

ASSESSMENT FOR IMPROVING ESL LEARNERS' WRITING SKILLS AMONG UNDERGRADUATE STUDENTS: A CASE STUDY OF SKYLINE UNIVERSITY COLLEGE

Mohsine Khazrouni

Senior lecturer, Skyline University College, United Arab Emirates

ABSTRACT: *The present study seeks to investigate the main difficulties undergraduate students face in academic writing. The participants in the study are 52 randomly selected first year students from the School of Information Technology, Skyline University, Sharjah, UAE. Through assessing samples of the students' assignments, the researcher will identify the main errors so that he can give constructive feedback and plan revision and remedial activities to help learners overcome those difficulties. In addition to using students' assignments as an instrument for collecting data, questionnaire will be administered to students to explore types of problems they face in the English composition course, their view on the way English writing class is delivered, and to what extent they find classroom writing tasks relevant to their academic, personal, and professional life. By identifying the common issues UAE students face in writing, the aim is to enhance students' writing skills and design a course book which can be a reference in teaching academic writing course in the UAE high education setting.*

KEYWORDS: ESL learners, English writing skills, assessment, writing errors

INTRODUCTION

The present study aims to improve the writing skills of learners by giving feedback on their written assignments. Because writing needs to be taught as a process, rather than as a product, giving continuous feedback to learners is very helpful. The feedback can tell, both the teacher and learners, about areas that need to be improved. The form of feedback used in the present study is "corrective feedback" suggested by Norlin (2014) who notes that "corrective feedback" is the most common form of feedback. This form of feedback focuses on the correctness of behavior or other factors pertaining to a task accomplishment.

As an English lecturer in the UAE context, I have noticed that: 1). Many UAE local undergraduate students face challenges in English writing. 2). There are some writing errors and issues that are common among UAE university learners. Therefore, the present study will highlight those issues to help learners deal with them so that they can enhance their writing performance bearing in mind that writing is an essential skill for the students' academic success.

The study includes the following points: the important of assessment and feedback in improving the writing skills of learners, the importance of writing, and problems students face in writing. The collected data will give the researcher deep understanding of the teaching of the writing course and the major problems encountered. Based on the analysis, a number of recommendations and conclusions will be suggested.

LITERATURE REVIEW

Significance of feedback and assessment in learning

One of the reasons why teachers assess learners is to give them feedback. Feedback is a very important component in learning. When a teacher gives feedback to his or her learners, he or she will be able to identify their weaknesses and strengths in a certain subject or course. In this sense, feedback can enhance learning. Many scholars stress the fact that feedback in the context of formative assessment has a strong impact on learning. (Evans 2013; Hattie & Timperley 2007). Assessment is a classroom strategy that teachers use to check their learners' progress and decide if any remedial work or any adjustments to the students learning is needed. Based on the students' works and assignments, teachers can give students feedback which can help them learn from their mistakes. In fact, students need positive feedback and reinforcement to keep them motivated and strengthening their desire to learn. However, the feedback should be positive in a way that builds their self-esteem. When feedback is negative, it can discourage student effort and achievement (Hattie & Timperley 2007).

In their article *The Power of Feedback*, Hattie and Timperley define feedback as “information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding” (Hattie & Timperley 2007). So, feedback is a teaching practice that a teacher uses to correct a certain behaviour for a better future performance. Assessment is one of the teaching practices teachers can use to give feedback. In the education field, we normally distinguish between two types of assessment: summative and formative. Formative assessment refers to “all those activities undertaken by teachers—and by their students in assessing themselves—that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet student needs” (Black & Wiliam, 1998b, p. 140). In summative assessment, feedback is normally given as a grade or some sort of achievement mark, while in formative assessment, feedback is given during a learning process, which enables learners to improve their own learning and achievement. (Hansen, G. & Ringdal, R. 2018). So, the main difference between the formative and summative assessment is grading. While I support the view that the feedback given during a learning process is the one that is more effective in improving learning, I agree with Norlin (2014, p. 11) who points out that “written comment feedback on work in conjunction with a grade has shown to be more effective than just one or the other. A comment such as “good work” is vague and doesn't contain task-related information”. Thus, giving both grades and comments can be more effective and beneficial because many students will take tasks more seriously only if they are graded.

