Yarmouk University
Faculty of Education
Curricula and Instruction Department

The Techniques of Composition Assessment Used by EFL Teachers in Al – Ain Educational District

By
Ali Ata AL – Khaldi
B . A. English and Education
Yarmouk University, Irbid, Jordan 1998

Supervisor
Dr. Riyad F. Hussein

Submitted in Partial Fulfillment of the Requirements of the Degree of Master of Education (TEFL) at Yarmouk University

Thesis Committee

Dr. Riyad F. Hussein ————Chairman
Dr. Oqlah M. Shadi ————Member
Dr. Khalaf F. Al- Makhzoomy ————Member
Dr. Mohammad N. Badarin ————Member
Abstract

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Ali Ata Muaeci Al – Khaldi
Supervisor

Dr. Riyad F. Hussein

Composition, Assessment, Techniques, Aspects

The purpose of this study was to analyze the techniques of composition assessment used by EFL teachers who teach English in the secondary stage: first, second and third secondary classes. Moreover, the study analyzed their methods of correcting errors.

The sample of this study consisted of fifty EFL teachers chosen randomly from Al – Ain Educational District in the United Arab Emirates (UAE) in the second semester of the academic year 2001/2002. The study attempted to answer the following questions:

1- What are the techniques which EFL teachers at Al – Ain Educational District use in their assessment of their students’ compositions?
2- What do the teachers focus on when they assess their students’ compositions?
3- Are there statistically significant differences between these teachers’ assessment techniques due to their experience?
4- Are there statistically significant differences between the teachers’ assessment techniques due to their qualifications?
To answer the questions, the researcher developed a questionnaire. With regard to data analysis, the following statistical procedures were implemented:

a- Means, standard deviations and / or percentages of every item.
b- T. test to examine the effect of experience.
c- One − Way ANOVA to examine the effect of academic qualification.
d- Two − Way ANOVA to test the effect of the interaction between experience and academic qualification on teachers’ composition assessment techniques.

The results revealed that EFL teachers in 'Al – Ain Educational District always assess the students’ compositions according to grammatical accuracy and mechanics of writing at the sentence level. They also revealed that the techniques of composition assessment are not objective and clear. Furthermore, the results revealed that EFL teachers do not always focus on a certain objective when they assess the compositions and their comments are restricted to the surface level of the sentences. Regarding the independent variables, the study revealed that there were no statistically significant differences among the teachers’ assessment techniques due to experience or academic qualification.

Recommendations for EFL teachers, and for the Ministry of Education in the UAE were suggested.