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**Teacher and Learner's Perceptions on Using Peer Evaluation to
Improve EFL Writing**

The Case of Second year LMD Students at M'sila University

**Master Thesis Submitted to the Department of English in Partial Fulfilment of the
Requirements for the Master Degree in Linguistics**

Submitted by:

Ines BENSEID

Zineb BOUMEZBEUR

Board of Examiner

| | | |
|-------------------------------------|-----------------------------|-------------------|
| Mr. Saber Mohamed El Djemoui | University of M'sila | President |
| Dr. Mourad TOUATI | University of M'sila | Supervisor |
| Dr. Bouazid Tayeb | University of M'sila | Examiner |

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Dedication

*To our families, without you, this would be impossible. May Allah bless you
all!*

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Abstract

Though writing is one of the most required skills at University, it is a challenging task for EFL students. The present conduct investigates teachers' and learners' perspectives on implementing peer feedback to boost the writing skill. To conduct this study, the mixed approach was adopted. To support this approach, a questionnaire, an interview, and classroom observation were used to collect data. The analysis of data demonstrates that, both, teachers and learners have positive attitudes towards the use of peer feedback in the writing classroom. In addition to students' writing improvement, peer feedback helps them to develop autonomy and critical thinking. Moreover, the findings reveal that students have preferences towards written anonymous feedback. The fulfilment of the study was hoped to contrast teachers' and learners' perceptions to adjust class instructions to students' needs and preferences for better achievement.

Key words: peer feedback, feedback, teaching writing, EFL learners and teachers.

List of Acronyms

EFL: English as a foreign language

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GENERAL INTRODUCTION

1. Background of the Study

Peer feedback has been wildly adopted in EFL and ESL writing classes growing a rich body of literature. In the literature, peer feedback has numerous labels: peer feedback, peer evaluation, peer review, peer response, peer assessment, and peer critique; they all fall in one meaning, as the name suggests, which is a feedback provided by the peers on one's writing. The studies conducted in this concern have been moving back and forth between the good and the harm peer feedback could bring, and questioning the appropriate method to utilize it effectively.

Elizabeth A. Flynn (2011) notes that the implication of peer feedback entails a group discussion of the peer reviewing sheet and that the feedback should identify the strengths as well as limitations in different aspects of the writing (e.g., development, transitional sentences, and introduction and conclusion); moreover, she raised the notion of gender, race, class, and ethnicity in the classroom, how and to what extent can affect the quality and the effectiveness of peer feedback. In the same line of thought, Nelson and Carson (1998) note that cultural characteristics might represent some sort of difficulties with peer evaluation. They reported that Asian people grow up within collectivist cultures which make it difficult for some learners to be objectively critical of their peers' productions (as cited in White .et al, 2014).

The review on literature revealed that few teachers hesitate using peer feedback their classrooms, because they believe that the learners cannot cover all aspects of language and the writing task (i.e., surface level and deep level) hence teacher's scaffolding is always needed. Nuwar Mawlawi Diab in his "Effects of Peer- versus Self-Editing on Students' Revision of Language Errors in Revised Drafts" mentioned that the experimental group outperformed the comparison group in terms of rule-based errors, while the findings reported no effectiveness in terms of non-rule based errors (as cited in Flynn, 2011). Nevertheless, in her study through

which she compared the impact of peer feedback and teacher's feedback on learners' performance in writing, Yangin Ekşi reported that peer group were able to provide corrections and suggestions on both levels; furthermore, the performance of the group who relied only on peer reviewing was as good as the performance of the group who received only teacher's feedback. Taheri .et al (2019) point out that relying only on teacher's feedback minimizes self-correctness, for students believe that the teacher covered all the papers and no further revision is required. However, they added, peer feedback promotes mutual understanding and lessens misunderstanding and misinterpretation.

2. Statement of the Problem

An EFL learner needs to learn how to communicate through writing; meaning that, they are required to acquire the ability to convey a message, to express a point of view, and to respond to a given topic or assignment. Without a shadow of doubt, writing is a complex task which requires a sound feedback to help the learners to improve their writing ability and to overcome their fear of writing by highlighting their potentials and weaknesses. Peer feedback is deemed to be a good alternative to teacher feedback in large classes. More importantly, peer feedback promotes the principles of the learner centred approach and the communicative approach which are dominating the field of TEFL. Sometimes what teachers believe to be effective, might not be regarded to be very effective by the students. Although extensive research has been carried out on peer feedback in writing classrooms, most studied have reported only learners' perceptions towards the use of peer feedback to improve the writing ability. A search of the literature revealed few studies which reported teachers' perceptions of the use of peer feedback to improve the learners' writing ability.

3. Objectives of the Study

Some specific objectives have been established to guide this research. These objectives are as follow:

1. To report teachers' perceptions towards the use of peer feedback as a teaching tool.
2. To report students' perceptions towards the use of peer feedback in writing classrooms.
3. To compare and contrast students' perceptions and teachers' perceptions.

4. Research Questions

In the light of the reviewed literature, the present conduct seeks to find answers to the following questions:

1. What are teachers' perceptions towards the use of peer feedback as a teaching tool in writing classrooms?
2. What are learners' perceptions towards the use of peer feedback in writing classrooms?
3. What are the similarities and the differences between learners' perceptions and teachers' perception towards the use of peer feedback in writing classrooms?

5. Hypothesis

In the light of the questions mentioned above, the following hypothesis is formulated. Both, learners and teachers find peer feedback a valuable learning and teaching tool. They, both, find value in implementing peer feedback in writing classrooms to foster the writing ability of the learners.

6. Research Methodology

The present conduct aims at investigating teachers' and learners' perceptions towards the use of peer feedback to improve the writing skill.

1.1. Research Method

To reach the objectives set for this study, the descriptive method is adopted due to its effectiveness and appropriateness; qualitative and quantitative research designs were used for

finding answers to the research questions and verifying the hypotheses, and the random sampling technique was selected in choosing participants.

1.2. Data Gathering Tools

In order to address the above mentioned questions, the data were collected via three instruments. The first is a questionnaire designed and administered for the students; the second is interviews conducted with teachers; and the third is observation of the classroom during feedback sessions. Hopefully, these data gathering tools will help to test the hypotheses and to obtain sustaining results.

1.3. Sample of the study

The population of this conduct is second year EFL learners' license and EFL teachers at the English language department at the University of Mohamed Boudiaf- M'sila.

Teacher's sample: the sample is six teachers selected randomly to be interviewed.

Students' sample: the sample is second year students; because, students at this level have been, assumingly, exposed to the basics of writing and are experiencing advanced level and great amount of writing. The population represents 120 students spread over 4 groups. A substantial sample would represent 30% of the population, that is to say 35 students taught by the same teacher.

2. Limitations of the Study

The reader should bear in mind that authors are guided by the answers of a specific number of respondents at a precise setting to report the perceptions of the teachers and the learners; therefore, the results of the present conduct could not be generalized to the wider national population of EFL students. Moreover, not all the students completed the questionnaire hence the sample has been shortened, and few students carelessly completed the questionnaire just to fulfil their obligation. Another potential problem was the coronavirus pandemic. Due to the lockdown and the social distancing restrictions; the authors could not

get in touch with the teachers to interview them. Consequently, the data were not analyzed in time for the sake of the study.

3. Structure of the dissertation

This paper has been divided into two chapters. The first chapter deals with the theoretical study on the topic. It begins with an overview of the writing skill presented in the first section. It will then go on to the second section concerned with peer feedback. This section lays out crucial aspects related to the implication of peer feedback in EFL writing classroom.

Chapter two is devoted to the methodology used in this study. This chapter is composed of two sections. The first section sets out the methodology used in this study. In the meantime, the second section reports the findings obtained through the analysis gathered through the designed questionnaire and interview, and the observation taken during written expression sessions.

Chapter One: PEER FEEDBACK IN EFL WRITING CLASSROOM

Section One: WRITING SKILL

Introduction

The writing skill is regarded as a productive skill and a physical and a mental act of communicating through which people, especially students, express their ideas and thoughts. This section is going to consider some writing skill theoretical issues that will be explain in details.

1. Definition of writing

Writing is one of the four language skills that represent language in a form of visible signs and graphic symbols. This skill is considered as an important part of language learning that all language learners need to develop as it is a complex means of expression, multiphase process (Pemngton and So, 1993) and purposeful act of communication.

Writing is a complex (MacArthur, Graham and Fitzgerald, 2016) thinking process (Brown, 2001) which involves several elements that should be done at the same time; while stating and expressing ideas, the writer needs to think about the appropriate vocabulary, the spelling of words, the mechanics, the style as well as the correct structure to be used to write well formed sentences and produce a final product. This indicates that writing is a skill that reinforces grammatical structures and vocabulary.

D. Nunan (2003) states that writing is both physical and mental act. At the most basic level, writing is the physical act of communicating words or ideas to some medium. On the other hand, writing is the mental work of inventing ideas thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. In addition, MacArthur et. All (2013) consider writing as a tool that permits apart people to communicate, in which a writer sends his ideas and thoughts in a written forms to readers; whether, being distant by time or by place. In other words, writing is a process of thinking which the writer organizes and communicates his thoughts to the reader (Wingersky, 1999, p. 4). These two definitions implies that writing is a physical and a cognitive effort that paves the way for

people to collect, maintain, send and receive knowledge and information widely as well as conveying meaning by using words that have been chosen and put together in writing or printed form (Fabrian & Whinch, 1996, p.32).

2. Types of Writing

2.1. Personal Writing

Personal writing, also known as reflective writing, is the freest form of literature and the most unfamiliar form of writing, which makes it challenging. This type of writing is an opportunity for a person to be subjective and demonstrates how he has gained experiences and skills by sharing his thoughts and opinion. In other words, it is a kind of writing assignments that permits a writer to state his opinion about an issue, to document what he observed, to relate a subject to his own life, to share a story, or to provide a description of a person, place, object, or event. This not only allows the writer to reflect on what he have done, but also to make informed decisions about how he will continue to develop ; by this the person might gain the reflection skill needed when it comes to CV writing and interviews.

Personal writing expects from the writer to reflect directly on his own personal experience using the first person pronouns such as I, me, my, mine, we or our. This means, this type of writing is said to be from a first person point of view. Moreover, the writer speaks directly to the reader; thus the use of the pronouns you or your, which called second person pronoun is also permitted. However, academic writing does not permit the use of both characteristics. This table summarizes the comparison of these two writing types.

| Academic writing | Reflective writing |
|-------------------------|--------------------------------------|
| Theory | Theory and personal experience |
| Voice: Third person | Voice: first person and third person |
| Tense: Past tense | Tense: past, present and future |

| | |
|--|--|
| A thesis (line of argument) and a well organised structure | A thesis (line of argument) and a well organised structure |
|--|--|

Table 01: Academic writing vs Reflective writing

According to Naghten M. (2020), personal writing characteristics can be listed as follow:

1. Personal writing product can be written on any subject.
2. It differs from biography because it does not respect chronology.
3. The things that irate the writer or make him happy are the building materials of the personal writing production.
4. I is the most important word in the production's vocabulary.
5. The writer should write in his own voice and style.
6. It will be better for the writer to be a good storyteller.
7. Personal writing production is a dialogue between the writer and the reader, and the use of irony, humour, wit will help to give the text a conversational tone.

2.2. Creative Writing

Creative writing is a type of writing which includes a broad area of texts serving different purposes; however, their main focus is on self expression be it feelings or thoughts" , this definition was has been advocated by Hylland (2002) who argues that creative writing is any writing, fiction or non-fiction, that occurs outside of everyday professional, journalistic, academic and technical forms of writing. Most typically we can think of novels, short stories and poems in this category, but it can also include screenwriting and play writing which are texts to be formed, and creative non-fiction such as personal and journalistic essays (p. 229).

Creative writing is guided more by the writer's need to express feelings and ideas than by restrictive demands of factual and logical progression of expository writing. Alan Maley (2012) comprises the main characteristics of creative writing with characteristics of expository writing. He proposes the following chart :

| Expository writing | Creative writing |
|---------------------------------------|-------------------------------|
| Instrumental | Aesthetic |
| Facts | Imagination |
| External control | Internal discipline |
| Conventions | Stretching rules |
| Logical analytical | Intuitive |
| Impersonal | Associative |
| Thinking mode appeal to the intellect | Personal |
| Avoidance of ambiguity | Feeling mode |
| | Appeal to the senses |
| | Creation of multiple meanings |

Table 2: Constructing modes of writing (Maley, 2012, p. 202)

Trompkins (1982) views creative writing as a tool that not only entertains students, but it also fosters their artistic expression, explores the functions and value of writing, clarifies thinking, stimulates their imagination, helps them in their research for identify and last but not least it enables them to learn to read and write (p. 718-721). In other words, creative writing is an important activity in developing learners' cognitive abilities and also boosting their communicative skills because it allows them to express their ideas freely, present their world views and create something brand.

Sharpels (1999) argues that "creativity is not a power held by a few gifted individuals, but is an everyday activity." (p. 36). This definition demolishes the wrongly believed ideas about creative writing being an activity restricted at talented learners. Creative writing can be practised by all students who can, i.e. all learners can write creatively and think creatively. However, they have to practice for a long apprenticeship and with considerable effort, and this might exist by using numerous creative activities.

2.3. Academic Writing

Academic writing is a type of writing and a particular style used in formal written work that is produced by students, professors and researchers. This kind of writing has its own rules and characteristics; for that, academic writing is considered as a difficult skill to be achieved especially in a second language.

Abu-Gharrah and Hamzah (1998) describes academic writing as "...logical organization and arrangement of the written sentences within a paragraph and paragraphs within the units of discourse." In addition, Al- fadda (2012) suggests that academic writing has that part in which the writer uses relevant references and rectifies them in order to gather different ideas, then puts them together to build on his own work. Furthermore, Stephen, B. (2011) indicates that while writing an academic work, writers should explicitly show why they are writing. The most common reasons for writing include to report, to answer a question, to discuss a subject of common interest and to synthesise research done by others. From the definitions mentioned above it can be concluded that academic writing is a cognitive ability that requires formal language and organized patterns besides the access to others' work, as an evidence, to develop an academic topic.