While educators agree on the importance of formative assessment and feedback in improving learning, many suggest that the way assessment and feedback is conducted should change. Learners are usually passive when feedback or assessment is given, and there is lack of dialogue, interaction and participation of learners. Thus, they call for an active participation of learners, interactive dialogues and more engagement of the learners in the feedback and assessment process. (Carless et al., 2011, Hounsell et al., 2008) .Nicol and Macfarlane-Dick (2006) propose seven principles of good feedback practice:

1. helps clarify what good performance is;
2. facilitates the development of self-assessment in learning;
3. delivers high-quality information to students about their learning;
4. encourages teacher and peer dialogue around learning;
5. encourages positive motivational beliefs and self-esteem;
6. provides opportunities to close the gap between current and desired performance;
7. provides information to teachers that can be used to help shape teaching.

English writing issues for UAE undergraduate learners

Effective academic writing is essential for success in higher education. Writing skills is one of the important skills that learners need to develop for their academic success. They are required to write assignments, essays, reports, and a thesis. In addition to its importance academically, writing skills is needed in the workplace, Ettinger and Perfetto (2008) affirm that our global economy demands accurate interchanging of information and ideas. Employers look for people who possess good written communication skills as employees must communicate effectively with management, coworkers, customers, and the general public. Bjork and Raisanen (1997, p. 8) assert that writing in university curricula is important “not only because of its immediate practical application, i.e. as an isolated skill or ability, but because we believe that, seen from a broader perspective, writing is a thinking tool. It is a tool for language development, for critical thinking and, extension, for learning in all disciplines”. So, writing is a platform for learners to develop and employ a number of skills. For example, they can analyze, argue, critique, compare and contrast arguments. That can also put in practice the grammatical rules, vocabulary, structures that have already learned in class.

Writing task can be hard for some students. Writing requires the ability to generate idea, finding appropriate references, summarize and paraphrase, the right choice of vocabulary, knowledge, spelling and the ability to link ideas grammatically and semantically. It also requires "careful thought, discipline and concentration" (Grami, 2010, p. 9). Reading skills also vital for effective writing. As we shall see in the data analysis, many students rarely read, and this can be one of their reasons behind their writing difficulties. When learners read, they “acquire a large vocabulary, develop the ability to understand and use complex grammatical constructions, develop a good writing style, and become good spellers” (Al Murshidi, 2014, p. 59).

Another possible reason behind the inability of some university learners to write effectively is that some UAE students do not see any importance of the writing course. In their everyday life, they may need speaking skills, but they see no importance of writing. One of the writing problems Arab learners of English have is the interference of Arabic language. The style of Arabic language is different from the Arabic one. Mona Baker (2011) summarizes some of the differences between Arabic and English as follows: 1). English, compared to Arabic, generally prefers to present information in relatively small chunks and to signal the relationship between these chunks in unambiguous ways, using a wide variety of conjunctions to mark semantic relations between clauses, sentences, and paragraphs. 2). English relies on a highly developed punctuation system to signal breaks and relations between chunks of information. 3). Arabic, unlike English, prefers to group information into very large grammatical chunks. It is not unusual for Arabic paragraphs to

consist of one sentence. This is partly because punctuation and paragraphing are a relatively recent development in Arabic (Baker 2011).

Several studies have been conducted in ESL contexts to investigate the type of writing problems university learners face. Ghadah Al Murshidi (2014) investigated writing challenges Emirati and Saudi students face at U.S. universities. Her study revealed that Less than 31% Emirati and Saudi students feel “comfortable” in completing written assignments. Another study conducted by Bacha (2002, p. 161) who concluded that "L2 writers are known to face problems in developing their writing skills at the university level. These problems are even more accentuated with L1 Arabic non-native speakers of English in required English composition courses".

Regarding types of writing problems, Khan (2011) had made research on the Saudi university undergraduates, and found out that those students have problems in structure, spellings, doubling of subjects, grammar, mistakes due to L1 interference, structure, tenses, articles, appropriate vocabulary, wrong use of prefixes & suffixes. A similar study conducted by Al-Khsawneh (2010) who attributes the students’ writing weaknesses to the lack of learners’ motivation, limited vocabulary, ill-structured sentences, and lack of writing practice in educational institutions.

RESEARCH METHODOLOGY

The research approach used in the present study is the qualitative interpretive approach. The participants of the current study are undergraduate students from the School of Information Technology, Skyline university college, Sharjah, the UAE. The instrument that is used to gather data consists of two sections: 1). Using the students’ assignments to analyze their writing errors and difficulties. 2). Questionnaire which contains both closed-ended and open-ended questions. Students are given questions to explore types of problems and issues they face in English composition course (problems related to content, grammar, structure, vocabulary, etc.), their view on the way English writing class is delivered, and to what extent they find classroom writing tasks relevant to their academic, personal, and professional life. For piloting the instrument, (see Appendix). The main analytic process used is comparison; that is, the researcher uses comparison between the two instruments to build and refine categories, define conceptual similarities, and discover patterns. (Mertens 1998)

The qualitative interpretive approach is used because it will provide the researcher with rich and deep understanding of the problem.

