of the students' writing productions and the grammatical accuracy has benefited a lot from this improvement. However, this enhancement has not affected the other aspects of their written productions such as content, audience and alternative perspective.

In order to respond to all these shortages, the present chapter presents a set of recommendations, for instance, to provide teachers with specific training in the domain of formative assessment and modern feedback techniques. Teachers are also invited to involve their students in setting and clarifying the criteria of good productions. More importantly, teachers should adopt an alternative teaching method which increases the students' awareness of the requirement of the different writing contexts and purposes.

The possible solution is to combine both process and genre approaches which develop both the students' processes of writing and their awareness of the requirement of each writing genre type.

General Conclusion

The present study is motivated by the need to understand the reasons behind students' incapacity to use their teachers' feedback to improve their written performance. Indeed, students are incapable to exploit their teachers' comments, provided on their written productions, to improve them. The present work hypothesises that the use of a writing rubric may allow students understand the criteria that their teachers rely on to assess their productions. Furthermore, a well articulated set of writing criteria may facilitate students' understanding of their teachers' comments. In other words, the rubric use can be a clear way of conveying the teachers' feedback.

The present issue is a significant and a debatable question in the assessment field. It tries to shed light on the importance and the contribution of providing different types of feedback on the writers' performance. These questions are related to the possibility of improving different aspects of the writers' performance such as grammar and content. This issue tackles a set of questions such as the timing of feedback delivery, sharing the assessment criteria, and both teaching and assessment alignment.

The first part of this thesis reviews the theoretical underpinning of the teaching and assessment theories and both their evolution and effect on feedback use. The first chapter deals with how the writing theories evolve from the product to the process approaches and the shift shows clearly how teachers move from the focus on the students' finalised works to the processes which lead to these productions. This evolution has also affected the way the teachers assess their writers' productions. Unlike the product writing era, where assessors rely on the summative assessment of the students' accumulated knowledge, the process period coincides with the researchers' growing interest into formative and alternative assessment modes such as the writing

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rubric. These alternative assessment models promote both learners' autonomy and involvement in the process of writing.

In addition to the different learning and assessment theories, the present work devotes a whole chapter to the key principle of the current research namely, feedback. This issue is a complex one because feedback reflects both the teaching and the learning philosophy adopted in class. Thus, each feedback type encapsulates the principles that are believed to play a critical role in a successful learning process. Indeed, feedback evolves in parallel with the learning theories which have marked the educational field. Feedback in the product era is dominated by quantifying and certifying students' performances. These purposes are reflected in the use of grading and comments on the writers' finalised productions. In spite of their reliability, the traditional psychometric tradition, with its corollary feedback, has limited pedagogical implications. Indeed, teachers, as it seems, cannot use them to optimise their learners' potential. Of course the ability to provide the certification and the classification of the students' performances cannot hide their limited pedagogical benefits. This is why the modern assessment theories give more importance to the assessment modes which can promote the students' performances. In other words, researchers are not interested in the certification of the students' level but rather in how to exploit the assessment results to improve the learners' performances.

Consequently, the new assessment modes' purposes require the use of a specific feedback type. This feedback should articulate clearly the assessment objectives and the criteria which help students understand not only their weaknesses but also their strengths. The writing rubric presents most of the advantages of such alternative assessment procedures. These rubrics encompass and clearly articulate the assessors'

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expected purposes. These feedback types become more efficient when they are combined with the writing processes.

The present study hypothesises that the use of a writing rubric may enhance the students' writing productions. Indeed, unlike the vague traditional assessment practices, where feedback is expressed through underlining and circling errors and sometimes by putting a short comment on the margin or bottom of the students' papers. The use of a writing rubric presents a set of positive aspects such as transparency of the writing criteria and the structured format which presents a clear feedback form. Furthermore, the use of a rubric may facilitate teachers-students' communication and it also improves the students' capacity to integrate those remarks to enhance their written productions.

In order to investigate the present issue, the present work adopts a two phase pre-experimental study. The first phase of the study is an exploratory one which is constituted of two questionnaires destined to nineteen teachers and ninety-one students. These questionnaires try to investigate the obstacles faced by both teacher and students when using or exploiting the writing feedback. The teachers' questionnaire investigates a set of issues related to the practitioners' qualifications in the domain of assessment and feedback delivery. In addition, it sheds light on the techniques used to evaluate the students' performances and the feedback delivery. It also tackles some issues related to sharing criteria and their delivery timing. The students' questionnaire, in turn, deals with a set of issues related to the clarity, objectivity and reliability of their teachers' feedback. Besides, the questionnaire investigates the students' favourite assessment procedures and the aspects of the writing productions that they want their teachers to focus on.

