احالات
IHALAT

مجلة أكاديمية دولية نصف سنوية مُحكَّمة

لوحة الغلاف من تصميم الفنّان

أحمد بوحفص

أعمال الملتقى الوطني الأوّل

Preparing Learners at the Age of Technology with New Competencies and Skills in Teaching Foreign Languages

قسم اللّغة الإنجليزية – معهد الآداب واللّغات

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قواعد النّشر في المجلّة

تُرحِّب مجلّة "إحالات" بنشر البحوث الأكاديمية الرّصينة في اللّغة والأدب والنّقد، باللّغة العربيّة والإنجليزيّة والفرنسيّة والإسبانيّة، مع الالتزام بقواعد النّشر الآتية:

1. ألّا يكون البحث قد سبق نشره، أو قُدِّم للنشر في مجلّة أو أيّ شكل من أشكال النّشر الأخرى.

2. ألّا يتجاوز عدد صفحات البحث 30 صفحة.

3. أن يُرفَق البحث المكتوب باللّغة العربية بملخّص في حدود (100) كلمة والكلمات المفاتيح في حدود (05) كلمات باللّغتيْن العربيّة والإنجليزيّة. وأن يُرفَق البحث المكتوب بإحدى اللّغات الأجنبية (الإنجليزيّة أو الفرنسيّة أو الإسبانيّة) بملخّص في حدود (100) كلمة والكلمات المفاتيح في حدود (05) كلمات باللّغة الإنجليزيّة.

4. أن يُكتَب البحث باللّغة العربيّة بخطّ Sakkal Majalla قياس 16 في المتن و12 في الهامش، والبحث باللّغتيْن الإنجليزيّة والفرنسيّة بخطّ Times new roman قياس 12 في المتن و10 في الهامش.

5. أن تُفرَد للأشكال والجداول والصّور والرّسومات صفحات خاصّة داخل البحث نفسه.

6. أن تُكتَب الهوامش في آخر البحث آليًا.

7. أن يُراعى في كتابة الهوامش ترتيبُ البيانات، كما يلي: اسم المُؤلِّف ولقبه، وعنوان المؤلَّف، ودار النّشر، ومكان النّشر، وعدد الطّبعة، وتاريخ صدور الطّبعة، ورقم الصّفحة.

8. أن يُختَتم البحث بقائمةٍ للمصادر والمراجع المعتمَدة.

9. أن يُراعى في كتابة قائمة المصادر والمراجع ترتيبُ البيانات، كما يلي: لقب المؤلِّف واسمه، وعنوان المؤلَّف، ودار النّشر، ومكان النّشر، وعدد الطّبعة، وتاريخ صدور الطّبعة.

10. أن يلتزم المُؤلِّف بإجراء التّعديلات التي يطلبها المُراجِعون في أجل أقصاه (15) يومًا.

11. أن يلتزم المُؤلِّف بإدراج المراجع في المنصّة الجزائرية للمجلّات العلميّة وإمضاء التّعهُّد في أجل أقصاه (07) أيّام، وذلك بعد قبول المقال للنّشر.

فهرس

افتتاحيّة العدد

آثر فريق تحرير مجلّة "**إحالات**" إفراد عدد خاصّ لأعمال الملتقى الوطني الأوّل الموسوم " Preparing Learners at the Age of Technology with New Competencies and Skills in Teaching Foreign Languages"، والذي أشرف على تنظيمه قسم اللّغة الإنجليزية، بمعهد الآداب واللّغات، بالمركز الجامعي مغنيّة، يومَيْ 01 و02 ديسمبر 2021. وقد جاء تخصيص هذا العدد لأعمال الملتقى، الذي ترأسته الدكتورة حنان رباحي؛ عضو هيئة التّدريس بقسم اللّغة الإنجليزية وعضو فريق تحرير المجلّة، تقديرًا لجهود الباحثين الذين قدّموا جملة من المداخَلات المُحْكَمَة والمُحكَّمة حول إعداد المتعلّمين بكفاءات ومهارات جديدة لتدريس اللّغات الأجنبية في عصر التكنولوجيا، وتثمينًا لدراساتهم الرّصينة التي تستأهل النّشر بين دفّتيْ مثلِ هذا المُؤَلَّف الدّوري، ابتغاء إشاعة الفائدة العلميّة بين المشتغلين والمهتمّين بتعليميّة اللّغات الأجنبية من جهة، وحتّى لا تنصرم رؤاهم المعرفيّة وخلاصات أبحاثِهم العلميّة بانصرام زمن المداخَلة أو أجَل الملتقى من جهة أخرى.

ويُجدِّد فريق تحرير مجلّة "**إحالات**"، بهذه المناسبة، ترحيبه بنشر الأبحاث المقدَّمة في الملتقيات العلميّة بشكل حضوريّ أو عن بعدٍ، في أعداد خاصّة، في صيغة ورقيّة، وأخرى إلكترونيّة على مستوى المنصّة الجزائريّة للمجلّات العلميّة التي تتيح لرؤساء التّحرير، بالتّنسيق مع المحرّرين المساعدين، إمكانيّة إنشاء مثلِ هذه الأعداد الخاصّة المفرَدة لأعمال المؤتمرات والنّدوات والأيّام الدّراسية العلميّة أو الاستكتابات الجماعيّة في موضوع بعينه. كما يتقدّم فريق تحرير المجلّة بجزيل شكره وعظيم امتنانه للدكتورة حنان رباحي، لتحمُّلها مشقّة مُراجَعة المقالات من النّاحية الشّكلية مُراعاةً لقالب المجلّة وقواعد النّشر فيها، وتجشُّمها كَبَد مُتابَعة المراحل التي يمرّ بها تقديم المقال في المنصّة الجزائريّة للمجلّات العلميّة إلى غاية نشره، ويتمنّى لها التّوفيق والسّداد في مهامها البيداغوجيّة والعلميّة.