Academic writing used in academic settings to convey ideas , make arguments, and engage in scholarly conversations. In that vein, Abdulkareem (2013) emphasises that using academic writing can enhance the proficiency level of second language learners. Al Fadda (2012) and Bailey (2011) points out that academic writers should be familiar with punctuation marks and characteristics of academic writing, such as formal tome, precise word choice, logical structure and deductive reasoning.

Academic literacies, or as known the developed communicative skills such as academic writing, are required from students to be successful at advanced level of education such as college or university. This was supported by Abdulkareem (2013) who considers academic

writing as "the construction and development of techniques taught in universities such as organizing and generating students' ideas and critical thinking, and developing vocabulary and grammatical syntax." (p. 1553). Also, this idea was supported by Irvin (2010) who characterizes academic writing as being "... a form of evaluation that asks you to demonstrate knowledge and show proficiency with certain disciplinary skills of thinking, interpreting and presenting." (p. 8). Consequently, academic writing is considered as a tool for success at higher educational levels if mastered perfectly by students.

Irvin (2010) states that academic writing has three characteristics:

1. Clear evidence in writing that the writer have been persistent, open minded and disciplined in study.
2. The dominance of reason over emotions or sensual perception.
3. An imagined reader who is coolly rational, reading for information, and intending to formulate a reasoned response.

2.3.1. Features of academic writing

Academic writing refers to the type of writing used to inform and provide evidence rather than to entertain, as well as it is written in a standard form of the language. There are six main features of academic writing namely: objectivity, complexity, formality, precision, accuracy, and structure.

Objectivity:

To achieve objectivity in an academic written text, the writer must emphasise on the information and the presented arguments instead of his assumption about the topic. Self expression has fearless attention by academic writers. For that reason, in this type of writing nouns and adjectives tend to be more used rather than verbs and adverbs.

Complexity:

Written language in general (regardless to its type) is more complex than spoken language. It is sophisticated from the aspects of grammatical stand point, linguistic variations and density, such as the use of subordinate clause, passive structure as well as collocations.

Formality:

It refers to the abundant use of formal expressions which means that in academic writing colloquial words and expressions must be avoided.

Precision:

Academic writing presumes the use of specific figures, facts and dates. Moreover, the sources should be more reliable.

Accuracy:

Being clear in the utilization of vocabulary is another requirement for any academic paper (i.e. the writer ought to be precise in utilizing terms that appear to have pretty much similar sense).

Structure:

Academic writing requires to be well organized and well planned, so the text will flow from one section to the next in a logical structure, and the reader could follow the arguments as exactly as possible.

3. Basic Orientations to Teaching Writing

Before the 1960's writing attract less attention as a skill in English as a second language. However, over ten past decades, the teaching of writing has been the central element and principal means of education. Such interest in writing as a skill led to the foundation of different views of the best way to teach writing, Hedge (1998) argues that approaches to the teaching of writing can be grouped into two groups: the product approach and the process approach. In other words, the teaching of writing is not limited to one

approach, yet basically there are two main approaches that have been advocated in an effort to provide the best way for teaching and learning such important skill. Each approach views this skill from a different angle or a different perspective. Applying one approach or another depends on what we want them to do whether we want them to focus on the product of writing or its process. For all that, each one of the two approaches has its own significance, and plays an important role in the teaching and learning of the writing skill.

4. Writing Approaches

4.1. The product approach

The product writing based approach is a well established means of education that was prevalent in the 1960's and 1970's (Hylland, 2004), used by EFL teachers as the most common and traditional approach to improve learner's competency, as well as their understanding of a second language and writing system from the basic level. As a matter of fact, the product approach gives a specific focus and importance to the final product rather than the number of stages involved in the thinking process of producing the text (Gabrielators, 2002). In an ordinary product approach-centred class, learners are given activities in which they are required to imitate, copy, and transform model texts supplied by teachers. This approach focuses its study on model texts as something students can use as the basis for their own writing and this would give them confidence and security especially for beginners or lower level learners. Pincas (1982) (as cited in Badger & white, 2000) provides explicit description of product approach stating that writing is primarily about accruing linguistic knowledge and using syntax and vocabulary appropriately, as well as focusing on grammatical accuracy, i.e. an error-free coherent text.



Figure 1: the model based approach adopted from White (1988: 5)

Moreover, according to Badger & White (2016) learning to write captures four steps namely: familiarization, controlled writing, guided writing, and free writing. The familiarization stage aims to make learners aware of certain features of a particular text. In the controlled and guided writing sections, the learners practise the skills with increasing freedom until they are ready for the free writing section, when they use the writing skill as part of a genuine activity such as a letter, story or essay.

Many disadvantages are associated with the use of this approach, for example what the model, unfortunately, fails to show is the way the original writer followed to reach that product; in other words, in the product- focus method the learners seldom learn the process required in the creation and moulding of exercise, due to the over emphasis on the forms of language and rhetorical features as provided by Robertson (2008). Furthermore, it neglects some aspects as the audience the writing purpose and learner's cognitive activities such as how to perform thoughts and how to practice thoughts. Moreover, the product approach concedes writing as a simple linear model of the writing process which move systematically from prewriting to composing and correcting (Tribble, 1990).

4.2. The process Approach

The process approach to teaching writing appeared in the mid-1970s. It has been advocated against the weaknesses of product approach of teaching writing by many researchers. This approach can be determined as a "cyclical approach". In other words, learners, in this approach, are able to move back and forth through stages while practicing the writing activities (Badger & White, 2000). Unlike the product approach, this approach emphasises the cognitive aspect of learning, thus it is considered as a learner centered approach. Further, Badger & White states that the aim of process approach is to improve students' linguistic skills and writing development (p. 155), rather than the product approach which aims at developing merely linguistic skills using modelled texts.

Steele (2004) summarized the comparison of these two approaches. Table 3, shows Product and process approaches comparison:

| Process writing | Product writing |
|--|--|
| Text as resource for comparison | Imitate model text |
| Ideas as starting point | Organisation of ideas more important than ideas themselves |
| More than one draft | One draft |
| More global, focus on purpose, theme, text type, i.e. reader is emphasised | Features highlighted including controlled practice of those features |
| Collaborative | Individual |
| Emphasis on creative process | Emphasis on end product |

Table 3: Product and process writing (Steele, 2004, p.1)

The development of the writers' linguistic skill will be dominant together with the collaborative writing, peer editing, and teacher-student conferencing as strategies and activities applied to empower students to be independent writers and this is supported by Al wasilah (2005) who claims that process approach tends to focus more on different classroom activities which promote the development of language use.

Practically all scholars consider the writing process, in this approach, as a recursive process rather than linear process. However, the number of the steps within the writing process is not the same to many scholars; Tribble (1996) identifies (as cited in badger & White, 2000) four stages in writing namely pre-writing, drafting, revising, and editing; which means that there are four steps a writer employs before submitting his final written product to the reader who is a significant part in the writing production. On the other hand, Steele (2004) sees that the composing process comprises of 08 stages: Brainstorming, prewriting, drafting, editing, revising and publishing, and reflecting.

Stage1:

It involves generating ideas by brainstorming and discussion. Students could be discussing qualities needed to do a certain job, or giving reasons as to why people take drugs or gamble. The teacher remains in the background during this phase, only providing language support if required, so as not to inhibit students in the production of ideas.

Stage2:

Students extend ideas into note form, and judge quality and usefulness of ideas.

Stage3:

Students organise ideas into a mind map, spidergram, or linear form. This stage helps to make the (hierarchical) relationship of ideas more immediately obvious, which helps students with the structure of their texts.

Stage4:

Students write the first draft. This is done in class and frequently in pairs or groups.

Stage5:

Drafts are exchanged, so that students become the readers of each other's work. By responding as readers, students develop an awareness of the fact that a writer is producing something to be read by someone else, and thus can improve their own drafts.

Stage6:

Drafts are returned and improvements are made based upon peer feedback.

Stage7:

A final draft is written.

Stage8:

Students once again exchange and read each other's work and perhaps even write a response or reply. (p.1)

Students' awareness of such steps makes writing easier for them, and further students will unconsciously develop the systematic thinking skills too.

5. Writing Performance

According to different scholars, such as Flower & Hayes, 1980 and MacArthur et al., 2006, writing performance is the integration of both the writing process and the final writing product. This definition has been supported by Pennington and So (1993) arguing that neither of the writing process and the final writing product can be neglected while reverberating the learners' writing performance. Reviewing the writing process of the learner gives us a deeper view about the strategies and the skills used while composing the production, thus if the teacher omitted such important part during the assessment of the learners' performance, his assessment will be unreliable. Moreover, it will be difficult to assess the learners' writing performance if the final writing product is disregarded.

Conclusion

Writing in general, i.e. teaching and learning it, took an important place of interest among different researchers who have dealt with it as a very complex skill. Therefore, throughout this section, the researchers shed light on the different types of writing and how they differ from one another, also on the main approaches namely: the product approach and the process approach concluding that even though they differ in the visualization of the writing skill, they complete one another if they are integrated together by teachers to teach their students how to write a good piece of writing.

This section has discussed different writing skill theoretical issues, and the coming section is devoted to the peer feedback in EFL writing classroom.

Section Two: PEER FEEDBACK

Introduction

Bereiter (1986) points out that writing is one of the most difficult tasks to accomplish. If writing in the mother tongue language is a complex process, writing in a foreign language, probably, is more challenging. According to Ismail et al (2008) writing in the English language requires a great amount of mental capacity. EFL undergraduate students are required to do a great amount of writing to pursue their academic study. In the exams, for instant, besides the content of the subject matter, students must to mind the language, the grammar, and the mechanics. The learners' task is not an easy one, for they have to deal with the text at both levels which are the surface level (e.g. grammar, spelling, punctuation and word choice) and the deep level (e.g. planning and organisation, adequate support). In this respect, EFL students are in a need for feedback and assistance. Nevertheless, EFL students encounter different kinds of difficulties. These difficulties are often traced to the students' negative affect towards writing and the unsystematic assessment (Moussaoui, 2012).

Writing in the English Language in the Algerian context is highly limited. In middle and secondary schools, students are asked to write guided paragraphs; that is, they are provided with a set of ideas in form of phrases or sentences. Moreover, the teacher evaluates the final drafts of the students in terms of grammar and punctuation neglecting the writing process. At university, however, students are required to write freely well organized paragraphs and essays. Therefore, EFL Undergraduate students suffer from writing apprehension and anxiety. Parthasarathy, a director of Loyola ELT centre in India, (2011) notes that if students do not receive feedback, writing assignments will be useless to enhance students' writing skill; since students know that their productions are not going to be evaluated, they do not take writing activities seriously. A survey conducted in Loyola ELT centre reported that there are three typical practices in the evaluation of EFL students' writing. The first, teachers do not set writing assignments. The second, teachers set writing assignment and, randomly, they ask few

students to read their final compositions to provide a verbal feedback. The third, teachers set writing tasks, they take students' productions with them, they put tick on the papers, and they give them back to students; however, they do not seem to truly read the compositions.

Due to large classes, feedback seems to be non-existent at the level of university. Instructors cannot go through all the papers assessing the writing style, the language, and the punctuation along with the content of the students' productions. In this regard, there was a need to appeal to an alternative approach to ease the burden on the teachers and to help students to overcome their writing apprehension, to promote their writing self-efficacy, and to enhance their writing skill, the so-called *peer feedback*, *peer evaluation*, or *peer review*. Research on the use of peer feedback in EFL writing classroom has been associated with its positive impact on students' writing ability, on students' writing anxiety, and students writing autonomy.

1. Vygotskian Perspective

According to Moll (1989a) Vygotsky built on the idea that human beings are social in nature. From the very moment of birth, the baby enters into social relationships that shape and make him/ her social individuals. Social relations create and/ or facilitate activities through which individuals develop, and through which they influence and change others. Vygotsky stresses the idea that learning occurs through the mediation others: parents, teachers, and peers. Therefore, schooling plays a significant role to create a social context which helps learners to master and to be consciously aware of the use of cultural tools and artifacts (e.g. speech, literacy, and computers) which help them to mediate social interactions (Moll, 1989b). According to Olsen (1989) (as cited in Moll, 1989c) through the mastery of the cultural tools of communication and representation, such as writing and speech, that individuals develop *the higher psychological functions*; that is, the capacity and the means for independent intellectual activity. Moll (1989) puts that according to Vygotsky the same

meditational means are used inter-psychologically in communication, and intra-psychologically in thinking. The idea, put briefly, is that individuals internalize and transform the helping they receive from others in a specific context and use the same means of guidance to direct their own problem-solving behaviour.

1.1. Zone of Proximal Development (ZPD):

“The distance between the actual developmental level as determined by individual problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86)

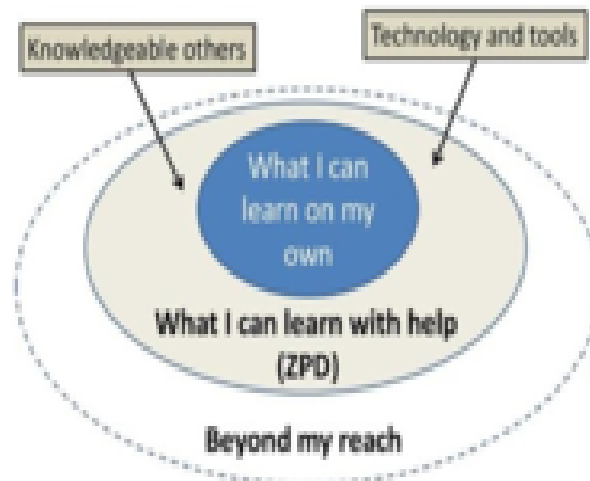


Figure 2: Vygotsky’s Zone of Proximal Development (McLeod, 2018)

Cognitive change occurs in the ZPD as teachers and learners share cultural tools (e.g. writing and speech), and this culturally mediated interaction produces cognitive change when it is internalized in the learner (Bruning et al., 2004; Cobb, 1994). Learners bring their own understandings to social interactions and construct meanings by integrating those understandings with their experiences in the context. Moll (1989a) asserts: *“The essence of this concept, and its importance for ESL instruction, is the qualitatively different perspective one gets by contrasting a student’s performance alone with his or her performance in collaborative activity”* (p. 57). In this regard, the *zone* highlights the significance of

considering *contextual variability* in assessing performance. The role of the teacher, adults, or peers is to create and support social activities that help students to master behaviours that are in advance of what they can already perform independently (Moll, 1989b).

