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The Effect of Peer Feedback Technique in Enhancing EFL Students' Writing Skill :

Case of Study: Third Year LMD Students of Mohamed Khider University of Biskra

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DEDICATION

I dedicate this humble work to:

The memory of my father Youcef who educated me on the good principles, we all miss him.

My beloved mother Guermia whose courage and devotion have inspired me all my life.

My dear brothers and sisters, particularly Djamel, I love them so much and thanks for their great support.

All members of my family.

All my friends (Annis, Foudil, Faycal, Nasser Dine, Ramzi, Chafik, Rafik, Abd El Rahim).

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ABSTRACT

This study aims to investigate students' and teachers' attitudes toward the effect of peer feedback technique in enhancing EFL students' writing skills. The case of study is third-year LMD students of English, at Mohamed Khider University of Biskra. The reason behind choosing this topic is that students of the third year, even though they are supposed to have a good level, but they still face a variety of problems that make their writing not proficient. Therefore, our study attempts to test our hypothesis, which suggests that peer feedback technique improves students' writing skill. Consequently, a descriptive method has been conducted in which two questionnaires were designed. The first one was administered to (51) third-year LMD students at the English Division at Mohamed Khider University of Biskra. Whereas, the second one was delivered to (7) English teachers of written expression at the same Division. The main goal behind these two questionnaires is to gather information from both teachers and students, which can help us to confirm our hypothesis. However, after analyzing the gathered data, the results showed that peer feedback is an effective technique in developing students' writing proficiency. In addition, the findings revealed that this technique develops other factors which can play a significant role in enhancing students' writing skill, such as critical thinking and motivation. Besides, the results showed that both teachers and students welcome the implementation of this technique inside the writing classroom.

Key words: EFL Writing Skill, Peer Feedback, Effect.

List of Abbreviation

EFL: English as a Foreign Language

ESL: English as a Second Language.

Et al. : (and others).

Etc: Et cetera (and so on, and so forth).

L2: Second Language.

LMD: License, Master and Doctorate.

P: Page.

Q: Question.

RQ: Research Question.

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المخلص

Introduction

Writing is considered as an important skill to be studied among students of English because it fulfills their needs in doing their writing achievement. But since writing is a complex process, students still face many difficulties that hinder them from mastering it. Therefore, teachers use many strategies to enhance their students' performance. Peer feedback is one of those strategies which provides students with more opportunities to evaluate each other's' work. Many studies have proved that peer feedback is an effective tool to help students improve their writing skill and develop their critical thinking.

In recent years, the methods of teaching became different and the peer feedback technique has been widely used in ESL/EFL writing instructions which can give students the opportunity to share their ideas and being more involved within the lesson. Peer feedback has become a teaching method that is strongly recommended by many researchers and instructors. Students should be a part of teaching- approach instead of focusing just on the teacher as a unique source of information.

In fact, developing students' writing skill seems challenging for teachers of English at Mohamed Khider University of Biskra since the majority of students consider writing as a difficult process. However, peer feedback practices may be supposed as an effective technique to improve students' writing level which is going to be our concern in this study.

1. Statement of the Problem

Since writing is considered an essential skill among language skills, EFL learners in whatever discipline have to master it. However, EFL students at Mohamed Khider University of Biskra have many difficulties in this skill which prevent them to write accurately and reach proficiency level. According to many of them, the main reason behind their deficiencies is the lack of regular response on their writing drafts because teachers

alone do not always fulfill all students' needs as a source of information. For that reason, teachers should allow students to experience feedback with their peers. As a result, students will have the chance to learn from each other's mistakes as well as exchange their ideas. Thus, they will be able to develop their writing level. The present study attempts to know the effect of Peer feedback on developing one's writing skill.

2. Research Questions

This research seeks to answer the following research questions:

RQ1: Does peer feedback have positive effect in enhancing EFL students' writing skill?

RQ2: How does peer feedback affect EFL Students' writing skill?

3. Research Hypothesis

Based on the above research questions, we propose the following research hypothesis:

- Peer feedback technique improves students' writing skill.

4. Aims of the Study

The aim of the present study is to investigate the effects of using peer feedback in EFL writing classrooms among third-year LMD students of English at Mohamed Kaider University of Bikra. In addition, this study aims to see how this technique affects students' writing achievements.

5. Significance of the Study

This study is intended to provide both EFL teachers and students with deep insight about the usefulness of practicing peer feedback technique inside EFL writing classroom. First, It will provide written expression teachers with a well understanding about students' difficulties in writing as well as their attitude toward the impact of peer feedback on their

writing achievement, and how this technique helped to develop their level. Thus, teachers may incorporate this method in teaching writing inside the classroom. Second, it will provide students with an alternative method for learning which can develop their writing skill. In addition, it will show them how this technique can help them to become good writers.

6. Methodology

6. 1 Research Method

The present study mainly follows the descriptive type of research to provide evidence whether the peer feedback technique has a positive effect on writing improvement or not and to how this technique affects students' writing improvement.

6. 2 Population

The population of our research are third year students and teachers of written expression of the English Division at Mohamed Khider University of Biskra during the academic year 2018/ 2019.

6. 3 Sample

The sample is made up of (51) students who are chosen randomly out of (410) registered in the third year, and (7) teachers of written expression from different ages and abilities.

6. 4 Data Gathering Tools

Our study based on the questionnaire as data gathering tool which will provide us with a large amount of information about students' and teachers' attitude toward the usefulness of peer feedback technique in enhancing EFL students' writing skill. Therefore,

two questionnaires were conducted, The first one is given to teachers of written expression to demonstrate their attitudes regarding the effects of peer feedback in enhancing students' EFL writing. While the second one is delivered to third-year LMD students at English Division at Mohamed Khider University of Biskra. The purpose of this questionnaire is to know students' views and attitudes towards the improvement of writing skill through peer feedback strategy.

7. Structure of the Study

The present research is basically divided into three main chapters. The first two chapters present the theoretical part of the study. Whereas the third one is devoted to the practical part.

The first chapter is concerned with the writing skill. It includes the definition of writing, the aim behind teaching this skill, its relation with other skills. In addition, we will shed light on the major approaches to teach writing and its components. Finally, we will present the importance of peer feedback in teaching writing.

The second chapter deals with feedback in general and peer feedback in particular. It starts with the definition of feedback as a general term and the criteria for effective feedback. Also, its types according to their source. Then we will focus on peer feedback. We present its definition and the significance of peer feedback training. Moreover, we will explain how to form its groups. At the end, we will give some advantages and disadvantage of peer feedback.

The third chapter comprises the field of work which is concerned with the analysis of gathered data through students' and teachers' questionnaires. Finally, the summary of the findings.

Chapter One:

Writing Skill

Chapter One: Writing Skill

Introduction

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Introduction

Writing is one of the fourth skills namely, reading, listening, speaking and writing, that one should master it in learning a foreign language. However, this skill is considered as the most difficult one because it requires considerable efforts and practices as well as effective techniques and strategies. Therefore, teachers have been always looking for effective methods that may help learners to improve their written production and achievement. This chapter attempts to discuss the basic principles underlying the teaching of writing. It starts with defining the writing, the aims of teaching writing, its deference to speaking and its relation to reading. Then, it discusses some approaches for teaching writing and the component of the writing skill. Finally, it identifies the importance of peer feedback in EFL writing classroom.

1.1. Definition of Writing

Many researchers have defined writing according to different perspectives. However, the simplest definition sees writing as an act of putting down graphic symbols in a flat surface. In this context, Crystal (1995, p.257) claimed that “ most obviously, writing is a way of communicating which uses a system of visual marks made on some kind of surface; it is one kind of graphic expression”. However, writing is not merely an act of graphic representation on surface, but also it is the process of representing and organizing our speech according to the conventions of the language. In this regard, Byrne (1988) stated that writing is the act of forming meaning through selecting and organizing our thoughts into a set of graphic symbols using grammar and punctuation.

Moreover, writing is regarded as a cognitive aspect that involves thinking process. Torrance et al. (2007) stated that writing is a complex process which requires a high level of thinking. In the same vein, Chaffee (2015) pointed out that before we start to write, we

should raise several questions such what is the purpose of this communication, what is the subject, who is the audience, who is the writer, and what is the writer perspectives. In other words, the process of writing requires us to engage our thinking in order to generate the ideas that we want to convey in the desired way.

Furthermore, writing is not an isolated act but is a social activity which takes into account the social factors that can influence the acts of writing. Therefore, we usually write as reaction to certain social situation. In this sense, Yagelski (2015, p.47) stated that:

The reason for writing something usually arise from a social situation: a paper assigned in a college class; a problem in your town that prompts you to write a letter to the local newspaper; an essay commemorating an important anniversary; a blog post about a current controversy. Writing happened because our interactions with others give us reasons to write.