As far as the ethical consideration is concerned, I have obtained the consent of the university administration to use students’ assignments as a tool for collecting my data. I have also clarified to the participants that the anonymity and confidentiality of the information provided will be protected.

Data analysis and findings

Data analysis includes two sections:

1. Questionnaire given to undergraduate students from skyline university college. 52 participants took part in this questionnaire.
2. Using students’ class test as an instrument to collect data

Below are the analysis and findings of both sections

Data analysis: the students' questionnaire

Table 1

<u>Which of the following problems do you face in your academic writing tasks?</u>	
Type of writing difficulty	Number of times the problems mentioned
Grammar	21 times
Vocabulary	18 times
Punctuation	8 times
Cohesion and coherence	15 times
finding relevant references	6 times
content	5 times
Structure and organization of ideas and paragraphs	14 times
Spelling	13 times
Nothing	4 students. Their comments are: -Nothing -No problems, everything is well
Others	- It is bad that this course is provided when most of the class doesn't know basic English. - I'm acceptable in the grammar and vocabulary but I face a small problem that I don't have a strong vocabulary

The result of table 1 shows that grammar and vocabulary are the main difficulties students face in writing.

Table 2: Students' comments in Arabic (translated into English):

<u>What is your opinion on the writing tasks given in classroom? Do you suggest other writing tasks that you find more important and relevant to your personal life/your future or current career?</u>
اضافة تمارين تحسن اللغة الانجليزية في موقع الجامعة الالكتروني. English language activities and exercises should be available on the university website for more practice
اجعلها مبسطة وسلسة لتمكين الطالب من استيعاب المادة بشكل مبسط Make the course easier and simpler so that we can understand
أتمنى تكثيف التمارين و الواجبات مع الشرح I wish we could have more exercises and more tasks with more explanation
تمارين في المفردات اسبوعية Weekly tasks and exercises to improve our vocabulary

جيدة جدا، وطريقة التدريس أيضا جيدة	Very good, the teaching method is also good
جيدة جدا، ولكن يجب أن تكون متخصصة أكثر، أي استخدام محتوى الحاسب الآلي	Very good, but the focus should be more on our specialization. I.e., Information Technology
أقترح التدريس اونلاين اسهل و مريح	I suggest learning online as it is easier and more comfortable.
جيدة ويجب ممارسة التمارين مثل قراءة الكتب ومشاهدة الأفلام بدون ترجمة	Good, we must practice more via readings and watching movies without subtitles
أجد أن الدروس جيدة ولكن أقترح أن يتم التخفيف وأن لا تكون الحصة ثقيلة	I find lessons good, but I suggest the lessons should not be 'heavy' (not too much work, more fun)
- بحاجة الى تمارين اكثر حيوية - أخذ واجبات للتدريب المنزلي - أخذ المزيد من الفيديوهات المتعلقة بالدرس - ألعاب الكترونية	- We need vigorous exercises and tasks that are more 'vigorous' (more useful, and contains fun and interaction) - Give us tasks and activities to practice at home. - Use video games, and videos
تقليل الامتحانات وزيادة في القواعد	Give less tests and give more grammar lessons
أن تكون دراسة اللغة الانجليزية بطريقة سهلة ولا يوجد واجبات	The teaching method should be easy, and there should be no assignments or exams
تقليل عدد الامتحانات والتركيز على القواعد	Reduce the number of tests and focus on grammatical rules
جيد جدا، انه مناسب جدا ولدي تحسن	Very good, the lessons are appropriate. I have made progress in learning.
جيدة.	Good.
مفيدة والطريقة ممتازة ومرتبطة بحياتنا المهنية.	Useful. The teaching method is excellent, and the course is related to our career.
الدروس يجب أن تكون متعلقة بالحياة اليومية، حيث ان معظم الطلاب موظفين ويستخدمون اللغة الانجليزية في حياتهم اليومية.	Lessons should be linked to our daily professional career. We are employees, and we need English in our daily professional lives.
ممتازة تساعد في نمو مهارات اللغة الانجليزية	Excellent. The course help us improve our English language skills
لا أقترح تغيير في طريقة التدريس لأن هذا المحتوى مفيد بالنسبة لي.	I have no suggestions. The course is useful to me.
جيدة ولكن لا بد من التركيز على موضوعات في محتوى التخصص	Good, but the course must focus on topics related to our specialization
لا نريد أي واجب، لا يوجد لدينا وقت لأننا نعمل في الصباح ولا وقت لحل الواجب	We want no assignments or tasks because we are employees. We have no time to do the tasks

