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Institute of Letters and Languages
Department of Letters and the English Language

**Reinforcing the Low Competence in Writing via Teacher
Assessment**
**The Case of First Year EFL Students at Belhadj Bouchaib
University Centre (Ain Temouchent)**

*Extended Essay Submitted in Partial Fulfilment of the Requirements for a
Master's Degree in Advanced Studies in Contemporary Linguistics*

Submitted by:

- Ms. Belhadj Yasmine
- Ms. Bousahla Rajae

Supervised by:

Ms. Koriche Hassiba

Board of Examiners

- **President** : Dr Guardaoui Naceur M.C.A Belhadj Bouchaib University Centre
- **Supervisor**: Ms Koriche Hassiba M.A.A Belhadj Bouchaib University Centre
- **Examiner** : Mr Takroumbalt M.A M.A.B Belhadj Bouchaib University Centre

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Abstract

Language is the fundamental means of communication, and it is a crucial medium of integration. Moreover, it is defined as set of skills that are considered as a challenging matter for many English language apprentice learners. It requires considerable efforts from the teacher and the learner and takes time to be improved. The present study is based on the description of the students' deficiency in performing a meaningful piece of writing. The aim of this study is to investigate the role of teacher assessment in improving poor writing. This issue has been tackled through the delivery of only one research instrument to collect data. We have opted for teachers dealing with written expression subject. This research work is divided into three chapters; the first chapter provides an overview of related literature. The second chapter is designed to describe the methodology of research, and the third chapter is devoted to the analysis of the collected data. The analysis of the teacher and the learner questionnaire outcome revealed that a big range of students are satisfied of their teacher's assessment with the approval of most learners. Moreover, the teachers have asserted that students' writing skill is improved thanks to the feedback provided by constant assessment.