Above all, writing is considered as an important tool that plays a significant role in teaching languages. Weigle (2002) argued that the ability to write is an essential factor in an ESL/EFL education. She also added that writing is deemed as a mean for “support and reinforce patterns of oral language use, grammar, and vocabulary” (p.1). In addition, Manchón (2011) claimed that regarding writing as a mean for learning can take two perspectives. First, “using writing to learn about writing itself” which means involving students in writing activities that can develop their writing skill. Second, “using writing to learn something else”, and this through using writing as a tool for negotiating the meaning and gain more information from other disciplines.

From the above definitions, we conclude that writing is the activity of being able to communicate with language through a graphic representation of ideas which organized by

grammatical rules. As well as, it is a social activity and an appropriate tool for learning language.

1.2. Aims of Teaching Writing

The reason behind teaching writing is not only for communicative purposes; instead, there are many other crucial reasons. According to Raimes (1983) the first reason is that writing improves students linguistic knowledge such as increasing their grammatical structure, idioms, and vocabulary; Second, when students write, they develop their language use and go beyond what they have learned and build a sense of creativity; The third reason is that engaging in writing offers students the ability to activate their thinking ability by realizing new ways and methods to introduce their ideas and thoughts in order to express them in a proper way. Since students use brain, eyes, and hands simultaneously, they intensify the process of learning. Additionally, Harmer (1998, p. 79) illustrated some reasons for teaching writing as follows:

- **Reinforcement:** Some learners acquire languages in a purely oral way, but most of them benefit greatly from seeing the language written down.
- **Language development:** The mental activity learners go through in order to construct proper written texts is all part of the ongoing learning experience.
- **Learning style:** For many learners, producing language in a slower way is something they appreciate. Writing provides time and ease for learners more than face-to-face communication does.
- **Writing as a skill:** Learners need to know how to write essays, how to put written reports together and how the writing system operates (for example, in terms of conventions

such as punctuation, paragraph construction) just as they need to know how to pronounce language appropriately.

Furthermore, Hedge (2005) mentioned that the reason for writing is to learn new items of language and to make progress in the process of writing, by concrete feedback that is provided by teachers. More importantly, writing enables teachers to diagnose their students' level, and the problems they have faced during their writing process. In other words, through assessing the students' writing, teachers discover the areas of students' difficulty and obstacles to treating them by providing written feedback on their pieces of writing. Hedge (2005, p.8) gave some purposes behind teaching writing which are gathered from teachers from around the world as follow:

- For the pedagogic purpose, to help students learn the style of language.
- For assessment purposes, as a goal of learning, to meet students' needs.
- For humanistic purposes, to allow quieter students to show their strengths.
- For creative purposes, to develop self-expression.
- For classroom management purposes, as calm activity which settles students down.
- For acquisitional purposes, as careful mode of working with language which enables students to explore and reflect on language in a conscious way.
- For educational purposes, to contribute to intellectual development and to develop self-esteem and confidence.

In addition to the previous reasons, Graham and Perin (2007) said that "writing plays two distinct roles in the school. First, it is a skill that draws on subskills and processes such as handwriting and spelling; a rich knowledge of vocabulary; mastery of the conventions of punctuation, capitalization, word usage, and grammar; and the use of strategies (such as

planning, evaluating, and revising text” (p.23). Therefore, writing is a mean to extend and enlarge students’ knowledge; it works as a tool for learning.

1.3. Writing and other Skills

1.3.1. The difference between Speaking and Writing

Even though writing and speaking are both productive skills, they differ from one another in many ways. One of the most important differences between them is that writing has to be instructed and taught, as contrary to speaking. According to Raimes (1983) “ we learned to speak our first language at home without systematic instruction, whereas most of us had to be taught in school how to write that same language” (p.4). In the same vein, Harmer (2004) claimed that children can acquire speaking quickly and easily through the imitation process; however, the ability to write must be taught because it requires a lot of practice and awareness. That is to say, that speaking is subconsciously act that one gains without attending school, whereas writing is conscious process that needs more efforts and formal instruction.

Another difference between speaking and writing is the organizational and structural patterns of language. Yule et al (1983, p.15) argued that “speech is less richly organized than written language, containing less densely packed information, but containing more interactive markers and planning fillers”. In other words, written language is more structured and elaborated which use a heavy grammatical rules and transitional words, while spoken is more simple which tends to use less rigid and more flexible grammatical structure. Furthermore, those two skills are basically different in various ways. The differences lie on a number of dimensions including textual features, socio-cultural norm, a pattern of use and cognitive process (Weigle, 2002).

A list of characteristics has been provided by Brown (1994) which illustrate the differences between writing and speaking (as cited in Weigle, 2002, p. 15) as follows:

- **Permanence:** oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes;
- **Production time:** writers generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan, formulate, and deliver their utterances within a few moments if they are to maintain a conversation;
- **Distance:** between the writer and the reader in both time and space, which eliminates much of the shared context that is present between speaker and listener in ordinary face to face contact and thus necessitates greater explicitness on the part of the writer;
- **Orthography:** which carries a limited amount of information compared to the richness of devices available to speakers to enhance a message (e.g. stress, intonation, pitch, volume, pausing, etc.);
- **Complexity:** written language tends to be characterized by longer clauses and more subordinators while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (e.g. repetition of nouns and verbs);
- **Formality:** because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking;
- **Vocabulary:** written texts tend to contain a wider variety of words, and more lower-frequency words, than oral texts.

Despite the differences which exist between speaking and writing, they are both considered as communicative skills for conveying information in order to persuade or

convince other people. As well as, they are regarded as a powerful tool for learning a language . Thus, each skill should be given equal importance.

1.3.2. The relationship between Writing and Reading

Although writing and reading have different characteristics, reading is receptive skill and writing is a productive skill, they affect each other. Notably, most studies agree that there is a strong relationship between reading achievement and writing ability. Johnson (2008) argued that reading can develop the students' writing proficiency through the exposure to the reading patterns which will develop their grammar and enrich their vocabulary. Therefore, teachers should be aware of the importance of integrating reading materials during writing sessions which will positively affect the students' writing achievement. In the same way, harmer (2001) stated that:

Reading texts also provide good models for English writing. At different times we can encourage students to focus on vocabulary, grammar or punctuation. We can also use reading material to demonstrate the way we construct sentences, paragraphs and whole texts. Students then have good models for their own writing. (p.99).

In other words, reading activity allows students to acquire many knowledge which can develop their writing capability, the more they read, the better they write.

Moreover, reading is considered as an important tool to revise the written work. When the writer starts to read his/her own or peers' writing work, they may determine some mistakes in the term of grammar, spelling, organization and words choices. Accordingly, he/she will correct those mistakes. In this context, Hayes (1996) has suggested three ways in which reading contribute to writing achievement. One of these

ways is using reading as an instrument to revise writing during the composing stage in order to identify text problems and then correct them.

Furthermore, writing activities are considered as an effective tool for improving reading comprehension. In this context, Stotsky (1983) indicated that “involving students in classroom activities during writing sessions such as summarizing, paraphrasing and outlining will improve their reading comprehension” (as cited in Kroll, 1990, p.90). In addition, Belanger (1987) investigated the relationship between writing and reading, then he revealed that “ Direct instruction in sentence, paragraph, and discourse structure for writing result in significant improvement in reading ” (ibid, p.90). In short, writing can play a significant role in improving reading because it helps writers to develop some strategies to read with.

Finally, teachers should be aware of the positive relationship between writing and reading. Because these two skills share the similar structural components which can be gained from one skill and then applied in another. Therefore, teachers should provide their student with a well-structured of written samples and encourage them to read in order to enhance their writing skill.

1.1.4. Writing Approaches

1.4.1. The Product Approach

A product approach is a traditional approach that has emerged from structural linguistics and the behaviorist learning theories of second language teaching. The main focus of this approach is teaching writing through imitating grammatical and syntactical structures of the patterns of the texts provided by teachers, then learners will be assessed about their ability to produce a well-structured piece of writing (Hyland, 2003). Moreover,

considering language structure as basic, teaching writing work through four stages (ibid, p.3-4).

1) Familiarization: learners are taught certain grammar and vocabulary, usually through a text.

2) Controlled writing: learners manipulate fixed patterns, often from substitution tables.

3) Guided writing: learners imitate model texts.

4) Free writing: learners use the patterns they have developed to write an essay, letter, and so forth.

In this approach, texts are seen as good sources for learning grammatical structure. Therefore, students can learn structures features and writing skill from various genders of model texts and later reflect what they have learned on their own writing. However, the teacher in this approach is seen as a controller who provides students with exercises such as complete sentences, fill gaps and transform tenses of pronoun. And then, teachers' assessment is given only on final written achievement of students.