والله نسأل الإخلاص في النّية، والإخلاص في العمل. والله من وراء القصْد.

رئيس التّحرير

بقلم الدكتورة حنان رباحي

Presentation

Learning a second language has always been a passion of most learners around the world. The multi-faceted globalised movement acknowledges the need for new models and methods of learning to be added to worldwide education goals for the purpose of boosting the quality of learning. However, the question of how best to teach them and what skills to be taught is largely overlooked. Therefore, it has been argued that Rethinking Pedagogy is a crucial point to tackle the complex educational challenges and to provide learners with educational support. To develop higher order skills, today's learners must engage in real world experiences that have a value and relevance to their personalities and communities through collaboration, engagement in research and writing analysis, and the ability to communicate effectively and to solve learning problems. As a key step for educational transformation, Rethinking pedagogy needs to develop, and to specify, learners' competencies and skills.

Aims of the Conference

The First National Conference on Teaching Foreign Languages aims to bring together leading academic researchers and research scholars to exchange and share their experiences and research results on all aspects of Teaching Foreign Languages. It also provides a premier interdisciplinary platform for researchers, practitioners and educators to present and discuss the most recent innovations and trends about teaching, and to develop learners' competencies and skills of this century.

Subject Fields

Education, Language Contact, Linguistics, Literature, Psychology, Didactics, ICT.

Issues

The conference provides the opportunity to explore research in a variety of disciplines where the following trends and issues will be of particular interest but are not limited to:

1. Communication skills and collaboration.
2. Creativity and innovation.
3. Social and cross-cultural skills.
4. Ethical Considerations and Plagiarism in Academic Research
5. Academic writing and Assessments.

Call for Contributions

All honorable authors are kindly encouraged to contribute to, and help shape, the conference through submissions of their research abstracts, presentations and posters. Besides, high quality research contributions describing empirical, experimental, or theoretical work in all areas of teaching foreign languages are welcome.

All submitted conference abstracts will be blind peer-reviewed by competent reviewers (doctors and professors from different Algerian universities).

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The Efficiency of Using Essay-Scoring Rubrics in Increasing Learners' Self-Efficacy

Halima BOUMAZA[*]

Department of Letters and English Language – Faculty of Letters and Foreign Languages

University of Abbes Laghrour – Khenchela – Algeria

halimaboumaza94@gmail.com

Mahbouba MSSERHI

Department of Letters and English Language – Faculty of Letters and Foreign Languages
University of Mostefa Benboulaid – Batna 2 – Algeria

aimee_mah@yahoo.fr

Abstract

This study investigates teachers' and learners' attitudes towards the efficiency of using essay-scoring rubrics in increasing learners' self-efficacy. To prove or reject the hypothesis which assumes that using essay-scoring rubrics while assessing learners' compositions would affect their self-efficacy, a quantitative descriptive method was followed where two questionnaires were distributed to twenty-one teachers and fifty-eight second-year students at the department of English in 8 Mai 1945- Guelma- University. The analysis of the questionnaires revealed that the majority of

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[*] Halima BOUMAZA : halimaboumaza94@gmail.com

the respondents believe that rubrics have a positive impact on the learners' self-efficacy. Accordingly, some practical recommendations were suggested to teachers to help them in increasing students' self-efficacy.

Keywords: Alternative assessment tool, essay-scoring rubrics, learners' self-efficacy.

1. Introduction

Assessing students' learning outcomes plays a vital role in the teaching and learning process since it allows teachers to measure students' progress and achievements, to check whether their employed methods were effective or not, and to determine the degree of realizing the course objectives. There are different conditions and principles of assessment that all teachers need to know; for instance, the content, the syllabus, and the students' levels; as well, they can provide valid and fair judgments. Students' writing is assessed either by giving a holistic score or by providing detailed grades for elements of writing which are analytic scoring rubrics. The use of the latter plays an effective role in providing clearer, more detailed, and reliable feedback to both teachers and learners. Hence, examining the efficiency of using scoring rubrics to make the assessment procedure as clear and transparent as possible is necessary.

2. Literature Review

2.1. Assessing Students' Essays

Nowadays, there are different alternate assessment methods by which teachers evaluate the students writing compositions; such as portfolios, free writing activities, and essays. The latter is widely used by teachers to measure students' ability to recall the acquired data appropriately and communicate it effectively with readers. In this regard, Kevin and Miller (2013) argued that teachers should be able to determine when essay questions are more appropriate and when other assessment forms are more suitable depending on the nature of the learning objectives that need to be measured. In other words, teachers should be aware of which method of assessment they use each time according to their needs and learning conditions. Teachers also should pay more attention to how to mark students' essays fairly. For Kevin and Miller (2013), despite their popularity, essays can not be measured quickly and their marking reliability is very hard to be achieved. Regardless of

the importance and validity of essays, teachers need to be more aware of how and when to assess students' progress through essays.