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In addition to the exploratory stage, the present study devotes another part to investigate the possible advantage of using a structured feedback such as a rubric over the traditional feedback form. The aim of this phase is to compare the students' performance when using traditional and alternative feedback forms. The experimental stage is divided into a pre and post-treatment phases. In the pre-treatment stage, the students are provided with a traditional feedback type which consists of correcting students' written productions by highlighting, circling, crossing out errors and sometimes adding some comments on the bottom of the papers. It is worth mentioning that the assessment criteria, used to evaluate their works, are not shared with the research participants. The students have taken two tests in the first stage. In the post-treatment phase, they have been introduced to the writing rubric. Like the first pre-treatment stage, the students in the post-treatment one have taken two tests to ensure results reliability.

The results of the present study have revealed a set of problems which prevent the appropriate use and optimal processing of the feedback provided on the writers' productions. The teachers' questionnaire reveals that most teachers are junior and inexperienced in the domain of assessing students written productions, but the most interesting finding is that most of them believe that they are qualified to use the assessment procedures in an appropriate way. However, a close look at the feedback type and the assessment techniques which are used to assess their writers' productions reveal a real discrepancy between those techniques and the objectives assigned in the syllabus. Indeed, most teachers' assessment techniques go back to the psychometric tradition and the feedback is provided on the finalised version of the students' productions. Thus, this feedback is aimed at certifying the students' productions and they do not provide any scaffolding to improve the students' productions. However, the

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teachers here are not to blame because they are not trained to assess their students' performances with the modern assessment techniques. Teachers also face many obstacles when assessing their students' productions such as overcrowded classes and time management.

The students' questionnaire yields many interesting evidence about the reasons which prevent them from using their teachers' feedback appropriately. The students face many problems to understand their teachers' feedback because their comments are encoded in a language which they do not always grasp. Teachers are sometimes using some words and terms which are not clear to students and consequently the teachers' messages are not understood. Furthermore, the students also reveal that the tests and the exams they take do not always reflect what they learn in the classroom. The lack of alignment between teaching and assessment leads to invalid tests and weakens their backwash effect. Students also do not trust their teachers' feedback and find their comments subjective. Besides, the students ignore the profile of a good production and most of them think that grammatical accuracy and the writing form are the two important conditions of a good work. Thus, the criteria of good productions are not clear to them.

The study through its experimental phase investigates the type of feedback which can provide a positive effect on the students' written productions. The students are exposed to two different feedback forms traditional and alternative ones. Under traditional feedback form, the students are not informed about the writing criteria which make a good production. The teachers underline, circle, cross out the students errors and put short comments either on the margin or the bottom of their papers. The students, in the second part of the experiment, are provided with the rubric which clearly articulates

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the criteria of good written production. The results of the tests show a clear superiority of alternative feedback over the traditional one. However, the writing aspect, which benefited a lot from teachers' feedback, is grammar and the writing form. In spite of its focus on the different writing criteria, the post-treatment stage also displays an important enhancement of the grammatical accuracy. It seems that the students are convinced that grammar is an important part of the academic productions.

The results of the experimental part of my study raise many questions about the limited effect of rubric on the students' performance. It seems that except grammatical accuracy, the other criteria of the written productions have witnessed a modest improvement. Indeed, the possible explanation of this phenomenon is the students' ignorance of the importance of the specific features of each writing genre. The use of a rubric along with the writing process has yielded a modest improvement and these results can be improved through teaching the writers the necessary criteria which characterise each writing genre. Consequently, our participants, who ignore these criteria, do not take them into consideration. The present work does not tackle an important aspect which is the teaching of the writing genres and the future research works may be directed towards investigating the effect of implicitly or explicitly inculcating these genre features on enhancing their writing performance.

In spite of its limitations, this work presents a set of recommendations to improve the present situation. First, teachers need to be trained to use the modern assessment measures such as formative assessment and rubrics. Teachers also need to be trained to manage time and large classes. Students also should be involved in the process of setting and defining the assessment criteria which are used to assess their works. This

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involvement may help them gain more self-confidence and autonomy and subsequently relieve their teachers from a huge workload.

Teachers also have to understand that assessment, in modern practices, is not restricted to judge students' works and look at their weaknesses but should be viewed as scaffolding tool which allows them to intervene when necessary to assist them attain the objectives set by the syllabus designers. It also encourages teachers to display their students' strengths and development potential.

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Data collected from teachers and students at Boumerdes University during the academic year 2011- 2012

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Dear colleagues the current research is a doctorate thesis and tries to figure out the current assessment practice in the Algerian universities. It intends to reveal the possible reasons behind some assessment and feedback delivery troubles and modestly hopes to propose some possible solutions to overcome them. Thus I will be very gratified if you accept to respond to this anonymous questionnaire. Please answer the questions by ticking the box next to the selected answer or by providing a detailed answer

Section one

Experience

- 0 to 5 years
- 6 to 15 years
- Over 15 years

Position Title

- MAB (Assistant Teachers B)
- MAA (Assistant Teachers A)
- MCB
- MCA
- Professor

Section two

O1 Are you satisfied with the current assessment practices?

- Yes Please, say why?
- No Please, say why?

O2 What types of assessment are imposed in your university? (You can select more than

one answer.)

- Midterm exams
- Continuous Assessment
- Research Papers
- Others, please specify!

