

الجمهورية الجزائرية الديمقراطية والشعبية  
PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
وزارة التعليم العالي والبحث العلمي  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
جامعة عباس لغرور خنشلة  
UNIVERSITY ABBES LAGHROUR -KHENCHELA



كلية الآداب واللغات  
FACULTY OF LETTERS AND LANGUAGES  
قسم الآداب واللغة الانجليزية  
DEPARTMENT OF ENGLISH



The Impact of Teachers' Evaluative Remarks on  
Learners' Writing Performance  
The Case of Master one LMD English Students  
of Abbes Laghrou University

*Dissertation submitted to the department of English in Partial Fulfillment of the  
Requirements for the Degree of Master in Language and Culture*

**Candidate:**

- FERHATI Selma
- LEKCIR Aicha

**supervisor:**

Ms. CHICHOUNE Rachida

**Board of Examiners**

Ms. CHICHOUNE Rachida

Supervisor

University of Khenchela

Ms. Dakhouché Fahima

Examiner

University of Khenchela

**July 2021**

## **Dedication**

To my precious parents

To my brother and sisters

To all my lovers and every single one has  
contributes to my education.

## **Acknowledgements**

I would like to express my sincere gratitude and appreciation to my supervisor who sided with us until we have through finished the present research, Ms. Rachida Chichoune , thank you for being the most patient, kind-hearted and sympathetic teacher we have ever seen.

### **Abstract**

The impact of teacher's evaluative remarks on learner's writing performance is the purpose of this study to examine if teacher's evaluative remarks has really influenced learners writing performance teachers may considerable efforts and spend long time circling underlying and correcting errors, rearranging ideas ,trying to grasp what the student writer intends and making suggestions for improving the writing piece. Yet surprisingly the students do not take their feedback into account. Teacher may use a variety of teaching strategies that would work best for her / his students. The key is helping student relate lesson content to their own backgrounds which would include student's prior knowledge in understanding new concepts.

**Key words:** writing performance, evaluative remarks, teaching strategies, feedback.

## List of Abbreviations

<b>APP</b>	Approach.
<b>EFL</b>	English as a Foreign Language.
<b>ELT</b>	English Lagunage Teacher Training.
<b>ESL</b>	English as a Second Language.
<b>PRC</b>	Percentage.
<b>Q</b>	Question.
<b>TN°</b>	Table Number.

## **List of Tables**

### **I**

Table1: Students Gender

Table 2: Students English Choice

Table3: Students English Level

Table4: Instructions Remark of Teachers

Table 5: The Important Aspects of Teachers Evaluation

Table 6: Teachers Supporting in Students Performance

Table 7: Ways that Following by Teachers after each Test

Table8: The Important of Teachers Evaluation

Table 9: Teachers Appreciate The Time during a given Test

Table10: The Purpose of Evaluation in Writing Performance

### **II**

Table1:Gender

Table2:Teachers Qualifications

Table3:Teaching English Experience

Table4:The Objective that led Teachers to Evaluate Students Writing  
Performance

Table5: Tasks that using by Teachers to evaluate their Students

Table 6: Sources of Classroom Assessment

Table7: The Approach that follow in Teaching

Table 8: The Common Errors of Students that is not notice by the Teachers

Table 9: Using Drafting during Writing

Table10: The Importance of Feedback in Teaching Writing

## List of Figures

### *I.*

Figure1: Studentse Gnder

Figure 2: Students English Choice

Figure3: Students English Level

Figure4: Instructions Remark of Teachers

Figure 5: The Important Aspects of Teachers Evaluation

Figure 6: Teachers Supporting in Students Performance

Figure 7: Ways That Following by Teachers after each Test

Figure8: The Important of Teachers Evaluation

Figure 9: Teachers Appreciate The Time during a given Test

Figure10: The Purpose of Evaluation in Writing Performance

### *II.*

Figure1: Gender

Figure 2: Teachers Qualifications

Figure3: Teaching English Experience

Figure7: The Approach That Follow in Teaching

Figure8: The Common Errors of Students That is not notice by the Teachers

Figure10: The Importance of Feedback in Teaching Writing

## *Table of Content*

<b>Dedication</b>	<b>I</b>
<b>Acknowledgements</b>	<b>II</b>
<b>Abstract</b>	<b>III</b>
<b>List of Abbreviations</b>	<b>IV</b>
<b>List of Tables</b>	<b>V</b>
<b>List of Figures</b>	<b>VII</b>
<b>Table of Content</b>	<b>VIII</b>
<b><i>General introduction</i></b>	
<b>Background</b>	<b>1</b>
<b>Statement of the problem</b>	<b>1-2</b>
<b>Research questions and research objective</b>	<b>2-3</b>
<b>Research methodology design</b>	<b>4-6</b>
<b><i>Chapter one : Teaching Writing</i></b>	
<b>Introduction</b>	<b>6</b>
<b>Teaching writing Definition</b>	<b>6-7</b>
<b>Difficulties in Teaching Writing</b>	<b>7-10</b>
<b>Strategies of Teaching and Writing</b>	<b>10-11</b>
<b>Mode led Writing</b>	<b>11</b>
<b>Process of Writing</b>	<b>12-13</b>
<b>Conclusion</b>	
<b><i>Chapter Two : Assesments &amp; Evaluation</i></b>	
<b>Introduction</b>	<b>15</b>
<b>Definition of Assessment</b>	<b>15-16</b>
<b>Definition of Evaluation</b>	<b>16</b>
<b>Types of Assessment (spoken and written)</b>	<b>16-17</b>
<b>Conclusion</b>	

<b><i>Chapter Three: Methodological framework</i></b>	
<b>Introduction</b>	<b>22</b>
<b>1-Choice of method</b>	<b>22</b>
<b>2-Population</b>	<b>22</b>
<b>3-Sampling</b>	<b>22</b>
<b>4-Data gathering tools</b>	<b>23</b>
<b>5-Questionnaires administrations</b>	<b>23</b>
<b>6-Description of the questionnaire</b>	<b>23</b>
<b>7- Description of the questionnaire</b>	<b>24</b>
<b>a-Students' questionnaire</b>	<b>24</b>
<b>b-Teachers questionnaires</b>	<b>24</b>
<b>Appendices</b>	
<b>Analysis and Discussion of Questionnaire for Students</b>	<b>25-39</b>
<b>Analysis and Discussion of Questionnaire for Teachers</b>	<b>40-55</b>
<b>Discussion</b>	<b>56-57</b>
<b>Conclusion</b>	<b>58</b>
<b>General Conclusion</b>	
<b>Pedagogical Recommendations</b>	<b>56</b>
<b>List of References</b>	<b>61-63</b>
<b>A Questionnaire survey for University Students</b>	
<b>A Questionnaire survey for University Teachers</b>	

*General  
Introduction*

## **Background**

Education is the basis for the advancement and prosperity of society in which it depends on transfer information to the students. Teachers usually try to guide learners in any domain of their studies including writing performance. They try to evaluate students in order to develop their skills and improve their proficiency in which evaluation is one of the activities that characterize a school system and usually the learners in school system are the principle focus on evaluation (Joshua, Kristosanis, 2006, p103). Moreover writing performance is a presentation of thoughts and ideas of particular topic which classified as new approach called the Malty-Model that explore through artistic practice. Both teachers' evaluation and writing performance of learner's are interrelated to each other because the evaluative remarks of teachers is the main motivation for achieving good writing performance.

So that leads us to fall in problem which is how evaluative remarks of teacher's impact on learner are writing performance?

## **Statement of The Problem**

Learner's written skills: include all knowledge and abilities related to express ideas through the written word it is done to deliver or to convey particular messages. The only way to determine the effectiveness of a teacher is through assessment and evaluation. This last is continuous process it helps informing the values of judgment educational statuses or achievement of student. Through this study we would like to discover if the evaluative remarks that is given by teacher's on learner's writing performance are really effected or not.

## **Research Questions and Research Objective**

### **Research Questions**

- 1-to what extent the effectiveness of teacher's on learner's written performance?
- 2-how does evaluative remarks of teacher's impact on learner's performance?

### **Research Objective**

- 1-To investigate the effectiveness of evaluative remarks of teachers to learners writing performance.
- 2-To examine the role of evaluative remarks and how it contributes on learner's writing performance.

### **Significance of The Study**

- 1-Teachers by using evaluation of writing I it lead to improve the learner's written comprehension and raise their competence to convey various meaning.
- 2-Evaluation has powerful direct and indirect impacts, which may be positive or negative

and this deserves very thoughtful planning and implementation.

3-Teacher's evaluative remarks impact learner's to reinforcing self-esteem in the classroom is associated with increased motivations and learning.

4-The objective of evaluation is to disclose learner's need and possibilities.

### **Limitation of the study**

This research is limited to master one students of Abbes Laghrour University. The questionnaire was administered to master one students in their classes during the second semester of the academic year 2020-2021. Also, the sample consists of 50 students and 10 teachers.

## **Research Methodology Design**

### **1-Choice of The Method**

The suggested topic employed quantitative approach which is based on numerical data, which can be analyze during statistics conducted on a limit population(learner's) this approach is used to help students for their writing performance by teacher's evaluative remarks(to develop themselves by evaluative remarks of teacher's).

### **2-Data Gathering Tools**

In order to analyze our research questions and to fit objectives we use done tool which is "the questionnaire".

We suggested two questionnaires for both students and teachers, we choose questionnaire because is more practical and include a lot of information that can be collected in short period of time also participant say the truth and expressing their point of

view freely.

### **Structure of The Research**

Our dissertation includes two chapters and each chapter has an introduction and conclusion and many subtitles. In chapter one “teaching writing” includes: introduction, definition of teaching writing, difficulties in teaching writing, strategies in teaching writing and conclusion. In addition, chapter two” assessment and evaluation” indicate definition of assessment and evaluation, tools and assessment and type of assessment (spoken and written) and conclusion.

# *Chapter One*

## **Introduction**

Teaching writing is an effective manner it is an important life-long skills that educators give to students .So intellectual students usually needs to create and record particular ideas and topics by writing in which this last considered as a mean that is related and distinguish to human in order to express their internal and in personal subjects and different perspectives about particular field as well as build, coordinate and organize their train of thoughts. Writing is a way to communicate that's why it is an important skill to require students need to reach them how to write and what appropriate stages should follow to have harmony writing because it is helpful and support their writing in a good way teaching writing contribute students to develop their writing skills to be good readers and writers as it equips them with communication and thinking skills.

### **1-Teaching Writing Definition**

In consideration as an important element of all program at all stages. Teaching writing aim is to make students master and becoming independent in their writing (NSW board of studies,2000) .Teaching writing could be writing and cooperating ,get it could be profitable". (Kirby A Grovits, 2013, p.9) NSW Board of studies notes that teaching writing refer to be clear for students when discriminate clearly between academic and intent of society(KirbgaGrovits, 2013,P.21).

Moreover in order to succeed at written text students needs to get the purpose and their writing context. Adding to that student in order to become independent in writing they need proper guidance (NSWBoard ofstudies, P,26).

Teaching writing too simply is how to direct learners who wants to write poetry it is a good and impossible task that is subset teaching writing (to which you should read the glorious and hilarious reaching(the unteachable byKurt Vonnegot).

He mentions if a student wants to write a poem here is main steps to do so the first one is to go deeply with poems and poets that you enjoy reading their piece of writing and read again and again and it is better when you submerge yourself through poem that you prefer as well as the one you want to mimies the second step is to write a poetry more than one time the third step is sharing those draft with reliable teachers or poets in which they can give you feedback till we find ourselves master teaching writing. (Lou Labrant, 1955).

## **2-Difficulties in Teaching Writing**

Students faced obstructions in their writing proficiency. It is generic and related not only students who learn English but also native one both second foreign language (Aragon, Baires & Rodriguez, 2013, P.2). Al khasawneh (as cited in hwary & Al khasawneh, 2013, P.2) state that EFL learners declared that they face a lot of obstacles when they are writing in English and that resulted of their luck of writing in english (P,2) to add writing considered as difficult skill to master. McIntgre Granduer (as cited in huari a alkhasawneh, 2013) this problem could refer to the stage of writing, phasing, drafting, editing and publishing (Harmer, 2004) also the element of a perfect segment of writing (Raimes, 1883) in which students should take into consideration when they start synthesis in English. Student, usually do not write only if it demanded at classe (adas & bakir, 2013, p.254).

This supposition is work able in many setting where ESL and EFL encounter obstructions with synthesis, where they need to rethink about all strategies and techniques and that need to be tutor while they begin composition of courses (Aragon, Baires a Rodriguez, 2013, P.13).

\* Difficulties in writing resulted either from cohesion, syntax or grammar adding to that difficulties in writing is not caused only with strategies that is used by student himself, yet it also refer to strategies that used by teachers in their writing performance courses.

(Aragon, Baires and Rodriguez, 2013, P.1) .Rodriguez, Baires state that “getting interested with writing will master your writing performance. Verses students who are remiss will encounter so many difficulties in their writing competence”.

The outcome of this study is to get students master in English, he said that they encounter diverse issues such as idioms, vocabulary, grammar and cultural back ground as well as the right use of the rhetorical strategies of the second language. Also Student faced problems of coordinating and developing thought and different perspectives.