Scoring students' essays is an influential element in the educational circle since it is the most common information supplier about students' level of achievement and the most used form of feedback that is provided to students in the classroom. Despite its importance, it is a difficult task forteachers as they should make the scoring process as fair and transparent as possible; since fair and impartial scoring boosts students' learning confidence and social life. According to Walvoord and Anderson (1998), the process of grading is a "complex context-dependent" (p.2) as it serves different roles at the same time such as it evaluates students, communicating their level of progress to all the educational staff, and motivates them to be more involved in the classroom.

2.2. Essay Scoring Rubrics

Andrade (2000) described rubrics as a document that contains specific criteria for specific work such as organization, language, and grades, and the "levels of quality, from excellent to poor" (p.13). Accordingly, rubrics consist of a set of criteria listed by teachers in a particular form either on a page or a table to assess a specific task that is performed by students. In addition to her description of the term, she stated that rubrics are generally used to assess complicated tasks such as: "research papers, essays, and any other long-term project" (p.13) and that the main purpose of rubrics is to give detailed and informative feedback to students about their achievements. In the same vein, Stevens and Levi (2005) argued that rubrics are grading instruments that set out the specific expectations for an assignment and that they are widely used to grade different types of assignments including essays, research papers, . . .etc.

In addition to the aforementioned definitions, there is an important point to draw light on it which is the distinction between scoring and instructional rubric. Andrade (2005) made a clear distinction between these two concepts. She clarified that a rubric that is created and used by both teachers and students is instructional. However, a rubric that is only used by teachers is a scoring one. So that teachers can use either the instructional or scoring rubrics according to assessment purpose.

2.3. Differentiating Rubrics, Checklists, and Rating scales

The terms rubrics, checklists, and rating scales have been used interchangeably in the field of assessment; however, teachers and students should make a clear cut between them. According to Anderson (2003), rubrics, checklists, and rating scales are guidelines used to avoid subjectivity in the assessment process. Conversely, Brookhart (2013) has tried to distinguish between them by stating that checklists are "a list of specific characteristics with a place for marking whether that characteristic is present or absent", whereas, rating scales provide a score to the "degree to which each characteristic is displayed" (pp.77-78).

To avoid the misuse of these assessment tools, Brookhart has made it clear that rubrics involve both the criteria of the work and a description of the performance quality, but checklists and rating scales do have only the criteria of the work. Similarly,Bromley (2007) stated that "Checklists are sometimes called rubrics, but checklists only provide a list of criteria without descriptions of quality" (p.215). Accordingly, when teachers need to grade learners' work and give specific marks to every individual learner, s/he uses rubrics, but if s/he just wants to rank learners' achievement or to raise their awareness of specific criteria, s/he should use checklists and rating scales.

2.4. Types of Rubrics

Using rubrics to assess students' level of achievement in a specific area requires teachers to choose a particular type of rubrics. Generally, there are four kinds of rubrics which are: holistic, analytic, general, and task-specific, each one has its characteristics, principles, and reasons to use it.

2.4.1.Holistic versus Analytic Rubrics

Brookhart (2013) pointed out that holistic rubrics involve teachers providing a general judgment of the students' whole work at once, by considering all the criteria which are used in the holistic scoring and providing the students with a single score. This indicates that in the holistic scoring, teachers will evaluate all criteria simultaneously.

According to Arter and McTigh (2001), holistic rubrics are unlike analytic rubrics; they are more rapid and less time-consuming especially when teachers have to assess a large number of students' products (p.18). Thus, holistic rubrics are helpful and easier for teachers when they are assessing large-size classes. However, Brookhart (2013) added that despite that holistic rubrics are a time-saver, they are less informative to both teachers and students (p.7). To put it differently, when

teachers use holistic rubrics to score students' performances, they are prevented from identifying students' strengths and weaknesses and are unable to help them improve their learning.

2.4.2. General versus Task-Specific Rubrics

According to Arter and McTighe (2001),on the one hand, a general or generic rubric is that type of rubric which is used for assessing general tasks such as "all writing . . . all critical thinking, or all group interaction" (p.24). This means that the general rubric is a standard rubric that can be used for evaluating various tasks.

In the same vein, Brookhart (2013) defined this term as a rubric that involves describing different tasks whose learning objectives are approximately the same. For her, general rubrics are useful in different ways. For example, they can be reused with different assignments, they can share the teachers' expectations and instructions explicitly with students, as well as, they help in increasingstudents' self-assessment. However, they require more practice and they are less reliable than task-specific rubrics.

On the other hand, Arter and Mctighe (2001) clarified that the task-specific rubric is used for assessing one single task exclusively. This means that, unlike the general rubric, a task-specific rubric can not be used to measure more than one task. In addition, Brookhart (2013) argued that task-specific rubric's role is to describe the specific content of only one assignment, for example, it "answers, specifies a conclusion". In comparison to a general rubric, a task-specific rubric makes the scoring process easier, and it is also faster in achieving reliability. Though it cannot be shared with students, it needs to be rewritten each time for each task. Besides that, in the open-ended assignments, answers could be poorly measured because there is no valid and specific answer listed in the rubric.

2.5. Self-Efficacy and Learning

The concept of self-efficacy has been first introduced by the Stanford psychologist Albert Bandura (1977) in his article "Self-Efficacy: Toward a Unifying Theory of Behavioral Change"; his main concern was on the ways through which individuals regulate their motivation and behaviors in a given situation. It was portrayed by Bandura (1986) as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p.391). In other words, self-efficacy is an individual's faith in his/her ability to undertake and accomplish a

given task. This definition emphasizes the significance of building high self-efficacy beliefs to succeed in any specific field.