1.4.2. The Process Approach

The process approach has emerged as a reaction to the product approach. In contrast to the product approach, process approach emphasis on the process of writing rather than the final product. which means that writing goes through several stages rather than the final product. According to Hyland (2002, p.246) ” process approach is a teaching approach to writing which emphasizes the development of good practices by stressing that writing is done in stages of planning, drafting, revising and editing, which are recursive, interactive and potentially simultaneous”. Additionally, The process approach focus on teaching writing within a variety of classroom activities which allow students to work in

collaborative writing and exchange drafts with each other. As a result, students will be motivated toward writing (Nunan, 1991). There are five stages of the writing process that is adapted from adapted from (Tompkins 1994) (as cited in Laksmi, 2006, p.146). Each of these stages is outlined below, with links to more specific and complete information:

Stage 1: Prewriting

- Students write on topics based on their own experiences.
- Students gather and organize ideas.
- Students define a topic sentence.
- Students write an outline for their writing.

Stage 2: Drafting

- Students write a rough draft.
- Students emphasize content rather than mechanics.

Stage 3: Revising

- Students reread their writings.
- Students share their writings with teacher.
- Students participate constructively in discussion about their writing with teacher.
- Students make changes in their compositions to reflect the reactions and comments of teacher. Also, students make substantive rather than only minor changes.

Stage 4: Editing

- Students proofread their own writings.

- Students increasingly identify and correct their own mechanical errors.

Stage 5: Publishing

- Students make the final copy of their writings.
- Students publish their writings in appropriate forms.
- Students share their finished writings with the teacher.

Product Approach	Process Approach
<ul style="list-style-type: none"> - Is more concerned with finished texts. - Imitates model text. - Organization of ideas is more important than ideas themselves . - Feedback is given only at the end of the product - One draft. - Individual. 	<ul style="list-style-type: none"> - Focuses on the process of writing. - Text as source of comparison. - Ideas as starting point. - Teachers provide feedback during all stages of writing. - More than one draft. - Collaborative.

Table 1: Comparison between the Product and Process Approach

1.4.3. The Genre Approach

Among the previous approaches, a genre approach is considered a recent approach that has been established during the 1980s, it was widely spread all over the world. According to Badger and White (2000, p.155) “genre is an extension of product approaches. like the product approach, the genre approach regards writing as a linguistic

activity, but unlike the product approach, it emphasizes that writing varies with the social context in which it is produced”. Many researchers try to identify the concept of genre. Hyland (2015) states that “Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations”. (P.9). That means each particular text structure reflect specific genre such as; narrative, recount, procedural, report, explanation, and persuasive.

Similarly, Nunan (1999) stated that “different genres of writing are typified by a particular structure and by grammatical forms that reflect the communicative purpose of the genre” (as cited in Mingli, 2012, p.142). That is the genre approach is concerned with The use of certain structure and grammatical form in different genres to achieve particular communicative purposes. Moreover, Swales (1990, p.58) gave an explicit definition to the term “genre” as follows:

A genre comprises a class of communicative events, the members of which share some set of communicative purposes, these purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for genre. This rationale shapes the schematic structure of the discourse and influence constrains choices of content and style. (as cited in Fruttaldo, 2017, p.63).

From the previous definition, Swales makes the communicative purpose as criterion that can determine genre of writing; in addition, he identify the term genre from perspective of discourse community, therefore, he made a connection between writer, reader and social context in the same time. That is to say that the term genre enables writer to go beyond the content, linguistic feature and process of writing in order to make a successful communication with reader.

To conclude, the orientation of the genre approach is given to both language form and language function to achieve particular communicative purposes. This approach helps students to be creative in their writing because it gives them an opportunity to master different structures of different genre according to the specific setting.

1.5. Component of the Writing Skill

Learning to write in English is a complex and difficult task to fulfill. Therefore, students have to handle many components such as content, organization, grammar, syntax, mechanics, word choice, audience, purpose and the writing process. Raimes (1983, p.6) collected all previous elements in the following diagram:

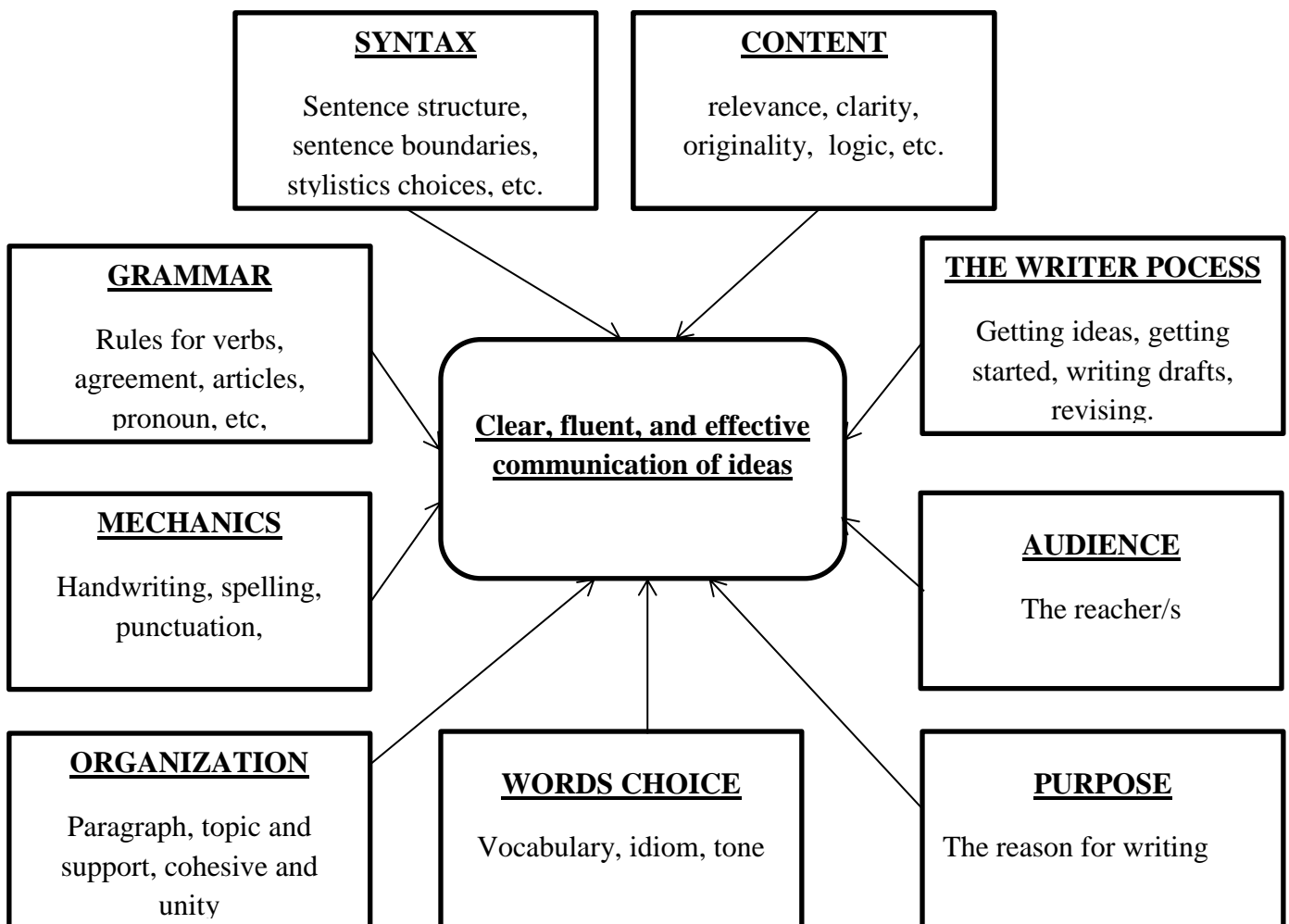


Figure 1. Producing a Piece of Writing (Raimes, 1983, p.6).

1.5.1. Content

The content of writing has to be original and different from others. That means the writer should use personal ideas and words and avoid plagiarism. According to Sharples (1999, p.38.), “ all writing is original (except for simply copying out an existing text) in that it generates text that has never been composed before. This is because the language is itself a generative rule-governed system”. That means the writer should use his/her unique style in writing far from copying others’ work. Besides, the content should be clear and concise in order to convey a readable message to the reader. According to Rodgers (2012), the clarity of the written assignment allows the reader to get the intended meaning in an easy way. Moreover, the writer should make a relevant piece of writing to the intended audience. That is to say, good content is relevant to what people search for.