\* **Difficulties with grammar:** this last defined by Neuleib (as cited in hartwell, P.988) as internal system that is shared between native speakers Harmer (2001, P.205) has defined it as it is “depiction of the manner in which the form of word can change and can be common into sentences in that language”. Grammatical rules are fundamental element in any language as is accompanying from writing (Hart well 1988). Grammar rules consist of many bases like tenses, word class, preposition and voice so these considered as main difficulties that students couldn’t master very well, Hartwell 1985 cited teaching formal grammar to students in not enough to help them in the composition of good writing or to avoid doing mistakes.

The luck of getting understanding grammar rules are basic problem that led hinder students in their writing (Bahria Sogeng, 2010).

\* **Difficulties in vocabulary:** this is attempt to be as a basic element in the skill of language as proposed by nation (Mehring, 2005) Cambridge inform that vocabulary is what person know and how he use words) knowing means of words means being aware about their intention(shejbalova, 2006). Nakata (as cited in Mehring, 2005) said that acquiring vocabulary is continuous procedure that commend students constant application and word using to be achieved efficiency in the long term memory and them recall once

necessity memorizing list of vocabulary words is not enough, but students need to know words as portion of such context .Yongaigu (ascitedin Mehring,2008) note that “acquiring vocabulary is a learners stationed practice with the impact of strategy of the learner and the refer to the desire and impulsion to acquire new vocabularies.

In short vocabulary affected any piece of writing that is made by student being aware about it will give a value to the writing process as well as student acquisition and motivation toward new vocabularies.

\* **Problem with spelling and punctuation:** is a difficult problem that student fall in is spelling and punctuation where student to spell word correctly in advanced stage of language learning. Adding to that is said that spelling has close relation with reading. Frith, 1980 (P.497) note that “learning to read need shunt learning in order to spell and learning to spell require learning to read and this is not always successful cause there is students who master reading but they suffer when it comes to spelling words”. Banch, 2013, state that “misspelling of words refers to irregular of spelling system in English. He added that spelling mistake resembles in luck of caring to the correct spelling of words or they have a lack of us because they were tired”. Harmer, 2001 (P.286) claimed that the sound of words can mistake us because it is not clear.

In other side, process of punctuation is an obstruction while writing. Carrol& Wilson (1993) itemize three issues related to punctuation rules that these rules are complex not really efficiency. The use of punctuation changes the meaning of piece of writing totally because one single mark can determine the sense of sentence.

So students need to be aware while they punctuate in which is a such issue that encounter them as soon as they are writing.

Error analyses of student writing student faced plenty of mistakes and faults when

they go through writing holder ,as cited in Bahri & Sugeng 2010, notes that” the mistakes that is resulted from student is conclusive proof that they faced obstacles in their writing procedure the extrude of error analyses in 1970 by order as a kind of linguistic study that emphasize on the mistake student made”.

Mistakes are categorize by brown as cited in Swalmeh, 2013 ( p.04) of two fountain one is interlingua mistake can be tracked to the intermediation of first language second is intralingua mistake clarify by Khshavarz and Jian ( as cited in Sawalmeh, 2013, P.04) they arise from errors or biased learning of language target instead language”.

In all analyze error is preferable way where teacher could dimensions obstructions that encounter students in writing that is to achieve perfect piece of writing that be empty of errors that can deteriorate estheticism of writing process.

### **3-Strategies of Teaching and Writing**

Kirby and Crivitz (2013, P.11) notes that teaching of writing is defining it could be one of the most resolute jobs that encounter teachers it might be profitable the impact of teaching writing according to Kirby and Crivitz need to classify time between exercise, writing share ,finishing writing part and giving times to replay and assesses the piece of writing teaching will occur with contribution of particular strategies that target to improve the production writing of student teaching such strategies to students typically will give satisfactory result on improving their writing, example teaching younger about such technique like planning, revising and editing certain context surely different (Graham & Perin, 2007).

Strategies of writing are defined as general procedure like brainstorming (Troia&Graham, 2004) or its technique applied for tasks writing that is demanding like writing stories(FitzGerald & Markham, 1987). Department of education and training NSW

presented helpful strategies advance students writing in a good way.

#### **4. Mode Led Writing**

Teacher use such techniques that allow students to get language well, vocabulary and structure of text need to write for extending aim (NWS department of education and training,2007, P.29). Models that this strategy used is actual world text students read could be literary works, newspaper or articles that refer to the option of teachers this strategy applied firstly by represented type of text to student while explaining them the goal behind the writing of this text. Then indicate the type and language lineaments used by the writer and impact on the reader .It finishes with giving to student opportunities to see their writing skills (Nsw department of education and training, 2007, P.28).

#### **5-Think aloud Writing**

Strategy of thinking loud is main way to joining students in process of writing that devoir irritated for writing. Think loud strategy is attempted to be a technique in which studentsexpressloudlyaboutwhattheyreallythinkintheirwritingcontextthisallowthemtocoordinate and edit their writing (NSW department of education and training, 2007, P.33). It is a method to show comprehensive package of skills.

#### **6-Guided Writing**

The role of teachers in guided writing strategy is to direct students and to formulate written text they collaborate to gather this technique “ may contribute on the development of the hole class” teachers or students this strategy made up for students who need extra support for writing(the SNW department of education and training2007,p.34).

In short this strategy focus on teacher rules in haltering assisting and facilitating writing of students.

## **7-Independent Writing**

This strategy works to give students a chance to investigate and discover their skills and abilities while writing diverse types of texts (NSW department of education training, 2007).writing independently led student to know that their writing aim and suitable usage of skills that help student to accomplish their work. Independent writing help student to fortify self-assessment.

## **8-Process of Writing**

**\*Planning:** William (2003) assume that planning is considered as an influential feature in writing procedure it can be comparative as well (p, 114) planning defined as “referring on producing materials before writing to progress a plan to accomplish the object of the paper” (Harmer, 2004, P.106) assume that in the stage of planning before the writers start to write they should be aware about those three issues. The first one is student need to think about their writing object to do so they will enquire the type of the text then with the language used these condition the writer need to focus on audience when they really addressed allowing them to tune their writing in order to leave print or reflection readers the third is that Harmer focus on the content of writing in which it is coordinate in term of facts, arguments and ideas.(Harmer, 2004, P.08) So planning is collecting information about writing objects, addressing audience and the appropriate use of information. (Harmer, 2004, P.08).

**\*Drafting:** is to produce the first edition of piece of writing that is a subject of adjusting drafting is a level when “student have ability to be skillful in their own writing (Donohue,2009, p.12) in this stage students are allowed to put on all previous knowledge to their writing without taking care with grammar or errors. The aim if drafting is to collect information ,thought and ideas that can rich a piece of writing later on a long writing

procedure we can use many drafting cause they are useful (Harmer, 2004).

**\*Editing:** writers in this level make a double check to be sure from the coherence and cohesion and try to correct what is unclear to make piece of writing obvious. This level is about revising what the writer write, yet with being careful with grammar rules, misspelling mistake .Editing is also about the level of sentences, subject agreement and style (William,2013, p.05) editing step important one where writers coordinate and prepare their writing to be published (Harmer,2004,p.05) he assume that revising by one another writer led the one to investigate the gaps of the quality of his writing.

**\*Publishing:** In this phase the final version will be ready to be published surely after editing the draft and correcting what needed to be fixed so the piece of writing will be delivered to audience. Donohue Note that “the last stage of writing comprises sharing, reflection and evaluation of the writing of students.

## **Conclusion**

So the purpose behind conducting this research is to help student to be efficient writer sand having ability to go through writing easily without falling in such gaps or errors that can mess with the content of the writing process. As well as escaping the difficulties that encounters them. Adding to that guiding student to follow such strategy and work with it as well as applicative them in a right way the output will surely occur on the writing procedure later on.

# *Chapter Two*

## **Introduction**

In general the terms assessment and evaluation are valuable elements in the learning process. Are often used interchangeably, but the basic distinction is that the process of collecting, reviewing and using data for the purpose of improvement in the current performance is called “assessment”, while a process of passing judgment, on the basis of defined criteria and evidence is called “evaluation” .Assessments and evaluations are excellent vehicles for providing feedback and for helping students to be self-directed in the learning process. In this chapter we will shed light on “assessment and evaluation”, which include: definition, type of assessment tools of assessment ,assessment and evaluation.

### **1-Definition of Assessment**

**Assessment** is a challenging concept to be defined from one perspective; Assessment is an attempt to determine what students know and what they still need to learn. If this understanding relies solely on tests and quizzes. A full picture is not provided. In order to develop a more complete picture of a student’s knowledge, the educator must rely on more measures such as summarizing, diagramming, comparing and contrasting and demonstrating (Strong, Silver & Perini 2001).

Wiggins, 2007 defines: “this type of assessment takes time and training. However, in curriculum focused on standards and adjustments to curriculum, more time is available because the less teachers teach then the more teachers coach (assess for transfer). Therefore teachers are freed up to cause better results by adjusting learning. The coaching process is grander in more frequent assessment, not more teaching”, assessment allows educators to examine student learning and to gain information that effects instruction and helps students learn more accordingly, we can say that Assessment (Davies,2000) is a process or a methodical way of acquiring, reviewing and using information about someone or

something.

The term assessment is interpreted in a variety of ways such as: educational, psychological, financial, taxation ...etc .Assessment is made to identify the level of performance of an individual; also the purpose of assessment is to gather relevant information about student performance (formative) and to make judgments about their learning process. Assessment it includes “feedback” is based on observation and positive and negative points.

## **2-Definition of Evaluation**

The term evaluation conveys several meanings in education, different authors have different notions of evaluation “Evaluation is the process of determining to what extent the educational objectives are actually being realized”(Tyler,1950,p69).Another accepted definition is: “Evaluation is the process of determining worth, or significance, an evaluation is a product of that process”(Seriven,1991,p53).Arne Duncan say:(teachers support evaluation based on multiple measures: student growth, classroom observation and feedback).

We can define evaluation as a systematic process of collecting, analyzing and interpreting information to determine the extent to which pupils are achieving and to motivate the students in learning.

## **3-Types of Assessment (Spoken and Written)**

### **3-1 Assessing Students’ Speaking**

Speaking is an interactive process of contracting meaning that involves various elements. Its types and meaning are determined by the context in which it occurs, including purpose (s) for speaking (Burns&Joyce, 1997). Speaking is a means through which many

languages could be learned .It is conducive for learning the other skills (listening, reading and writing)and language components (vocabulary, grammar and phonology).

In the 20<sup>th</sup> century, assessing the learner's oral production is the central concern of various scholars (Kang,2013 :celce-Murica,2013;louma2014) .It has become viewed as “an essentially interactive process, in which the teacher can find out whether what has been taught as been learned, and if not, to do something about it (William, 2007, p 1054). According to Shapard (2000), classroom assessment refers to “the kind of assessment that can be used as a part of instruction to support and enhance learning” (p.4).

Thus, it is necessary to study the teacher's conceptions of speaking assessment in order to explore the wider range of employed all strategies which may help their learner to demonstrate their speaking proficiency.

Speaking has elements which language researches acknowledge the lack of definitive decision about what oral proficiency encompasses. However, acquisition of vocabulary, grammar and pronunciation alone does not ensure for learners the ability to speak efficiently. According to (Valdes 1994, P.34). Oral proficiency “goes beyond simplistic views of good pronunciation, “correct” grammar, and even mastery of rules of politeness”. Thornberry (2005:iv) argues that “there is a lot more to speaking than the ability to form grammatically correct sentences and then to pronounce them”, for this is mere vocalization of grammar. He lists variants kinds of knowledge, or skills that proficient speakers draw on when speaking: the linguistic competence, the socio-linguistic aspects and mental processing.

The most types of speaking activities that the teacher can implement to promote the speaking skill in the English as a second language (ESL) or the English as a foreign language(EFL). This activities are discussions, presentations, dialogues, simulations and

role plays , conversations ,interviews and speaking games.

### **3-2 Assessing Student's Writing**

Assessment of student's writing is a critical process where the teacher needs to determine the basic elements of his evaluation. So teachers needs to define the basic goals and objectives for assessment writing in order to achieve the main aim behind assessment that is improving student's writing ability.

Assessing student's writing is a significant element in the teaching of writing, by which teachers are able to measure the degree at which their students are progressing.

Assessing is defined as "the process of collecting, analyzing and recording information about student progress towards achievement of syllabus outcomes" (writing and spelling strategies,2007, p17).

Harmer (2004) suggested that "when responding to student's work we are not only concerned with the accuracy of their performance but also-and this is crucial- with the content and design of their writing" (p,108). Meaning that assessment of writing is not only concerned with rules of language and respecting stages of writing.But also with the information included within their writing. Mackenzie, scull and Munsie (2013) claim that for supporting this argument "assessments systems should consider content and process "(p.376).

Harmer (2004) identifies five roles for writing teachers: teacher as demonstrator, teacher as motivator, teacher as supporter, teacher as responder, and teacher as evaluator. The two last teachers are grouped under one category "feedback provider" in another book by the same author(Harmer, 2000, P.261).He beliefs that,

“Given feedback on writing tasks demands special care.

Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction teachers should choose what and how much to focus on based on what students need in this particular stage of their studies, and on the tasks they have undertaken”.

(Harmer, 2000, P.261)

Moreover, effective process for assessing student’s writing achievement was highlighted in many strategies are :as a first step ,teachers need to collect students writing samples over a period of time, and then the teacher needs to observe student’s behaviors as they engage in the process of writing. Then, comes the analysis stage in which teachers analyses student’s writing skills based on a test which results are used to determine student’s progress.

#### **4-Assessment Tools**

An assessment “tool” is a complete set of documentation needed to assess at one or more units of competency.

Each assessment tool must include two or three instruments that each support different methods of assessment. The tool will include the administration, recording and reporting and describe the context and conditions of assessments. In the classroom, teachers are the primary assessors of students. Teachers design assessment tools with two broad purposes: to collect information that will inform classroom instruction, and to monitor student’s progress towards achieving learning outcomes. Teachers also assist students in developing self-monitoring and self-assessment skills and strategies. For doing this effectively, teachers must ensure that student’s are involves in setting learning goals, developing action plans, and using assessment processes to monitor their achievement of

goals.

The different tools and techniques used in class-room assessment are the following:

- Observation
- Checklist
- Portfolio
- Anecdotal records.
- Rating scale
- Questionnaire
- Interview

### **5-Assessment and Evaluation**

Assessment and evaluation have always been important; they are linked to language teaching methodology, program outcomes, language teacher competencies, language standards and second language acquisition training. Assessment and evaluation have always been seen as the responsibility of the specialists. But they have rarely been included as a component in English language teacher training (ELT).

However, Assessment and evaluation provides systematic information about student learning in relation to their performance and contributes to better understanding of their strengths and weakness. In many ways ELT has lagged behind the rest of education in the exploration of new theories and assessment and evaluation tools including self-assessment.

### **Conclusion**

To conclude, after reviewing the information above about “assessment and evaluation”, it would be clear that assessment and evaluation are completely different. While assessment is concerned with correcting the deficiencies in one’s performance, evaluation involves making judgments. Although, they play a vital role in analyzing and refining the performance of person, product, project or process.

*Chapter three:  
Methodological  
framework*

## **Introduction**

The current study is about investigating how evaluative remarks of teacher's impact on learners' writing performance. In doing so, a students' questionnaire (master one) was administered with the aim of identifying learner's views about the influenced remarks of teachers on students ,also we done questionnaire even to the teachers as well as .

### **1- Choice of The Method**

We use qualitative methods in our dissertation ,according to Louis Cohen, random sampling is defined as "each member of the population under study has an equal chance of being selected a sample random because it is the perfect way to choose the sample of this study .As well as, it is easy to be taken and it gives the similar opportunities to all the participants .And we will select randomly from the whole population ;because it is a large number ,and we don't have much time. A sample of (50) students chosen randomly and (10) teachers.

### **2- Population of The Study**

The population selected for this research work consists of master one EFL learners at the department of English at Abbass Laghrour University of Khenchela and their teachers. We choose master one students because they acquiring knowledge and experiences through the impact of their teachers remarks during the three previous years.

### **3-Sampling**

This research is suggested to master one students of Abbes Laghrour University. The

questionnaire was administered to master one students in their classes during the second semester of the academic year 2020-2021. Also, the sample consists of 50 students and 10 teachers.

#### **4-Data Gathering Tools**

In order to analyze our research questions and to fit objectives we use one tool which is “the questionnaire”.

We suggested two questionnaires for both students and teachers, we choose questionnaire because is more practical and include a lot of information that can be collected in short period of time also participant say the truth and expressing their point of view freely.

#### **5-Questionnaires administrations**

The students’ questionnaire was administered in class during the second semester of academic year 2020- 2021; it is handed to (50) Master one students. All (50) papers that have been distributed were returned back since they have been administered hand in hand to make sure that all students understand and answer all questions, and the same for the teachers’ questionnaire.

#### **6-Description of the questionnaire**

The questionnaires consist of several kinds of questions. In which the questionnaires divided into demographic information about the participants, multiple choice questions, Yes or No questions and open ended question.

## **7-Description of questionnaire**

### **a. Students' Questionnaire**

Student questionnaire consists ten questions The five first questions aimed at gathering general information about the students: sex, the English level , their choice to study English is personal or imposed., and the most important aspects of teachers' evaluation ,and teachers' remarks enhancing proficient level of students in their writing . The last five consist on: the encouraging of teachers for performing better, the helping of teachers to improve grades, the importance of teacher's evaluation, and the teacher's appreciation time and the purpose of evaluation in writing performance of student.

### **B. Teacher's Questionnaire**

Teacher's questionnaire included both open and close- ended question. Moreover it is composed on two parts; each of them investigates a different but a relevant issue.

**Part One:** consists of three questions about demographic information about the participants: gender, qualifications, teaching English.

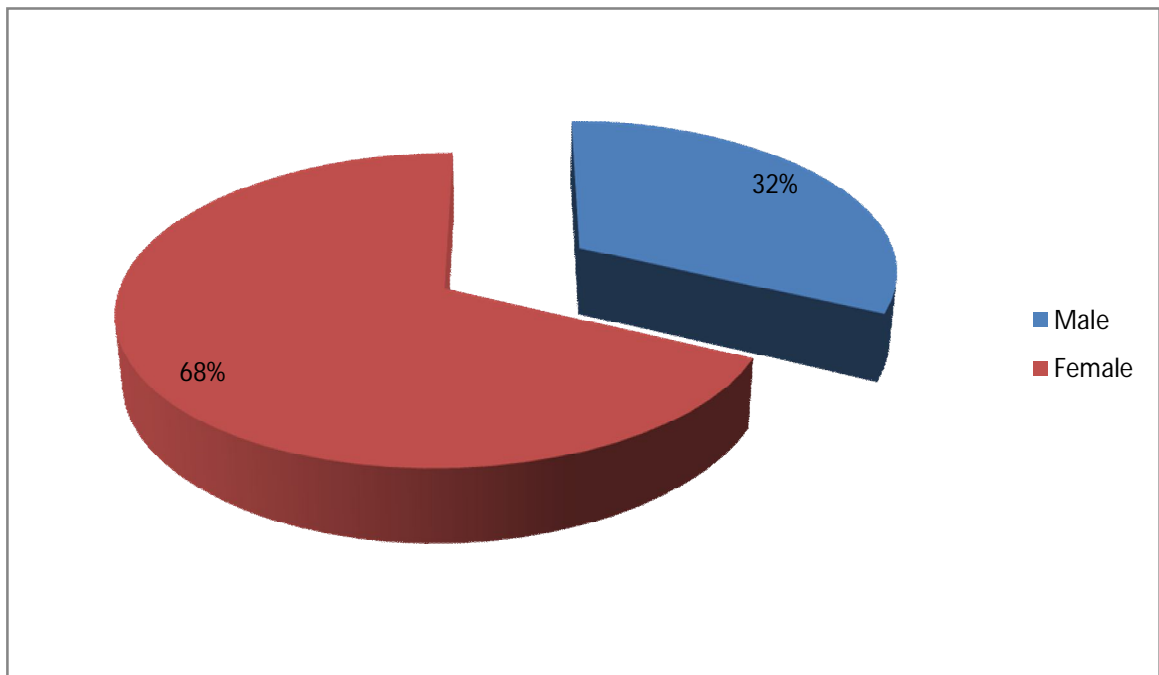
**Part Two:** consists of learner's writing performance its objectives, approaches and common problems.

## Analysis and Discussion of Questionnaire for Students

### Q1-Identify your gender

**TableN°01: Students' Gender**

Answer	Frequency	percentage
Male	16	32
Female	34	68
<b>total</b>	50	100



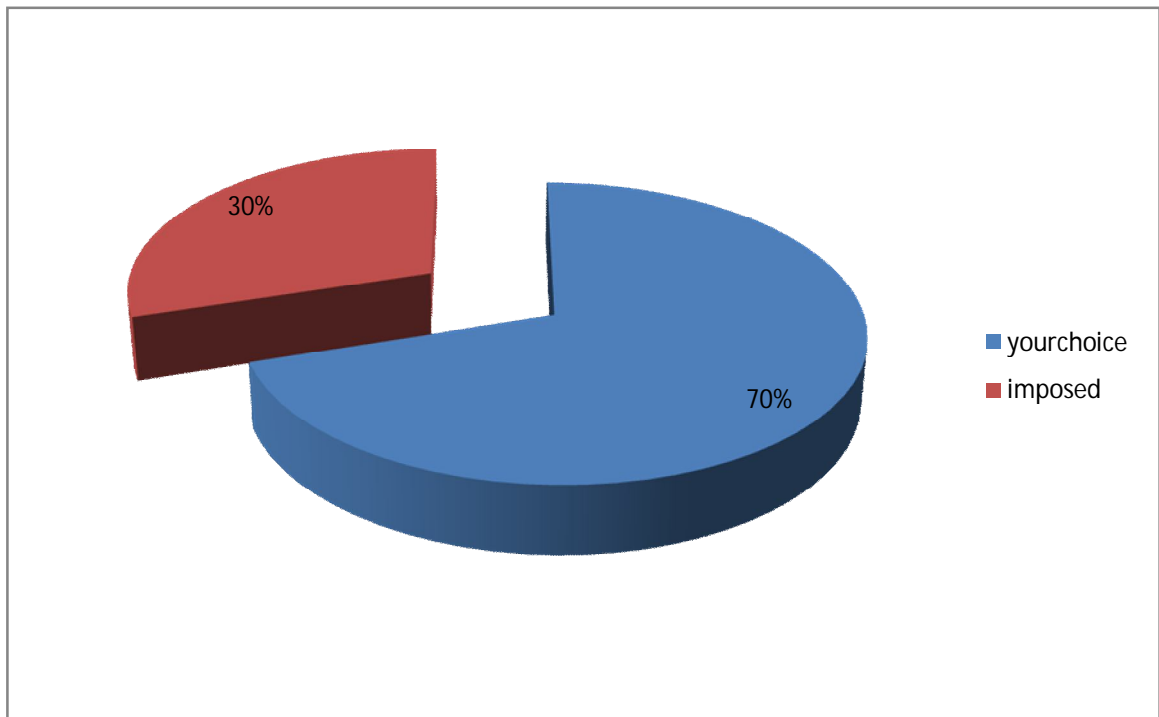
**FigureN°1: Students' Gender**

We can deduce from the chart above that the majority of the respondent to the questionnaire are females (68%), whereas there mining percentage represents them all respondents (32%).

**Q 2.Choosing to study English is:**

**TableN°2: Students English choice**

Answer	Frequency	percentage
<b>Yourchoice</b>	35	70
<b>Imposed</b>	15	30
<b>Total</b>	50	100



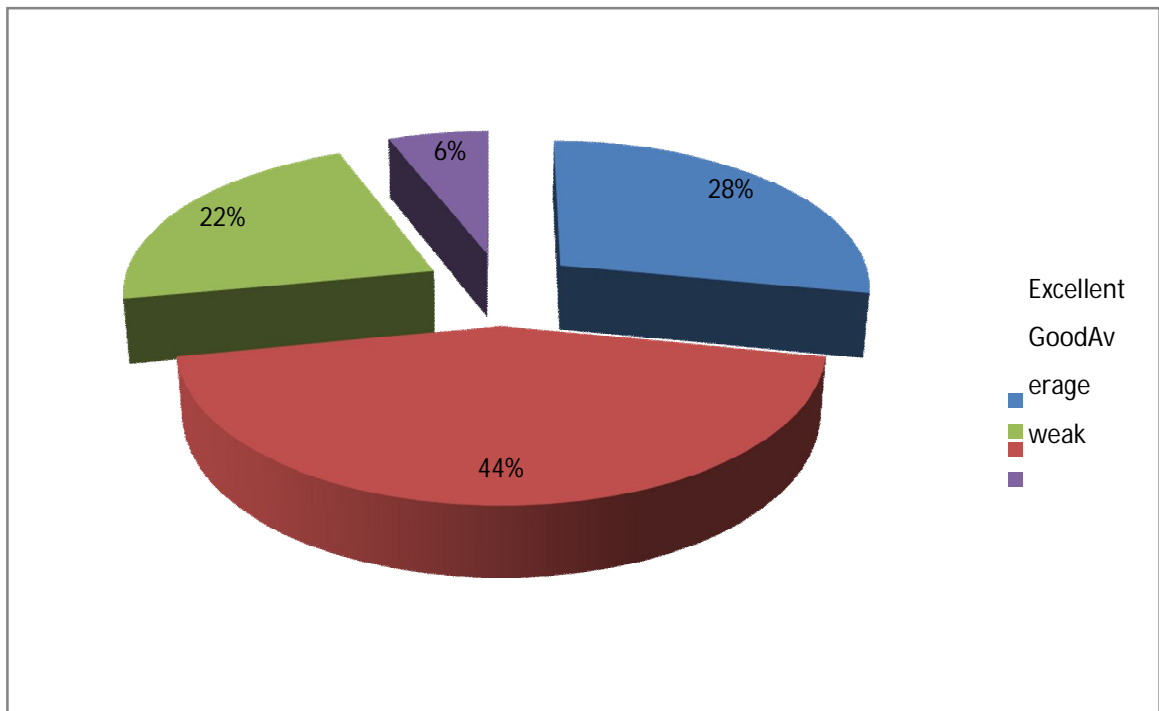
**FigureN°2: Students English Choice**

The results obtained shows the following imposed (30%) while other choose (70%) .The majority it depends on their desire to improve the language itself for communicating with others or to go abroad or it can be for their future jobs. While (30%) are imposed to study English branch maybe they would like to make their parents satisfied or the direction that comes from university administration.