In the academic context, Bandura and Schunk (1981) made the importance of self-efficacy in the learning process clearer. They claimed that, unlike low efficacious students, those with high self-efficacy usually try to set higher academic goals to be achieved, they work harder, they control their learning; as well as; they never give up easily while facing challenging situations. Similarly, Schulze and Schulze (2003) reported that high self-efficacious students are motivated and willing to learn new skills and strategies to cope with different learning situations and to solve challenging problems in the classroom and any other area in life. From their views, it can be said that students' self-efficacy motivates them to work harder and give them more chance to achieve their goals successfully.

2.6. Learners' Writing Self-Efficacy

Bandura in 1977 stated that self-efficacy is task or domain-specific. For instance, students may have high self-efficacy in writing however they are low efficacious readers. According to Chea and Shunmow (2014), writing self-efficacy is the students' ability to perform a writing task, such as writing essays in English. They claimed that self-efficacy has a great influence on a person's behaviour, which further leads him/her to achieve a particular goal. In other words, unlike low-efficacious students, high self-efficacious ones tend to exercise more effort when writing essays and persevere despite the difficulty, thereby achieving a good outcome.

Bruning, Kauffman, Dempsey, and Mckim (2013) defined writing self-efficacy as the writers' beliefs in their abilities in the "ideation . . . conventions . . . and self-regulation" (pp.28-29). According to them, ideation is an ongoing process that influences all the writing steps. It refers to the writers' beliefs in their capabilities to generate ideas regarding the assigned topic. They also claimed writing self-efficacy in conventions is highly linked to the writers' beliefs in their self-capabilities to successfully articulate and present the generated ideas through the specific use of writing conventions. Moreover, they explained that self-regulation in writing is about the writers' confidence about the writing skills they have to effectively control the writing process from one side and to overcome stresses that can occur while writing from the other side. Simply put, writing self-efficacy is the students' beliefs regarding their capacities to generate ideas with the assigned

topic, to successfully articulate and present them and to manage and effectively control the writing process.

3. Methodology

The current research has been conducted depending on the quantitative descriptive method. To achieve the aims of the study, two questionnaires have been directed to the teachers and the students. The research is conducted with two samples. The participants of the first sample are twenty-one teachers of English at the department of letters and English language, in the University of 8 Mai 1945-Guelma, who were involved to have reliable results; Whereas, the second sample includes fifty- eight students from the same department using the random sampling technique to achieve generalization.

The questionnaire that has been administered to the teachers seeks to explore teachers' views about the impact of using essay scoring rubrics on learners' self-efficacy. The questionnaire is organized into two sections and consists of eleven questions. The first section consists of nine questions. In the first question (Q1), teachers are required to identify their teaching experience. In the second question (Q2), teachers are required to express their opinions towards the most helpful way(s) to improve the learners' writing skills. The third question (Q3) was designed to indicate how often some actions happen in their classes, and they are given a space to give their opinion regarding the reason that makes learners doubt their grades. In question number four (Q4), teachers are asked to indicate whether they used to provide learners with a single or a detailed score. Then, in question five (Q5), teachers are asked if they used to use scoring rubrics to assess the students' essay compositions. In the following question (Q6), teachers are required to indicate what type of rubrics they use more. And in question number (Q7), teachers are required to identify whether they use essay scoring rubrics for teacher, peer, self-assessment, or they use them for all. In question number (Q8), teachers are demanded to indicate the extent to which they agree or disagree with some statements. The ninth question (Q9) is designed to know the teachers' attitudes toward the use of scoring rubrics to assess the students' essays; whether they are helpful or unhelpful. Then, they were requested to identify in what way they consider them helpful or unhelpful. The second section of the teachers' questionnaire includes two questions (from Q10 to Q11). In question number (Q10), teachers are demanded to indicate whether they think that the assessment tool they used to useaffects the learners' confidence or not, then they are requested to justify their answer. In question (Q11), teachers are required to indicate the extent to which they agree or disagree with

some statements. In the final question, teachers are provided with open space and they are invited to add further comments or suggestions regarding the issue under investigation.

The questionnaire that has been administered for the students seeks to explore students' views about the impact of using essay scoring rubrics on their self-efficacy. The questionnaire is organized into two sections and consists of twelve questions. The first section includes two questions and is designed to gather general information about the participants. In questions (Q1), students are asked to identify their gender. Then, in question number two (Q2), they have been required to indicate whether studying English at the university was their personal choice or not. The second section of the students' questionnaire includes nine questions (from Q3 to Q12). The informants are asked in (Q3) to indicate whether or not they know rubrics. In the fourth question (Q4), students are asked to identify which procedure their teachers use when they assess their essays. In question number (Q5), students are asked whether they believe that rubrics help them improve their essay writing or not. In question number six (Q6), learners are asked to indicate the extent to which they agree or disagree with some statements. In question number seven (Q7), students are required to indicate the extent to which they are confident or not in performing a particular task when they are provided with a rubric. In question number eight (Q8), students are demanded to indicate whether or not rubrics help them to be more optimistic regarding the assigned task. In the ninth question (Q9), they are asked to indicate whether or not they need to know how they have gotten their marks when the teachers gave them back. In question number ten (Q10), I ask students to indicate if rubrics help them feel more confident and comfortable with their marks even if they are not that good just because they are already provided with the necessary criteria of assessment. For the eleventh question (Q11), students are given three choices in which they were asked to tick one of them to indicate how rubrics can help them when they fail in writing an essay. In the last question (Q12), the students are asked to indicate the degree to which they agree or disagree with some statements.