03 What are the objectives of midterm exams and continuous assessment?

04 Who is in charge of scheduling midterm exams? (You can select more than one answer)

- A Administration staff
- B Teachers
- C Learners
- D Tutorial office /staff
- E Collaborative decision
- F Others, please specify!

05 Who is responsible for scheduling continuous assessment exams?

- A Administration staff
- B Teachers
- C Learners
- D Tutorial office /staff
- E Collaborative decision
- F Others, please specify!

- 06 Is your teaching progress taken into account when scheduling midterm exams?
Yes
No
- 07 Is your teaching progress taken into account when scheduling continuous assessment?
Yes
No
- 08 Is your qualification related to the domain of assessment practices, i.e. have you been trained to assess and evaluate students writing?
Yes
No
- 09 How do you assess your students' written performances? (you can select more than one answer)
- | | | |
|---|---|-----------------------|
| A | Multiple choice question | <input type="radio"/> |
| B | Gap filling activities | <input type="radio"/> |
| C | Reorganizing scrambled sentences/paragraphs | <input type="radio"/> |
| D | Paragraph and /or essays writing | <input type="radio"/> |
| E | Error correction at sentence /paragraph level | <input type="radio"/> |
| F | Others, please specify! | <input type="radio"/> |
- 10 What is /are the purpose(s) of your evaluation? (you can select more than one answer)
- | | | |
|--|---|-----------------------|
| | Certify the students level | <input type="radio"/> |
| | Reassess your teaching practices | <input type="radio"/> |
| | Assess the knowledge acquired by learners | <input type="radio"/> |
| | Plan remedial work/sessions | <input type="radio"/> |
| | Others, please specify! | <input type="radio"/> |
-
-
- 11 When your learners written performances in tests are poor or mediocre, do you:
(you can select more than one answer)
- | | | |
|---|---|-----------------------|
| A | Try to identify the sources of the problem to provide teaching remedial work. | <input type="radio"/> |
| B | Inform the learners about their weaknesses and charge them with doing their own remedial work | <input type="radio"/> |

- C Continue with the official programme without any modification in the teaching practices.
- 12 Do you think that your feedback is well understood by your students?
Yes
No
- 13 What kind of feedback do you usually use to correct student piece of discourse? You can choose more than one answer
- A Provide comments on the students works orally only
- B Highlight underline or circle the errors with red pen without further comments
- C Write short comments at the bottom or on the margin of the paper
- D Use a rubric a grid or a table showing the criteria of a good piece of writing
- E Peer evaluation i.e. allow students to correct one another papers
- F Group feedback i.e. provide all the students with one of their best written productions
- G Individualised feedback / provide each learner with personalised feedback
- H Others, please explain!
- 14 When do you provide your students with corrective feedback?
A While they are still engaged in the process of writing
B Once they have finished and submitted their written production
- 15 How often do you provide students with feedback on their writing?
A For every work
B For some
C Rarely
D Never
E Others please explain!
- 16 Are your students aware of what you expect from them in a good written production?
Yes
No
- 17 Do you share the evaluation criteria that make a good written production with your students? Please say why?
Yes
No



Thank you for your cooperation!

This questionnaire is anonymous and the results yielded will be used to complete a doctorate research. It investigates your perception of the current assessment practices in general and teachers' feedback in particular. It also tries to understand both your fears and worries concerning the ways your teachers evaluate your writing performance and its impact on your learning progress i.e. is it helpful or not. Please respond to the questions by completing or ticking the spaces reserved to the answers.

- 01 What are the differences between midterm examinations and continuous assessment?

midterm examinations-----

continuous assessment-----

- 02 Do you prefer...

To take midterm exam

To be assessed continuously

- 03 Do you always understand your teachers' feedback?

Yes

No

- 04 Does your teachers' feedback always help you improve your written production?

Yes

No

- 05 Do you think that your teachers' feedback is precise?

Yes

No

- 06 Do you think that your teachers' evaluation of your writing is fair ?if your answer is no, please, say why?

Yes

No -----

07 To what extent do you trust your teachers' feedback?

Totally

Partially

Never

08 To what extent do your exams and tests evaluate what you have been taught?

Always

Sometimes

Never

09 In your opinion, do your exam marks reflect the effort you make in your writing?if your answer is No, please explain why?

Yes

No

10 Do you prefer...

A detailed feedback? Why?

A general feedback? Why?

-
- 11 What aspects of your performance does your teacher regularly evaluate? You can select more than one answer!

- Grammar
- Spelling
- Ideas/content
- Coherence
- Others, please, specify!

- 12 Which aspects of your performance that your teachers should focus more on?
-
-

- 13 Do teachers provide you with feedback...

- While still writing
- After/long time after submitting writing

- 14 What do you do with your teachers' feedback when it is provided while still writing? You can select more than one answer!