**Q3.How do you assess your level in English?**

**TableN°3: Students English Level**

Answer	Frequency	percentage
Excellent	14	28
Good	22	44
Average	11	22
Weak	03	6
<b>Total</b>	<b>50</b>	<b>100</b>



**FigureN°3: Student English Level**

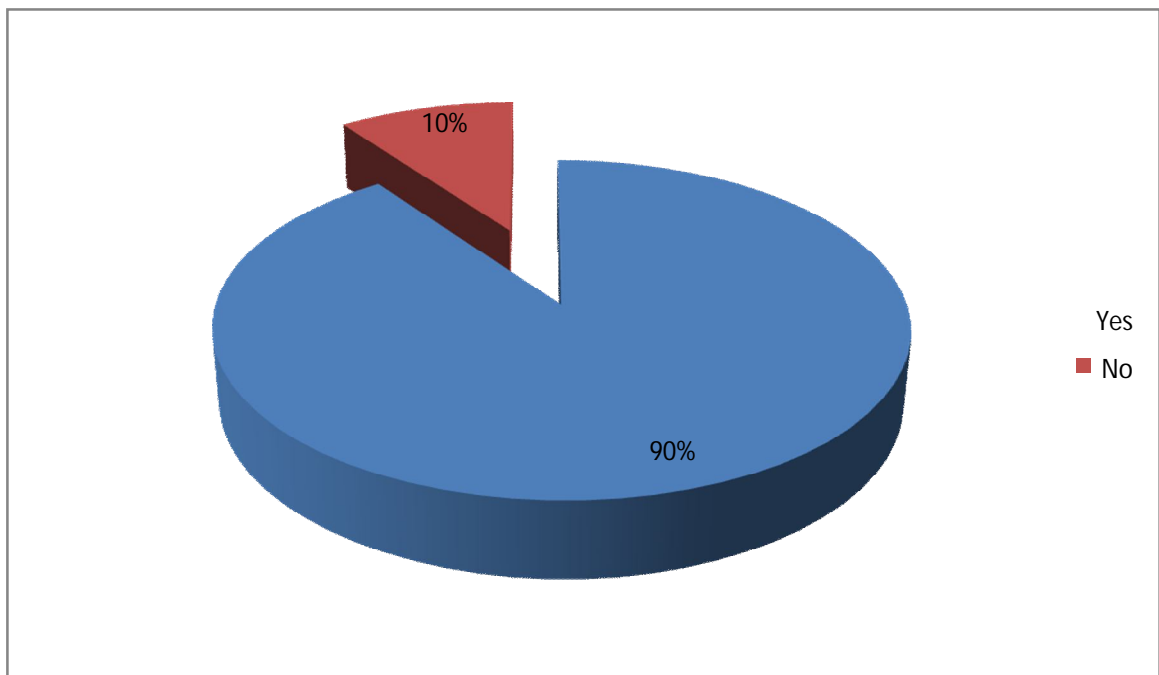
As it is noticed, the highest rate of respondents are (44%) claimed to have a good level in English.(28%)have declared to have excellent level, and (22%)are average. While the remaining respondents are (6%) appeared to have a low level in English .Students mainly

link their level in English to their ability of understanding and using the different language skills; speaking, listening, reading and writing.

**Q4 .Do you think that remarks and instructions that given by teachers enhance proficient level of students in their writing?**

TableN°4: Instruction Remarks of Teacher

Answer	Frequency	percentage
Yes	41	82
No	9	18
<b>Total</b>	<b>50</b>	<b>100</b>



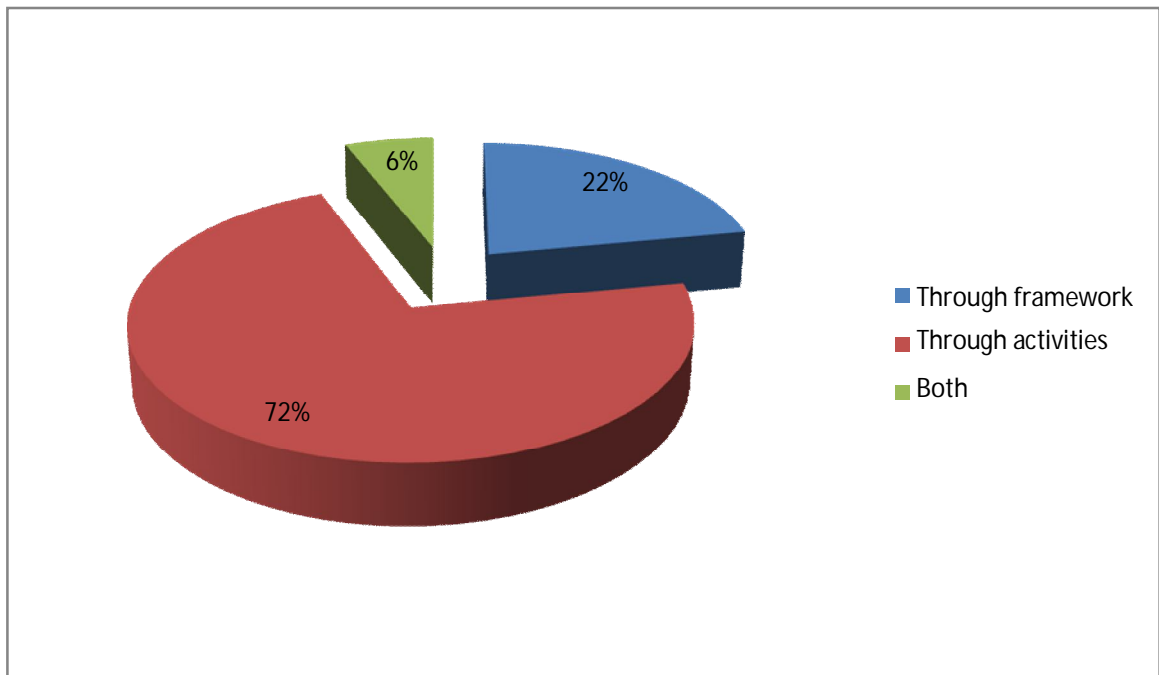
**FigureN°4: Instruction Remarks of Teachers**

Results obtained from Q4 depict that the majority of respondents (82%) assume that they agree with remarks and instructions that is used as strategy to reform the level of student writing. Whereas (18%)for the rest they answer by No . maybe because they dislike the way that teacher instruct them or it doesn't motivate them very well.

**Q5 .What is the most important aspects of teacher evaluation?**

**TableN°5:The Important Aspects of Teachers Evaluation**

Answer	Frequency	percentage
<b>Through framework</b>	11	22
<b>Through activities</b>	36	72
<b>Both</b>	3	6
<b>total</b>	50	100



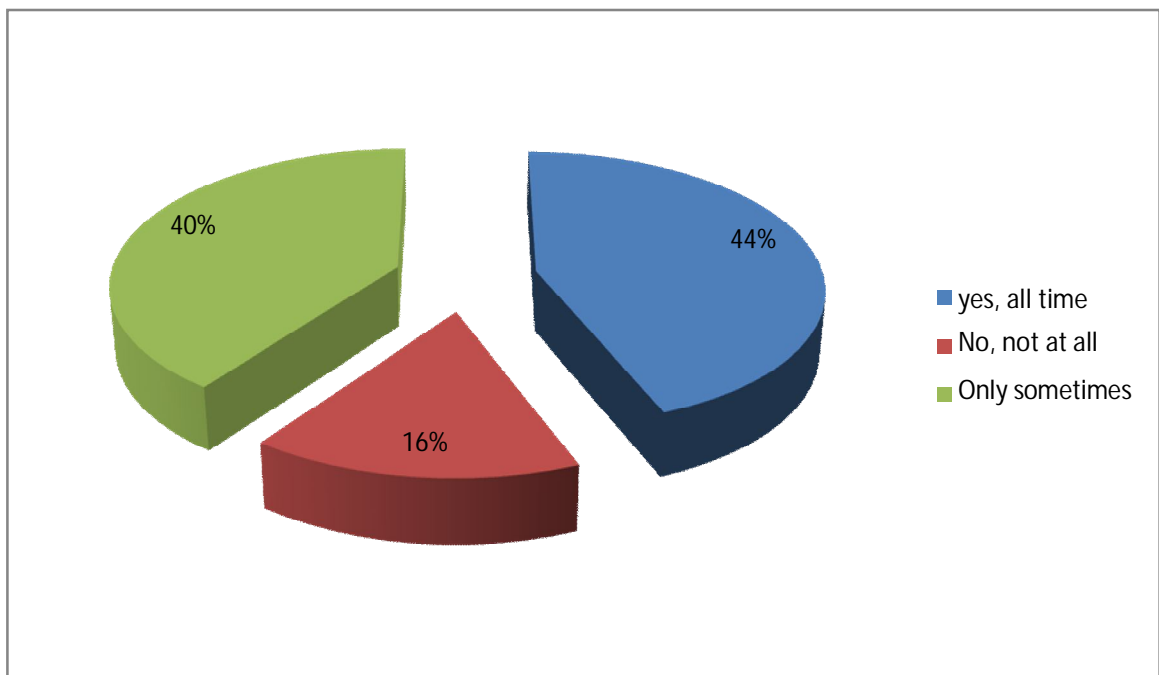
**FigureN°5: The Important Aspects of Teachers Evaluation**

As noticed in the Q5 the results indicate that up to that (72%) of student answer that their teacher depend in their evaluation through activities , maybe its effective way to enhance them. While (22% )use the framework in their reforming. The last one is (6%) support the both.

**Q6.Does your teacher encourage you to perform better?**

**TableN°6:Teacher’s Supporting on Students Performance**

Answer	Frequency	percentage
Yes, All time	22	44
No, not at all	08	16
Only sometimes	20	41
<b>Total</b>	<b>50</b>	<b>100</b>



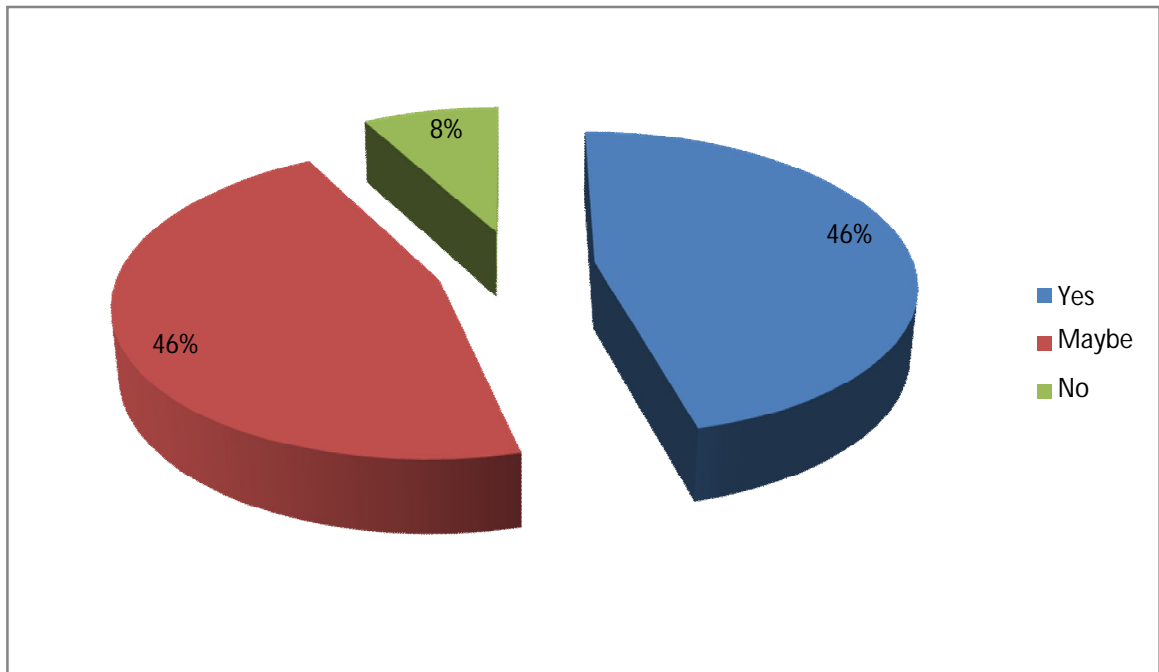
**FigureN°6: Teacher’s supporting on Students Performance**

Most of students (44%)who answered the Q6 declared that there teacher encourage them all time to accomplish their skills .Other students (40%)stated that rarely got get advised by there teacher. A remaining students (16%)indicated that they never have a support or help to enhance their level in a good way.