4. Results and Discussion
4.1. Teachers' questionnaire

The results gathered from (Q1) in the teachers' questionnaire reveal that the majority of the teachers (95.24%) who have responded to the questionnaire have been teaching English for more than five years which implies that they are experienced teachers. The responses of (Q2) indicate that only a few participants (4.76%) believe that providing learners with scoring rubrics is a helpful way

to improve students' writing skills. This implies that only a few teachers are aware of the helpfulness of scoring rubrics in improving learners' writing skills. In their response to (Q3): In the first option, the majority of teachers (71.43%) always assess their students' writing through essays. In the second option, teachers were asked to indicate how often their students complain about their grades. In this respect, the majority of the teachers (60.92%) claimed that sometimes the students proclaim about their scores; while (38.08%) reported that their students always complain about their marks. From the gathered data, it is noticed that generally students are not convinced by their marks. In the third option, the highest percentage (61.9%) reveals that students are always asking teachers to clarify to them how they have gotten their marks; while three teachers claimed that their students never ask for clarification because they gave them detailed scores. another three teachers reported that this happens sometimes. However, only two teachers said that students often want to know from where they have gotten their grades. The obtained results reveal that the majority of students do not take their marks for granted; however, they usually ask for more clarifications. Thus, it is important to provide students with detailed scores to make the assessment process transparent and more reliable.

In this question, teachers were asked to provide some reasons that make students doubt their scores. The majority of the respondents agreed that students usually doubt their marks because they do not pay much attention to the teacher's criteria of assessment. They also stated that students think that they will have good marks just because they provided the required information even if it is not communicated in the right way. Two teachers; however, claimed that students do not care for the writing per se but rather for the mark itself. In this regard, teachers need to make the assessment criteria clearer through which students will be able to concentrate more on what their teachers want them to do exactly. Participants' responses to (Q4) show that the majority of the participants (71.43%) provide students with a detailed score; while only six teachers claimed that they used to provide them with a single score. This reveals that teachers are aware of the importance of making students aware of their weaknesses and strengths by giving them detailed scores to explain to them how they have gotten these scores. The gathered data from (Q5, Q6) displays that the majority of the informants (71.43%) used to use scoring rubrics to assess their students' essays; while (61.9%) of them use analytic rubrics. The obtained results indicate that most of the teachers are aware of the usefulness of using analytic rubrics because it assesses each writing aspect separately. Thus, it helps teachers give more transparent essay scores. Teachers' answers of (Q7) show that (66.68%) of the

respondents use rubrics only for teacher assessment; only 33.68% of the respondents reported that they use scoring rubrics for both teachers and learners. From the obtained data, it is implied that most teachers use rubrics to assess students' essay compositions for their own. This leads to conclude that almost all teachers do not provide students with scoring rubrics to make them know against which criteria they have been evaluated. Thus, it is important to raise the teachers' awareness regarding this crucial tool. In question (Q8), the majority of the participants strongly agreed that: using essay scoring rubrics makes their expectations clearer for students, rubrics help students diagnose their strengths and weaknesses; as well as; rubrics is a key tool in providing objective, fair, and transparent scores.

The results obtained from (Q8) confirm that using essay scoring rubrics to assess students' essay composition plays a crucial role in improving the students' writing skills as they explicitly list to them what they should and should not do; as well as; they help in raising their awareness of their strengths and weaknesses in order not to repeat the same mistake in subsequent pieces of writing. The collected results from question (Q9) show that all teachers (100%) perceived the use of scoring rubrics as helpful for teachers and students. The gathered data reveal that all teachers are aware of the helpfulness of rubrics. Then, the teachers reinforced their answers and gave further explanations to this question which the majority of the participants claimed that using scoring rubrics is helpful for both teachers and students in that they make the assessment procedure easier, quicker, and more valid.

They also stated that scoring rubrics help teachers to make fair evaluations and to provide learners with more explicit, transparent, and reliable scores. Moreover, all the participants provided almost the same reason that makes rubrics helpful for students. They stated that because using scoring rubrics helps students diagnose their strengths and weaknesses; they would help them ameliorate their writing products in which they will acquire more language skills and strategies to minimize their mistakes and to be more satisfied with their grades. This means that teachers are aware of the importance of using essay scoring rubrics in providing reliable scores and precise judgments; as well as; in promoting students' writing skills. In question ten (Q10), the majority of the respondents (80.95%) reported that the assessment tool they used to use affects the students' confidence. Teachers were requested to back up their answers with justifications. Among them, only five teachers did not justify their choice. In this respect, 71.4% stated that the assessment procedure followed by the teachers affects students' confidence either positively or negatively.

