THE EFFECTS OF EVALUATION
ON THE WRITING OF ESL STUDENTS

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DECLARATION OF ACADEMIC WORK

I, Thavamalar a/p Thuraisingam Registration No. TGB97031 hereby declare that this Dissertation entitled: The Effects of Evaluation on the Writing of ESL Students is my own academic work with the exception of citations which have been acknowledged.

Signature:  

Date: 30.03.05
ABSTRACT

This study was undertaken to study the effects of evaluation on the writing of ESL students. The focus of this study was on the effect of two scoring methods - the analytic and holistic scoring methods, on student writing performance in short-term (16-hour) language preparatory courses (IELTS).

The study involved 54 Malaysian pre-university students from a private college - Taylor's College Subang Jaya. The subjects who participated in this study had obtained a score of P3 and above in the English paper in the Sijil Pelajaran Malaysia exams. The subjects were divided into two groups. The course content for both groups was similar in all aspects and was delivered by the same lecturer as a means to control. In Course A however, the analytic method of scoring was used to score all the students' in-class essays and in Course H the holistic method was used. The students in both courses were given a pre-test and a post-test on the same writing task. These tests were then scored by three scorers and the percentage of improvement for each student was recorded. The subjects were also given questionnaires to elicit their views on the two methods of scoring and lecturers' opinions on the two methods of scoring were sought through personal interviews.
The results indicated that students whose essays were scored using the analytic method of scoring (Course A) showed greater improvement in their writing performance in comparison to the students whose essays were scored using the holistic scoring method. The students' questionnaires also showed that the students in Course A had a more positive attitude towards their writing upon completion of the course compared to the students who were scored using the holistic method of scoring (Course B).

Hence, this study indicated that the analytic scoring method is more effective in helping students improve their writing skills in short term language preparatory courses. This study will be useful to ESL teachers who are involved in the teaching of writing.
ABSTRAK

Kajian ini telah dijalankan untuk menkaji kesan penilaian ke atas kemahiran penulisan pelajar ESL. Kajian ini telah meneliti kesan dua cara penskoran (analitik and keseluruhan) ke atas pelajar yang mengikuti kursus IELTS intensif / jangka pendek (16 jam).

mengenai cara penskoran analitik dan cara penskoran keseluruhan. Beberapa orang pensyarah juga telah ditemuramah untuk memperoleh pendapat mereka mengenai kedua-dua cara penskoran tersebut.

Keputusan yang diperolehi telah menunjukkan bahawa para pelajar yang mengikuti kursus yang menggunakan cara penskoran analitik telah mencapai peningkatan yang lebih ketara dalam penulisan mereka berbanding dengan para pelajar yang mengikuti Kursus H. Pelajar- pelajar dari Kursus A juga telah menunjukkan satu sikap yang lebih positif terhadap kemahiran penulisan mereka berbanding dengan pelajar dari kursus H. Kebanyakan para pelajar daripada kedua-dua kursus ini juga telah menyatakan bahawa mereka lebih meminati cara penskoran analitik daripada cara penskoran keseluruhan.

Maka kajian ini telah menunjukkan keberkesanan cara penskoran analitik dalam kursus intensif / jangka pendek. Kajian ini akan memanfaatkan para guru ESL di Malaysia.
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