The review of literature supported the use of peer evaluation on EFL writing classroom as it promotes students' social, affect, cognitive, and critical thinking abilities (Jahin:2012; Moussaoui:2012). Hansen & Liu (as cited in Jahin, 2008) note that “*peer review is supported by several theoretical frameworks, including process writing, collaborative learning theory, Vygotsky's Zone of Proximal development (ZPD), and interaction and second language acquisition (SLA)*” (2005, p.31). According to Vygotsky's ZPD, individuals develop their cognitive abilities through social interaction by which their current competence is extended, for it provides them with guidance of more experienced individuals.

2. Feedback

“Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response. Feedback thus is a “consequence” of performance”. (Hattie & Timperley, 2007, p.81)

Constructive feedback can be one of the most effective methods that enable learning; however, when it is done incorrectly, it can do more harm than help. In this regard, Hattie and Timperley (2007) studied what types of feedback and conditions that allow learning to flourish. Hattie and Timperley defined feedback as information provided by agent (e.g. a teacher, a peer) regarding aspects of one's performance and/ or understanding. According to the study, the further aim of feedback is to help students to get from where they are to where they need to be. They described different ways of how this aim can be approached. The

students have two options, either to exercise more effective methods, or to lower their goals. Teachers are expected to give constructive feedback to motivate the students to go for the option. Teacher would provide students with reasonable goals, and they would help the students to reach these goals through constructive feedback. Constructive feedback is a response to these three questions:

1. Where am I going?
2. How am I going?
3. Where to next?

The first question defines the goal; the second question describes what the student is currently doing; and the third question guided the student to attain his/ her goal. The three questions together enhance student's understanding of what should be done. Hattie and Timperley in their article suggested four levels of feedback that reflect the above mentioned questions. The levels are:

1. *The task level*: involves feedback of how well the students performed the task? It is the most common feedback. According to the article, 90 % of the questions posed by the teacher are aimed at this level.
2. *The process level*: it considers how the students obtain information? And how the task is connected to related tasks? It challenges the students to form a deeper understanding of learning, and it encourages them to construct meaning of their own. The process level proves to be more effective, for it promotes error detection; that is to say, the student reflects his /her own work.
3. *The self-regulation level*: it addresses the way students examine and adjust their action towards their learning goals. Alike the process level, the self-regulation level encourage the students to self-assess but to a more critical degree; therefore, it is considered more

effective. Nevertheless, students who are not confident in their abilities, or who are not effective as learners will not benefit from this type of feedback.

4. *The self level*: it is used too often in the classroom. This feedback involves reflection on the person rather than their work, and it gives the students a little direction towards improvement. According to Hattie and Timperley, this type of feedback is productive and it does not interfere with students' ability to self-assess. In self-complementing students choose to complement either the student's work, or the way he/ she has done it.

However, each student responds differently to each form of feedback, and certain types of feedback are more effective than others. Therefore, it is important to designate which form must always be used. Basically, the teacher must be familiar with which form of feedback that enables each student to grow individually and to enhance the learning process for every student in the classroom.

Sadler (1989) (as cited in Azzioui, 2016) notes defined feedback as information received by the students about how successfully their performance was. This information helps the student to monitor their strengths and weaknesses of their performance.

3. The Sources of Feedback in the Classroom

3.1. Teacher Feedback

“The true mark of a teacher lies in the ability to provide targeted feedback that will lead to enhanced performance.” (Piccinin, 2003, p. 32)

Feedback is a technique used by teachers to inform students about their compositions. In this regard, the feedback should be clear, specific and explanatory (McGrath et al., 2011). In the teacher's feedback the teacher is viewed as a source, and the student is viewed as a recipient, the feedback is a form of information about the correctness, accuracy, appropriateness of the recipient's past performance received from the source. It is input or information given to the writer for revision (Maarof et al, 2011). Moreover, Peterson (2010a)

notes that the further aim of the feedback provided by the teacher on the students' compositions is to support and nurture their confidence as writers. Peterson adds that, often, students receive written feedback in form of comments on their final drafts from the teacher. Such feedback, however, obtained by students at the end of their writing process, seldom have as significant impact on the development of writing as the teachers expect, for Students often believe they have finished writing when they hand it in for marks. Moreover, this would be a hard task for the instructors, for they spend great time to provide written feedback on the final drafts; and in the case of large classes, it would be more challenging. Therefore, receiving comments through the writing process would be more helpful. It is more likely that the students revise and edit their draft, if they were to receive timely suggestions and information about the clarity and impact of their writing (Peterson, 2010b). The teacher can set a space for a verbal feedback during the writing process by moving around the students and making them feel free to ask for *a commendation or a suggestion* (Peterson, 2010), yet the teacher cannot cover all the students' requests. Peer feedback can be a helpful tool and a good alternative.

3.2. Peer Feedback

According to Gielen et al (2010), peer feedback is a form of assessment received from equal status learners (as cited in Jahin, 2012a). Johnson and Roen (1989) defined peer feedback as “integrated activities” which promote social interaction through “responding to other’s writing”; this social interaction, in its turn, promotes a set of interactive skills: writing, reading, listening, speaking, and thinking. Peer review can take place in small group, the review would be in a form of response from supportive audience; or it can take place between pairs, in which the peers exchange their productions and review each other; or it can take place in a large group (e.g. a seminar discussion or class conferencing), in this case, all students provide comments to the student presenting his/ her writing. (Peregoy & Boyle, 2001 as cited in Moussaoui, 2012).

Through peer feedback, students take part in the writing instruction. In this respect, peer feedback is, probably, one of the most efficient techniques that helps students to overcome their anxiety and their negative attitude towards writing, and to increase their motivation and autonomy; because, they have the chance to play the role of the reader and the role of evaluator who can provide either verbal or written comments on the productions of their peer. According to Jahin (2012b), studies on peer feedback in EFL writing classroom have reported that:

1. Peer feedback brings a sense of audience in the classroom (Keh:1990 ; Mittan:1989).
2. Peer feedback facilitates the development of students' critical reading and analysis skill (Chaudron:1984 ; keh:1990).
3. Peer feedback encourages students to focus on their intended meaning by discussing alternative points of view that can lead to the development of those ideas (DiPardo & freedman:1988 ; Mangelsdorf:1992 ; Mendonca & Johnson:1994).
4. Peer feedback improves academic writing competence (Hu:2005 ; Hu & Tsui:2010).

According to Mittan (1989) the peer review process is a valuable way to concentrate on the current communicative abilities of the students and to teach them how to improve their writing skill. Mittan refers to the peer review process to a set of "*integrated activities*" used to mentoring the students how to respond to other's productions. The activities are the following:

1. Students are required to read the composition of their peers and respond to it using a peer review sheet either in the class or outside the class. The peer review sheet is a questionnaire that guides the reviewer to consider particular aspects while responding to the writer's production.
2. During the next session, students are expected to exchange oral comments on their productions with reference to the written peer reviews.

3. The teacher reads and responds to both the students' writings and their written reviews on the peer review sheet.
4. Students respond to their writings by completing a self-review sheet according to their first draft. The teacher should comment on them.

Moreover, the teacher can create an atmosphere where the students can ask for a feedback spontaneously whenever needed by grouping them or arranging the desks so that they can talk freely; this option works best during the writing process. Furthermore, the teacher can arrange *formal opportunities* in a form of conferencing sessions through which the students exchange their productions or they read them aloud to the group. Then, the teacher opens a discussion *that tackles what the audience got out of the writing and what they stand out about the writing; and what questions the writing raises*. One of the techniques the teacher may use is “two stars and one wish”; meaning that, the audience ought to shed lights on two powerful elements from the writing and one element that they believe it needs to be reformulated or improved (Perterson, 2010).

| Peer Review |
|--|
| <p>Draft written by:</p> <p>Review Written by:</p> <p>Your response in answering these questions is to provide an honest and helpful response to your partner's draft and to suggest ways to make his/her writing better. Before beginning your review, be sure to read the writing carefully. After you have done that, respond to each of the following questions. Be as specific as possible; refer directly to your partner's paper by paragraph number.</p> <ol style="list-style-type: none"> 1. What do you like most about your partner's writing? Choose the most interesting idea and EXPLAIN WHY it captured your attention. 2. In your own words, state what you think your partner's focus is. What aspects of paralingual communication is your partner trying to explain to readers? 3. How helpful and informative will this paper be for readers who want to visit your partner's culture? Which parts need to be developed with more detail so that the readers can understand these kinds of communication? 4. Choose the response that you agree with: <ul style="list-style-type: none"> Each of your paragraphs discusses only one idea and everything in it is related to that topic. Some of your paragraphs are confusing because they seem to be about more than one idea. I marked them with X. Your writing seems to be all in one paragraph. I can't tell where you start discussing a new idea. Please help! 5. On the back of this page, write a short letter to your partner explaining how his or her writing can be improved. BE VERY SPECIFIC and explain <i>why</i> you think these changes will be helpful to the reader. Be sure to sign your letter. |

Figure 3: Peer review (Mittan, 1989, p. 216)

3.3. Self Feedback

“Self-assessment in writing refers to a metacognitive skill employed by students to evaluate the content, organization, and purpose of their own written texts and their writing process including the selection of strategies, monitoring of strategy use, and assessing the effectiveness of those strategies throughout. When writing, self-assessment may occur within the pre-writing, while-writing, or post-writing stages and can be either formal or informal.”

(Lam, 2010, p. 16)

Along with different disciplines, English Language teaching, too, has known the shift from the learner centred approach to the learner centred approach; meaning that, the learners are the centre of the teaching learning process. Hunt et al (1989) (as cited in Purwanti, 2015a) note that the effective language teaching should start from the learners instead of the teacher, and they have to be conscious that they are the central figure in the process. In this respect, the teacher plays the role of a mentor and a facilitator to help the language learners *to develop a self-awareness of their goals, need, and learning process*. Therefore, self-assessment is considered as one of the most effective means to grow students to be independent and responsible.

According to Kanfer (1975) self-assessment holds two main concepts: self-observation and self monitoring which are the sources of the *internal feedback* which help learners to compare their performance with the well-recognized criteria (as cited in Lam, 2010). Furthermore, O’Malley and Valdez (1996) claim that self-assessment does not only foster students’ critical thinking about their current level, but, also, it encourages them to find solutions to the problems they encounter through their learning (as cited in Purwanti, 2015b). All in all, self- assessment is a sort of assessment through which the learners rate their own performance and identify their strengths and weaknesses in order to improve their achievement.

4. Modes of Feedback

Learners should receive both **Criterion Based** Feedback (henceforth CBF) and **Reader Based** Feedback (henceforth RBF). The former works best when the students are introduced to the expectations. Whilst the later is most useful when the students are informed to extent they reach the purpose of the writing assignment (e.g. to narrate, to persuade, to argue) (Peterson, 2010a).

CBF is based on set forth rubrics. That is to say, it demonstrates whether the composition includes a set of criteria or not. This type of feedback addresses the appropriateness of the ideas and information, the level of detail, the chosen point of view, and the clarity of communication (i.e. the organization of ideas and use of writing conventions and effective language) (Peterson, 2010b). Students expect to receive CBF on the final drafts from their writing instructor, for they think of their teacher as a language expert who has the needed understanding of conventions.

On the other hand, RBF reflects the experience of the reader; meaning that, *“RBF feedback identifies images visualized, emotions evoked and words or phrases that had the greatest impact on the reader. It also describes how the writing makes the reader feels and summarizes what the writing says to the reader”* (Peterson, 2010c, p.2). RBF can be received from the fellow students. According to Elbow (1998) this type of feedback is one of the most effective ways to revise one’s own writing, and it is more helpful when it is received during the writing process; because, it provides the writer with different insights to the readers’ experiences and feelings of reading the writer student’s lines, and through which he or she can set his or her mind better.

Another mode of feedback is the **Corrective Feedback** (hence forth CF) which is a feedback that addresses the linguistic errors in the students’ compositions in order to improve their grammatical structure achievement (Homayounzadeh et al, 2016).

5. The Rational behind the Use of Peer Feedback

The further aim of language is communication; hence, the rationale behind the use of peer feedback lies, mainly, in the social nature of language, language learning, and learning per se. Many sociolinguists shed light on the relationships between language and the social context. Learning, at the first place, is a social process, and the information is transformed through a social context; therefore, the language being used gets its meaning from the context. Moreover, the addressee plays a significant role in the communication act; therefore, the addresser as a language learner needs a human feedback. For sure, Mentors and teachers do huge efforts to provide their students with the needed human feedback; however, why to waste and to ignore the energy and the power peers have got? Studies have shown that peers can represent an authentic audience to each other. And more importantly, they provide each other with a realistic interaction (Halliday & Hasan, 1985; Moffet, 1968; Bruffee, 1984; Mittan, 1989).

The writer's primary need is an audience. When the audience of the student writers is only the teacher, the writing assignment becomes meaningless or "*an empty school exercise*" for two main reasons. On one hand, the students write what they know their instructor wants. On the other hand, the teacher feedback is one way interaction. He or she would provide authoritative responses upon which, probably, the students do disagree, or they do not understand them. However, when the students are to write to their peers, they are more confident to express their identity and their independence, and they are more concerned about what to say and how to say it. Moreover, when the student reviewers evaluate their peers' writing and figure out their weaknesses and strengths, they make a reflection on their own writing; for instance, they can highlight the similar mistakes. During the peer reviewing, the students are grasping the characteristics of the good writing. They get to know the do's and the don'ts of writing (Penaflorida, 2002 as cited in Parthasarathy 2011; Sotoudehnama &

Pilehvari, 2016; Kasper, 1998 as cited in Sotoudehnama & Pilehvari, 2016). Furthermore, a study conducted in 1994 by Caulk resulted that the comments provided by the teacher on the students' writings tend to address the whole piece of writing; in other words, teacher's responses tend to be general. Nevertheless, the peer comments tend to be more narrowed and specific. In this regard, Caulk suggests that peer feedback could be complementary to the teacher feedback (as cited in Liu & Chai, 2006a).

Hyland (2003) states that the implication of peer reviewing in EFL writing classes not only foster learners' abilities of *conversation and written expression*, but, also it reduces their reading anxiety and provides them with a good understanding of the readers' needs (as cited in Taheri & Abdollahi-Guilani, 2019).