In the former, they argued that if students are given adetailed assessment, they will accept the mark and be satisfied with it; as well as; they will improve their weaknesses to perform better in other assignments. However, if students are given a holistic assessment, they will not be able to know how they have gotten this mark and they will not believe in their capabilities to perform better in the coming assignments. The provided justifications prove that almost all teachers are aware that the assessment tools used by teachers impact the learners' confidence in their capabilities to perform further tasks. Finally, the collected results from (Q11) show that the majority of the participants strongly agreed that rubrics help students believe in their capabilities, using an essay scoring rubrics to assess the students' writing task would convince them about their scores; since the score is clearly explained, and that providing students with a clear and well-defined scoring rubric would increase their self-efficacy in accomplishing the assigned task; as well as; providing students with rubrics helps them relate their success or failure to their efforts and not to other external reasons. From the obtained results, it can be concluded that most of the teachers are aware of the importance of using essay scoring rubrics to help students believe in their self-capabilities to perform essay writing tasks successfully, to attain their designated goals, and to persist and make more efforts to accomplish the assigned tasks; since each time they are provided with a detailed scoring rubric, they will be able to diagnose their strengths and concentrate more on certain fallacies.

4.2.Students' Questionnaire

Concerning the students' questionnaire, the collected answers from (Q1) indicate that the majority of the students (82.76%) who have responded are females. Furthermore, the gained results from (Q2) indicate that (86.2%) studying English at the university was their personal choice. The obtained data from (Q1 and 2) demonstrate that the collected data in this research is going to be more from a female perspective and that most of the respondents are motivated to learn English at the university as being their personal choice. In their responses of (Q3), the majority of the informants (87.24%) do not know rubrics; while only (12.76%) have certain knowledge about them. This is mainly because most students are not exposed to rubrics before. The results obtained from (Q4) show that most of the respondents (74.14%) agreed that teachers use scoring rubrics when they assess their essay compositions and provide them with a detailed score; while (25.86%) reported that their teachers provide them only with a single score. As it is displayed, there is a recognizable difference between teachers who give students a detailed score and those who do not. The results

indicate that students are aware of the ways they are being assessed and they are distinguishing holistic and analytic scoring procedures. While answering (Q5), the highest percentage (96.55%) of the participants believed that rubrics help improve their essay writing performance; while only two of them (3.45%) did not. The obtained data revealed that students are aware of the helpfulness of rubrics even if they are not provided with them.

In question six (Q6), the majority of the participants (67.24%) agreed that only rubrics can ensure what teachers want from students. This leads to conclude that almost all students are aware of the importance of using rubrics to make the teachers' expectations clearer. For the second statement, the majority of the participants (63.80%) strongly agreed that when they know what their teachers will focus on when correcting their essay, they will perform the writing task more successfully. The collected data indicate that most of the students have positive attitudes toward the importance of using rubrics in assessing their essays because they make the assessment more transparent, as well as, they help them perform better because the teachers will clearly state what they expect from students to do. The analysis of the collected data from (Q7) reveals that most of the participants (55.17%) claimed that they feel confident in performing a particular task when they are provided with rubrics. This indicates that when providing students with the necessary criteria, they are sure that they will make more efforts to produce a good essay with minimum errors. While answering the eighth question (Q8), the majority of the participants (87.93%) reported that rubrics make them feel more optimistic regarding the assigned task. This means that the majority of the students consider rubrics as a helpful tool in both performing better and being optimistic that they can achieve better results. By answering (Q09), the majority of the informants claimed that they need to know how they have gotten their marks.

This highest percentage (81.03%) indicates that the majority of the respondents care about their grades and need to know how do they get these marks. From the data collected in (Q10), it is clearly shown that the majority of the respondents (81.03%) feel confident and comfortable with their grades because they know against with criteria they have been evaluated. Since they know how they are evaluated, they will not doubt their grades even if they are not good because they did not make more efforts to have better grades. In the analysis of (Q11), the majority of the participants (62.07%) reported that when they fail in performing the assigned essay, the provided rubric help them use different strategies to accomplish it; while (37.93%) of the respondents reported that the provided rubrics help them feel confident to promote their performance. This

means that almost all students consider rubrics as helpful in boosting their efficacy in performing a difficult task. Finally, the answers collected from the last question (Q12) show that the majority of the participants (60.34%) agreed with the claim that rubrics foster their ability to write well-organized, coherent, and relevant essay components and that rubrics help in boosting their concentration on correcting spelling and punctuation mistakes. The collected data in this question reveal that most of the students considered using essay scoring rubrics as one way to boost their self-efficacy in writing by which they will be able to write well-structured and relevant essay components. Therefore, teachers are expected to provide students with essay scoring rubrics to help them boost their confidence in their self-capabilities to perform tasks successfully and to achieve their learning goals.

5. Implications

In the light of the findings obtained in the current study; it is evident that most of the teachers and learners have positive attitudes towards the importance of using essay scoring rubrics as a necessary way to increase the students' self-efficacy. In this regard, it is important to shed light on the importance of integrating rubrics in all types of assessment. The latter makes the target learning clearer. Simply put, when students are provided with a scoring guide, their writing skills would be improved to meet the teachers' expectations. Moreover, it helps teachers provide more valid, reliable, transparent, and consistent judgments. By realizing all these principles, the students' efficacy beliefs would be increased, since their scores will not fall victim to personal emotions or other external factors, but rather they reflect their real level and are related to their efforts. Furthermore, putting a rubric in front of students would not leave them any chance to complain about their scores mainly because they ensure that they get what they deserve. Therefore, teachers should integrate this technique in both formative and summative assessments to help students ameliorate their writing skills since all the required writing aspects are documented explicitly in the rubric. In addition, it is important to shed light on the benefits of raising the teachers' awareness of the importance of using authentic strategies, techniques, and tools of assessment that go hand in hand with the learning content and objectives.