**Q7. After each test, does your teacher help you in understanding ways to improve your grades?**

**TableN°7: Ways that Following by Teachers after each Test**

Answer	Frequency	percentage
Yes	23	46
Maybe	23	46
No	04	8
<b>Total</b>	50	100



**FigureN07: Ways that Following by Teachers after each Test**

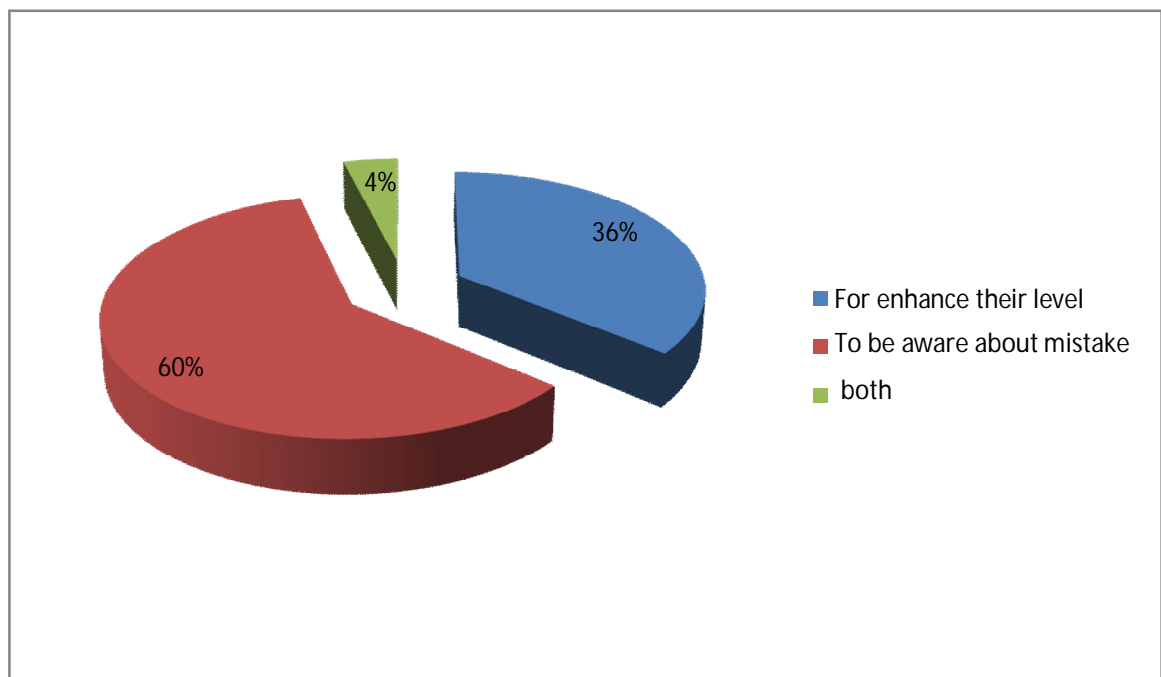
Results in T7 illustrate the following results (46%), was the percentage of the both sides who declared that (yes & maybe) they are equal in the agreement that there teacher use suitable ways to improve their grades well. While the remaining (8%) as asserted that there teacher never obtained any effort, and the so may refer to the luck of care from the

teachers.

**Q8.Why teacher evaluation is important?**

**TableN°8: The Important of Teachers Evaluation**

Answer	Frequency	percentage
For enhance their level	18	36
To be aware about mistakes	30	60
Both	02	4
<b>Total</b>	<b>50</b>	<b>100</b>



**FigureN°8: The Important of Teachers Evaluation**

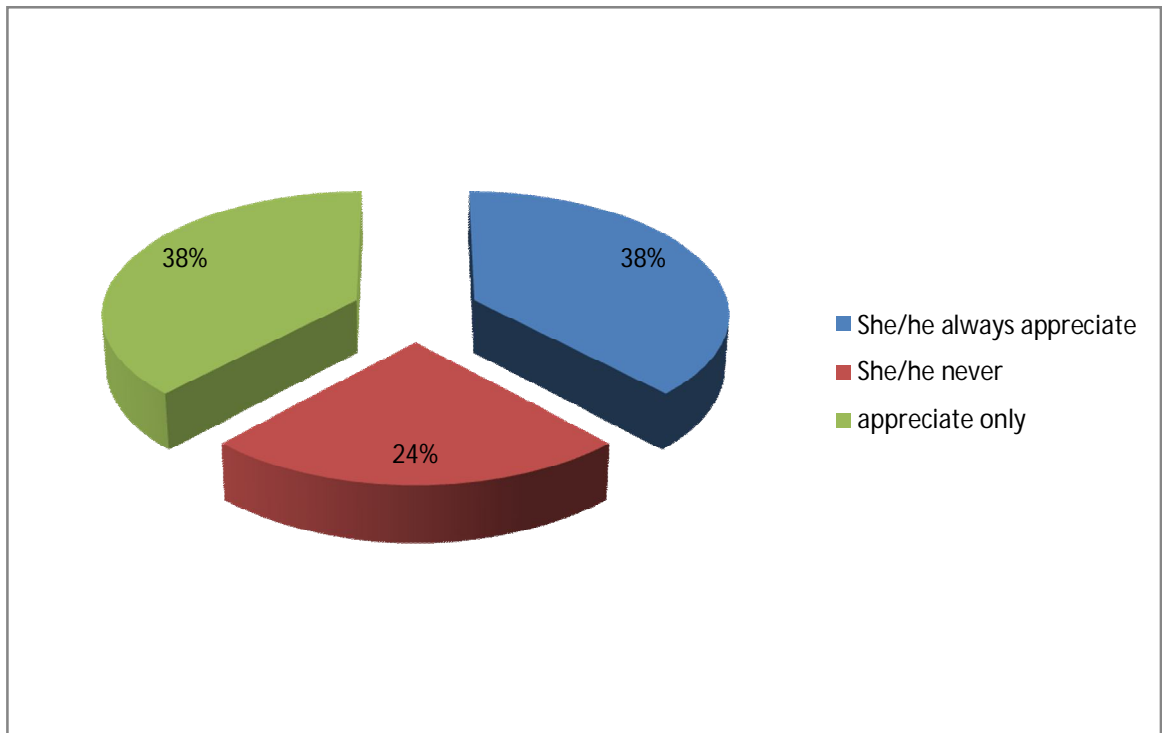
From the table above we noticed that (60%) they saw that the importance of teacher evaluation concealed in (to be aware about mistakes). While the other said (for enhancing their level) (36%). And that it can refer to the reviewing to avoid the previous errors and take it into consideration .However, the minority of student (4%) said that the both options

are linked together and serve each other.

**Q9.Does your teacher appreciate the time when you work hard towards coring well in a test or performing extracurricular activities?**

**TableN°9: Teachers Appreciate The Time during given Test**

Answer	Frequency	percentage
<b>She/he always appreciate</b>	19	38
<b>She/he never appreciate</b>	12	24
<b>Only sometimes</b>	19	38
<b>Total</b>	50	100



**FigureN°9: Teachers Appreciate The Time during given Test**

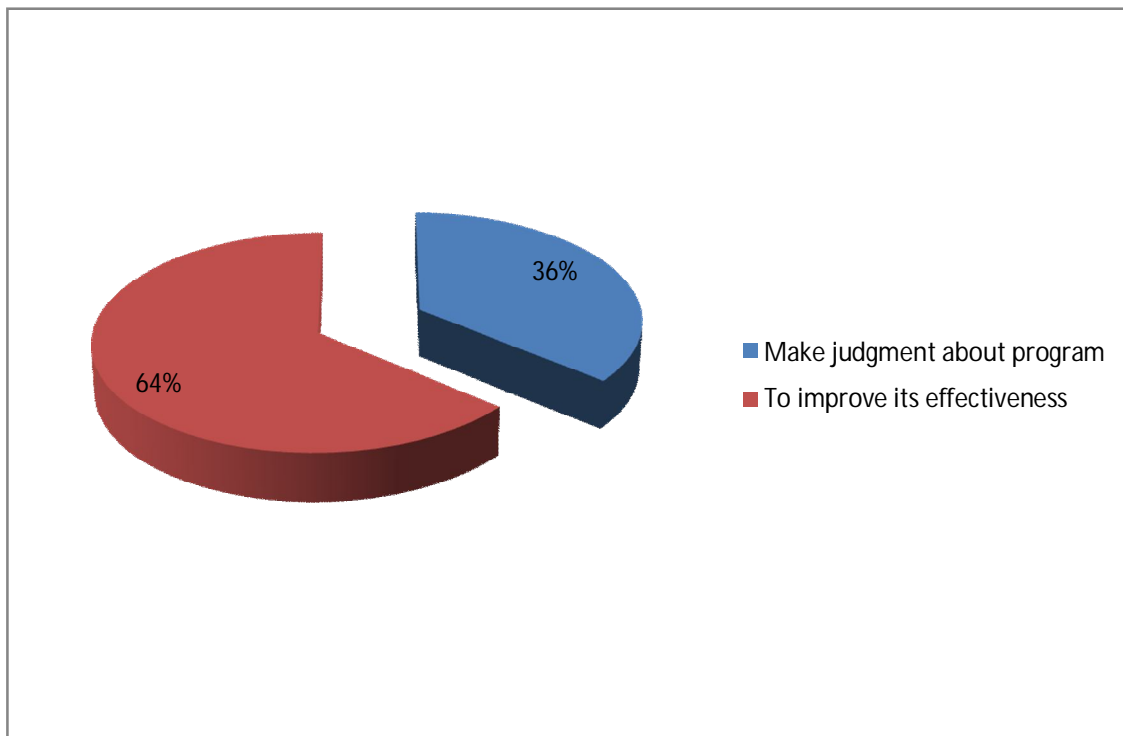
T9 choose that (38%) of students claimed that (she/he always appreciate) regard highly time when they work hard in test .A similar Prc of student who said that there work appreciated only sometimes .On the other side(24%)assume that (she/he never fully realize

by their teachers) due to lack of responsibility and lack of consideration to their situations.

**Q10.What is the purpose of evaluation in writing performance of student?**

**TableN°10: The purpose of Evaluation in writing performance**

Answer	Frequency	percentage
<b>Make judgment about program</b>	18	36
<b>To improve its effectiveness</b>	32	64
<b>Total</b>	50	100



**FigureN°10: The Purpose of Evaluation in Writing Performance**

The analysis of students questionnaire has revealed that the majority of students purpose were interested by to improve its effectiveness .While the other (36%) make a judgment about program .Because evaluation is a process that critically examines a program .It involves collecting and analyzing information about program's activities ,characteristics,

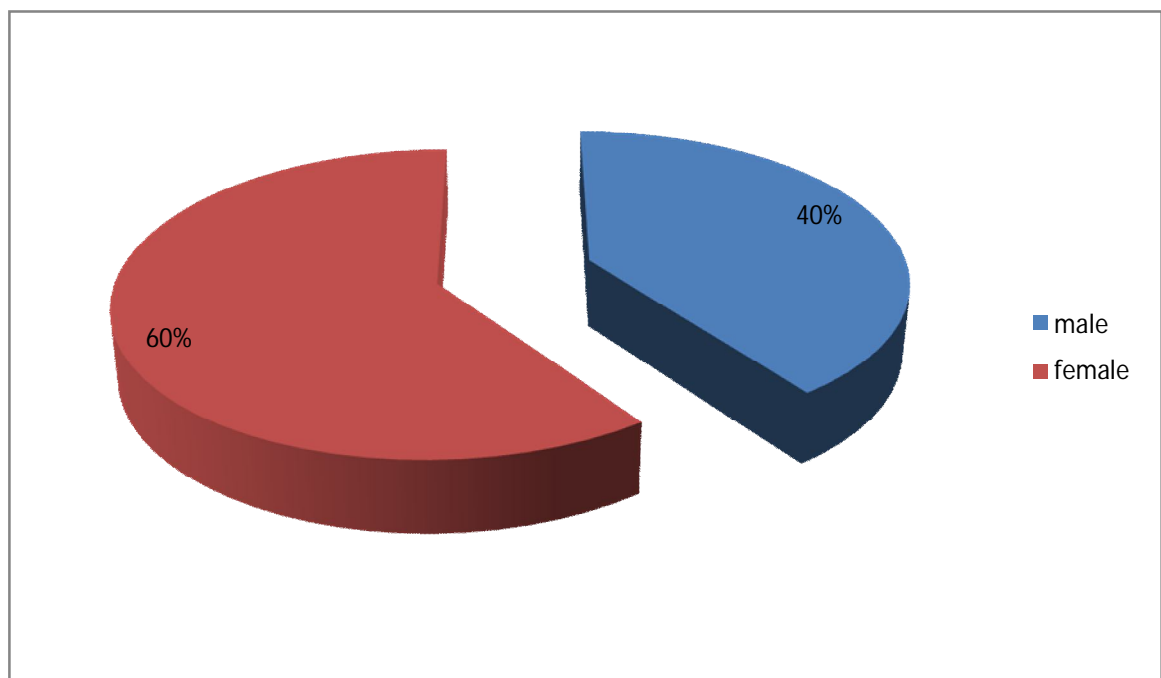
and outcomes. Its purpose is effectiveness.