6. Principles behind Implementing Effective Peer Feedback

It is worth mentioning that there are some researchers and language experts who believe that peer feedback is "*nothing but the blind leading the blind*". They claim that the learners in the status of either a writer, or a reviewer have insufficient understanding of the writing process. Moreover, they are not equipped with the needed skill and experience to guide and to evaluate one another (Pianko & Radzik, 1980; Roessier, 1983 as cited in Liu & Chai, 2006b). However, the studies, that have reported the advantages of the use of peer feedback as a teaching and learning tool to foster the writing ability along with the reading skill and critical skills, relied ,mainly, on training and supervising the students.

In her study, Azzoui (2016) suggested a set of questions to answer for an effective implication of peer feedback in a writing classroom:

1. **What kind of feedback?** This question addresses how to write effective comments; for instance, the comments should be clear and accurate, they highlight both positive and negative aspects of the composition, and they should not be vague.

2. **When feedback should be given?** Meaning that, at what phase of the writing process the feedback is highly valuable.



Figure 4: The writing process (Adapted from White and Arndt, 1991 in Moussaoui, 2012)

3. **What feedback should focus on?** Meaning that, the feedback to be given targets the grammar, the mechanics, the content, the organization of ideas, or the clarity of communication
4. **Where feedback should be given?** Meaning that in the classroom or outside the class.

The answers to these questions diversify according to the students' needs, age, and to the course objectives.

Conclusion

Feedback is one of the peelers of the teaching / learning process. Teacher feedback, peer feedback, and self feedback are complementary. Teacher feedback could be a sort of reference and guidance to the implication of peer feedback. Peer feedback, in its turn, raises the learner's self awareness which motivates the learner to assess one's own improvement as a writer; furthermore, peer feedback develops learner's awareness of the audience. The implementation of peer feedback eases the task for teachers indeed; however, teachers encounter a set of difficulties to put it into practice, such as: the organization of the class according to the number of learners and according to their levels, scheduling discussion sessions, and most importantly training the learners to be skilled writers and, at the very same time, to be objective reviewers.

***Chapter Two: METHODOLOGY, DATA ANALYSIS,
AND PEDAGOGICAL IMPLICATIONS***

Introduction

The theme that overwhelmed this conduct is investigating both teachers' and learners' perceptions about the use of peer feedback in EFL writing classrooms to boost the learners' writing ability. Therefore, the previous chapter has presented the literature review to platform a theoretical background by reporting the findings and results studies conducted in the same field of interest in various EFL contexts.

However, the present chapter deals with the practical phase of the study. This chapter is devoted the research methodology, the findings, and the discussion of the results; it is divided into two sections. The first section will describe research design, data collection instruments, and the sampling techniques. Whilst, the second section will display data analysis and discussion of the results to provide answers to the questions upon which the study was established.

At the end, we recommend some pedagogical implications for an effective use of peer feedback in EFL writing classrooms to enhance the writing skill among learners.

Section One: METHODOLOGY

1. Research Design and Data collection Tools

Paraho (1997) describes a research design as “a plan that describes how, when, and where data are to be collected and analyzed” (142). In this regard, the research design entails the outline of what the researcher will do from writing the hypothesis to the final data analysis (Kothari, 2004).

The main purpose of this conduct is to investigate and to describe EFL teachers’ and learners’ perceptions towards the implication of peer feedback in writing classrooms to foster the writing skill; for such concern, a specific research design, method, sampling technique, and data gathering tools were selected to accomplish the purpose of this paper.

2. Method

When dealing with the concept of “perception”, the descriptive method is seems to be the most compelling. A descriptive research is designed to provide an accurate and natural image of what is really happening within a given situation (Burns & Geove: 2003). Therefore, for making an investigation that is merely intended to report teachers’ and learners’ perceptions about the use of peer feedback second year EFL writing classrooms at M’sila University, a descriptive research design was adopted.

To guarantee clear comprehension and interpretation and to ensure the reliability of the gathered data, in order to provide the best answers to the research questions, both qualitative and quantitative approaches are undertaken (i.e., the mixed method).

2.1. Setting and Participants

This study took place at the English language department of M’sila University, during the second semester of the academic year 2019/2020.

The sample of this study is **second year** EFL students majoring in English Language at M’sila University. The total number of the second year students is 120 students divided

through 5 groups. The respondents, however, are 35 all randomly selected aged between 18 and 23, among them 7 males (20%) and 28 females (80%). 94.4% of the respondents studied English for nine years, all in between secondary, middle, and university education levels. Besides, six teachers, randomly selected, were interviewed.

2.2. Research Tools

Beyond theoretical background, data collection deemed to be fundamental phase in the research process. The main purpose of data collection is to verify the hypotheses, to establish a firm ground to the topic under investigation, and to provide the researcher with a deep and clear view to the study albeit a challenging one (Singh, 2006). It is very tough to select the appropriate method for data collection. O'leary (2004) states that it is a difficult task to collect *credible* data. It is noteworthy that no data collection tool is *inherently* efficient than another. Consequently, the data collection method to be used would depend upon the research goals, and its advantages and disadvantages.

In this conduct, triangulation methodology (i.e., multiple data sources) was followed in order to guarantee the validity of the gathered data; furthermore, the information collected by the each instruments gives more value and reliability to one another. A questionnaire, an interview, and classroom observation were used in this study to explore the effectiveness of peer feedback in writing classrooms from EFL teachers and learners' perspectives.

2.2.1 Students' Questionnaire

Since one goal of this study is to investigate how EFL students' perceive the use of peer feedback in writing classrooms, the questionnaire seems to be the most appropriate tool to collect data. Singh (2006) defined a questionnaire as a written interview. Moser & Kalton (1971) note that questionnaires are economical and they are easy to analyze. Furthermore, it is a rapid and dynamic instrument to gather a vast amount of information. The questionnaire

should be clear, short, and simple; it should go from easy items to difficult ones and from general to specific.

The questionnaire is administered to second year LMD students who are taking written expression as a module of their formation. The written expression module not only that it has a high coefficient and credit, it is required in all assignments, tests, and exams.

The questionnaire is distributed to the students in order to collect perspectives about the effectiveness of peer feedback as a learning tool to improve their writing ability.

The current research questionnaire (see appendixes A) is a likert-type questionnaire asking 47 statements using the five points scale (dis)agreement.

SA- Means *Strongly Agree* with the statement.

A- Means *Agree* with the statement.

N- means *Neutral*, neither agree nor disagree.

D- Means *Disagree* with the statement

SA- Means *Strongly Disagree* with the statement.

The distributed questionnaire does consist of four axes. The **first 7 items section** was devoted to investigate students' self-efficacy and autonomy. The **second axis**, which consists of 7 items, is committed to explore students' attitude towards teacher feedback. The **third axis**, which composed of 30 items, was devoted to investigate how students' perceive peer feedback. While the **fourth axis**, which includes 3 items, tackles students' attitude toward both teacher feedback and peer feedback.

Questionnaires were distributed to 35 students from the second year LMD. The respondents were requested to indicate the degree to which each statement suits and applies the best to them, in order to attain a deep understanding of how EFL students in M'sila University perceive the matter under investigation, which is *the use of peer feedback in EFL writing classrooms to improve the writing skill*.

| Points of scale | score |
|-------------------|-------|
| Strongly agree | 5 |
| agree | 4 |
| neutral | 3 |
| disagree | 2 |
| Strongly disagree | 1 |

Table 4: 5-point likert scale and scores

2.2.2 Teacher's Interview

The second perception to investigate about the matter studied within this paper is the teachers'. For this concern, an interview was advocated to 6 teachers who happen to be teaching written expression this year or taught the module through previous years. The interview was used to collect quantitative data. The semi-structured interview consists of 14 open-ended questions. The interview was not restricted with time, it was open and free; because, the semi-structured interview creates the atmosphere to the respondents to express themselves freely and clearly. The interview is divided into two sections (see Appendix B), as following:

Section A: it attempts to gather background information about teachers' experience in teaching writing.

Section B: it intended to elicit information about their attitudes towards implementing peer feedback, as a teaching tool, in writing classrooms.

All of the 6 teachers who have been interviewed are teaching in the English department at M'sila University.

2.2.3. Classroom Observation

Observation is regarded to be a fundamental data gathering instrument in classroom research. It is utilized to gather realistic and reliable data which will be interpreted into a written text or a check list. Classroom observation is a systematic process of data gathering to assess the performance of teachers and learners; observations are data collection research

tools which require immersing the research himself or herself in the research atmosphere, to observe the setting, interaction, relationships, action, and events' dimensions (Mason: 1996).

In this conduct, information related to attitudes and performance of learners and teachers in the classroom are required to be collected through observation; because, it provides the researchers with a real life description about the classroom environment. The observation took place in three written expression sessions at the department of M'sila University. The targets of the classroom observation were teachers' and learners' attitudes towards the using peer feedback in writing classrooms (appendix C).

3. Statistical Tools for Data Analysis

Speaking practicalities, the frequencies, the sample mean (\bar{x}) and the standard deviation are statistical tools to describe the phenomena under investigation. Mathematically speaking, all the statistical operations were conducted by using SPSS V26 program.

To clarify things, the following definition can illustrate these terms:

The Mean (\bar{x}) or the average is the sum of the numbers divided by the size of the sample.

$$\bar{x} = (\Sigma x_i) / n$$

Σ = "add up"

x_i = "all of the x-values"

n = means "the number of items in the sample"

The Standard Deviation It is used to find out how the values are dispersed from their mean.

$$S = \sqrt{[\Sigma (x_i - \bar{x})^2 / (n-1)]}$$

The following table represents *relative importance* index of the 5-point Likert scale that corresponds to the sample's size of this study:

| | | | |
|----------------------------------|-------------------|----------------------|------------------|
| Adequacy Level | [5 – 3.68] | [3.67 – 2.34] | [1.33 -1] |
| The relative importance the mean | High | Medium | Low |

Table 5: relative importance index

The follow table demonstrates the scoring range of 5-point likert scale of the survey:

| | | | | | |
|------------------------|-------------------|----------------------|----------------------|---------------------|-----------------|
| Rang | [1 – 1.80] | [1.81 – 2.60] | [2.61 – 3.40] | [3.41– 4.20] | [4.21–5] |
| Points of Scale | strongly disagree | disagree | neutral | agree | Strongly agree |
| Classification | negative | | neutral | positive | |

Table 6: scoring range of 5-point likert scale

Section Two: DATA ANALYSIS, AND PEDAGOGICAL IMPLICATIONS

1. Data Analysis and interpretation

The data analysis is the task, through which the data are ordered, structured in order to develop a meaning.

The data to be analysed were gathered through a questionnaire, distributed to second year English students, and an interview, devoted to teachers of English, all the respondents belong to M'sila University. The data were collected for the sake of collecting a large amount of information that enables the researchers to develop a deep comprehension of how EFL teachers and learners perceive the use of peer feedback to boost the writing skill as, both, teaching and learning too.

1.1. Students' Questionnaire

The population represents 120 students spread over 4 groups. A substantial sample would represent 30% of the population, that is to say 35 students taught by the same teacher. To investigate second year students of perceptions about the use of peer evaluation to improve the writing skill, on 5-likert point scale, the students were requested to indicate the degree to which each statement applies best to them. The data obtained are summarised in the tables below:

The First Axis: Self- efficacy and autonomy

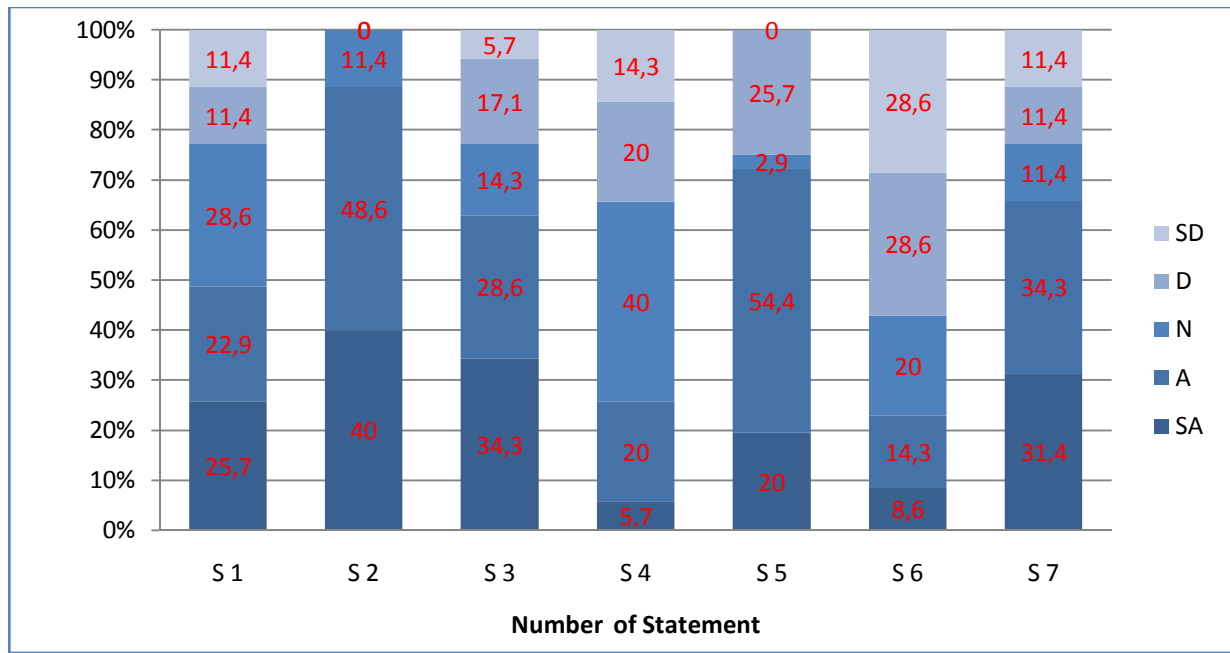
| N° | phrases | Frequencies | | | | | Point of Scale | Mean | Standard Deviation | Degree of Approval | Rank |
|----|--|-------------------|----------|---------|-------|----------------|----------------|------|--------------------|--------------------|------|
| | | Strongly disagree | Disagree | Neutral | Agree | Strongly agree | | | | | |
| 1 | I enjoy myself as a writer. | 4 | 4 | 10 | 8 | 9 | N | 3.40 | 1.311 | Medium | 4 |
| | | 11.4% | 11.4% | 28.6% | 22.9% | 25.7% | | | | | |
| 2 | I like writing in English. | 0 | 0 | 4 | 17 | 14 | SA | 4.29 | .667 | High | 1 |
| | | 0% | 0% | 11.4% | 48.6% | 40.0% | | | | | |
| 3 | I feel confident in my ability to clearly express my ideas when writing in English. | 2 | 6 | 5 | 10 | 12 | A | 3.69 | 1.278 | High | 2 |
| | | 5.7% | 17.1% | 14.3% | 28.6% | 34.3% | | | | | |
| 4 | I like writing assignments. | 5 | 7 | 14 | 7 | 2 | N | 2.83 | 1.098 | Medium | 5 |
| | | 14.3% | 20.0% | 40.0% | 20.0% | 5.7% | | | | | |

| | | | | | | | | | | | |
|--------------------|--|-------|-------|-------|-------|-------|---|------|--------|--------|---|
| 5 | I have no fear of my English writing being evaluated. | 0 | 9 | 1 | 18 | 7 | A | 3.66 | 1.083 | Medium | 6 |
| | | 0% | 25.7% | 2.9% | 51.4% | 20.0% | | | | | |
| 6 | When my class is asked to write an essay, mine is one of the best. | 10 | 10 | 7 | 5 | 3 | D | 2.46 | 1.291 | Medium | 7 |
| | | 28.6% | 28.6% | 20.0% | 14.3% | 8.6% | | | | | |
| 7 | I feel proud when sharing my writing with others. | 4 | 4 | 4 | 12 | 11 | A | 3.63 | 1.352 | Medium | 3 |
| | | 11.4% | 11.4% | 11.4% | 34.3% | 31.4% | | | | | |
| Weighted Mean | | | | | | | | 3.42 | Medium | | |
| Standard Deviation | | | | | | | | .239 | | | |