Through organizing seminars, teachers' knowledge in this area will not be stickered only to what they have learned previously, but rather it will be developed; since they will be exposed to others' views, models, and practices. If such seminars cannot be held; teachers can organize

meetings at the local level where they can discuss different issues including the implementation of new assessment techniques in all classes. Finally, teachers should help learners to build high self-efficacy. Since the latter is a motivational and influentialfactor for EFLL, Teachers should adapt the teaching process to the teaching techniques that are based on the sources of self-efficacy to help students increase their level of writing self-efficacy. This can be achieved through different ways; they should ask students to perform easier tasks to experience repeated success since they make the learners' sense of self-efficacy higher than repeated failures. Moreover, teachers should use rubrics to always provide students with fair, objective, and detailed feedback to encourage them to perform better in other tasks. Furthermore, they may give students the chance to observe their classmates performing writing tasks successfully; this opportunity could help them foster their ability to perform similar tasks believing that if their peers did it; they also would. Another important factor lies in providing learners with a positive and motivating atmosphere to help them grasp more knowledge during the sessions.

6. Conclusion

According to the interpretation of the findings, it is clearly shown that teachers and learners have positive attitudes towards the importance of using essay scoring rubrics and its impact on learners' efficacy beliefs. They believe that using scoring rubrics to assess students' essays compositions is highly effective in increasing their self-efficacy and in promoting their learning in general and their writing skill in particular. Consequently, the current study urges teachers who seek reliability and transparency in assessing students' writing compositions to include this instruction in all modules and to be trained to know how to construct a rubric and use it.

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Sources and Appendices

Appendix 1

Questionnaire for Teachers

Questionnaire for Teachers at the Department of English- University of 8 Mai 1945- Guelma-

Dear Teachers,

The current study aims at investigating **the efficiency of using essay scoring rubrics in increasing learners' self-efficacy**. Hence, I would be grateful if you could sincerely answer the following questions. The results will help the researcher in gathering reliable data about the usefulness of the essay scoring rubric.

Thank you in Advance for your collaboration

Halima BOUMAZA

Ph.D. Student, University of Abbes Laghrour, Khenchela

Section one: Teacher's Perceptions of Essay Scoring Rubrics

1. Specify your teaching experience: a. Less than 5 years b. More than 5 years

2. In your opinion, what are the most helpful way(s) to improve students' writing skills?

a. A lot of practice, ☐ Provide instructions throughout the writing process, ☐

c. Provide helpful feedback, ☐ Provide them with scoring rubrics ☐

3. Would you please indicate how often the following actions happen in your classroom:

 a. How often do you assess your students' writing performance through essays?

Always,☐ often, so☐times, neve☐ ☐

 b. How often do your students proclaim about their grades?

Always ☐, often ☐, sometimes ☐, never ☐

c. When you give back your students' marks, how often do they ask you to clarify how they have gotten them?

Always,☐en, so☐times   , n☐er   ☐

- In your opinion what are the reasons that make them doubt their marks?

…………………………………………………………………………………………………

4. When you assess your students' essays:

a. You provide them with a single score ☐. You provide them with a detailed score   ☐

5. Do you use scoring rubrics to assess your students' essays?

   a. Yes ☐   , b. No ☐

6. What type of rubrics do you use more?

a. Holistic ☐ , b. Analytic ☐ , c. Both ☐, None ☐

7. Do you use essay scoring rubrics only for:

a. Teacher-assessment ☐.Peer-assessment, ☐.Self-assessment   ☐

8. Please indicate the extent to which you agree or disagree with the following statements

a. Using essay scoring rubrics makes your expectations clearer for students

Strongly agree☐, Agree☐, Neither agree nor disagree ☐Disagree   ☐trongly disagree   ☐

b. Rubrics help students diagnose their strengths and weaknesses

Strongly agree☐, Agree ☐Neither agree nor disagree   ☐Disagree   ,☐ongly disagree   ☐

c. Rubrics are a key tool in providing an objective, fair, and transparent scores

Strongly agree ☐, Agree ☐ Neither agree nor disagree   ☐isagree   ,☐rongly disagree   ☐

9. What is your attitude towards using rubrics in the assessment of students' essays?

a.They are helpful for teachers☐ ,**b.** They are helpful for students☐,**c.**They are helpful for both☐
, **d.** They are unhelpful for teachers,☐ **e.**They are unhelpful for students ☐,
f.They are unhelpful for both ☐

- According to you, in what sense do you consider them helpful/unhelpful?

…………………………………………………………………………………………………

Section two: Teachers' Attitudes toward the Impact of Rubric on Learners' Self-Efficacy

10. Do you think that the assessment tool you used to use affects the learners' confidence?

a. Yes ☐   b. No ☐

- Whatever you answer is, please justify it

………

11. Please, indicate the extent to which you agree or disagree with the following:

a. Rubrics help students believe in their abilities

Strongly agree ☐, Agree ☐, Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐

b. Using essay scoring rubrics would convince students about their marks

Strongly agree ☐, Agree ☐, Neither agree nor disagree ☐, Disagree ☐, Strongly disagree ☐

c. Providing students with a clear and a well defined scoring rubric would increase their self-efficacy in accomplishing the assigned task

Strongly agree ☐, Agree ☐, Neither agree nor disagree ☐, Disagree ☐, Strongly disagree ☐

d. Providing students with rubrics helpshem relate their success or failure to their own efforts and not to other external reasons

Strongly agree ☐, Agree ☐, Neither agree nor disagree ☐, Disagree ☐, Strongly disagree ☐

Thank You

Appendix 2

Questionnaire for Students

Questionnaire for 2ⁿᵈ year LMD students- Department of English- University of 8 Mai 1945-Guelma-

Dear second-year students,

This questionnaire aims at investigating the efficiency of using essay scoring rubrics in increasing students' self-efficacy. I would be grateful if you answer the following questions as thoughtfully as possible. The results will help the researcher in gathering reliable information about the usefulness of the essay scoring rubric.