1.5.2. Grammar

Grammar is considered as an essential element in written composition which allows the writer to express his/her ideas in a correct way. Therefore, mastering its rules are regarded as key for good English written production. Williams (2003) argued that “The grammar–writing connection is predicated on the idea that with a conscious knowledge of grammar and the requisite vocabulary, students will be able to recognize grammar and usage errors in their own writing and repair them” (p.179). In other words, providing students with grammatical knowledge during tasks such as the sentence and its parts, sentence errors, parts of speech and grammatical rules are very important. Consequently, students will develop their writing accuracy by using grammatical knowledge as a tool.

1.5.3. Mechanics

1.5.3.1. Handwriting

Handwriting is a physical act which transforms human sounds into meaningful symbolic forms. Therefore, it is an essential form of writing through which the writer will convey his/her message to the reader in an appropriate way. According to Harmer (2001), students should be aware that bad handwriting may influence negatively the reader. Although, currently most of the written communication goes through a computer keyboard, handwriting is still important for personal letters, written assignment and mainly for exams (Harmer, 2001).

1.5.3.2. Spelling

It is the process of writing words in a correct way which requires the knowledge of the linguistic structure of words with a good visual memory. However, spelling is a complex and difficult process for English learners due to the absence of complete correspondence between sounds and symbols. Harmer (2004, p.256) stated that “One of the reasons spelling is difficult for students is that the correspondence between the sound of a word and the way it is spelt is not always obvious”. As a result, many students are unable to write words correctly, even though, they know how to pronounce them.

However, since spelling is an important sub-skill of writing, teachers should play a significant role to help their students how to write correctly. As well as, learners should pay attention to their misspelling. Byrne (1988, p.15) asserted that:

responsibility for ensuring an adequate mastery of spelling should be divided between the teacher and the learner: it is the teacher’s responsibility to provide and guidance in key areas, through rules, since English spelling is by

no means unsystematic and much help can be given in this way. while it is the learner's task to consult dictionary for guidance. This habit will be greatly encouraged by drawing attention mistakes rather than correcting them.

From the above illustrations, we can conclude that spelling is one of the difficulties that face learners in writing competency. Therefore, both teachers and students should give more attention to this issue by preparing some activities which can enhance students' ability to write in a correct way.

1.5.3.3. Punctuation

It is the procedure of using standard marks and signs such (period, comma, Colon,...) in the writing process to divide words into sentences, clauses, and phrases. In fact, this function plays a very important role in giving intended meaning. Moore et al. (2010, p.110) illustrated that “punctuation marks are like traffic signals. They guide readers; they tell readers when to go and when to stop and when to turn and in what direction”. This means that punctuation is considered as a guide for the reader to make sense of what the writer intends to convey. Moreover, Harmer (2004, p.49) explained the importance of using punctuation in writing as follow:

Many people judge the quality of what is written not just the content, the language and writer's handwriting but also on their use of punctuation. If capital letters...are not used correctly this can not only make negative impression but can of course also make a text difficult to understand.

To conclude, students should be aware of the importance of punctuation system which can make their texts more comprehensible and acceptable to the reader. As well as, teachers should focus on teaching punctuation system as basic part in teaching writing

because neglecting this sub-skill may affect negatively the students' ability to achieve a good piece of writing.

1.5.4. Organization

Any piece of writing requires a well organization in order to help the reader understand the intended meaning in a fast and easy way. According to Starkey (2004), the organization is an important factor in writing which can positively impact the reader's understanding. He also added that “ the reader will be able to see how the various points you make in your essay work together and how they support your thesis” (p.2). Moreover, Jacobs (2011) stated that :

a how-to article follows an organizational structure based on sequence, and historical narratives typically follow a cause-and-effect pattern. Other common organizational patterns are compare and contrast, general to specific, and order of importance. These patterns are often found in informational, persuasive, and argument texts. Paragraphs also tend to be organized in predictable ways such as claim (topic sentence), evidence, and interpretation for argument papers. (p.69).

In other way, each type of writing has its particular organizational patterns. This means that the organization of the text is influenced by the genre of writing that the writer wants to use such as narrative, descriptive, cause and effect, compare and contrast, argumentative and so on.

1.5.5. Word Choice

Another important component of writing is the appropriate choice of words which can play a significant role in conveying the writer's message in an appropriate way.

Therefore, the writer should be aware of how to pick up his/her words which can reflect his/her ideas and thoughts precisely. According to Starkey (2004), an appropriate word choice relies on one's awareness about two aspects: denotation and connotation; denotation is the literal and exact meaning of the word, the one extracted from a dictionary; Meanwhile, Connotation is what a word implies, since a word may have different meanings due to cultural or religious assumptions.

1.6. Importance of Peer Feedback in Writing:

Since writing skill occupies a crucial place in ELF classroom, students are required to do a great deal of writing. However, their writing activity may not help them to improve their writing skill, if they do not receive reliable feedback. Therefore, integrating peer feedback method in teaching ELF writing is considered a more effective way to enhance their writing performance. according to Ferris (2003, p.15):

Peer feedback offers student writers a more varied and authentic audience than simply writing for the teacher, that careful reading and evaluation of peers' texts build critical thinking skills that can help students to better assess their own writing, that students will feel less threatened by and resentful of feedback given by peers than by the teacher.

Moreover, Hansen and Liu (2005) in their study *Guiding Principles for Effective Peer Response* supported the use of peer feedback technique in teaching writing. They claimed that peer feedback in writing classrooms is beneficial as it allows teachers to help their students not only to receive more feedback on their work but also provide students more practice with a range of skills important in the development of language and writing ability, such as meaningful interaction with peers, a greater exposure to ideas, and new perspectives on the writing process.

To sum up , the implementation of peer feedback as alternative assessment in writing class creates good environment where students can interact properly with their peers and to express themselves within a varied group of skills. Integrating this technique helps students to develop their writing skill and to become better collaborators because each error or mistake in the organization, grammatical structure and punctuation can be corrected and recognized by those peers.

Conclusion

Writing in a foreign language is a complex task. It needs more attention and knowledge from both teachers and learners in order to reinforce and ease the teaching/learning process. Besides, teachers should be aware of various approaches to teaching writing as well as the effective methods that can help to increase students' ability to writing and implement them. For this sake, we highlight the importance of peer feedback technique as a way to overcome the difficulties that face students in their writing as well as to give them the opportunity to take control and responsibility for their learning.

Chapter two:

Peer Feedback

Chapter Two : Peer Feedback

Introduction

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Conclusion

Introduction

Since Writing is an important skill in English as a second language, students are required to do a great deal of writing. However, unless they are given effective feedback on their writing, they may not be able to do well. Unfortunately, the effect of teachers' feedback on students' writing compositions does not always reach its goals. Therefore, it is often seen by students as frustrating due to its lack of dialogue. In this case, teachers are required to give the opportunity to their students to evaluate each other's work in the interactional atmosphere through integrating peer feedback strategy as an alternative technique in order to improve their writing outcome. In this chapter, we will provide a definition for feedback as a general term and its types. Also, the rationale for peer feedback, the significance of training it, forming its groups and its advantages /disadvantage.

2.1 Definition Feedback

The concept of feedback is widely regarded as an effective technique in the context of teaching and learning languages. This term refers to any oral or written response that students receive from their teacher or peers that can assess their performance during a task. However, this assessment may play a significant role in improving their achievements. Hattie and Timperely (2007) defined " 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 response. Feedback thus is a "consequence" of performance. (p.49). we can say that feedback not just receiving information from teachers or peers, but this information can also be gained from experience or book which can play a significant role in shaping student performance. In addition, Winne and Butler (1994) stated that:

Feedback is information with which a learner can confirm, add to, overwrite, tune or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies. (as Giuliana, 2011, p.198).

From the above definition, we can understand that feedback is information that requires the learner to confirm its accuracy, to turn it to his/her believe or to address it to a particular task. Ultimately this information will develop student self-assessment.

Additionally, Feedback is considered an essential part of teaching language generally and in teaching writing particularly. Hyland (2003) argued that feedback gives the writers a sense of audience by providing them with information such as readers' needs. As well as, it can develop their writing skill through allowing them to build a well-structured and organized piece of writing; Moreover, feedback provides them with a good insight of written genres.

From the above definitions, we can say that feedback is a useful technique which gives a good understanding of students' performance during task. From which students can receive helpful guidance on the knowledge that they possess. Consequently, they will reconstruct their knowledge or skill to what is desired.

2.2 Criteria For an Effective Feedback

Providing an effective feedback is a difficult process that requires some principals that the providers should know. In this respect, Frey and Fisher (2011) indicated four criteria in order to deliver an effective feedback (timely, specific, understandable, and actionable).