Table 7: Statistical results of the first axis

Table 7 demonstrates descriptive statistics for *self-efficacy and autonomy axis*, from which we find that the highest mean was awarded to the statement2 (I like writing in English) with $\bar{x} = 4.29$ and $S = 0.667$, followed by statement3 (I feel confident in my ability to clearly express my ideas when writing in English) with $\bar{x} = 3.69$ and $S = 1.278$, followed by statement7 (I feel proud when sharing my writing with others) with $\bar{x} = 3.63$ and $S = 1.352$, followed by statment1 (I enjoy myself as a writer) with $\bar{x} = 3.40$ and $S = 1.311$, followed by statement4 (I like writing assignments) with $\bar{x} = 2.83$ and $S = 1.098$, followed by statement5 (I have no fear of my English writing being evaluated) with $\bar{x} = 3.66$ and $S = 1.083$, followed by statement6 (When my class is asked to write an essay, mine is one of the best) with $\bar{x} = 2.46$ and $S = 1.291$.

The weighted mean of *self-efficacy and autonomy axis* is (3.42) and the standard deviation (.239), which make the relative importance of this axis high, since it lies in the interval [3.68 -5] (see table 2); moreover, the weighted mean indicates that the general trend of this axis is agree since 3.42 belongs to the interval [3.41– 4.20] and the classification is positive (see table 3).



Graph 1: self-efficacy and autonomy

The Second Axis: Teacher’s feedback

| N° | phrases | Frequencies | | | | | Point of Scale | Mean | Standard Deviation | Degree of Approval | Rank |
|--------------------|---|-------------------|----------|---------|-------|----------------|----------------|------|--------------------|--------------------|------|
| | | Strongly disagree | Disagree | Neutral | Agree | Strongly agree | | | | | |
| 8 | Teacher provides feedback for the writing assignments. | 2 | 3 | 2 | 16 | 12 | A | 3.94 | 1.136 | High | 4 |
| | | 5.7% | 8.6% | 5.7% | 45.7% | 34.3% | | | | | |
| 9 | Teacher feedback helps me to determine my weaknesses and potentials in writing. | 2 | 1 | 0 | 6 | 26 | SA | 4.51 | 1.067 | High | 2 |
| | | 5.7% | 2.9% | 0% | 17.1% | 74.3% | | | | | |
| 10 | Teacher’s feedback targets: | | | | | | | | | | |
| a | Grammar | 0 | 1 | 1 | 11 | 22 | SA | 4.54 | .701 | High | 1 |
| | | 0% | 2.9% | 2.9% | 31.4% | 62.9% | | | | | |
| b | Vocabulary | 5 | 6 | 8 | 12 | 4 | A | 3.97 | .923 | High | 3 |
| | | 14.3% | 17.1% | 22.9% | 34.3% | 11.4% | | | | | |
| c | Mechanics | 0 | 3 | 6 | 15 | 11 | N | 3.11 | 1.255 | Medium | 7 |
| | | 0% | 8.6% | 17.1% | 42.9% | 31.4% | | | | | |
| d | Formality | 0 | 3 | 9 | 17 | 6 | A | 3.74 | .852 | High | 6 |
| | | 0% | 8.6% | 25.7% | 48.6% | 17.1% | | | | | |
| e | Style | 0 | 3 | 10 | 12 | 10 | A | 3.83 | .954 | High | 5 |
| | | 0% | 8.6% | 28.6% | 34.3% | 28.6% | | | | | |
| f | Content | 1 | 6 | 5 | 9 | 14 | A | 3.83 | 1.224 | High | 5 |
| | | 2.9% | 17.1% | 14.3% | 25.7% | 40.0% | | | | | |
| Weighted Mean | | | | | | | 3.93 | | High | | |
| Standard Deviation | | | | | | | | | .194 | | |

Table 8: Statistical results of the second axis

Table 8 demonstrates descriptive statistics for teacher feedback axis, from which we find that the highest mean was awarded to statement 10.a (Teacher feedback targets grammar) with $\bar{x} = 4.54$ and $S = .701$, followed by statement 9 (Teacher feedback helps me to determine my weaknesses and potentials in writing) with $\bar{x} = 4.51$ and $S = 1.067$, followed by statement 10.b (Teacher feedback targets vocabulary) with $\bar{x} = 3.97$ and $S = .923$, followed by statement 8 (Teacher provides feedback for the writing assignments) with $\bar{x} = 3.94$ and $S = 1.136$, followed the statement 10.e (Teacher feedback targets style) and the statement 10.f (Teacher feedback targets content) with $\bar{x} = 3.83$ and $S = .954$ and $S = 1.224$, respectively, followed by statement 10.d (Teacher feedback targets formality) with $\bar{x} = 3.74$ and $S = .954$; while, the lowest mean was the share of statement 10.c (Teacher feedback targets mechanics) with $\bar{x} = 2.46$ and $S = 1.291$.

The weighted mean of *teacher feedback axis* is (4.49) which make the relative importance of this axis *high*, since it lies in the interval [3.68 –5] (see table 2); moreover, the weighted mean indicates that the general trend of this axis is agree since (4.49) belongs to the interval [3.41– 4.20] and the classification is positive (see table 3).

| | | | | | | | | | | | |
|--------------------|--|-------|-------|-------|-------|-------|----|------|-------|--------|----|
| a | Grammar | 0 | 0 | 3 | 18 | 14 | SA | 4.31 | .631 | High | 1 |
| | | 0% | 0% | 8.6% | 51.4% | 40.0% | | | | | |
| b | Vocabulary | 2 | 0 | 5 | 19 | 9 | A | 3.94 | .968 | High | 5 |
| | | 5.7 | 0 | 14.3 | 54.3 | 25.7 | | | | | |
| c | Mechanics | 3 | 9 | 10 | 7 | 6 | N | 3.11 | 1.231 | Medium | 21 |
| | | 8.6% | 25.7% | 28.6% | 20.0% | 17.1% | | | | | |
| d | formality | 1 | 4 | 10 | 15 | 5 | A | 3.54 | .980 | Medium | 14 |
| | | 2.9% | 11.4% | 28.6% | 42.9% | 14.3% | | | | | |
| e | style | 0 | 6 | 11 | 8 | 10 | A | 3.63 | 1.087 | Medium | 11 |
| | | 0% | 17.1% | 31.4% | 22.9% | 28.6% | | | | | |
| f | Content | 2 | 3 | 8 | 9 | 13 | A | 3.80 | 1.208 | High | 8 |
| | | 5.7% | 8.6% | 22.9% | 25.7% | 37.1% | | | | | |
| 20 | Peer feedbacks helps me to be: | | | | | | | | | | |
| a | A better writer | 0 | 1 | 5 | 12 | 17 | SA | 4.29 | .825 | High | 2 |
| | | 0% | 2.9% | 14.3% | 34.3% | 48.6% | | | | | |
| b | A better reader | 2 | 1 | 10 | 14 | 8 | A | 3.71 | 1.045 | High | 10 |
| | | 5.7 | 2.9 | 28.6 | 40.0 | 22.9 | | | | | |
| c | A critical thinker | 0 | 3 | 12 | 11 | 9 | A | 3.74 | .950 | High | 9 |
| | | 0% | 8.6% | 34.3% | 31.4% | 25.7% | | | | | |
| d | A critical writer | 0 | 8 | 6 | 12 | 9 | A | 3.63 | 1.114 | Medium | 11 |
| | | 0% | 22.9% | 17.1% | 34.3% | 25.7% | | | | | |
| e | A critical reader | 1 | 2 | 13 | 14 | 5 | A | 3.57 | .917 | Medium | 13 |
| | | 2.9% | 5.7% | 37.1% | 40.0% | 14.3% | | | | | |
| f | Confident | 0 | 7 | 6 | 16 | 6 | A | 3.60 | 1.006 | Medium | 12 |
| | | 0% | 20.0% | 17.1% | 45.7% | 17.1% | | | | | |
| g | Motivated | 5 | 4 | 7 | 14 | 5 | N | 3.29 | 1.274 | Medium | 17 |
| | | 14.3% | 11.4% | 20.0% | 40.0% | 14.3% | | | | | |
| h | Extrovert | 3 | 6 | 6 | 12 | 8 | A | 3.46 | 1.268 | Medium | 16 |
| | | 8.6% | 17.1% | 17.1% | 34.3% | 22.9 | | | | | |
| i | Autonomous | 7 | 5 | 13 | 7 | 3 | N | 2.83 | 1.224 | Medium | 25 |
| | | 20.0% | 14.3% | 37.1% | 20.0% | 8.6% | | | | | |
| 21 | I prefer verbal peer feedback. | 8 | 2 | 6 | 13 | 6 | N | 3.20 | 1.431 | Medium | 20 |
| | | 22.9% | 5.7% | 17.1% | 37.1% | 17.1% | | | | | |
| 22 | I prefer written peer feedback. | 4 | 4 | 7 | 8 | 12 | A | 3.57 | 1.378 | Medium | 13 |
| | | 11.4% | 11.4% | 20.0% | 22.9% | 34.3% | | | | | |
| 23 | I prefer to feedback anonymous papers. | 4 | 2 | 15 | 9 | 5 | N | 3.26 | 1.146 | Medium | 18 |
| | | 11.4% | 5.7% | 42.9% | 25.7% | 14.3% | | | | | |
| 24 | I prefer that the peer reviewer does not know my real name. | 5 | 9 | 3 | 9 | 9 | N | 3.23 | 1.457 | Medium | 19 |
| | | 14.3% | 25.7% | 8.6% | 25.7% | 25.7% | | | | | |
| 25 | I have preferences towards peer feedback in pairs | 0 | 2 | 18 | 10 | 5 | A | 3.51 | .818 | Medium | 15 |
| | | 0% | 5.7% | 51.4% | 28.6% | 14.3% | | | | | |
| 26 | I have preferences towards peer feedback in groups | 4 | 7 | 10 | 9 | 5 | N | 3.11 | 1.231 | Medium | 21 |
| | | 11.4% | 20.0% | 28.6% | 25.7% | 14.3% | | | | | |
| Weighted Mean | | | | | | | | 3,56 | | Medium | |
| Standard Deviation | | | | | | | | .203 | | | |

Table 9: statistical results of the third axis

Table 9 demonstrates descriptive statistics for *peer feedback axis*. The axis consists of 29 items ranked according to their mean. We find from the table that the highest mean was

the awarded to 19.a (Peer feedback targets grammar) with $\bar{x} = 4.31$ and $S = .631$, followed by statement 20.a (Peer feedback helps me to be a better writer) with $\bar{x} = 4.29$ and $S = .825$, followed by statement 17 (Teacher's comments on the peer feedback help me to provide a better feedback) with $\bar{x} = 4.26$ and $S = .886$, followed by statement 18 (Peer feedback helps me to determine my weaknesses and potentials in writing) with $\bar{x} = 4.20$ and $S = 1.079$, followed by statement 5 (Peer feedback targets vocabulary) with $\bar{x} = 4.31$ and $S = .631$.

The statement 12 (Working in groups is common in my writing classroom) comes the sixth with $\bar{x} = 3.93$ and $S = 1.403$, followed by statement 11 (Working in pairs is common in my writing classroom) with $\bar{x} = 3.83$ and $S = 1.224$, followed by statement 19.f (Peer feedback targets content) with $\bar{x} = 3.80$ and $S = 1.208$, followed by statement 20.c (Peer feedback helps me to be a critical thinker) with $\bar{x} = 3.74$ and $S = .950$, followed by statement 16 (Teacher writes comments on the peer feedback) and statement 20.b (Peer feedback helps me to be a better writer), the mean each of which is 3.71 and the standard deviation of each of which 1.250 and 1.045 respectively.