## Analysis and Discussion of Questionnaire for Teachers

### Q1. What is your gender?

**TableN°1: Defining Gender**

Answer	Frequency	percentage
Male	4	40
Female	6	60
Total	10	100



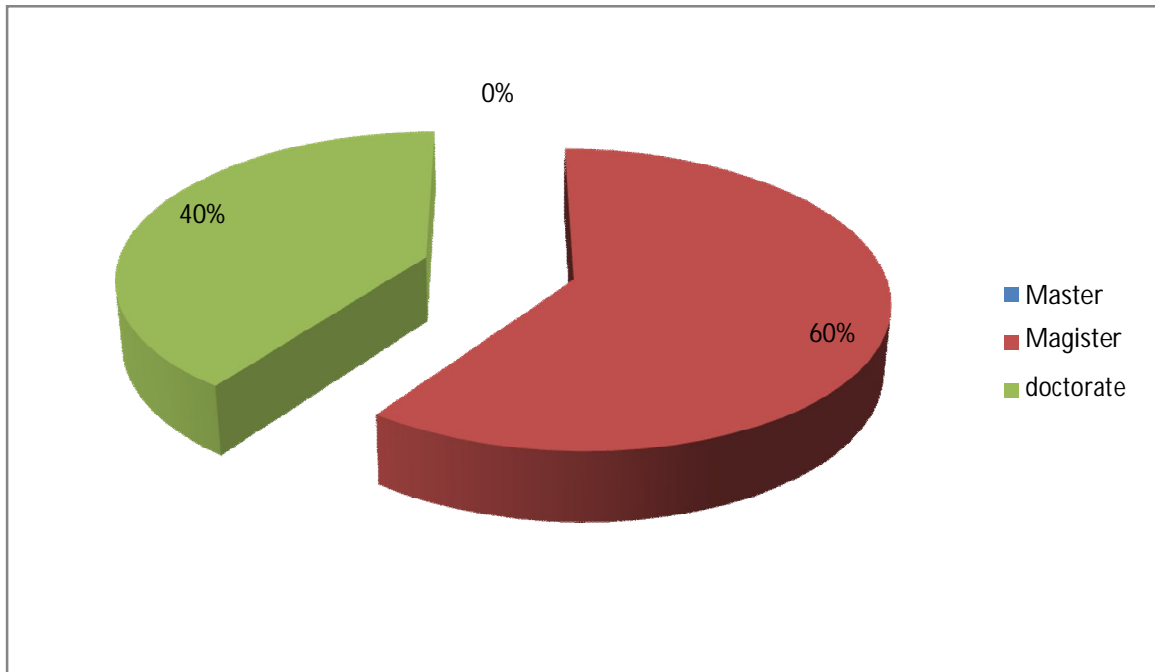
**FigureN°1: Defining Gender**

We can deduce from the chart above that the majority of the respondents to the questionnaire are females (60%), whereas the remaining Prc represent them all respondents (40%).

**Q2.What qualifications do you have?**

**TableN°2: Teachers Qualification**

Answer	Frequency	percentage
Master	00	00
Magister	06	60
Doctorate	04	40
Total	10	100



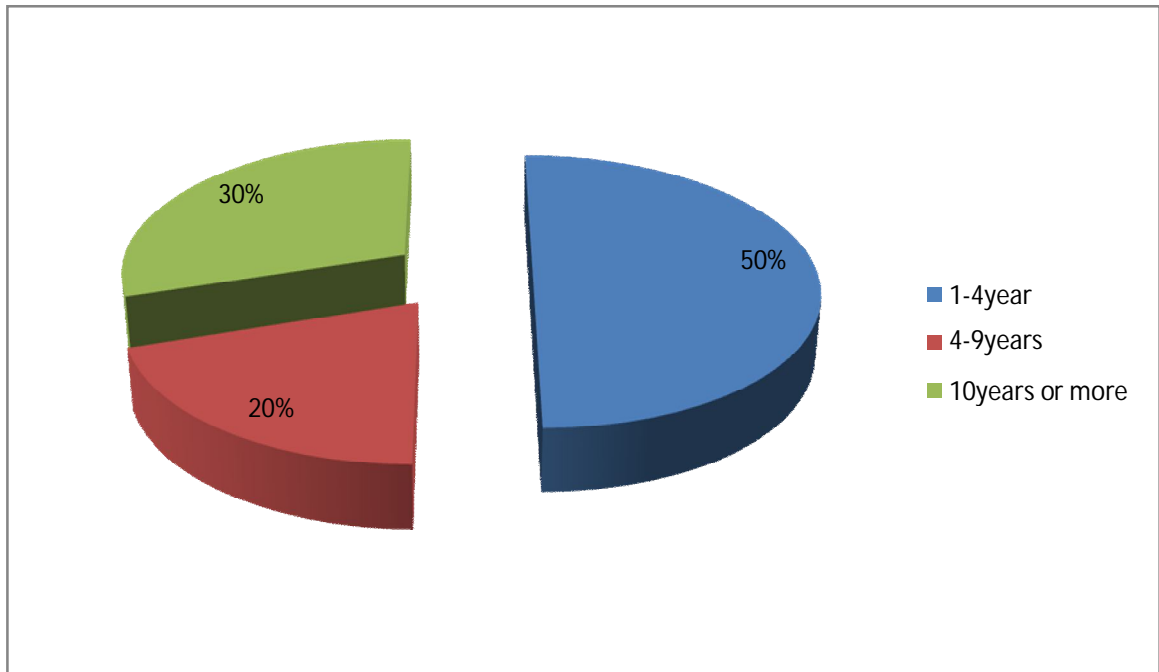
**FigureN°2: Teacher's Qualification**

As it is noticed (60%)are magister ,While(40%)are doctorate and(0%)for their mining the master degree.

**Q3.How long have you been teaching English?**

**TableN°3: Teaching English**

Answer	Frequency	percentage
1-4year	05	50
4-9years	02	20
10yearsor more	03	30
<b>Total</b>	<b>10</b>	<b>100</b>



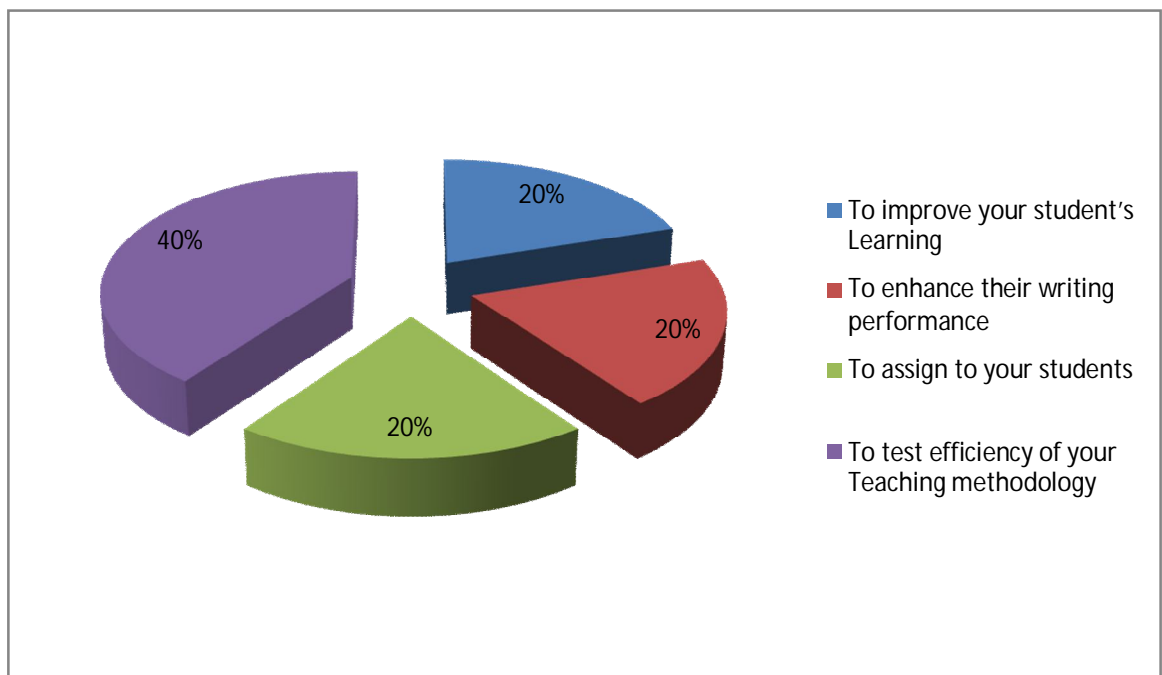
**FigureN°3: Teaching English**

The T N°3 shows that the experience of teachers is between (1-4years) are (50%),while (20%) are for the one who teach from (4-9 years).The remaining (30%) from (10years or more).

**Q4. What are the main objectives that urge you to assess your learner's writing performance?**

**TableN°4: The Objective that Led Teachers to evaluate Student's Writing Performance**

Answer	Frequency	percentage
To improve your student's learning	2	20
To enhance their written performance	2	20
To assign to your students	2	20
To test efficiency of your teaching methodology	4	40
<b>Total</b>	<b>10</b>	<b>100</b>



**FigureN°4: The Objective that Led Teachers to evaluate Student's Writing Performance**

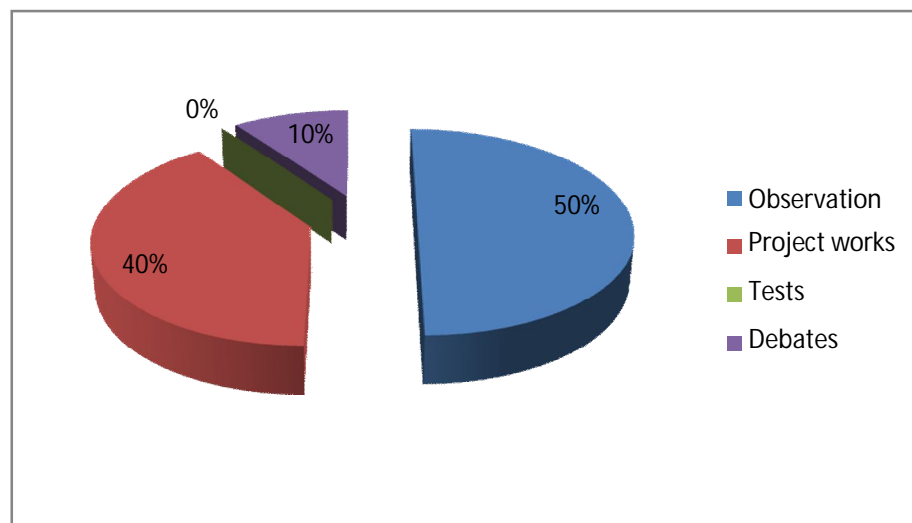
The Table show us that the objective of teachers to evaluate students writing performance .The three first answers have similar Prc (20%) teachers saw that the three are appropriate

objective to use, however (40%) assume that the objective is to use a test efficiency ,we can say that teachers use various methods that is strong with him.

**Q5. What is the performance assessment tasks that you frequently use in assessing student's writing?**

**TableN°5: Tasks that using by Teachers to their Students**

<b>Answer</b>	<b>Frequency</b>	<b>percentage</b>
<b>Observation</b>	<b>5</b>	<b>50</b>
<b>Project works</b>	<b>4</b>	<b>40</b>
<b>Tests</b>	<b>0</b>	<b>0</b>
<b>Debates</b>	<b>1</b>	<b>10</b>
<b>Total</b>	<b>10</b>	<b>100</b>



**FigureN°5: Tasks that using by Teachers to their Students**

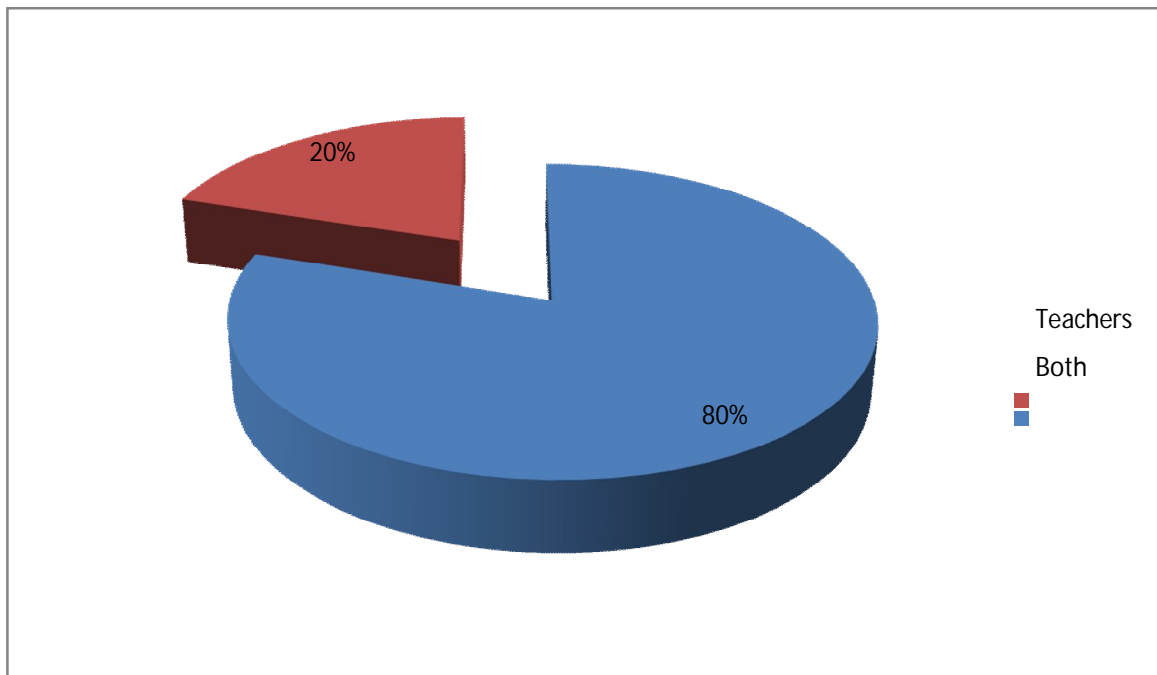
The results tabulated above revealed that (50%) of teachers use observation tool to assess the writing performance of their learner's. And because teachers get closed more to their students and knowing their learners capabilities. On the other hand, others (40%) believe that the suitable way for evaluation is using project works to build a strong and right base to falling in such mistakes. While the other teachers choose debates (10%) that may refer

desire to achieve their writing through exchanging discussions. The absence rate is tests (0%) may be they believe it's not really effective.