2.2.1 Timely Feedback

Providing students with immediate feedback, while they are working on their assignment can reflect positively in their achievements. According to Iron (2008), feedback should be provided when students still working on their task; consequently, they will benefit more from its content. In addition, Frey and Fisher (2011) claimed that “ If students are still focused on the purpose or learning goal, they’re likely to incorporate the feedback they receive in their future attempts to meet that purpose”(p.71). In other words, if students get the feedback in time while they work on their assignment, this feedback may help them to accomplish their work in an appropriate way.

Examples of Good Feedback Timing	Examples of Bad Feedback Timing
<ul style="list-style-type: none"> • Returning a test or assignment the next day. • Giving immediate oral responses to questions of fact. • Giving immediate oral responses to student misconceptions. • Providing flash cards (which give immediate right/wrong feedback) for studying facts. 	<ul style="list-style-type: none"> • Returning a test or assignment two weeks after it is completed. • Ignoring errors or misconceptions (thereby implying acceptance). • Going over a test or assignment when the unit is over and there is no opportunity to show improvement.

Table 2: Feedback Timing (Brookhart, 2008, p. 11)

2.2.2 Specific Feedback

Feedback should be specific in order to convey a clear and precise message to students. According to Frey and Fisher (2011), when feedback is too general students will be confused and unable to reach their goal, but if the feedback is specific, students will be able to understand what they did as well as it keeps them focusing on what they should do. Besides, Brookhart (2008) mentioned that “deciding how specific to make your feedback is a matter of the Goldilocks principle: not too narrow, not too broad, but just right” (p.33). That means providing the student with many various comments on a particular task can make them confused as well as keeping feedback focusing on one area intensify can make the student lose their focusing.

2.2.3 Understandable

Another criteria that can make feedback more useful is the clarity because without comprehensible language students can not understand the feedback. Frey and Fisher (2011) stated that “feedback doesn’t do much good if students can’t understand it. Just imagine getting feedback from a teacher in a language you don’t understand not much good would come of that” (p.74). Therefore, feedback should be clear and understandable in order to enable student to benefit from its contents in an appropriate way.

2.2.4 Actionable Feedback

When students discover that the quality of feedback they received did not meet with their needs they may not take actions to close the gap they have. In this respect, Juwah et al (2004) stated that “Good quality external feedback is defined as information that helps students trouble-shoot their own performance and take action to close the gap between intent and effect” (p.11). Moreover, Frey and Fisher (2011) mentioned that effective feedback should motivate students to act to the information they receive through

revise, review, practice, retry and improve. However, this feedback might be negative or positive; for example, feedback can be negative if “teachers told students their answers were right or wrong”; also it can be positive if “teachers provided students with explanations about their correct and incorrect responses” (p.76).

2.3 Types of Feedback

One of the important issues that teachers should deal with is how they should respond to their students’ writing with an appropriate type of feedback that can reinforce their achievements. Keh (1990, p.1) suggested three types of feedback which are: teacher written feedback, teacher-student conferencing and Peer feedback.

2.3.1 Teacher - Student Conferences

Conferencing is considered as a form of oral or one-on-one feedback which occurs between teacher and students. Hyland (2003) explained that “ teachers can also give feedback on student writing through face-to-face conferencing” (p.192). This kind of feedback is useful for both teachers and students, while it gives teachers the opportunity to meet their students’ needs through negotiating meanings and clarifying ambiguities, it also allows students to develop their autonomy and construct their revision plan independently (ibid). In order to make effective student-teacher conferences Booth (2011, p.141) suggested that:

Student-teacher conferences work best when there is a dialogue between student and teacher, with each learning something from the interaction. Both teacher and student can ask questions. The student may ask for help in particular area or ask what effect the writing has on the teacher-as-reader. The teacher may ask about the student’s goals for the writing and for self as writer

their impressions of the strongest parts of their writing and their thoughts on what they have learned through writing a particular composition.

This means teachers should give students the opportunity for detailed discussion by allowing them to ask questions which can help them to develop their writing. On the other hand, teachers can guide students by asking them about their goals and what the benefit they gained from their writing.

Moreover, Fiderer (1993) claimed that conferences is a good technique which helps students to develop their thinking and improve their writing through applying what they have learned. Therefore, he suggested some strategies for teachers to use in order to support their students during conferencing as follow:

- Read a piece of writing to diagnose its most immediate problem.
- Listen carefully to determine the direction the writer want to take.
- React the appropriate comments, questions, options that stretch the writer's thinking while allowing the writer to maintain control of the piece.

Furthermore, Williams (2003) mentioned two crucial factors which should be taken into account during teacher - student conferences . First, giving students the opportunity to talk more about their writing because this can help them to get a well understanding of their topic. Second, the teacher should focus on how a student develops their topic rather than just enumerate their mistakes.

2.3.2 Teacher written feedback

Another type of feedback is the teacher's written comments which play a significant role in improving students' writing skills. Its role is regarded as a tool to inform and direct students about their errors. In this respect, an explicit definition of teacher

written feedback was proposed by Mack (2009, p.1) as follow "any comments, questions or error correction written on students' assignments. These written comments can range from questions about the author's intended meaning, praise for an interesting idea, grammar mistakes, corrections, and finally explicit corrections". In other words, written feedback is considered as a set of comments, correction, and questions that teachers provide to students on a written form which seek highlight the student's mistakes.

Harmer (2001) suggested two types of written feedback which are: responding and coding; In responding, the teacher should focus on giving his/her impression about how the student's work has appeared and how it will be improved rather than evaluating its errors; But in coding, however, the teacher focuses on students' errors for which he/she uses certain codes to mark them for various errors and other problems in the text, that make the correction for students easier if all the codes are clarified in earlier sessions. Furthermore, Hyland (2003) has suggested some techniques in order to provide well-written feedback which are:

Commentary

Commentary is considered as a common type of teacher written feedback that teachers provide in order to comment on students' work as a reader rather than an evaluator. It means that the teacher will give his/her opinion on how the text appears, how it is successful and how it will be developed. It takes two forms marginal and end comment. The first gives immediate and proximate comments on each problem that appears in the text. The second gives a general observation on a basic point (ibid).

Rubrics

It is a useful way of evaluation because it gives students detailed and accuracy feedback about their errors. " Teachers used a cover sheets which set out the criteria that

have been used to assess the assignment and how the students has performed in relation to these criteria” (ibid, p.181). In other words, this technique helps students to identify their mistakes according to certain standards provided by teacher.

Minimal marking

It refers to the correction symbols that teachers use in order to identify students’ errors. As a result, students will be able to fix those errors easily. Haswell’s (1983) “minimal marking approach, students receive checkmarks in the margins of lines in which there are errors, the number of checkmarks is recorded in the grade book, and students are given time in class to try to find and correct the errors; their success in doing so impacts their grade” (as cited in Bitchener and Ferris, 2012, p.162).

Taped commentary

According to Harmer (2001), the taped commentary is the use of a tape recorder that students give to their teacher in order to record comments on their piece of writing. In addition, this type of teacher feedback has many advantages such as consuming the time, adds a sense of novelty and develops students’ listening skill. As well as, it provides the writers with good insight about their writing work such as how well the ideas are connected and where logic or structure breaks down (Hyland, 2003).

Electronic feedback

Over the last three decades, the teaching method has gradually evolved by integrating new technology. Particularly, using the computer in teaching ESL writing. As a result, teachers can respond to their students' writing work through electronic feedback. Hyland (2003, p.183) stated that:

computers have opened up new opportunities for responding to writing. Teachers can provide comments on electronic submissions by email or by using the comment function, which allows feedback to be displayed in a separate window while reading a word processed text. Feedback on errors can also be linked to online explanations of grammar or to concordance lines from authentic texts to show students examples of features they may have problems using correctly.

This type of comment allows teachers to respond to their students' writing assignments in a fast and immediate way. As well as, students will receive a clear and organized feedback which can help them to correct their errors in appropriate way.

2.3.3 Peer Feedback

Peer feedback is an activity in which students respond on each other's work through comments. Therefore, it is defined under different names as peer response, peer editing, peer evaluation, and peer reviewing. Liu and Hansen (2002) defined the term of peer feedback as follow:

the use of learners as sources of information and interactions for each other is such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor , or editor in commenting on and criticizing each other's drafts in both written and oral formats in the process of writing. (p.31).

It means that peer feedback allows students to play a central role in the process of teaching writing through giving them the opportunity to revise and evaluate each other writing drafts relying on themselves as a complementary activity to teacher's feedback.

Moreover, Rollinson (2005) claimed that " peer feedback, with its potentially high level of response and interaction between reader and writer can encourage a collaborative dialogue in which two-way feedback is established, and meaning is negotiated between the two parties" (p.25). In other words, peer feedback provides students with the opportunity to learn in a collaborative way through creating a discussion group in order to exchange different perspectives about their topics.