ممتاز ومفيد
Excellent and useful
<p>الدروس مفيدة جدا، كما اقترح الآتي:</p> <ul style="list-style-type: none"> • أن تكون المادة مرتبطة بتخصص الطالب الذي يدرسه في الجامعة لأنها ستساعده في مواد التخصص خاصة المفردات الخاصة بالتخصص • أن تساعد المادة في تطوير المجال الوظيفي للطلاب. مثل : التخاطب والتواصل مع المدراء وغيرهم من أصحاب المناصب العليا، المخاطبات والرسائل الرسمية وغيرها <p>Lessons are very useful. I suggest the following:</p> <ul style="list-style-type: none"> • The content of the lessons should be related to the specialization (i.e., IT) of the students. This will help learners understand the main courses in their specialization, especially at the level of technical terms. • The course should focus on task related to our career. For example, how to write formal letters, and how to communicate with our managers and VIP people.

It should include more letter writings, formal letters that will help us in our future career, and also more summary activities. However, the course is going great, and I'm enjoying learning English writing skills.
Busy, no free time to take part in writing tasks
Writing tasks are helpful in improving grammar and correcting grammatical errors. More practice questions can be helpful in improving writing.
The writing tasks given in class are very challenging. The teacher should give us more quizzes and worksheets to improve our writing skills.
I find it repetitive as doing the same work every week is boring and it does not help me improve my writing skills
Writing tasks in classroom are really helpful. They help us improve our writing tasks and format

Table 2 gives the researcher many interesting insights into the learners' expectations of the English writing course. The teacher can build on those comments to customize his lessons to suit the needs and the situation of the learners. Some of the main common concerns that the participants mentioned are the following:

- Students are from the School of Information Technology. Two important things teachers can do to motivate learners to learn. First, they need to provide them with texts and materials related to their specialization, I.e., Information Technology. Second, teachers need to use Information Technology in teaching. Students love to learn via technology. This is shown clearly in the students' suggestions that they want more videos, video games, and teaching materials should be available online.
- Lessons should be planned bearing in mind that most learners are employees. Learner work in the morning and come to study either in the evenings or at the weekends. Therefore, learners may come to the classroom tired, or show less concentration on their lessons compared with the normal students who are not employees. This situation necessitates that teachers should avoid giving too much tasks (as students are busy most of the time), and try to create a classroom atmosphere where there is an interaction and fun to keep learners focused and motivated.

- Learners suggest that they need more class activities and worksheets that can improve their vocabulary and grammar. In addition, students want writing skills that re needed in the workplace such as writing formal letters and how to communicate with managers and VIP people.

Table 3:

Do you read books, magazines, or any texts?					
Always	Often	Rarely	Sometimes	Never	Specify? What do you read?
3 students	8 students	18 students	11 students	6 students	-Magazines (5) -Articles (5) -Comics (4) -Stories (3) -Newspapers (3) - News (4) - Novels (4) - Articles from IT magazines - I have no time to read -I rarely read out of laziness -Online stories -I read kids stories for my little brother -Football news -Emails on a daily basis -Sport news -Sport magazines -True stories about life -I read about topics that I want to know more about -International stories -Books - Films -I read about engineering and science -Tabloid newspapers -Poetry -Blogs -I sometimes read about books on psychology -Manga

Table 3 shows that out of 52 participants, 6 participants say that they never read, and 18 say that they rarely read. This clearly shows that most students are not interested in reading. As we know, reading and writing are closely related. Reading helps learners develop their English writing style, deepen their knowledge and information on a variety of topics, and enable them support their arguments from different references and sources. Table 3 can also give teachers useful hints on what their learners' reading interests are. Thus, using topics that are appealing to learners can make

the class session more interesting. In addition, to develop the students' habit of reading, teachers can encourage them to read topics that they like to know more about. Another important point we can conclude from the table 3 is that students like to read materials related to their university specialization and to their professional careers (for example, reading an email, and reading articles from IT magazines).