Thank you for your collaboration

Halima BOUMAZA

> **Please tick (√) the appropriate answer**

Section One: General Information

1. Specify your gender:
   a. Male ☐   b. Female ☐

2. Was studying English at the University your personal choice
   a. Yes ☐   b. No ☐

Section two: Learners' Attitudes Toward the Impact of Essay Scoring Rubrics on their Self-Efficacy

Note: Rubrics are grading tools used to evaluate learners' performance in which the teacher lists a set of criteria (e.g. grammar, vocabulary, organization…etc.) and gives a separate score for each criterion.

3. Do you know rubrics?
   a. Yes ☐   b. No ☐

4.When your teachers assess your essays, which procedure do they use?

a.Providing a single score only ☐

b. Providing a detailed score, i.e. they use rubrics 'scoring guides' through which they correct your work based on a set of criteria such as grammar, organization, spelling, punctuation, etc. ☐

5.Do you believe that rubrics will help you improve your essay writing?

a. Yes ☐   b.No ☐

6.Please, indicate to what extent you agree or disagree with the following statements

   a. Only rubrics can exactly ensure what teachers want from students

Strongly agree ☐ Agree ☐, Neither agree nor disagree ☐, Disagree ☐, Strongly disagree ☐

   b. Knowing what your teachers will focus on when correcting your essay, would perform the writing task more successfully

Strongly agree ☐, Agree ☐, Neither agree nor disagree ☐, Disagree ☐, Strongly disagree ☐

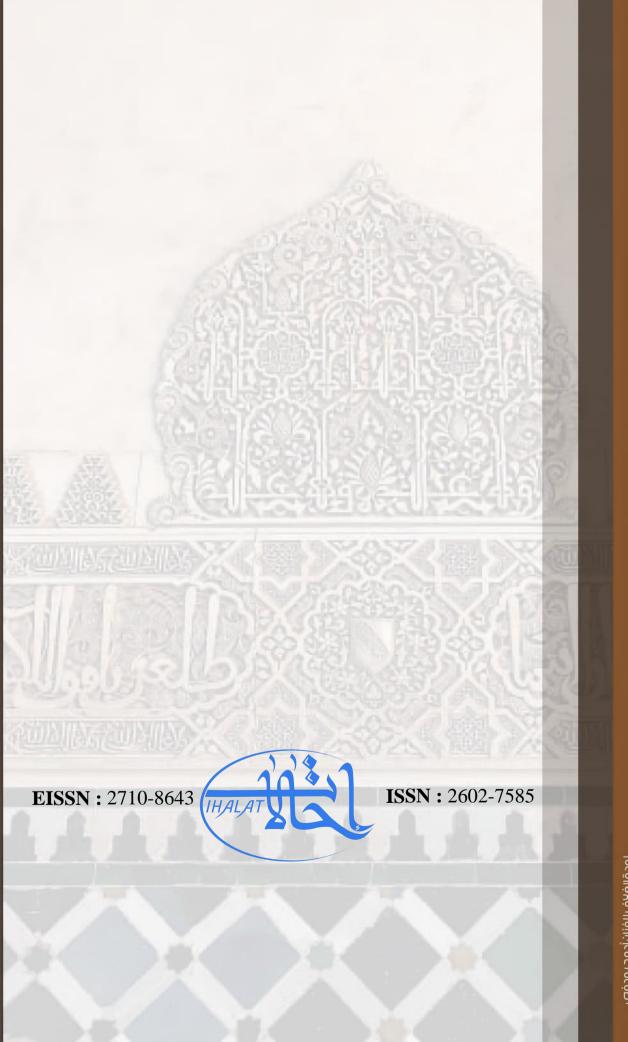   **c.** Rubrics are very helpful in all modules as they make the evaluation process clearer and more transparent

Strongly agree☐, Agree☐, Neither agree nor disagree☐, Disagree☐, Strongly disagree☐

7. To what extent do you feel confident or not in performing a particular task when you are provided with a rubric

a.Confident,☐ Not confident at all,☐ More confident than without it ☐

8. Do rubrics help you to be more optimistic regarding the assigned task?

a. Yes ☐   b.No ☐

9. When your teacher gives you back your assigned work, do you need to know how do you get the mark?

a. Yes ☐   b.No ☐

10. Do you feel more confident and comfortable with your score even if it is not that good just because your teacher has given the necessary criteria of assessment clearly in a rubric?

11. When you fail in writing your essay, the provided rubric helps you to:

a. Feel confident to promote your performance ☐

b. Use different strategies to manage the situation ☐

12. Please indicate the extent to which you agree or disagree with the following statement

a. Rubrics foster your ability to write well-organized, coherent and relevant essay components.

Strongly agree☐, Agree☐, Neither agree nor disagree☐, Disagree☐, Strongly disagree☐

b. Rubrics help in boosting your concentration on correcting spelling and punctuation mistakes
Strongly agree ☐ Agree☐, Neither agree nor disagree☐isagree ☐rongly disagree ☐

Thank you