To sum up, peer feedback is considered as an alternative technique to teacher feedback where responsibility will gradually move from teacher to students as a central part in the process of teaching writing. However, this method will improve students' writing skill if it will be used in an appropriate way.

2.4 Significance of Peer Feedback Training

Training students how to provide useful peer feedback during writing sessions is an important factor which can enhance the quality and the efficiency of the feedback. Many studies have argued that peer feedback training has a positive effect on students' writing quality. Min (2005) stated that training students how to review their peers' papers is beneficial for them to develop their own writing (as cited in Lundstrom and Baker, 2009). In a similar vein, Byrd (2004) "found that proper training and regular practice of peer editing leads to valuable rewards and increased proficiency" (as cited in Min and Xuemei, 2016, p.42). That means through providing students a good practices on peer feedback procedure, they will be more skilled and experienced to give peer comments and this practice could also develop their writing outcomes because through their evaluations to others' writing work they correct their own errors and mistakes.

In order to prove the effectiveness of training students using peer feedback technique before incorporating it as a method of teaching writing, Berg (1999) has

conducted a study which aimed to compare the effect of trained and untrained peer response, and then he derived the 11-step of training process which can reinforce the impact of peer feedback strategy in writing outcome (as cited in Ferris, 2003, p.168).

Those steps are outlined in the below table as follow:

1. Create a comfortable classroom environment.
2. Explain the role of peer response in the writing class.
3. Discuss how professional writers use peer response.
4. Share how you (the teacher) utilize peer response in your own writing/teaching.
5. Model peer response with the whole class using a sample text.
6. Discuss (in) appropriate vocabulary and expressions for peer feedback.
7. Introduce the peer response form.
8. Practice the process by having groups of students write a paragraph collaboratively and then having another group critique it for revision.
9. Facilitate conversations among readers, writers, and the teachers about the feedback process.
10. Discuss strategies for implementing peers' feedback in revision.
11. View and discuss video clips of a successful and an unsuccessful peer response session.

Table 3: Peer Feedback Training Steps

(Adopted from Berg, 1999, pp, 238-240, as cited in ibid, p.168)

2. 5 Forming Groups in Peer Feedback

One of the most important issues that should be taken into consideration is how to divide students into a small group during a task. Consequently, students will belong to a particular group in which they can discuss and exchange comments on each other's work. In this context, Hyland (2003, p.200) pointed out that:

Peer response can take a number of different forms and occur at various stages in the writing process. Most typically it consists of assigning students to groups of two, three, or four who exchange completed first drafts and give comments on each others' work before they revise them. This normally occurs during class time and can take up to an hour to complete, especially if readers are asked to produce written comments and writers are required to provide written responses to these.

Moreover, a good strategy to conduct a group of work during writing activity is to mix students from various background, gender, and ability. Ferris (2003) stated that mixing students from different levels can be beneficial for both who has a good level in writing proficiency and those who have less level. He also added that "The weaker writes benefit from regularly reading the text of more proficient writers, and the more advanced writers profit from the critical thinking required to give helpful feedback to their less able classmates" (ibid, p.170). That is to say, setting up Peer feedback groups in an appropriate way can help students to benefit from each others' knowledge and experience. Thus, students will develop their writing skills and become better editors of their own work.

Mendonça and Johnson (1994) gave a comparison between students in pairs and in groups as follow:

Students in pairs	Groups (three or more)
<ul style="list-style-type: none"> • tend to foster more writer-based analysis of written texts • roles of tutor and tutee that resemble the teacher-student hierarchical relationship • such interactions not only foster learning but also allow students to enact a range of social roles, including receiving and giving advice, asking and answering questions, and acting as both novice and expert. 	<ul style="list-style-type: none"> • Provide writers with a wide range of feedback on their writing • the equal relationship that develops in peer response groups • peer response groups may in fact foster more varied peer feedback

Table 4: Preferences for Pairs or Groups in Peer Feedback.

(Adapted from Mendonça and Johnson, 1994, p.747)

2. 6 Advantages and Disadvantages of Peer Feedback

2. 6. 1 Advantages of Peer Feedback

Many studies have advocated the usefulness of peer feedback strategy in the context of teaching writing especially when it is properly implemented. Therefore, this technique can help students to improve their writing in many ways. It can raise the sense of collaborative work among students, it can develop their critical thinking and it can motivate them if they know their compositions are going to be read.

First, peer feedback helps students to create cooperative and collaborative learning. Rollinson (2005) argued that peer feedback allows both the reader and the writer to interact in collaborative dialogue which helps them to negotiate the meaning through arguing, explaining, clarifying, and justifying. In other words, peer feedback is not only providing students with the chance to evaluate each others' writing work, but it goes beyond instructional limitations to develop a sense of cooperative and collaborative learning.

Another benefit of peer feedback technique is to develop critical thinking of students. According to Leki (1990) and Zhang (1995) "students not only benefit from seeing how readers understand their ideas and what they need to improve but also gain the skills necessary to critically analyze and revise their own writing" (as cited in Hyland, 2003, p.198). That is to say peer feedback can develop the cognitive factor for both writer and reader. Lundstrom and Baker (2009) mentioned that when students providing and receiving feedback to and from their peers, they will be able to develop the ability to critically evaluate both themselves and their peers.

Furthermore, peer feedback helps students to be aware of the audience which will motivate them to write in a good way. In this vein, Rollinson (2005, p.25) pointed out that:

It is clear that writers need to write for audiences, preferably those that can give more or less immediate feedback. Most writing done by L2 learners will be for communicative purposes: a responsive 'real' audience will let the writer know if her message was effective, and will encourage the writer to formulate his/her writing in line with the characteristics and demands of his/her readers. Peer audiences are also potentially more sympathetic than the more distant and possibly more judgemental teacher audience.

From the above argument, we can deduce that peer feedback is a valuable method which has many advantages that can improve students' writing skills. And this through allowing them to learn in a collaborative and cooperative group which can help to benefit from each other's experiences. As well, developing their critical thinking by criticizing each other work. In addition, students can be motivated to write in an appropriate way if they are aware that they are writing for the audience.

2. 6. 2 Disadvantages of Peer Feedback

Although peer feedback is supported by many researchers as an effective method and EFL teaching methodologies. It is still regarded insufficient to fulfill students' requirements of the writing context.

The students sometimes prefer teachers' feedback to their peers especially from those of lower level because they have a lack of confidence from their comments. Leki (1990) claimed that "peers are not trained teachers and their comments may be vague and unhelpful, or even overly critical and sarcastic" (as cited in Hyland, 2003, p.198). Therefore, comments from peers may not fulfill the writer's needs. In addition, many studies (Saito, 1994, Sengupta, 1998, Zhang, 1995) suggested that students prefer to receive feedback from their teachers, even though they value the usefulness of feedback from their peers. (As cited in Hyland & Hyland, 2006).

Another drawback of peer feedback is more time consuming due to the fewer students' experience to provide quick feedback. Rollinson (2005, p.25) stated that :

Whether feedback is oral or written, the peer response process itself is a lengthy one. Reading a draft (probably more than once), making notes, then either collaborating with another reader to reach a consensus and write the

comments or engaging orally with the writer in a feedback circle, will consume a significant amount of time.

That means peer feedback is time-consuming due to its complex and lengthy process and the several stages which peer feedback go through

Furthermore, teacher may find difficulties to handle over his/her role when incorporating peer feedback in writing class. Especially, to control all groups simultaneously during their oral response. As a result, students may feel less confidence and commitment. This means that a teacher can not cover all students' requirements as a trainer and supervisor (ibid).

Hyland (2003) suggested some advantages and disadvantages of peer feedback as follow:

Advantages	Disadvantages
<ul style="list-style-type: none"> • Active learner participation. • Authentic communicative context. • Nonjudgmental environment. • Alternative and authentic audience. • Writers gain understanding of value reader needs. • Reduced apprehension about writing. • Development of critical reading skill. • Reduces teacher's workload. 	<ul style="list-style-type: none"> • Tendency to focus on surface forms. • Potential for overly critical comments. • Cultural reluctance to criticize and judge. • Students unconvinced of comments' value. • Weakness of reader's knowledge. • Students may not use feedback in writing revision. • Students may prefer teacher feedback.

Table 5: Advantages and Disadvantages of Peer Feedback. (Hyland, 2003, p.199).

According to the above table, we can notice that the role of peer feedback did not only restricted in positive sides, but it also has some negative sides which face both teachers and students in the process teaching and learning.