Data Analysis of students' class test

The test was to write an argumentative text in class. Learners were not allowed to use mobiles and other sources. The following samples are written with their errors. The errors are highlighted to find out the most common ones. The question was:

Do you agree or disagree with the following statement? Television has destroyed communication among friends and family. Use specific reasons and examples to support your opinion. Write an essay with 250 words.

Sample 1:

Modern **technology help people communicat with thir friend and family all over the world** and the television is one of the early technology that people had **so they could know about others lives or new culicers, but there are some people who thiks that televion has destroyed communication and others are agniested.**

First, **the agree** that television destroyed the communication **amongns friend and family thiks** that instead of wasting time on watching silly T.V **shows it's weakning there communication skills because thir only staring** at the screen for hours and nobody is talking.

Second, As far as the people who disagree that television is not destroying the communication among friends and family but **it could auctly impress the communication skill** because there are some **usful** program that help people developing **thir communication** for example **shy pearson could overcome his fear of communicat with others.**

So, in conclusion I disagree with the **people that thinks** television destroyed the communication among friends and family **but it impress the communication and help people over come there fear of it.**

The good points in this sample is that it is well structured. However, the student clearly has issues in grammar, spelling, and punctuation. The main grammatical issues are subject -verb agreement, pronoun types, the use of apostrophe ('), and the use of tenses.

Sample 2

Television is a means of amusement and **education It is a good mean** because in front of it we can spend our space time and increase our general knowledge.

on the television screen we can enjoy various programs **which satisfy all desires tastes and cultures.**

the culturale programs are of great **value they** include social problems and religious subjects the entertaining programs appeal to **many people they are good** means of illustration but the great danger is that some people spend a lot of time in front of television. **this** may waste their time and sometimes hurt their eyes.

In addition to errors related to grammar, spelling, and capitalization, there are very long sentences with no punctuation. It is obvious that the student follows the Arabic sentence style which allows using very long sentences.

Sample 3

Nowdays's Television destroyed communication between family and friends. I **agree than** Television can make people lose communication between each other.

Firstly people that are watch television they can see there family. The television will make the people staying at the room and some times they will be alone. In this way **they will can't see there family** and friends. If they do not **see there friends** and family they lose **communication they will do not** know what will happen for they family and friends.

On the other hand they will **forgent** there family and friends face. For example **if they goes** to some place they will **there family** and friend. **another** example **if they saw some at the street and his car destroyed will not know him they will not help him.**

Finaly I agree that **television destroy** the communication between family and **friend's**.

In addition to errors related to grammar, spelling, and pronoun consistency, the essay is very short. It shows that the students do not have enough knowledge to generate more ideas on the topic.

Sample 4:

Many **peple** nowadays believe that the **TV end** a communication between **frinds** and family. In this essay I will look at **both side** and I will give my opinion and reasons.

I believe the **TV effected of many realationship on family and frinds.** For example, many people spend most of the time to see TV **reather** than going to out side with frinds or family. But some people disagree. They believe the **TV didn't effected on any realationship,** they say no body can spend all day to watch TV **so, TV can not destroyed realationship** between family and frindes. Secondly, **most of people addiction to watches to TV** because TV shows every thing for example, movies, news and football match.

In my opinion it is better to watch for example **event global** from TV **weather than** going with **you're frindes** or family **because I and who agree with me they are prefer** to set front of TV weather than trapped in the traffic **and that sure will destroyed** communication. But, **some people disagree they believe and prefer to go** to global event with family or frindes **Because they are will enjoy more than watch it in home.**

The main issue is the use of tenses. Other errors are related to grammar, vocabulary, spelling and redundancy. The student repeats the same words and ideas that add nothing new to the text's content.

CONCLUSIONS AND RECOMMENDATIONS

The main aim of the current study is to investigate the main writing difficulties that hinder the writing performance of the undergraduate students who are also employees. Assessing learners' written test helps the researcher know his students' level in writing and their progress in English composition course.

One of the findings of the current study is that both data analyses (the analysis of the data collected from the students' questionnaire and the data collected from the class test) reveal that students have writing issues especially, grammar, vocabulary, spelling, and the content.

Assessment was useful as it shows the weaknesses of students. The researcher can now give feedback to learners, plan activities, and use suitable teaching strategies that can deal with those issues.

Many students do not have enough knowledge. Consequently, they do not have ideas to put on paper. As teachers and educators, we need to find effective strategies to encourage learners to read. The majority of students are employees. They do not have much time, and they may come to the class tired in the evenings. Therefore, the course should be tailored to customize their needs.