- I try to understand the source of my errors and correct them immediately
- I defend my own ideas, opinion and negotiate my intended meaning
- I ignore the teachers remarks and remain faithful to my own version
- I systematically correct the pinpointed errors without trying to understand them
- Others, please specify!
-
-

15 What do you do with your teachers' feedback when it is provided a long time after you have submitted your written work?

- Rewrite a second draft of my writing in the light of my teachers comments
- Defend my own ideas, opinion and negotiate my intended meaning
- Simply try to understand the sources of errors without correcting them
- Systematically correct the pinpointed errors without understanding them
- Ignore the teachers remarks and remain faithful to my own version
- Only check the grade /mark without looking at the teachers' comment

16 Do you know any criteria that your teacher expects from you in a good piece of writing ?
if your answer is yes, please provide some examples of such criteria!

Yes

No

17 When do your teachers usually give you the criteria for a good work?

- Before The Exams/Tests
- After The Exams/Tests
- Never

18 When do you want teachers to provide you with those criteria? Please explain Why?

Thank You For Your Cooperation!

Diagnostic test adapted from Columbia International College Sample Placement Test

Part A

Choose the correct completion.

1. Rita is wearing a blouse. Blouse is light blue.

- a) Hers
- b) She's
- c) Her

2. That is .

- a) a mistakes
- b) mistakes
- c) a mistake

3. you a student in this class?

- a) Do
- b) Does
- c) Is
- d) Are

4. They speak the same language.

- a) aren't
- b) don't
- c) doesn't

5. "Do you know Fatima?"

"Yes, I do. I she is a very nice person"

- a) am thinking
- b) thinking
- c) think

6. How tea do you drink a day?

- a) many
- b) much

7. There are seven in this class.

- a) woman

- b) womans
 - c) women
8. The police a thief yesterday.
- a) caught
 - b) caught
 - c) cought
9. Did you talk to ?
- a) anybody
 - b) someone
 - c) somebody
10. In my opinion Harry's Steak House is restaurant in the city?
- a) badder
 - b) worse
 - c) the worst
11. I know a man last name is Goose.
- a) which
 - b) whom
 - c) that his
 - d) whose
12. Did you recognize the woman came into the room?
- a) who
 - b) whom
 - c) which
13. John was washing the dishes he heard the bad news?
- a) until
 - b) when
 - c) while
14. you open the window, please?
- a) may
 - b) could
 - c) should
15. Annie, you study for the test. If you fail this time, I will call your mother.
- a) should
 - b) had better to

c) had better

16. I have decided here over vacation.

a) staying

b) to stay

c) stayed

17. It is important English.

a) learning

b) to learn

c) for learning

18. John is interested English.

a) at studying

b) to study

c) in studying

19. This woman reminds me my mother.

a) of

b) to

c) about

Part B

Write questions to the underlined words.

Example: Kate is upstairs.

Where is Kate?

1. John lives in an apartment.

2. The movie starts at 8:15.

3. I'm writing a letter.

4. John lives in that house

5. I called Mary yesterday.

6. I read this book because Ann recommended it to me.

7. I was sleeping when the phone rang.

8. He has a haircut once a month.

9. I went shopping with Liz.

10. This Mary's book.

Part C

Directions: Use any appropriate tense.

Jose: Hi, my name is Jose.

Ali: Hi, my name is Ali.

1. Jose: (*you, study*) {1} at this university?

2. Ali: Yes, I (*be*) {2} . And you?

3. Ali: Yes, I (*be*) {3} here since last September. Before that I (*study*) {4} English at another school.

4. Ali: What (*you, take*) {5} this term?

5. Jose: I (*take*) {6} chemistry, math, psychology, and American history. What (*you, take*) {7} ?

6. Ali: I (*study*) {8} English. I (*need*) {9}

to improve my English before I (*take*) {10} regular academic academic courses next semester.

7. Jose: How long (*you, be*) {11} here?

8. Ali: I (*be*) {12} here since the beginning of this semester. Actually, I (*arrive*) {13} in the United States six months ago, but I (*study*) {14} English at this university only since January. Before that I (*live*) {15} with my brother in Washington, D.C.

9. Jose: You (*speak*) {16} very well. (*You, study*) {17} a lot of English before you (*come*) {18} to the United States?

10. Ali: Yes. I (*study*) {19} English for ten years in my own country. And also, I (*spend*) {20} some time in Canada a couple of years ago. I (*pick*) {21} up a lot of English while I (*live*) {22} _____ there.

11. Jose: You (*be*) {23} lucky. When I (*come*) {24} to the United States, I (*study, never*) {25} any English at all. So I has to Spend a whole year studying nothing but English before I (*start*) {26} _____ school.

12. Ali: How long (*you, plan*) {27} to be in the United States?
13. Jose: I (*be, not*) {28} sure. Probably by the time I (*return*) {30} home, I (*be*) {31} here for at least five years. How about you?
14. Ali: I (*hope*) {32} to be finished with all my work in two and a half years.

Part D

Use either active or passive, in any appropriate tense for the verbs in parentheses.