**Q6. What is the major source that ensures classroom Assessment?**

**TableN°6: Source of Classroom Assessment**

Answer	Frequency	percentage
Teachers	8	80
Both	2	20
<b>Total</b>	<b>10</b>	<b>100</b>



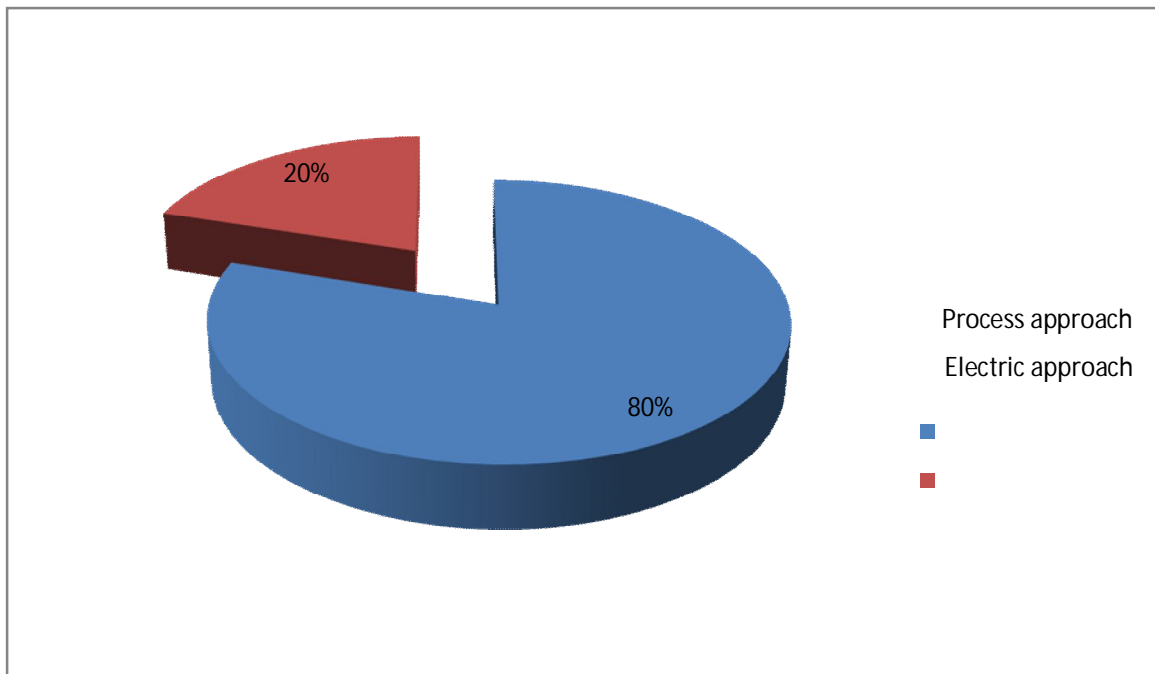
**FigureN°6: Source of Classroom Assessment**

Most of teachers (80%) who have answered the Q 03 have confirmed that the teachers are the main responsible on assessing at classrooms .Whereas the remaining (20%) claimed that the both (teachers & learners) have important role in assessing.

**Q7. Which approach do you follow in teaching the writing skill?**

**TableN°7: The Approach Follows in Teaching**

Answer	Frequency	percentage
Process approach	8	80
Electric approach	2	20
<b>Total</b>	<b>10</b>	<b>100</b>



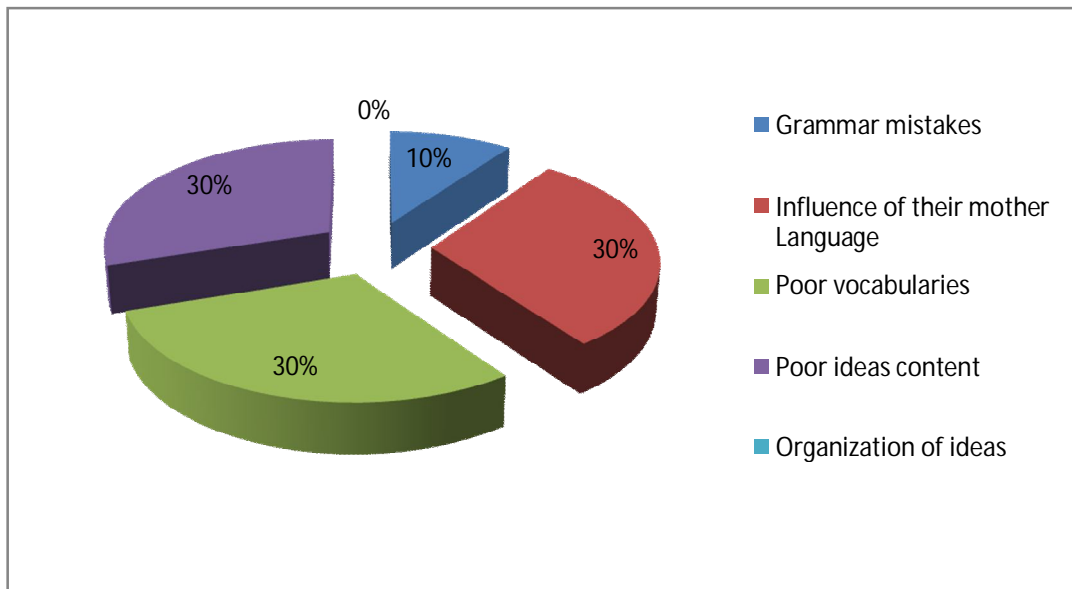
**Figure7: The Approach Follows in Teaching**

Most of teachers (80%) declared that they prefer to follow the process app to interpret the weakness of the students .However, the minority (20%) said that electric app is the best tool to appreciate, and we can say that each teacher can follow the right app that is seen appropriate to them.

**Q8. What is the most common writing problems you noticed in your student's writings?**

**TableN°8: The Common Error of Student**

Answer	Frequency	percentage
Grammar mistakes	1	10
Influence of their mother language	3	30
Poor vocabularies	3	30
Poor ideas content	3	30
Organization of ideas	0	0
<b>Total</b>	<b>10</b>	<b>100</b>



**Figure8: The Common Error of Students**

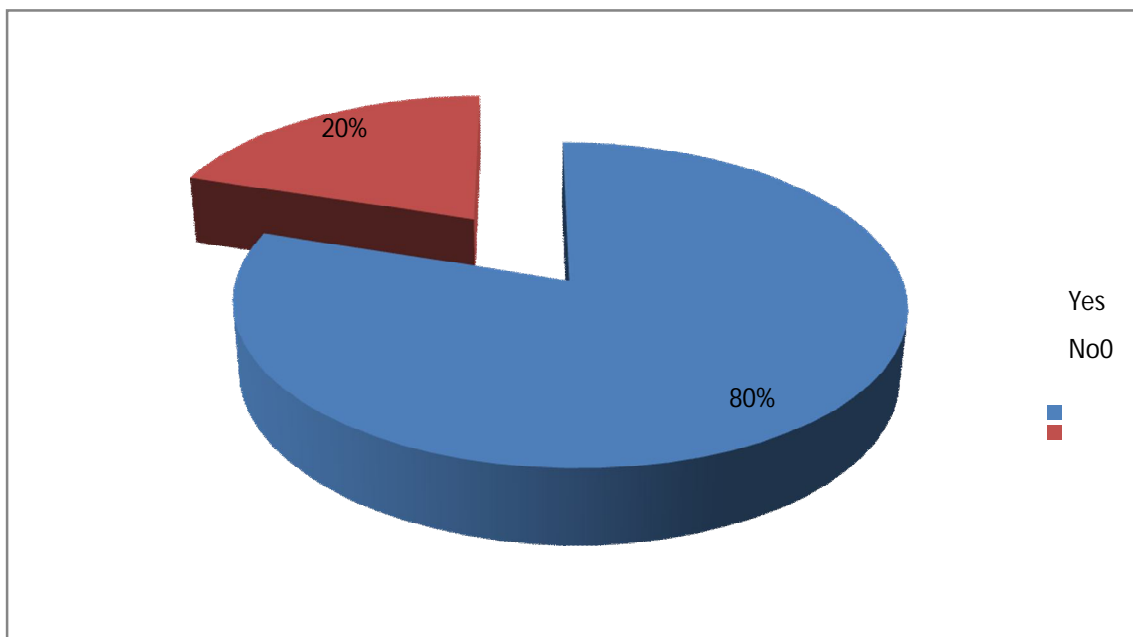
We noticed on the T N°5 that(30%) is a Prc of the following three answers :interference of the mother tongue ,poor vocabulary and poor ideas /content .This three problems are the

common spread among students .While the grammar mistakes (10%) and poor organization of ideas shows that it may not be really effective enough

**Q9. In writing about a particular topic, do you require your students to write multiple drafts?**

**Table9: Using Drafting during Writing**

Answer	Frequency	percentage
Yes	8	80
No	2	20
<b>Total</b>	<b>10</b>	<b>100</b>



**Figure9: Using Drafting during Writing**

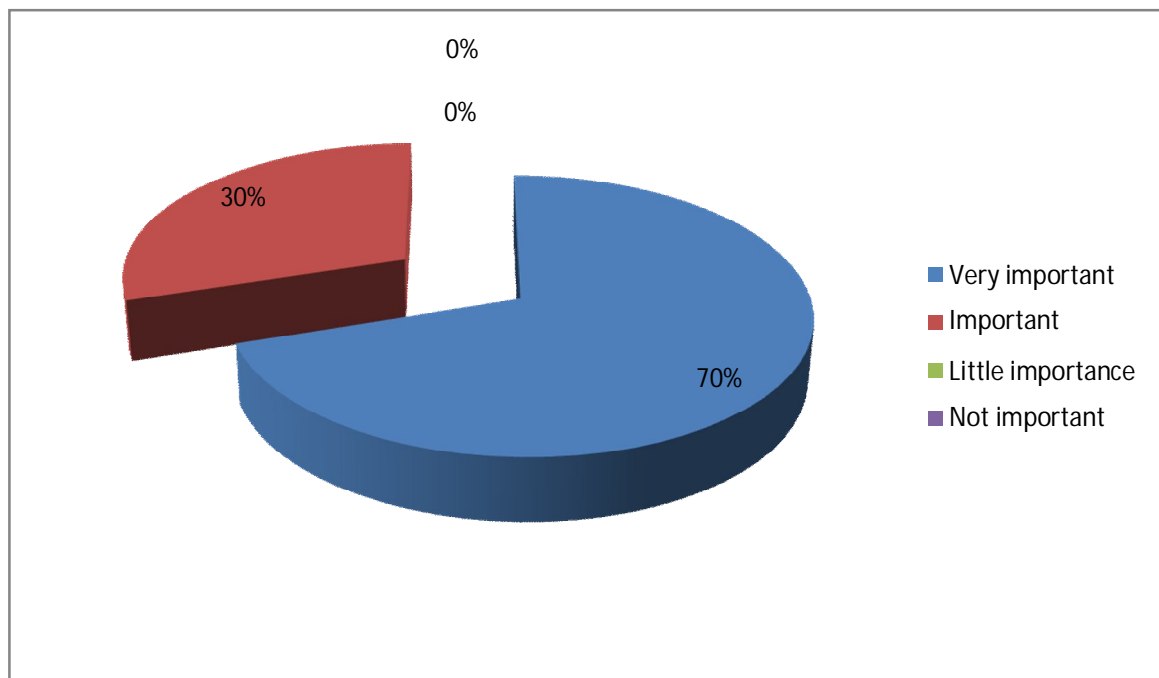
The T N°6 below shows that the majority of teachers (80%) prefer the use of draft paper to write certain topic, because they believe that there is no final draft and the learners can always revise and rewrite their production .Also to help them recognize their mistakes and to improve writing performance .As it help students acquire the skill of selecting words and expressions according to the context. In other hand (20%) of teachers assume that there is

no need to use draft paper, because they need to practice themselves to write directly and avoid reliance on drafting.