The limited scope of the present study does not allow the researcher to include more samples of students' class test. Further studies can be conducted to find out the best teaching writing strategies that can be used, especially with those students who are employees.

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Appendix:

QUESTIONNAIRE

Dear students,

The following questionnaire is to investigate your English writing difficulties, to know your feedback and to explore to what extent you are satisfied with the content and the way “English composition course” is being taught. The aim is to improve our teaching performance so that the tasks given in this course are interesting and relevant to your personal, academic and career. Please be informed that your answers will be completely anonymous and used for scientific research only. Thank you for filling in this questionnaire.

Part 1: Circle the most appropriate choice.

1. You are:
 - Male student
 - Female student

 2. Which of the following problems do you face in your academic writing tasks? You can choose more than one answer)
 - Grammar
 - Vocabulary
 - Punctuation
 - Spelling
 - Cohesion and coherence
 - Structure and organization of ideas and paragraphs
 - content
 - finding relevant references
 - others(specify)_____
-
-

3. Are you motivated to learn English writing skills?

- Yes
- No

Why?

4. Do you write (or you are obliged to write) outside the classroom? (for example, in your work)

- daily
- Often
- Sometimes
- Rarely
- Never

5. Do you think that reading is important in improving your writing?

- Yes
- No

Why/how?

6. Do you read books, magazines, or any texts?

- Always
- Often
- Rarely
- Sometimes
- Never

Specify? What do you read? _____

Part 2:

1. Do you find the writing course important and/or relevant to your personal, academic life/your future or current career? Why or why not? How?

2. What is your opinion on the writing tasks given in classroom? Do you suggest other writing tasks that you find more important and relevant to your personal life/your future or current career?

QUESTIONNAIRE (translated into Arabic)

يهدف هذا الاستبيان الى معرفة المشاكل التي تواجهكم فيما يتعلق بمهارات الكتابة. كما يهدف هذا البحث الى معرفة تقييمكم لمادة "English Composition" والى أي حد تجدون هذه المادة مفيدة اليكم سواء على المستوى الشخصي او الاكاديمي او الوظيفي. و الهدف هو تطوير الاداء وتحسين محتوى مادة "English Composition" وايضا طريق تدريس هذه المادة. ليس ضروريا ذكر الاسماء. وهذه الاسئلة لاغراض البحث فقط. أشكركم على حسن تعاونكم.

جزء 1: ضع دائرة على الاختيار المناسب:

1. أنت:
 - طالب
 - طالبة
 2. أي من هذه المشاكل تواجهك في الكتابة باللغة الانجليزية؟ (يمكن اختيار أكثر من خيار)
 - القواعد (grammar)
 - المفردات (vocabulary)
 - علامات الترقيم (punctuation)
 - الاملاء (spelling)
 - الربط بين الافكار (coherence and cohesion)
 - بنية و ترتيب وتنظيم الافكار و الفقرات (structure and organization of ideas and paragraphs)
 - المحتوى (الافكار) (content)
 - ايجاد مراجع (finding relevant references)
 - أخرى. (others)
- حدد:

3. هل انت متحفز ولديك الرغبة لتعلم مهارة الكتابة باللغة الانجليزية؟

- نعم
- لا
- لماذا؟

4. هل تكتب او تجد نفسك مجبرا على الكتابة خارج الفصل الدراسي؟ (مثلا قد تحتاج الكتابة في عمك)
- بصفة دائمة
 - معظم الاوقات
 - بعض الاوقات
 - قليلا
 - ايدا

5. هل تعتقد ان القراءة أساسية وضرورية لتحسين مهاراتك في الكتابة؟
- نعم
 - لا

كيف؟

لماذا؟

6. هل تقرأ كتباً، مجلات، أو تقرأ أي شيء؟
- بصفة دائمة
 - غالبا
 - بعض الاوقات
 - قليلا
 - ايدا
- حدد. ماذا تقرأ؟

جزء 2:

1. هل تجد مادة الكتابة "English Composition" مهمة و/ أو تفيدك في حياتك الشخصية او في حياتك المهنية او مفيدة في مستقبلك؟ لماذا نعم؟ لماذا لا؟ كيف؟

2. ما هو رأيك في الدروس والتمارين والواجبات التي تقدم في هذه المادة؟ هل تقترح تغيير في طريق التدريس او في المحتوى بشكل يجعل المادة مفيدة بالنسبة اليك ومرتبطة بحياتك الشخصية والمهنية؟