Conclusion

We can conclude that peer feedback plays a significant role in the process of teaching writing in English as a Second Language. It is considered as a complementary tool to teachers' feedback which can contribute much more to the field of teaching writing in the classroom. Therefore, teachers are required to apply it as an appropriate strategy to enhance their students' writing level. But, if this technique does not implement in the right way, the set for writing tasks may not help students much in improving their writing skills. Thus, teachers should be aware of the basic issues related to peer feedback such as how to train students and to how to form groups of work.

Chapter three:

Field of work

Chapter Three: Field of Work

Introduction

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Conclusion

Introduction

This chapter is devoted to represent the practical part of the research. Therefore, it is concerned with the description, analysis, and interpretation of the collected data which are gathered through two questionnaires. One questionnaire was administered to third-year LMD students of English Division at Mohamed Khider University of Biskra, while the other questionnaire was given to teachers of written expression at the same Division. These two questionnaires aim to shed light on students' and teachers' point of views about the effects of peer feedback in enhancing EFL students' Writing skill. It is followed by the procedure of analyzing of each question separately, then the summary of the results and findings.

3.1. Students' Questionnaire

3.1.1 The sample

The sample of this study included 51 English students chosen randomly from the total number (410) third - year LMD students' population of English Division at Mohamed Khider University of Biskra enrolled for the academic year 2018-2019. This sample was selected for the reason that third - year LMD students are supposed to be with a good level in writing which allows them to evaluate each other through the peer feedback strategy. This will enable us to reach our desired goal in this study.

3.1.2 Description of Students' Questionnaire

The students' questionnaire is made up of 18 questions classified under three sections. The questionnaire consists of closed questions requiring from the students to answer “yes” or “no” or to tick the appropriate answer from a number of choices and

open ended requiring from the student to explain why he/she prefers one option than the other.

Section One : Personal Information

The first section seeks to reveal students' personal information. (Q1) seeks to know students' gender. (Q2) deals with students' choice about studying English. (Q3) seeks to reveal student's feeling toward writing composition. (Q4) focuses on student's level in writing.

Section Two: Writing Skill

The second section consists of 5 questions which start from the question (Q5) to the question (Q9) about student's view concerning the writing skill. (Q5) is designed to know students' perception about the difficulty of this skill. (Q6) aims to know in which writing aspect the students have difficulty. (Q7) seeks to know the students' perception about writing stages and to what extend he/she follows them. (Q8) aims to know whether the student prefers to write individually, in pair or in a group with justification. (Q9) seeks to know when a student likes to be corrected.

Section Three: The Role of Peer Feedback

The third section is consisted of 9 questions which started from the question (Q10) to the question (Q18). Those questions aim to investigate the role of peer feedback in writing. (Q10) is about student' preference for peer feedback with justification. (Q11) seeks to know student's feeling toward peer feedback. (Q12) aims to know how peer feedback provides the correction. (Q13) seeks to know whether student will be motivated to revise his/her work or not after receiving peer feedback. (Q14) student is asked whether peer feedback helps him/her to diagnose his/her strengths and weaknesses or not. (Q15)

aims to know whether peer feedback provides student with high level of interaction or not.(Q16) is devoted to know in which aspect of writing peer feedback focus on. (Q17) seeks to know students' opinion about the degree of comprehension of their peers' feedback. (Q18) attempts to know students' point of view concerning the implementation of peer feedback in the EFL writing classroom.

3.1.3 Analysis and Interpretation of Students' Questionnaire Results

Section One: Personal Information

Item 1. Would you specify your gender please?

Option	Number	%
Male	14	28%
Female	37	72%
Total	51	100%

Table 6: Students' Gender

The above table indicates that the majority of students were females in that they represent 72% of the whole sample, whereas, males represent only 28% of the whole sample. This explains that females are more interested in learning the English language than males. In addition, the natural growth of female than male in the last decades.

Item 2. Is Learning English

Option	Number	%
Your own choice	45	88%
An obligation	6	12%
Total	51	100%

Table 7: Students' Attitudes towards English

The table represents students` attitudes towards studying English. The results show that the majority of students (88%) chose to study English by themselves. Whereas, only (12%) of the students said that studying English was imposed on them. This means that most of the students have the desire to study English.

Item 3. Do you enjoy writing composition in English?

Option	Number	%
Yes	44	86%
No	7	14%
Total	51	100%

Table 8: Students' Attitudes towards writing compositions

According to the above table, the majority of students (86%) stated that they enjoy writing, while a few numbers (14%) of them said that they do not enjoy writing. We can say that most of the students show a positive attitude toward writing composition because it allows them to express their thoughts in comfortable environment.

Justifications

86% of those who answered "yes" justified their response as follows:

- because it allows you to express your thoughts and ideas in a perfect way.(15 students)
- I like it. (12 students)
- because it has direct effect on our thinking.(6 students)
- Because I feel that my English is improving and always I learn new vocabulary. (5 students)
- Since I write for others. I write to better communicate with them. I write because I want to make people aware of what is going on in the world. (2 students)

We can notice that most of the students said that they enjoy writing because it allows them to express their ideas and thoughts in an appropriate way, while 12 said they enjoy this skill because they like it, whereas other participants have claimed other reasons which made them enjoy writing such as the development of their writing proficiency, their thinking, and their language. This means that students have different reasons which made them enjoy writing composition in English.

Item 4. How would you rate your level in writing?

Option	Number	%
Excellent	1	2%
Good	20	39%
Average	28	55%
Poor	2	4%
Total	51	100%

Table 9: Students' Attitudes towards their Levels in Writing

The above table shows that the majority of the students (55%) judged their writing level as average; this can explain that those students obtained a good knowledge of writing. (39%) of them claimed that they have a good level; this means that those students still need more knowledge and efforts to develop this skill. whereas poor level was chosen by (4%) of students, that is to say, that percentage is very small which is far from reflecting the whole sample. Meanwhile, only one student (2%) who claimed that he/she has an excellent level.

Item 5. How do you find writing in English?

Option	Number	%
An easy task	14	27%
A difficult task	33	65%
No answer	4	8%
Total	51	100%

Table 10: Students' Attitudes towards Difficulty of Writing

According to data that mentioned in the above table, it is obvious that 65% of students considered that writing is a difficult task, while 27% of students said that writing is an easy task. The rest 8% of the participants did not give an answer. However, those who claimed that writing is difficult gave their justification as follows:

Justifications

- Because there are many aspects you should know in order to write a good piece of writing such as grammar, punctuation, spelling, organization and so on.(19 students)
- It is not a matter of writing, but it demands more cognitive abilities. (5 students)
- There are a number of writing styles each one follows specific rules, a student must build enough knowledge about each besides the need to master grammatical rules, vocabulary and pragmatic compliance.(1 students)
- due to the issue of thinking in Arabic somehow.(1 students)

From the above justifications, we can say that the majority of students (19) said that writing is difficult because it requires several rules that students should master such as grammar, punctuation, spelling, organization and word choice, while (5) claimed that writing is a hard task because it needs more cognitive abilities. In addition, one (1) student said writing has many styles and each style has its own rules which made it difficult, while

another one claimed that difficulty of writing is due to the issue of thinking by mother tongue. We can say that there are several factors which made writing activity difficult for students.

Item 6. In which aspect of writing do you have a difficulty? (you may choose more than one option)

Option	Number	%
a- Grammar	12	23%
b- Content	5	10%
c- Organization	5	10%
d- Word choice	10	19%
e- Spelling	2	4%
f- Punctuation	3	6%
g- All of them	4	8%
b+c	2	4%
a+c+d+e	1	2%
a+b+c	1	2%
a+b+d	1	2%
a+b+d+e+f	1	2%
a+c	2	4%
a+c+e	1	2%
A+c+d	1	2%
Total	51	100%

Table 11: Students' Opinion about Difficult Aspects of Writing

The results appeared in the above table reveal that the most problematic and difficult area that students face is grammar 23% followed by the word choice 19%. However, 10% of students have problems in content and organization that means these two aspects seemed to be less difficult compared with the previous areas. 8% of students said that they have a problem in all aspects, while only a few numbers of students 6% have

problems in punctuation and 4% have difficulties in spelling which means these two elements are the easiest that students can deal with. We can conclude that students' main problem is on the structure and on vocabulary.

Item 7. Do you know that writing involves stages of prewriting, drafting, revising, editing and publishing?

Option	Number	%
Yes	48	94%
No	3	6%
Total	51	100%

Table 12: Students' Awareness of the Writing Process

The above table indicates that (94%) of students know writing stages. Whereas, only (6%) of them do not have any idea about those stages. This means that those students have learned those stages during their study as EFL students. However, students were asked to mention how frequency do they follow those stages if their answer is "yes", the following table indicates that :

If yes, how often do you follow these stages to produce a piece of writing?