1. The game (win, probably) by the other team tomorrow. They are a lot better than we are.
2. The first fish (appear) on the earth about 500 million years ago. Up to now, more than 20,000 kinds of fish (name) and (describe) by scientists. New species (discover) every year, so the total increases constantly.
3. Captain Cook, a British navigator, was the first European to reach Australia's east coast. While his ship was lying off Australia, his sailors (bring) a strange animal on board. Cook wanted to know the name of this unusual creature, so he (send) his men ashore to ask the native inhabitants. When the natives (ask) in sign language to name the animal, they said "Kangaroo". The sailors, of course, believed "Kangaroo" was the animal's name. Years later, the truth (discover) "Kangaroo" means "What did you say"? But today, the animal (call, still) a Kangaroo in English.

Part E

Complete each sentence with the verb in parentheses.

1. I was very tired. Otherwise, I (go) to the party with you last night.
2. If you (sleep, not) last night when we arrived, I would have asked you to go with us, but I didn't want to wake you up.
3. If I (have) enough money, I will go with you.
4. If I (have) enough money, I would go with you.
5. If I (have) enough, I would have gone with you.
6. If Sally (be) at home tomorrow, I'm going to visit her.

Part F Reading Comprehension

David and the Spider

Once upon a time there was a powerful king Name Saul. He had many soldiers. One of them was David. David was a brave soldier. He also sang beautiful songs. Saul loved David, and David was always ready to help his king. One afternoon David was in the palace garden.

Everything looked very pretty. David thought, “It is a beautiful world”. Then David saw a spider in the tree. The spider was spinning a web. David threw the spider on the ground. “You are ugly!” he said. “Everything in this garden is beautiful except you. You do no good in the world. You only spin webs”. David was ready to step on the spider. Suddenly he stopped. “It is not your fault you are ugly and do no good in the world,” he said sadly. The spider’s shiny black eyes looked at David. Then she ran away. David went into the palace. He still thought that spiders were the ugliest animals in the world. He was sure they were not needed. One day King Saul got very sick. He was sick in his mind. His thoughts were all wrong. He did not love David anymore. He began to hate him. He thought David wanted to be King.

Saul told his soldiers to kill David. Saul’s son was David’s friend. He told David what Saul said. David ran away before the soldiers came to get him. Saul was very angry. He and his soldiers looked everywhere for David. For many days they chased David through the mountains. Often they were very close to him. One hot day David came to a mountain full of many caves. He went into a cool, dark cave to rest. Soon he fell asleep. When he woke up, he heard Saul and his soldiers. “Look in every cave!” Saul shouted. David went far inside the cave to hide. He was afraid. He heard the soldiers looking in the caves. Suddenly he saw a big, ugly spider. It was spinning a web across the entrance of his cave. The spider was going up and down, around and around, faster and faster. Her ugly body was making a beautiful web. The soldiers were coming closer and closer. Then, two men stood outside the cave. One of the men was Saul. “This is the last cave”, the soldier said to Saul. “I will go in and look for David.” The king told him, “You do not need to look in this cave. There is a spider web across the entrance. We can see that David did not go inside. The spider web is not broken. Saul was suddenly very tired. He told his soldiers to stop and rest. Then he fell asleep at the entrance of the cave. The spider sat in the middle of her web and watched the king with her shiny little eyes. David hid at the back of the cave. He watched the spider in her web. Later the king woke up. He left with his soldiers. David came out of the cave. He was happy to be alive. David said to the spider, “I’m sorry I said you do no good in the world. You saved my life!” The spider did not answer. She only looked at him with her shiny black eyes. Then she ran away to make another web. David went away, too. He promised himself never again to say any animal has no use.

Understanding the Story***A. What Happens?***

Choose a, b, or c to complete each sentence.

1. David did not step on the spider in the garden because
 - a) The spider ran away
 - b) He couldn't catch the spider
 - c) It wasn't the spider's fault that she was so ugly
2. King Saul wanted to kill David because
 - a) David stole from him
 - b) David lied to him
 - c) He was sick in his mind
3. David got away from King Saul because
 - a) Saul's son told him that his father planned to kill him
 - b) Saul's soldiers told him to leave
 - c) Saul's son went with him
4. The spider saved David because
 - a) Saul's soldiers were afraid to go into the cave
 - b) Saul's soldiers thought no one was inside
 - c) Saul's soldiers were angry with Saul
5. David asked the spider to forgive him for
 - a) Saying that spiders do no good in the world
 - b) Saying that spiders are ugly
 - c) Trying to step on her in the garden

B. Answer the following questions in a sentence form

1. Why did King Saul love David before he got sick?

2. Why did the King Saul want to kill David?

3. Why did David go into the cave?

4. How did the spider save David's life?

Table A: Completing Sentences

Part A	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
True	44	57	58	58	55	49	53	45	9	44	24	41	47	57	27	46	50	33	24
False	21	8	7	7	10	16	12	20	56	21	41	24	18	8	38	19	15	32	41
Total score	65																		