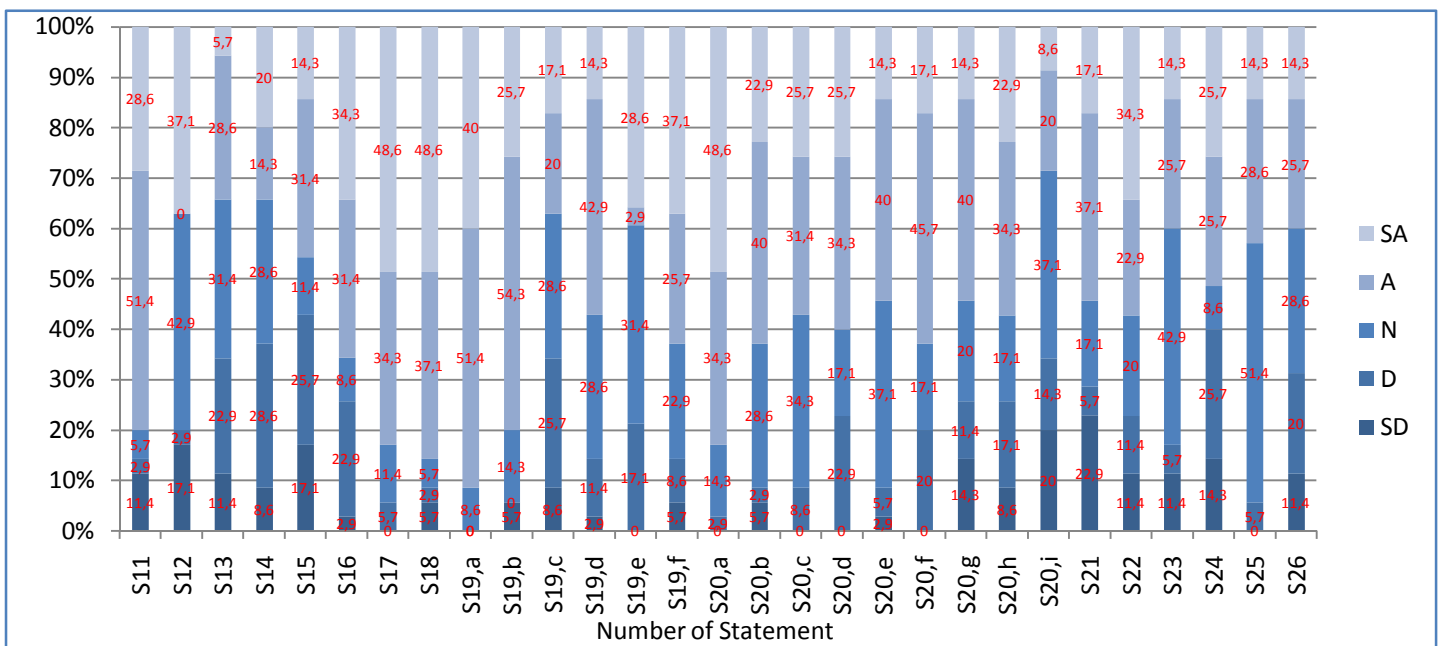
The statement 19.e (Peer feedback targets style) and the statement 20.d (Peer feedback helps me to be a critical writer) were ranked the twelfth with $\bar{x} = 3.63$ and standard deviation 1.087 and 1.114 respectively, followed by statement 20.f (Peer feedback helps me to be confident) with $\bar{x} = 3.60$ and $S = 1.006$, followed by statement 20.e (Peer feedback helps me to be a critical reader) and statement 22 (I prefer written peer feedback), the mean of which 3.75 and standard deviation of each of which .917 and 1.378 respectively, followed by statement 19.d peer feedback targets formality with $\bar{x} = 3.54$ and $S = .980$, followed by statement 25 (I have preferences towards peer feedback in pairs) with $\bar{x} = 3.51$ and $S = .818$.

In the sixteenth position comes statement 20.h (Peer feedback helps me to be extroverts) with $\bar{x} = 3.46$ and $S = 1.268$, followed by statement 20.g (Peer feedback helps me to be motivated) $\bar{x} = 3.29$ and $S = 1.274$, followed by statement 23 (I prefer to feedback anonymous

papers) with $\bar{x} = 3.26$ and $S = 1.146$, followed by statement 24 (I prefer that the peer reviewer does not know my real name) with $\bar{x} = 3.23$ and $S = 1.457$, followed by statement 21 (I prefer verbal peer feedback with $\bar{x} = 3.20$ and $S = 1.431$).

The statement 19.c (Peer feedback targets mechanics) and the statement 26 (I have preferences towards peer feedback in groups) were ranked the twenty-first with $\bar{x} = 3.11$ and $S = 1.231$, followed by statement 14 (Teacher explains clearly what the guide lines of peer evaluation are) with $\bar{x} = 3.09$ and $S = 1.269$, followed by statement 15 (Teacher explains what the objectives of peer evaluation are) with $\bar{x} = 3$ and $S = 1.372$; while the lowest mean was the share of statement 13(Using peer evaluation is common in my writing classroom)

To conclude, The weighted mean of *peer feedback axis* is (3.56) and the standard deviation (.203), which make the relative importance of this axis *medium*, since it lies in the interval [3.67 – 2.34] (see table 2); moreover, the weighted mean indicates that the general trend of this axis is agree since 3.56 belongs to the interval [3.41– 4.20] and the classification is positive (see table 3)



Graph 3: Peer Feedback

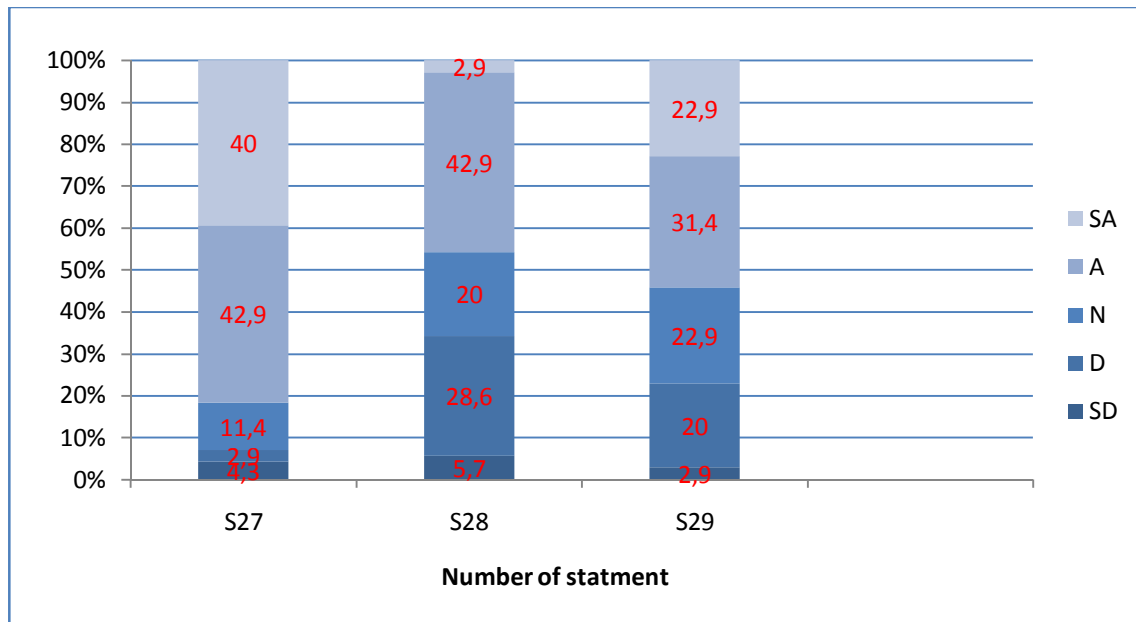
The Forth Axis: Students' attitude towards teacher feedback and peer feedback

| N° | phrases | Frequencies | | | | | Points of Scale | Mean | standard deviation | Degree of Approval | Rank |
|-------------------|--|-------------------|----------|---------|-------|----------------|-----------------|------|--------------------|--------------------|------|
| | | Strongly disagree | Disagree | Neutral | Agree | Strongly agree | | | | | |
| 27 | I find teacher's feedback more effective than peer feedback. | 1 | 1 | 4 | 15 | 14 | A | 4.14 | .944 | High | 1 |
| | | 2.9% | 2.9% | 11.4% | 42.9% | 40.0% | | | | | |
| 28 | I consider peer feedback valuable as well as teacher's feedback. | 2 | 10 | 7 | 15 | 1 | N | 3.09 | 1.040 | Medium | 3 |
| | | 5.7% | 28.6% | 20.0% | 42.9% | 2.9% | | | | | |
| 29 | I think it is more helpful to receive feedback only from the teacher. | 1 | 7 | 8 | 11 | 8 | A | 3.51 | 1.147 | Medium | 2 |
| | | 2.9% | 20.0% | 22.9% | 31.4% | 22.9% | | | | | |
| Wighted Mean | | | | | | | | 4,06 | High | | |
| Standrd deviation | | | | | | | | .077 | | | |

Table 10: statistical results of the forth axis

Table 10 demonstrates descriptive statistics for *students' attitude towards teacher feedback and peer feedback axis*, from which we find that statement 27 ranked the first with the highest mean $\bar{x} = 4.41$ and $S = .944$, followed by statement 29 in the second position with $\bar{x} = 3.51$ and $S = 1.147$, followed by statement 28 with the lowest mean $\bar{x} = 3.09$ and $S = 1.040$.

So, The weighted mean of *students' attitude towards teacher feedback and peer feedback axis* is (3.58) and the standard deviation (.077) which make the relative importance of this axis high, since it lies in the interval [3.68 – 5] (see table 2); moreover, the weighted mean indicates that the general trend of this axis is agree since (3.58) belongs to the interval [3.41– 4.20] and the classification is positive (see table 3).



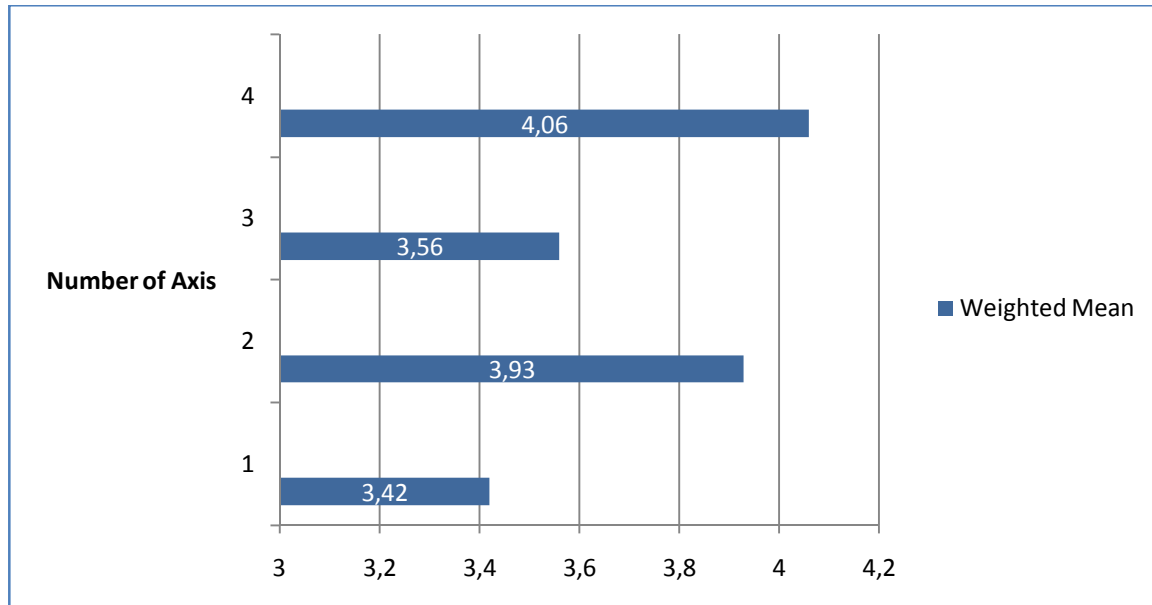
Graph 4: students' attitude towards teacher and peer feedback

| N ⁰ | 1 | 2 | 3 | 4 |
|--------------------|----------------------------|------------------|---------------|---|
| Axis | Self-efficacy and Autonomy | Teacher Feedback | Peer Feedback | Students' Attitude Towards Teacher Feedback and Peer Feedback |
| Weighted Mean | 3.42 | 3.93 | 3.56 | 4.06 |
| Degree of approval | High | High | High | High |
| Point Of Scale | Agree | Agree | Agree | Agree |
| Classification | Positive | Positive | Positive | Positive |
| Rank | 4 | 2 | 3 | 1 |

Table 11: The weighted mean of the Questionnaire's axes

Table 11 summarizes the findings of each axis of the administered questionnaire; from which we find that the first axis is Students' Attitude towards Teacher Feedback and Peer Feedback (forth axis), the weighted mean of which is 4.06. The second axis is Teacher Feedback (second axis), the weighted mean of which is 3.93. The third axis is Peer feedback (the third axis), the weighted mean of which is 3.56. The last axis is self-efficacy and autonomy (the first axis) with a weighted mean 3.42.

We notice from table 8 that the relative importance of all the axes is high and the general trend of them all is agree; consequently, the classification is positive.



Graph 5: the Weighted Mean of Questionnaire' axes

As a result, from the findings of the tables above we can approve the first part of the hypothesis which says that “EFL learners find value in implementing peer feedback in writing classrooms to foster their writing ability”.

Interpretation of The Findings

The questionnaire was distributed to second year learners of English to investigate how they do perceive the use of peer feedback in writing classroom to foster their writing ability. From the analysis of the results of the administered questionnaire, it has been demonstrated that the results are in favour of the use of peer feedback in writing classrooms to improve the writing skill of EFL learners.

The first axis was devoted for the sake of investigating of how the learners value themselves. From the analysis of the results, we can say that the students have developed a certain level of self-efficacy and autonomy as writers. As a matter of fact, these two characteristics of self-efficacy and autonomy are crucial and fundamental not only in learning

the writing skill, but also in learning all language skill; moreover, learning a language is a lifelong learning process which requires these two characteristics. Peer feedback helps learners to acquire both of them.

The second axis was dedicated to how the teacher's role in evaluating the productions of the learners. According to the results of the questionnaire, the teacher provide feedback constantly, and students find value in receiving feedback from the teacher, for it highlights their strengths and weaknesses in writing. Grammar, vocabulary, content and style, mechanics, and formality, respectively, are the targets' of teacher feedback.