**Q10.How important is feedback in teaching writing?**

**TableN°10: The Important of Feedback in Teaching Writing**

Answer	Frequency	percentage
Very important	7	70
Important	3	30
Little importance	0	0
Not important	0	0
<b>Total</b>	<b>10</b>	<b>100</b>



**Figure10: The Important of Feedback in Teaching Writing**

He tabulated bellow depict that (70%) said that feedback is so significant in teaching writing cause it improve learners confidence ,motivation to learn and ultimately ,a learners attainment others (30%) believe that is important only to teach them writing . However the chart shows that the two last questions (of little importance & not important) take a Pre

(0%) because they may not consider it as a real guide.



## Discussion

The analysis of students' questionnaire has exposed that students were interested in teaching writing as well as learning how to avoid falling in gaps of errors that may destroy the content of the writing process. The first part of the questionnaire shows that the most of the sample selected were females' students, and they choose to study English branch desire for it. The second part of students questionnaire stated that they have a good level in English .The next question shows that (82%) are agree that remarks given by teacher help students to enhance their writing proficient, in addition most of student (72%) noticed that activities are the most important aspect of teacher evaluation and (22%) prefer framework .Moreover the questionnaire shows that (44%) of teachers encourage students to perform better (41%) mentioned that teachers sometimes while(16%) state that they do not encourage them totally. The questionnaire shows the majority of students may help.

On other hand, the analysis of teacher's questionnaire has revealed that in the first part of the questionnaire shows that the majority of the sample selected were females (60% )the remaining (40%) are males. In The next question The majority of teachers have magister degree and the remaining (40%) have doctorate .Teachers asked as well about their experience in teaching ,the majority answered between (1-4 years ),(20%) have (4-9 years ) and (30%)have(10years and more ).

In the second part of the questionnaire teachers were asked about the objectives that urge them to assesses the writing performance of students .Additionally ,a half of teachers(50%) stated that they performance assessment task used to assesses students by observations(40%) by project work ,others by debates.

In addition the higher majority refer to the teachers (80%) are the source that ensure classroom assessment so theirs confirmed that both teachers and learners are interrelated. Furthermore, teachers are asked about the appropriate approach they depend on to teach the

writing skill, the majority answers by process app, while (20%) Per for electric App.

Additionally, the writing problems stated in students writing (10%) results revealed four problems interference of the mother tongue (30%). Poor vocabulary (30%), poor ideas content (30%) are the most frequent factor. Grammar take (10%) poor organization of ideas (8%).Next to that they asked about using drafting it really allowed by teachers the most of them(80%) are with using it that refer to their advantages. Finally, the most frequent (70%) saw that feedback is very important in teaching writing.

## **Conclusion**

The analysis of student's questionnaire has revealed that the majority of students were interested in T W, also from the questionnaire of the teachers allowed us to make a summary about the students and teachers of Khenchela University as well as their perspectives towards the evaluative remarks of teachers on learners writing performance. Concerning the impact of teachers evaluative remarks on learners writing performance, the questionnaire revealed the following after the analyzing of the students questionnaire they appreciate the efforts of teacher when they assessed their writing and consider them very interesting and more encouraging to enhancing their writing in a good way.

# *General Conclusion*

## **General Conclusion**

The current research set out to determine that the evaluative remarks of teacher writing performance effective .So that the writing of students be so proficient as well as to be aware not to fall in mistakes that can mess with writing process, this study aimed to examine the role of evaluative remarks and how it contribute on learner writing performance and if it is really effective in developing writing process of students or not. Two questionnaires are administered to EFL learners and their teachers at the department of English at Abbess Laghrour Khenchela. This research is made up of two chapters, and research proposal. However the first chapter consists of introduction to T W, difficulties in T W, strategies of T W, and process of writing then the conclusion. While these chapter includes the introduction, definition of assessment and evaluation, types of assessments (spoken & written), tools of assessments and & evaluation then the conclusion. The practical part represents the results of the data analysis, general conclusion and pedagogical recommendations. The majority of students have positive insight toward the evaluative remarks of teachers on learners writing performance. The finding shows that teacher's evaluations are so helpful and useful to them for enhancing their writing performance.

### **Pedagogical Recommendations**

Results obtained from this study can help provide both teachers and students with valuable insight about the remarks given by teacher to the writing performance of students' .After conducting this study a member of suggestions are recommended.

\* The finding shows that instructions and evaluations of teachers to students are so useful.

\* T W involves student's level.

\*TW affected positively on students to avoid falling in common errors such as: grammar, vocabulary and punctuation.

\* Finally the majority of students appreciate what teachers said and advice to interpret their difficulties that is encountering them .

# *List of References*

1. Joshua, Kristosanis, 2006, P.103,<https://doi.org/10.31826/9781463210823-103>
2. Burns, A.andJoyce, H. (1997) focus on Speaking. National Centre for English Language teaching and Research, Sydney.
3. Davies, A. (2000).Making classroom assessment work .Canada :Hegel Printing Limited.
4. Harmer,Jeremmy.(2000).ThePracticeofEnglishLanguage,teachingforthEdition .London: Longman.
5. Harper. (2004).How to Teach writing .Edinburgh Gate: Pearson Education Limited, Longman.
6. Harmer's.(2007).The Practice of English Language Teaching(4thed).London : Longman.
7. Kang,(2013)&Celce-Murica(2013).TeachingEnglishasaSecondorforeignlangage .Boston: National Geographic Learning.
8. Mackenzie, N.M,scull,JMunsie ,L ,(2013).Analyzing writing :  
The developing of a tool for use in the early years of schooling Issues in Educational Research , 23(3). Retrieved from <http://www.lier.org.anau/ie23/> Mackenzie .Pdf.
9. Scriven, M. (1993).Evaluation thesaurus. Forth edition. New buryPark: Sage.
10. Strong R.W, Silver, H.F, & Perini, M.J. Teaching what matters most: Standards and strategies for raising student achievement. Alexandria, VA: Association for supervision and Curriculum Development.
11. Tayler, R.W.(1950).Basic principles of curriculum and instruction .Chicago : University of Chicago Press.
12. Thornbury, S (2005:iv).How to teach speaking. NewYork :Pears on Education Inc.

13. Wiggins, G(2007,September).Schooling by design :Assessing what matters (not what is easy or feared).Paper presented at the annual meeting of Georgia. Association of curriculum and Instructional Supervisors ,Athens ,GA.
14. Aragon Jiménez ,C. EBaires Mira, D.C&Rodriguez, G.S.(2013) an analyses of the writing skill difficultiesof the English composition(license). University of Do Salvador
15. Bahri , S & sugeng .B. (2010). Difficulties in writing in vocabulary and grammar of the second year students of. SMPNI selong East Lombrok west Tenggara in the school year2008/2009,Retrieved from<http://journal.uny.acid>
16. Bancha, w.(2013). what causes spelling errors of the Thai EFL studentsARECLS,10,107-129,Retrievedfrom<http://research.ncl.at.uk/ARecls/volume-10/boucha-voll0.pdf>
17. Caroll , j& willson E,(1993).Acts of teaching. Engle wood.cool teacher ideas press.
18. Frith, U,(1980) cognitive process spelling, London: academic press
19. Fitzgerald, j& Markham,L.(1987). Teaching children about revision in writing. Spring field,VA.Eric document Reproduction Re vice
20. Hartwell, p.(1985)Grammar and the teaching of grammar. inj. Caroll &E, willson ,act of teaching(pp.2005-2007).
21. Huari, F&Al khasawneh, F,M (2013 )the reason behind weakness of writing in English among pre- year student at tai bah university. English for specific purpose world, 14(38),1-9Retrievedfrom<http://www.esp-world.info/articles.38/z-212-2012.pdf>.
22. Graham, S&Perin, D (2007). Writing next. Washington, D.C: Alliance for excellent education.
23. Donohue, l.(2009) the write beginning Morkham,ont Pembroke

publishers. Lou la brant, 1955 Inducing students to write.

**24.** Lou la brant, 1953 writing is more than structure. Mehring J, G (2005)

Developing vocabulary in second language Acquisition: from the classroom.

Retrieved from <http://www.hpu.edu/chss/English/tesol/professional>

[development/200680Twpfall06/03Mehring.pdf](http://www.hpu.edu/chss/English/tesol/professional/development/200680Twpfall06/03Mehring.pdf)

**25.** Swelmeh, M.S.M. (2013) Error analysis of written English essays: the case of

students of the prepare or year program I Saudi Arabia English for specific

world, 14(40), 1\_17 Retrieved form.

***APPENDICES***

## ***APPENDICES***

### **A Questionnaire Survey for University Students**

This questionnaire aims at investigating master one EFL students of the English department to Abbess Laghrour University to know the extent to which the evaluative remarks of teachers impact their written performance. You are kindly invited to answer this following question.

#### **8- Identify your gender**

Male

Female

#### **2-Choosing to study English is:**

Your choice

Imposed

#### **3-How do you assess your level in English?**

Excellent

Good

Average

Weak

#### **4-Do you think that remarks and instructions that given by teachers enhance proficient level of students in their writing ?**

Yes

No

#### **5-What is the most important aspects of teachers' evaluation?**

Through framework

Through activities

**6-Does your teacher encourage you to perform better?**

Yes, all time

No, not at all

Only sometimes

**7-After each test, does your teacher help you in understanding ways to improve your grades?**

Yes

Maybe

No

**8-Why teacher's evaluation is important?**

For enhance their level

To be aware about mistakes

**9-Does your teachers appreciate the time when you work hard toward scoring well in a test or performing extracurricular activities ?**

She/he always appreciate

she/he never appreciate

Only sometimes

**10-What is the purpose of evaluation in writing performance of students?**

Make a judgment about program

To improve its effectiveness

**Good Luck**

## **A Questionnaire Survey for University Teachers**

Dear teacher

We would be grateful if you could answer the following questionnaire which has been a part of master dissertation. It aims to investigate the effectiveness of evaluative remarks of teachers on learner's writing performance.

Please choose and then tick the appropriate answer.

### **Part one: Demographic Information about the Participants**

Q1. What is your gender?

a-Male       b-Female

Q2. what qualifications do yo have?

a-Master

b- Magister

c- Doctorate

Q3. How long have you been teaching English?

a- 1-4years

b- 4-9years

c- 10yearsor more

### **Part two: Learners' Written Performance**

Q4. What are the main objectives that urge you to assess your learner's written

performance? a-To improve your student's learning

b- To enhance their future written performance

c- To assign grades to your students

d- To test efficiency of your teaching methodology

Other, please

specify.....

.....

Q5. what is the performance assessment tasks that you frequently use in assessing student's writing?

- a- Observation
- b- Project works
- c- Tests
- d- Debates

Other, please specify.....  
.....

Q6. what is the major source that ensures classroom assessments?

- a- Teacher
- b- Learners

Other, please specify.....  
.....

Q7. Which approach do you follow in teaching the writing skill?

- a- Process approach
- b- Electric approach

Q8. What are the most common writing problems you noticed in your student's writings?

- a- Grammar mistakes
- b- Interference of the mother tongue
- c- Poor vocabulary
- d- Poor ideas/content
- e- Poor organization of ideas

Q9. In writing about a particular topic, do you require your students to write multiple drafts?

Yes  No

Why/why Not.....

Q10. How important is feedback in teaching writing?

a- Very important

b- Important

c- Of little importance

d- Not important

Thank you so much for your  
cooperation

## **Résumé**

Enseigner l'écriture signifie comment écrire efficacement sans tomber dans de telles erreurs que influencé les processus d'écriture. Les enseignants sont l'axe principal du processus d'apprentissage, ils ne sont pas considérés comme des incités uniquement ; créer la bonne atmosphère pour les leçons et préparer les étudiants psychologiquement, mentalement et habilement à assimiler ce qui est dit à partir des connaissances et des faits scientifiques.

Les enseignants ont également un impact sur les performances d'écriture des apprenants.

Tout en étant évalué a fin d'être des écrivains scientifiques.

## المخلص

يعد التعليم الكتابي الوسيلة الأكثر فعالية بين الأستاذ والمتعلم، والتي نعني بها كيفية الكتابة بفعالية تفاديا الوقوع في أي خطأ أثناء عملية الكتابة.

يعد المعلم العنصر الرئيسي في العملية التعليمية، فهو لايعتبر مجرد ملقن فقط، بل مرشد، منظم ومساعد. فهو المحور الأساسي المتحكم في إدارة الصف والمسؤول عن تهيئة الجو المناسب للدرس، وتهيئة التلميذ نفسيا وذهنيا ومهاريا لتقبل واستيعاب مايقدمه له من معارف وحقائق علمية.

وللمعلم أيضا تأثير على الأداء التقييمي للتلميذ من خلال التقييمات والشخصيات لغرض تكوين كتاب متمكنين.