Table B: Writing Questions

Part B	1	2	3	4	5	6	7	8	9	10
True	30	27	49	41	31	38	18	16	12	15
False	35	38	16	24	34	27	47	49	53	50
Total score	65									

Part C: Tenses

Part C	1	2	3	4	5	6	7	8	9	10	11	12	13	14
True	19	49	7	23	28	6	8	6	1	4	5	3	11	43
False	46	16	58	42	37	59	57	59	64	61	60	62	54	21
Total score	65													

Part D: Passive Voice

Answers	1	2	3
True	15	16	12
False	50	49	53
Total Score	65		

Appendix IV

Diagnostic Test Results

Part E: Conditional forms

Part E	1	2	3	4	5	6
True	2	28	44	35	19	36
False	63	37	21	30	46	29
Total score	65					

Part F.A. Reading comprehension

Part F : A	1	2	3	4	5
True	51	59	55	49	54
False	14	6	10	16	11
Total score	65				

Part F. B. Reading Comprehension

Question F : B	1	2	3	4	5
True	53	53	46	40	31
False	12	12	19	25	34
Total Score	65				

Results of the writers' performance during the pre-treatment stage

Pre treatment test												
	Effective				Adequate				Ineffective			
	Draft 1	Draft 2	Progress	Percentage	Draft 1	Draft 2	Progress	Percentage	Draft 1	Draft 2	Progress	Percentage
1	2.5	5	1	100%	14	39.5	1.82	182.14%	48.5	20.5	-0.57	-57.73%
2	3	4.5	0.50	50%	22.5	38	0.68	68.88%	39.5	22.5	-0.43	-43.03%
3	4	6.5	0.62	62.5%	24.5	38.5	0.57	57.14%	36.5	20	-0.45	-45.20%
4	2.5	8.5	2.4	240%	17.5	41.5	1.37	137.14%	45	15	-0.66	-66.66%
5	2	8.5	3.25	325%	15	37	1.46	146.66%	48	19.5	-0.59	-59.37%
6	2	4	1	100%	33	39	0.18	18.18%	30	21.5	-0.28	-28.33%
7	3	4.5	0.50	50%	27.5	34	0.23	23.63%	34.5	26.5	-0.23	-23.18%
8	2	2.5	0.25	25%	9.5	14.5	0.52	52.63%	53.5	48	-0.10	-10.28%
9	3	6	1	100%	19	39	1.05	105.26%	43	20	-0.53	-53.48%
10	1	3	2	200%	24	32	0.33	33.33%	40	30	-0.25	-25%
11	2	2	0	0%	23	24.5	0.06	6.25%	40	38.5	-0.03	-3.75%
12	4.5	4.5	0	0%	34	34.5	0.01	1.47%	26.5	26	-0.01	-1.88%
13	1.5	4	1.66	166.66%	20	29	0.45	45%	43.5	32	-0.26	-26.43%
14	0	0.5	0.50	50%	3.5	6	0.71	71.42%	61.5	58.5	-0.04	-4.87%
15	1.5	3	1	100%	19	31	0.63	63.15%	44.5	31	-0.30	-30.33%

Results of the writers' performance during the post-treatment stage

Post treatment test												
	Effective				Adequate				Ineffective			
	Draft 1	Draft 2	Progress	Percentage	Draft 1	Draft 2	Progress	Percentage	Draft 1	Draft 2	Progress	Percentage
1	0.5	15	29	2900%	21.5	39.5	0.83	83.72%	43	10.5	-0.75	-75.58%
2	3	15.5	4.16	416.66%	28.5	38	0.33	33.33%	33.5	11.5	-0.65	-65.67%
3	5	17.5	2.5	250%	32.5	37	0.13	13.84%	27.5	10.5	-0.61	-61.81%
4	3	26.5	7.83	783.33%	19	32.5	0.69	69.23%	43	6	-0.86	-86.04%
5	2	25	11.5	1150%	19.5	35	0.79	79.48%	43.5	5	-0.88	-88.50%
6	3.5	14	3	300%	33.5	38.5	0.14	14.92%	28	12.5	-0.55	-55.35%
7	3.5	14.5	3.14	314.28%	37.5	35.5	-0.05	-5.33%	24	15	-0.37	-37.5%
8	3.5	10	1.85	185.71%	19	20.5	-0.07	-7.89%	42.5	34.5	-0.18	-18.82%
9	4.5	20	3.44	344.44%	28	33.5	0.19	19.64%	32.5	11.5	-0.64	-64.61%
10	0.5	9.5	18	200%	29	32.5	0.12	12.06%	35.5	23	-0.35	-35.21%
11	5	11.5	1.3	130%	27.5	28.5	0.03	3.70%	32.5	25	-0.23	-23.07%
12	7.5	14	0.86	86.66%	40.5	40	-0.01	-1.23%	17	11	-0.35	-35.29%
13	2	11.5	4.75	475%	27	34.5	0.27	27.77%	36	19	-0.47	-47.22%
14	0	2	2	200%	5.5	8	0.45	45.45%	59.5	55	-0.07	-7.56%
15	2	9	3.5	350%	32	36	0.12	12.5%	31	20	-0.35	-35.48%