The third axis was devoted to the implication of peer feedback in the classroom. According to the analysis of the results, the student work in groups and in pairs which promote an appropriate atmosphere for implementing peer feedback. The students in the teaching/ learning process through the explicit teaching, as the teacher rises their awareness of the technique being used (i.e., peer feedback) and the objectives attained behind the use this technique; therefore, the students find value in using peer feedback, for it helps them to spot their potentials and their weaknesses in their productions. Similar to teacher feedback targets, peer feedback targets are grammar, vocabulary, content and style, formality, and mechanics, respectively. We notice that unlike the teacher, students prioritize formality over mechanics which is a crucial aspect of writing either. This might be due to the difficulties students encounter in punctuating their productions, or they are not conscious of the importance of punctuation. However the similarity shown between the targets of teacher feedback and peer feedback might reflect that students refer to the feedback given by their teacher to provide feedback to their peers. It might reflect also that they refer to the comments received from the teacher on the peer feedback. The results have demonstrated students' preferences towards written feedback over verbal feedback, anonymous papers over known papers, and being in pairs over being in groups. These preferences might return to the fact they feel more secure

when they are not exposed; moreover, this might help them to be more objective, for they believe that friendship might hinder the peer reviewing process when providing comments and feedback to their mates. Peer feedback provides the students a chance to explore the production of their peers, the way they perceive things, the way they express their ideas which is a great opportunity for meta-cognition to improve themselves. Peer feedback helps the students to develop different skills and characteristics. From the results analysis peer feedback helps them to be better writers, critical thinkers, better readers, confident, critical reader, extrovert, motivated, autonomous, respectively.

The forth axis was a sort of comparison to investigate how students value teacher feedback in comparison to peer feedback. Though students have shown acceptance of peer feedback, students need to be evaluated by the teacher, for the trust them more.

At the end, we can conclude that the learners have a positive attitude towards the use of peer feedback; they find peer feedback a valuable tool to improve not only their writing skill, but also different skills and characteristics that are required in language learning process. Nevertheless, they believe that they need the supervision of the teacher.

1.2 Teacher's Interview

Section 01: General information

Item 1 and Item 2: teaching experience and teaching rank

The majority of the interviewed teachers are assistant professors who had different years of experience starting from five (05) years till forty (40) years of teaching experience. Only one teacher was a lecturer who taught for 12 years.

Section 02

Item 1: Have you ever taught writing? How long have you been teaching it?

The aim of the first part of the question was to pick up only teachers who taught writing before. Thus, all the interviewed teachers have an experience at teaching writing; whether at

university or at other teaching levels, at least for one year. Two teachers taught it for eight (08) years, three others for five (05) years and the final one taught it for three (03) years.

Item 2: What did/do you teach writing for?

In this question, almost all teachers answered in the same way -they teach both the basics of writing and the academic writing. Only one teacher added that she teaches creative writing.

Item 3: How do you evaluate your learners' pieces of writing?

All the teachers reported that there are several ways on how to evaluate learners' pieces of writing with an emphasis on the evaluation according to both the language use and the language usage. The writing piece can be evaluated through formative assessment while they are in the class doing tasks and activities, i.e. through ongoing evaluation. Also, they can be evaluated through home assignments, presentations in class, projects, and personal diaries or through peer evaluation. In addition, they evaluated them through summative evaluation i.e. texts and exams.

Item 4: Do you provide feedback for learners' assignment?

As a matter of fact, all teachers confirmed that they surely provide an evaluation for any written assignment, even it is a hard task due to the large class size (about 45-50 students per group), mainly for the reason that the feedback is the core of the task and it is a lesson in itself where learners can really discover why and why not they have failed to achieve at writing. Moreover, through the feedback, learners might realize the seriousness of mistakes and know how to overcome them in the future.

Item 5: What kind of feedback do you provide?

This question was asked in order to know the different techniques of feedback provided by written expression teachers. All teachers answered in the same vein that the feedback might be a word of praise or some remarks on the made mistakes, a written feedback can be

given to model on, to imitate or to re- correct. Also some references where to consolidate certain grammar points. Ask students to rewrite a piece or expand something where they can express themselves otherwise. Give them texts for extensive reading to enrich their poor style or add to their vocabulary stock.

Item 6: Do you give learners an opportunity to work in pairs? what for?

All the interviewed teachers answered by ‘yes, I do provide my learners an opportunity to work in pairs’. The purpose behind using pair work is to enable students exchange ideas, learn from each other, identify each other’s errors and correct them and evaluate each other’s as well as their own learning. This process enables them to develop lower-order (e.g., grammar use, new vocabulary, spelling forms, etc.) as well as higher-order skills (such as critical thinking and problem solving). Also they encourage small-group work/ discussions/ projects and it is very beneficial for learners from their perspective.

Item 7: Do you consider peer feedback in class? If yes/ no why?

Whenever required and whenever possible, peer feedback is regarded as a good idea for four teachers. Their answers were approximately the same that peer feedback is of paramount importance because some students like to be corrected by their peers and are somewhat scared and embarrassed if the correction comes directly from the teacher. Moreover, implementing peer feedback Implementing peer feedback in the classroom enhances learners’ skills from different perspectives: cognitive, meta-cognitive, linguistic, and socio-affective. They can also develop writing (and learning) autonomy at the long-term level. However, two teachers consider peer correction as a non functional technique because learners know one another and are permissive with themselves making mistakes. In addition, from their view point, it is not very serious as a certain competition grows up on who makes lots of mistakes and who does not -this creates a kind of faulty debate and a waste of time having students dictating to one another how this should be done or should not.-

Item 8: In case of yes, do you explain the guideline of making peer evaluation?

Only one teacher refused the idea of giving guidelines to learners by saying ‘not guidelines, but objectives’. However, five teachers answered by ‘yes’ because it is necessary. Students need to know what they are learning and why they are learning what they are learning. Moreover, one of the teachers added that peer evaluation has to obey to certain rules as anonymity, seriousness in correction, sound and objective comments and remarks, no criticism, no laughing at one another’s mistakes, sound advice, make sure of correction before putting it as remark.

Item 9: Do you explain what the objectives of peer evaluation are?

This question was posed to know, exactly, what is the purpose of the teachers behind using peer evaluation in their classes. The results were overwhelming that all teachers claimed that explaining the objectives is an integral part of the process of peer evaluation. All teachers explain the objectives to never let students be distracted and waste time and energy in vague objectives, to show to learners how to help the teacher evaluate students, to create confidence in the peer corrector’s ability to correct and be able to evaluate, to show to the peer corrector that this function will take turn where everybody will be the peer evaluator and finally to raise their awareness that evaluation especially for written assignments is not an easy matter.

Item 10: What would you prefer when implementing peer feedback: (Oral / written) - (pairs/groups) - (anonymous/known), why?

The first teacher argued that using oral feedback is better to gain time, using pair feedback to avoid chaos inside the class; it must be an organized process and using known feedback because it is better to be conducted by students of the same level. The second teacher claims that pairs, written and anonymous feedback are the best combination feedback methods to improve learners’ writing skill. However, four teachers answered similarly that they do not have a particular preferences towards the various forms/ ways can be employed

depending on the objectives set forth by the instructor. This combination gives a chance to everybody to evaluate from whatever position he is at, help the recipients get ready for any sort of criticism and to give them a chance to write without mistakes to avoid embarrassment in the future. In a more detailed form, teachers' combination of oral, written, pair-work might be when set to evaluate each other's essays. Also they prefer to use anonymous feedback where students evaluate someone else's piece of writing without knowing the author to achieve more objectivity; however, it usually works well when students (in pairs or in groups) exchange each other's essays and provide feedback to each other by discussing different aspects (based on criteria) orally; and then in written form.

Item 11: How do learners react to each other's feedback?

The six interviewed teachers have the same view point about this question. Some students accept the criticism; others do not, depending on many factors. Learners usually find peer feedback an exciting process/ task to perform, and they learn considerable experiences and skills, in different ways and levels, depending on their ability level and their readiness (acceptance) to engage in the process of peer evaluation. However, some of them prefer individual work, so, pair or group work is a challenge for them, and hence, it may affect them negatively or may hinder their abilities, because they are shy, or cannot communicate effectively with peers, or because they have negative attitudes towards peer feedback. Some others simply do not trust the judgement (feedback) of their peers because they think the latter are not qualified to provide feedback. It is, therefore, not possible to provide an exact or thorough account about learners' reactions towards peer feedback because this depends on the context (what (skills), why (objectives), and where (atmosphere) they are learning), their level of awareness (about the importance of the process), and whether or not the learners have received any training on how to conduct peer evaluation in the classroom. The latter is of paramount importance for the success of this process.

Item 12: How would you assess the evaluator and his/ her influence on learners?

In response to this question, teachers had different answers. The first teacher said that the peer feedback can help students to improve their writing skills through guiding them. The second teacher reported that ‘I do not assess him, it needs a research’ the third and the fourth teachers answered by ‘if the evaluator (in a peer evaluation process) is a learner, and I believe s/he is like any other learner. Many learners have no (or a very limited) experience with providing feedback to others (peer-assessment/ evaluation) or themselves (self-assessment). However, learners who possess a higher level of ability in the target language (e.g., English) and the target skill (e.g., writing), they may be relatively more skilful in performing the task. Although learners have different levels of ability (in a particular skill), it is important for the instructor (e.g., writing instructor) to explain the evaluation criteria for the learners (the evaluators) and train them through various sessions to grasp the task. Once they understand the process, they can perform the task better. Another issue that has to be considered is whether the pair (or group) of learners performing peer-evaluation is close or of a mixed level of ability. In the former case (students have similar/ close ability level in the target skill/ language), the effect may differ from the latter case, where students with high ability level may not benefit (much) from the process/ task unlike their low-performing peers’. According to the last two teachers, the teacher perfectly knows those who assess the others; they are certainly good achievers in the class and they can be confided at, at least, at an initial phase and later on, the teacher may design other evaluators. The selected candidates act on the behalf of the teacher and they are his representatives so their evaluation could take a different position from the others.

Interpretation of the Findings

The second instrument which is the interview, it was used to gather qualitative information about writing teachers’ perspectives concerning the use of peer feedback in their

classrooms. The respondents are teachers who have experienced teaching written expression for more than 5 years, which indicates that they are experienced teachers.

The analysis of the results of the interview holds a positive attitude towards the use of peer feedback in EFL writing classroom. All the teachers highlight the importance of feedback to help the learners improve their writing. The results demonstrate that group work and pair work is a common teaching strategy among the teachers, as it creates a good environment for inter-action and exchanging. The results reveal that two-third of the respondents (2/3) applies peer feedback in their classes. According to these teachers, peer feedback enables learners to develop, both, lower-order skills (e.g., grammar use, new vocabulary, spelling forms) and higher-order skills (e.g., critical thinking and problem solving). Nevertheless, the one-third of the respondents believes that peer feedback is not an effective strategy.

The teachers have different vision about the implication of peer feedback in terms of the anonymity, the grouping, and the medium of the feedback. The most common view is that the frame of peer feedback depends on the objectives set by the teacher. They all agreed upon the idea that, both, the reviewer and the writer should be comfortable in offering and offering the feedback. The combination might require oral feedback between pairs for a better class management; it might implement written – anonymous in pairs to seek more objectivity and seriousness; as it might be a sort of oral and written pair discussion. The general view, however, peer feedback works best when learners exchange their productions and open discussions either in groups or in pairs, using both mediums (oral and written). This atmosphere gives them the opportunity to cover different aspects of language, reduce misinterpretation.

The teachers highlighted the notion of learners' attitude towards the use of peer feedback noting that it goes between the positive and negative due to different reasons. Some

of them are not satisfied about the feedback received from their equals; some of them are introverts, in groups or pairs they cannot be as effective as individuals. According to the teachers, raising the students' awareness about the importance of peer feedback and the objectives behind using this strategy, and training them to conduct peer feedback helps them to engage in the process more effectively as readers and writers.

Another issue raised by the teachers is the level of the students performing peer feedback and its effect of the effectiveness of the process. For instance, when the reviewer and the writers have the same close level of ability, they, both, would benefit better. While, if the reviewer has high ability level and the writer has lower ability level, the latter would benefit better than the former and vice-versa. Therefore, the process requires the supervision of the teacher in grouping the learners, in deciding who should play the role of the reviewer and how should play the role of the writer.

1.3. Classroom Observation

Classroom observation provides the researchers with a real-life description about the environment inside the classroom. It is used to figure out to what extent the students' responses reflect classroom environment. The observation took place in three classrooms out of four (second year) during the written expression session at the department of English. All second year students are taught by the same teacher. The classroom observation check list consists of three rubrics: the first one is teacher's interaction; the second one is learners' interaction; the third one is type and medium of feedback. The observation occurred in feedback session. The observation focuses on their performance in the classrooms.

| | | |
|-------------------------------|----------------------------------|------------------------------------|
| 1_ Not observed at all | 2_ Observed once or twice | 3_ Observed 3 or more times |
|-------------------------------|----------------------------------|------------------------------------|

Classroom Observation Check ListLevel: 2nd year

Lesson topic: Writing Essays

Date: March 9th, 2020

Lesson Type: Feedback Session

| | Feedback performance | Frequency of appearance | | |
|------------------------------------|---|-------------------------|---|---|
| | | 1 | 2 | 3 |
| Teacher's Interaction | Teacher takes the papers home to correct them. | ✓ | | |
| | Teacher checks the papers in the class. | ✓ | | |
| | Teacher listens to the productions of the students. | | | ✓ |
| | Teacher offers feedback. | | | ✓ |
| | Teacher focuses on language | | | ✓ |
| | Teacher focuses on ideas | | ✓ | |
| | Teacher comments on the peers' feedback | | | ✓ |
| Learner's Interaction | Learners focus on language. | | | ✓ |
| | Learners focus on ideas | | ✓ | |
| | The feedback addressed the strengths | | ✓ | |
| | The feedback addressed the weaknesses | | ✓ | |
| | Students discuss the feedback received from peers. | | ✓ | |
| | Students exchange their productions. | | ✓ | |
| Type and medium of Feedback | Teacher's feedback. | | | ✓ |
| | Pair's feedback. | | | ✓ |
| | Group feedback | | | ✓ |
| | Verbal feedback | | | ✓ |
| | Written feedback | | ✓ | |

Table 9: classroom observation check list

From the notes demonstrate in the table above the teacher provides the students only with verbal feedback after asking students at random to read their writings. It demonstrates, clearly, that the teacher does not take the papers outside the classroom or check them in there; consequently, the students do not receive any written feedback. Moreover, the table reveals that the focus of the teacher was on language at the first place, and on content at the second

place. In addition, the learners were addressing the strengths and the potentials and limitations of the productions.