	Levels of performance	Outstanding	Effective	Adequate	Ineffective	Grade / marks
Division I: Presentation						
1	The purpose and form are clear and consistent	The text is clearly legible. The format is both appropriate and attractive.	The text is clearly legible. The format is appropriate.	The text is generally legible. The format is acceptable.	The text is generally illegible. The format is unacceptable.	
2	The main claim is clear significant and challenging	Thesis and purpose are fairly clear and match the writing task Thesis and purpose are clear to the reader; closely match the writing task	Thesis is somewhat Original Develops fresh insight that challenges the reader's thinking;	Thesis and purpose are somewhat vague OR only loosely related to the writing Task	Thesis is missing Thesis may be obvious or unimaginative	
3	Organisation is purposeful effective and appropriate	Fully and imaginatively supports thesis & purpose . Sequence of ideas is effective. Transitions are effective	Organization supports thesis and purpose. Transitions are mostly appropriate. Sequence of ideas could be improved	Some signs of logical organization. May have abrupt or illogical shifts & ineffective flow of ideas	Organization unclear organization or organizational plan is inappropriate to thesis. No transitions	

Appendix VI

Rubric Rating Descriptors

<p>4</p>	<p>Sentence form and word choice are varied and appropriate</p>	<p>Syntax: The writer's use of clauses to establish sentence patterns consistently reinforces or emphasizes relationships among ideas . Clarity: All parts of the sentence agree clearly and logically. The writer demonstrates a consistently good grasp of appropriate usage, grammar, and idiom. The sentences contain no misplaced words or phrases. The word order also seems deliberately and appropriately chosen for emphasis or for reinforcing the intended meaning. Completeness: All sentences are grammatically complete Word choice is consistently precise,</p>	<p>Syntax: For the most part, the writer's use of clauses to establish sentence pattern generally reinforces or emphasizes relationships among ideas. Clarity: An isolated grammar or usage error does not obstruct clear and immediate understanding of the intended meaning. An isolated sentence contains a misplaced word or phrase, but such phrasing does not confuse the meaning. Completeness: All sentences are grammatically complete Word choice is generally precise, varied, economical, or inventive.</p>	<p>Syntax: The writer's use of clauses to establish sentence patterns reflects relationships among idea, but connections might sometimes be inappropriate or weak. Clarity: Grammar or usage errors may appear, but they do not seriously confuse the intended meaning. An occasional sentence contains a misplaced word or phrase, which confuses the meaning. Completeness: Except for an isolated error, all sentences are grammatically complete. Word choice is occasionally precise, varied, economical, or inventive.</p>	<p>Syntax: Few, if any, sentence patterns reflect appropriate relationships among ideas. Clarity: Grammar or usage errors frequently confuse the intended meaning. More than an occasional sentence contain misplaced words or phrases which confuse the meaning Word choice generally lacks precision, variety, economy, or inventiveness.</p>	
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Appendix VI

Rubric Rating Descriptors

		varied, economical or inventive.				
5	Punctuation , grammar, spelling and mechanics are appropriate	perfect or near perfect Grammar and mechanics including spelling and punctuation	Shows careful and acceptable use of grammar and mechanics	Shows competence in the use of grammar and mechanics	Mechanics and grammar may seriously affect clarity	
Division II:Content						
6	Information and evidence are accurate appropriate and integrated effectively	Substantial, logical, & concrete development of ideas. Assumptions are made explicit. Details are germane, original, and convincingly interpreted	Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples	Offers somewhat obvious support that may be too broad. Details are too general, not interpreted, irrelevant to thesis, or inappropriately repetitive	Offers simplistic, undeveloped, or cryptic support for the ideas. Inappropriate or off-topic generalizations, faulty assumptions, errors of fact	4
7	Claims and ideas are supported and elaborated	Substantial, logical, & concrete development of ideas. Assumptions are made explicit. Details are germane, original, and convincingly interpreted	Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples	Offers somewhat obvious support that may be too broad. Details are too general, not interpreted, irrelevant to thesis, or inappropriately repetitive	Offers simplistic, undeveloped, or cryptic support for the ideas. Inappropriate or off-topic generalizations, faulty assumptions, errors of fact	
8	Alternative perspectives are carefully considered and represented	Not only formulates a clear and precise personal point of view, but also acknowledges objections and rival	Formulates a clear and precise personal point of view concerning the issue, and seriously discusses its weaknesses as well as	Formulates a vague and indecisive point of view, or anticipates minor but not major objections to his/her point of view, or	Fails to formulate and clearly express own point of view, (or) fails to anticipate objections to his/her point of view, (or) fails to consider other	

		positions and provides convincing replies to these.	its strengths.	considers weak but not strong alternative positions.	perspectives and position.	
Division III: Thinking						
9	Connection between and among ideas are made	In addition to meeting the requirements for a writing flows smoothly from one idea to another. The writer has taken pains to assist the reader in following the logic of the ideas expressed	Sentences are structured and word are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.	3
10	Analysis /evaluation/interpretation are effective and appropriate	Identifies the subject very thoroughly; reflects highly developed observational skills; makes appropriate and reasonable inferences from the observations; sees relationships and relates to existing knowledge, skills or larger context.	Identifies the subject well; reflects good observational skills; makes inferences which are, for the most part, reasonable and appropriate; sees relationships and relates to existing knowledge.	Identifies the subject clearly; shows reasonable observational skills; makes several reasonable inferences and relates to existing knowledge.	Identifies the subject somewhat; shows undeveloped observational skills; makes unreasonable or inappropriate inferences; sees most obvious relationship but does not relate to existing knowledge.	

Appendix VI

Rubric Rating Descriptors

11	Independent thinking is evident	The writer's tone or general control of language consistently reflects a confident or authoritative central "voice" or "personality."	The writer's tone or control of language generally reflects a confident or authoritative central "voice" or "personality." The writing exhibits some success at style.	A central "voice" or "personality" is evident, though inconsistent in minor ways.	The writer's tone or general control of language is so lacking in consistency that little central "voice" or personality" is evident.	
12	Creativity /originality is evident	Develops fresh insight that challenges the reader's thinking;	Thesis is somewhat original	Thesis may be obvious or Unimaginative	Thesis is missing	
Division IV: Assessment specific criteria						
13	Response to all aspects of the assignment	The writing perfectly accomplishes the objectives of the assignment.	The writing effectively accomplishes the goals of the assignment.	Accomplishes the goals of the assignment with an overall effective approach.	Fails to accomplish the goals of the assignment.	2
14	Documents evidence appropriately	Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Combines material from a variety of sources, inclpers. observation, scientific data, authoritative	Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Doesn't overuse quotes, but may not always conform to required style manual	Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations & paraphrases may be too long and/or inconsistently referenced	Documentation Neglects important sources. Overuse of quotations or paraphrase to substitute writer's own ideas. (Possibly uses source material without acknowledgement.)	

Appendix VI

Rubric Rating Descriptors

		testimony. Doesn't overuse				
15	Consider the appropriate audience/implied reader	Audience has clearly been taken into account when writing their productions	The specific audience has clearly been considered when writing their productions	It is implied that the specific audience has been considered when writing their productions	The specific audience has been considered vaguely when writing their productions	

Adapted from: Barbara Walvoord, Winthrop Univ., Virginia Community College System, Univ. of Washington

Tutorat

الوصاية

الرقم/و/03/2013

مذكرة رقم 03 لطلبة LMD

ينهي لعلم طلبة LMD أن التقييم المستمر رقم 01 للسداسي الثاني سيجري من 2013/03/16 إلى 2013/04/11.

وعليه يطلب منكم التحضير الجيد لهذه الإمتحانات.

حذري:

- 1- مدة التقييم من 20 إلى 30 دقيقة على الأكثر.
- 2- تصحيح الإمتحان يكون في الحصة الموالية ليوم الإمتحان من طرف أستاذ المادة.
- 3- أستاذ المادة سيعطيكم علامتكم وأوراق إمتحاناتكم في الأسبوع المقبل.
- 4- علامات المراقبة المستمرة مهمة جدا في حساب المعدل، وتتبعكم إلى حالة الإستدراك في غير قابلة للتغيير. إعملوا جيدا.

بالتوقيع
الوصاية



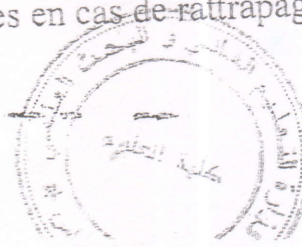
Note N° 03 aux étudiants du LMD

Il est porté à la connaissance des étudiants du LMD que le contrôle continu N° 01 du semestre 02 est planifié du 16/03/2013 au 11/04/2013.

A cet effet, il est demandé aux étudiants de bien préparer ces épreuves.

Attention:

- 1- la durée du contrôle de connaissance est de 20 à 30 Minutes au maximum.
- 2- La correction du contrôle se fait durant la séance suivante.
- 3- L'enseignant de la matière vous donnera vos notes et vos copies dans la semaine qui suit.
- 4- Les notes des contrôles continus sont très importantes dans le calcul des moyennes et sont reconduites en cas de rattrapage et non modifiables. **Travaillez bien.**



Bon courage.
Tutorat

The study is an attempt to investigate the possible positive effect of using a formative feedback form, rubric, to enhance the students written performances. To achieve its objectives, the study uses a two phase pre-experimental design. The exploratory phase revealed a set of obstacles faced by both teachers and students when using the traditional feedback such as lack of professional training in the domain of assessment and large classes' management. Students are also incapable to understand their teachers' expectations and the language used to encode their comments. The study revealed the superiority of formative feedback over the traditional one but the positive impact affected the form aspect more than the other aspects of the participants' productions such as content.