Alike the teacher, the students' focus was on the language and the content, respectively. The table indicates that very few students get involved in the discussion about the feedback offered by peers, and it demonstrates very few students who exchanged their feedback seeking a peer reviewing.

As mentioned in table above, there three sources of feedback in the class with different degree of occurrence. The first one is the oral feedback offered by the teacher; the second one is the oral feedback receive from the class. The last one is the written feedback received from the peer after exchanging the papers.

Interpretation of the Findings

The results obtained from the observation revealed that teachers appeal to peer feedback as complementary to their feedback. In the three observed session, the teacher followed an organized process. First, she started by reminding the class with the topic of the lesson (i.e., types of essays). Second, she explained the topic of the assignment. The third, she asked the students the read out their essays to offer them feedback. The forth, encourage the students to engage in the discussion of the essay being read. Finally, she asked the students to exchange their writings to review them. The written feedback received from the teacher is quiet absent, yet the teacher relies on the oral feedback.

The feedback was addressed at the first place to language, and then to the ideas and content.

The use of group feedback creates a good atmosphere for interaction between the teacher and her students and between the students, which motivates the students to share their writings.

Students' attitude towards the use of peer feedback was positive. During the three observed sessions, at the very beginning, students hesitated to take turn the discussion. But due to the motivation of the teacher, they started to speak, they even asked each other to re-read their writings. Most of the peer feedback was approved by the teacher; meaning that, they are focused and serious.

2. Discussion of the Findings

The analysis of the results gathered through the questionnaire and the interview demonstrate that the learners and the teachers have common perceptions. They, both, stressed the importance of feedback to improve the writing ability; because, it helps them to identify their strengths and limitations. They believe that peer feedback is an effective teaching and learning tool and that peer feedback helps the learners to develop not only their writing skill, along with vocabulary, grammar, and style, in addition to high order skills such as critical thinking, problem solving, and communication; because, it gives them an opportunity to interact and express themselves. It gives them an insight to the difficulty of the task (i.e., offering feedback). It helps them to learn the norms of evaluation so that they can evaluate their own work (i.e., self-assessment). Though the learners and the teachers find peer feedback a valuable teaching and learning tool, it cannot be an absolute alternative to teacher's feedback. However, it is complementary to the latter.

The analysis reveals that the explicit teaching is crucial when implementing peer feedback. The learners should be aware of the objectives set behind the use of such tool in the classrooms and its advantages; because, some learners believe that only teachers are reliable assessors. Another crucial aspect that was highlighted through the analysis of the questionnaire and the interview is "training". The learners need to train on how to perform peer feedback effectively. However, the teachers are tied up with time, for they have only one session per week (one hour and half).

The frame of the process differs from one teacher to another and from one class to another according to the objectives set for each lesson and session and to some considerations such as: class management. Some teachers have preferences towards anonymous feedback other for oral feedback. However, the majority of the students answered writing anonymous feedback; they do not want to be known or to know whom they are assessing.

The observation took place in the classrooms reveals good image of tolerance towards the comments offered by peers. Group feedback opens discussions between the peers where the teacher plays the role of the monitor. She was giving the turns to the students, assessing the comments offered by the peers, and motivating the students to engage in the process.

Conclusion

The presented chapter deals with the analysis and interpretation of the gathered data using different research instruments, a questionnaire administered to the students, an interview structured to the teachers, and a classroom observation. The results were represented statistically and descriptively in tables and figures. To conclude with, this chapter was advocated to answer the questions set forth for this conduct. Peer feedback is being a worldwide phenomenon in the field of language teaching. A rich body of literature calls out for the use of peer feedback in the writing classrooms.

Peer feedback is not a new strategy for EFL learners and teachers at M'sila University; they are familiar with the concept and with the process. The findings of this conduct hold positive attitudes towards the use of peer feedback in the writing classrooms to foster the writing ability of the learners. Both, learners and teachers, find peer feedback a valuable learning and teaching tool; that is to say, hypothesis is conformed.

GENERAL CONCLUSION

The writing skill is considered to be a complex language skill to acquire and to improve. EFL learners need to develop this skill either for academic or occupational purposes. One of the most effective tools to enhance the writing skill is to receive a sound feedback which is not an easy task to do for the teachers. Peer feedback is one sort of feedback that might help students to develop their skill, and it might ease the burden on the teachers, as well.

This study attempts to investigate teachers' and learners' perceptions towards the use of peer feedback in written expression EFL classes.

This research dealt with the following research questions:

1. What are teachers' perceptions towards the use of peer feedback as a teaching tool in writing classrooms?
2. What are learners' perceptions towards the use of peer feedback in writing classrooms?
3. What are the similarities and the differences between learners' perceptions and teachers' perceptions towards the use of peer feedback in writing classrooms?

Through this research, we hypothesized that both learners and teachers find peer feedback as a valuable learning and teaching tool. Also, they, both, find value in implementing peer feedback in writing classrooms to foster the writing ability of the learners. The work is divided into two chapters. Chapter one was directed mainly towards literature review, while the second chapter is dedicated to the practical area of the study. The former is divided into two sections, namely the writing skill and peer feedback respectively. Similarly, the later consists of two sections. The first one is concerned with the methodology, while the second one deals with the analyses and interpretation of the gathered data from students' questionnaire, teachers' interview, and observation of the classroom. Data has been gathered to test the hypotheses of this work. Finally, it provides some recommendations related to the research issue.

The results of the analyses show that the assumed hypothesis is correct. The attitudes of both teachers and learners towards the use of peer feedback in the writing classrooms are positive, and they are, approximately, in the same vein. Both learners and teachers find value in implementing peer feedback in writing classrooms to foster the writing ability of the learners.

Finally, this study is bounded by few limitations. The main limitation was the sample size and the setting, with 35 students and 06 teachers of one university; therefore, it might not be easy to generalize the finding of this study to a wider national audience of second year English language teachers and learners. Another issue is that some teachers and students carelessly answered the questions just to fulfil their obligations and not genuinely. The last limitation encountered by the researchers is coronavirus lockdown and social distancing restrictions.

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APPENDICES

Appendis A

Student Questionnaire:

Thank you for taking time to complete this survey. This questionnaire in hand aims at conducting a study about second year English students' perceptions of using peer reviewing to improve writing skill.

Instructions:

- 1) Your honest responses are important and highly appreciated.
- 2) There are **no right or wrong answers** to these statements.
- 3) Using the following **5- 1 scale**, please indicate, by **circling** the degree to which each statement applies to you.

Bio-data:

1. Gender:
2. Age:
3. How many years have you experience leaning English?

| | | | | |
|-----------------------------|--------------------|-------------------|-----------------|--------------------------|
| 1_ Strongly disagree | 2_ Disagree | 3_ Neutral | 4_ Agree | 5_ Strongly agree |
|-----------------------------|--------------------|-------------------|-----------------|--------------------------|

5 4 3 2 1 1.I enjoy myself as a writer.

5 4 3 2 1 2. I like writing in English.

5 4 3 2 1 3.I feel confident in my ability to clearly express my ideas when writing in English.

5 4 3 2 1 4.I like writing assignments.

5 4 3 2 1 5. I have no fear of my English writing being evaluated.

5 4 3 2 1 6.When my class is asked to write an essay, mine is one of the best.

5 4 3 2 1 7. I feel proud when sharing my writing with others.

5 4 3 2 1 8. Teacher provides feedback for the writing assignments.

5 4 3 2 1 9. Teacher feedback helps me to determine my weaknesses and potentials in writing.

10. Teacher's feedback targets:

5 4 3 2 1 a) Grammar *5 4 3 2 1* d) Formality

5 4 3 2 1 b) Vocabulary *5 4 3 2 1* e) Style

5 4 3 2 1 c) Mechanics *5 4 3 2 1* f) Content

5 4 3 2 1 11. Working in pairs is common in my writing classroom.

5 4 3 2 1 12. Working in groups is common in my writing classroom.

5 4 3 2 1 13. Using peer evaluation is common in my writing classroom.

5 4 3 2 1 14. Teacher explains clearly what the guide lines of peer evaluation are.

5 4 3 2 1 15. Teacher explains what the objectives of peer evaluation are.

5 4 3 2 1 16. Teacher writes comments on the peer feedback.

5 4 3 2 1 17. Teacher's comments on the peer feedback help me to provide a better feedback.

5 4 3 2 1 18. Peer feedback helps me to determine my weaknesses and potentials in writing.

19. Peer feedback targets:

5 4 3 2 1 a) Grammar *5 4 3 2 1* d) Formality

5 4 3 2 1 b) Vocabulary *5 4 3 2 1* e) Style

5 4 3 2 1 c) Mechanics *5 4 3 2 1* f) Content

20. Peer feedbacks help me to be:

- | | | | |
|-----------|-----------------------|-----------|----------------------|
| 5 4 3 2 1 | a) A better writer | 5 4 3 2 1 | e) A critical reader |
| 5 4 3 2 1 | b) A better reader | 5 4 3 2 1 | f) Confident |
| 5 4 3 2 1 | c) A critical thinker | 5 4 3 2 1 | i) Motivated |
| 5 4 3 2 1 | d) A critical writer | 5 4 3 2 1 | j) Extrovert |
| 5 4 3 2 1 | k) Autonomous | | |

5 4 3 2 1 21. I prefer verbal peer feedback.

5 4 3 2 1 22. I prefer written peer feedback.

5 4 3 2 1 23. I prefer to feedback anonymous papers.

5 4 3 2 1 24. I prefer that the peer reviewer does not know my real name.

5 4 3 2 1 25. I have preferences towards peer feedback in pairs.

5 4 3 2 1 26. I have preferences towards peer feedback in groups.

5 4 3 2 1 27. I find teacher's feedback more effective than peer feedback.

5 4 3 2 1 28. I consider peer feedback valuable as well as teacher's feedback.

5 4 3 2 1 29. I think it is more helpful to receive feedback only from the teacher.

Thank you for completing the questionnaire

Please make sure that you answered all items

Appendix B

Teacher's interview

Dear teachers,

We are in the course to accomplish our master's degree, due to which we are conducting a study about teachers' and learners' perceptions on using peer evaluation to improve writing skill in EFL classes. The aim of the interview is to collect data about your experiences as university English teachers and your answers will be very beneficial.

Thank you for your collaboration

General information

Teaching experience:

Teacher's qualification:

1. Have you ever taught writing? How long have you been teaching it?
2. What did/do you teach writing for?
3. How do you evaluate your learners' pieces of writing?
4. Do you provide feedback for learners' assignment?
5. What kind of feedback do you provide?
6. Do you give learners an opportunity to work in pairs? And what for?
7. Do you consider peer feedback in class? If yes/ no why?
8. In case of yes, do you explain the guideline of making peer evaluation?
9. Do you explain what the objectives of peer evaluation are?
10. What would you prefer when implementing peer feedback: (Oral / written) - (pairs/groups) - (anonymous/known), and why?
11. How do learners react to each other's feedback?
12. How would you assess the evaluator and his/ her influence on learners?

Appendix C

Classroom Observation Check List

Level: _____ Lesson topic: _____

Date: _____ Lesson Type: _____

| | 1_Not observed at all | 2_Observed once or twice | 3_Observed 3 or more times | |
|------------------------------------|--|---|----------------------------|---|
| Teacher's Interaction | Feedback performance | | | |
| | Frequency of appearance | | | |
| | | 1 | 2 | 3 |
| | | Teacher takes the papers home to correct them. | | |
| | | Teacher checks the papers in the class. | | |
| | | Teacher listens to the productions of the students. | | |
| | | Teacher offers feedback. | | |
| Learner's Interaction | Teacher focuses on language. | | | |
| | Teacher focuses on ideas. | | | |
| | Teacher comments on the peers' feedback. | | | |
| | Learners focus on language. | | | |
| | Learners focus on ideas. | | | |
| | The feedback addressed the strengths. | | | |
| | The feedback addressed the weaknesses. | | | |
| Type and medium of Feedback | Students discuss the feedback received from peers. | | | |
| | Students exchange their productions. | | | |
| | Teacher's feedback. | | | |
| | Pair's feedback. | | | |
| | Group feedback | | | |
| Verbal feedback | | | | |
| Written feedback | | | | |

Abstract

Though writing is one of the most required skills at University, it is a challenging task for EFL students. The present conduct investigates teachers' and learners' perspectives on implementing peer feedback to boost the writing skill. To conduct this study, the mixed approach was adopted. To support this approach, a questionnaire, an interview, and classroom observation were used to collect data. The analysis of data demonstrates that, both, teachers and learners have positive attitudes towards the use of peer feedback in the writing classroom. In addition to students' writing improvement, peer feedback helps them to develop autonomy and critical thinking. Moreover, the findings reveal that students have preferences towards written anonymous feedback. The fulfilment of the study was hoped to contrast teachers' and learners' perceptions to adjust class instructions to students' needs and preferences for better achievement.

المخلص

رغم أن مهارة الكتابة من بين المهارات المطلوبة في جامعات إلا أنها تتقل عائق الطلاب الذين يدرسون اللغة الانجليزية كلغة أجنبية. هذه الدراسة تبحث في نظرة كلا من الأساتذة و الطلاب من توظيف تقييم الأقران لإنماء مهارة الكتابة. لإجراء هذه الدراسة، تم إتباع النهج المختلط. ولتعزيز هذا النهج، و لجمع البيانات، تم استعمال كل من الاستبيان و المقابلة و ملاحظة الفصل. تحليل البيانات أبدى أن كلا من الأساتذة و الطلاب لديهم موقف ايجابي من توظيف تقييم الأقران في فصل التعبير الكتابي. بالإضافة إلى تطوير مهارة الكتابة، فإن تقييم الأقران أسهم في تطوير استقلالية الطلاب و التفكير النقدي. زيادة على ذلك، النتائج أوضحت أن الطلاب يفضلون التقييم الكتابي من زميل غير معروف. يرجى من استكمال هذه الدراسة مقارنة كل من وجهتي النظر للأساتذة و الطلاب لتكييف تعليمات القسم بما يوافق متطلبات الطلاب و ميولهم من أجل تحسن تحصيلهم الدراسي.