Option	Number	%
Always	4	8%
Sometimes	14	27%
Rarely	26	51%
Never	7	14%
Total	51	100%

Table 13: Students' Frequency toward Following Writing Stages

The majority (51%) of the students chose the option "rarely". Then (27%) of them selected the option "sometimes", while (14%) of participants opted the option "always". The rest (8%) of students chose the option "never". We can conclude that most of the

respondents neglect to follow those stages during the writing composition because those stages are lengthy and time- consuming.

Item 8. Do you prefer writing

Option	Number	%
individually	30	59%
In pairs	12	23%
In groups	9	18%
Total	51	100%

Table 14: Students’ Preferences to Writing

According to the results mentioned in the previous table, (59%) of the students preferred to write individually. Then (23%) of them liked to work in pair, while 18% said that they prefer to work in a group. We can understand that most of the students tend to express their own ideas by themselves which allow them to feel the sense of creativity in their writing.

Item 9. When you make mistakes, do you like to be corrected?

Option	Number	%
During the task	31	61%
At the end of the task	16	31%
No answer	4	8%
Total	51	100%

Table 15: Students’ Preference for the Time of Correction

As indicated in the table above, (61%) of students preferred to be corrected during the task, while (31%) of the students wanted to be corrected at the end of the task. The rest (8%) of the students did not give an answer. This means that the majority of them preferred to be corrected during the task which means they like to get the chance to discuss their

topic and exchange different opinion during performance rather than just receive a final correction.

Item 10. Do you like getting feedback from your peers?

Option	Number	%
Yes	47	92%
No	4	8%
Total	51	100%

Table 16: Students’ Preference for Peer Feedback

According to the results mentioned above, most of the students (92%) like receiving feedback from their peers while only (8%) of them who say that they do not like getting feedback from their peers. We can understand that the majority of the students have a positive attitude toward their peers’ comments. However, those who said “yes” asked to give their justification. 39 students of them gave their justification while the rest did not justify.

Justifications

- Because it helps me to determine my mistakes. (17 students)
- I like receiving feedback from peers because they motivate me. (10 students)
- Through their correction I may develop my writing style. (4 students)
- Peer correction is helpful and less threatening than teachers feedback. (3 students)
- It gives us the chance to be responsible. (2 students)
- I learn from my peers better than my teachers.(1 student)
- Pee feedback is more flexible and easy to grasp. (1 student)
- Why not it facilitates learning and encourages students to be active reader. (1 student)

From the above justification, we can notice that students like getting feedback from their peers due to its various positive impact on their performance.

Item 11. How do you feel when you receive comments from your peers?

Option	Number	%
Satisfied	39	76%
Unsatisfied	12	24%
Total	51	100%

Table 17: Students' Attitude towards Peers Comments

The results in the above table show that most of the students (76%) say that they are satisfied when they receive comments from their peers, while only (24%) of them claimed that they are unsatisfied. This means that the majority of students are comfortable with the quality of feedback that they receive from their peers.

Item 12. How do your peers correct your mistakes? (you may choose more than one option)

Option	Number	%
Show the mistakes	19	37%
Give you correct form	15	29%
Criticizing	10	20%
All of them	7	14%
Total	51	100%

Table 18: Students' Opinion about the Correction Forms that Peer Feedback Provides

The results in the previous table show that most of the students (37%) said that their peers' feedback shows them their mistakes. Whereas (29%) of students said that their peers giving them correct form when they correct them, while (20%) of them stated that their peers criticizing them when they correct them. The rest of the participants (14%)

chose all of them. We can conclude that peer feedback can provide various types of correction such as showing mistakes, providing correct answers and criticizing.

Item 13. Does your peers' feedback motivates you to revise what you write?

Option	Number	%
Yes	47	92.2%
No	4	7.8%
Total	51	100%

Table 19: Students' Opinion about Peer Feedback Motivation

The table shows that most of the students (92.2%) said that feedback from their peers motivates them to revise what they wrote. Whereas only (7.8%) claimed that peer feedback did not motivate them to revise what they wrote. We can say that this technique is not only restricted to correcting students' mistakes but also it can motivate them to revise their work which can reflect positively on their outcomes.

Item 14. Does your peers' feedback enable you to diagnose your weaknesses as well as your strengths?

Option	Number	%
Yes	44	86.3%
No	7	13.7%
Total	51	100%

Table 20: Students' Opinion about the Correction Forms that Peer Feedback Provides

The table shows most of students (86.3%) affirmed that peer feedback enable them to diagnose their weaknesses and strengths, while (13.7%) did not agree with that statement. This can mean that peer feedback can play significant role in improving students' writing work through showing them their mistakes in order to correct them. As

well as, peer feedback can motivate them to write better through showing them their strengths.

Item 15. Does the feedback of your peers provide you with a high level of interaction between you as a writer and your reader?

Option	Number	%
Yes	46	90%
No	5	10%
Total	51	100%

Table 21: Students` Awareness about the Degree of Interaction that Peer Feedback Provides

In the previous table, The results show that most of the students (90%) agree that peer feedback provides them with a high level of interaction with their peers. Whereas only (10%) of the participants did not agree with the statement. Therefore, we can say that peer feedback can make students feel more social interaction when they know that their piece of writing will be read.

Item 16. Which aspect(s) of writing does the feedback of your peers focus on? (you may choose more than one option)

Option	Number	%
Grammar	8	15.69%
Content	7	13.72%
Organization	3	5.88%
Word choice	5	9.80%
Spelling	3	5.88%
Punctuation	1	1.96%
All of them	3	5.88%
Content, Organization	2	3.92%
Content, Organization, word choice, Spelling	1	1.96%
Content, word choice	1	1.96%
Grammar, Content	1	1.96%
Grammar, Content, Organization	1	1.96%
Grammar, Content, word choice	1	1.96%
Grammar, Content, word choice, Spelling, Punctuation	1	1.96%
Grammar, Organization	2	3.92%
Grammar, Organization, word choice	2	3.92%
Grammar, Organization, word choice, Punctuation	1	1.96%
Grammar, Spelling	1	1.96%
Grammar, word choice, Spelling	3	5.88%
Grammar, word choice	2	3.92%
Grammar, word choice, Spelling, Punctuation	2	3.92%
Total	51	100%

Table 22: Students` Opinion about the Aspects of Writing which Peer Feedback

Focuses on

According to the above results, (15.69%) of participants claimed that peer feedback focuses on grammar, while (13.72%) of them said that peer feedback was an aid to develop the content. The option of word choice was chosen by (9.80%) of students. The same rate

(5.88%) was given to the option “All of them, “Organization”, and “spelling. Only one student (1.96%)chose the option “punctuation”.However, other students chose more than option, the highest among them (5.88%) was given to (grammar, word choice, Spelling). We can conclude that peer feedback can play a significant role in developing the most important of writing aspects.

Item 17. How do you find the feedback of your peer?

Option	Number	%
Very easy to understand	24	47.1%
Quite easy to understand	21	41.1%
Quite difficult to understand	3	5.9%
Very difficult to understand	3	5.9%
Total	51	100%

Table 23: Students` Opinion about Peer Feedback Comprehension

According to the results mentioned in table 23, (47.1%) of the participants found that the feedback of their peers is very easy to understand, while (41.1%) of them said that the correction of their peers is quite easy to understand. Whereas the same rate (5.9%) was given to the two options “Quite difficult to understand” and “Very difficult to understand”. That is to say that the majority of students are familiar with the feedback of their peers

Item 18. Do you support the implementation of peer feedback in the EFL writing classroom?

Option	Number	%
Yes	46	90.2%
No	5	9.8%
Total	51	100%

Table 24: Students` Opinion about the Implementation of Peer Feedback in the EFL

Writing Classroom

The above table shows that most of the students (90.2%) supported the implementation of peer feedback in the EFL writing classroom, while only (9.8%) said not. This can explain that the majority of students welcomed peer feedback as learning strategy in the EFL writing classroom.

3.2 Teachers' Questionnaire

3.2.1 Sample

The questionnaire is administrated to seven (7) teachers of written expression at the Department of Foreign Language, University of Biskra. This sample of the questionnaire was based on the consideration that teachers of written expression will help us to conduct the necessary data that serves our topic since they have a significant role in selecting what is a suitable technique in teaching writing.

3.2.2 Description of the Teachers' Questionnaire

This questionnaire consists of sixteen (15) questions organized in three major sections which are background information, writing skill and the role of peer feedback.

Section one: Background Information

This section includes three (3) questions which aim to gather personal information about teachers' qualification and experience as teachers of English at Biskra University.

Section two : Writing Skill

This section contains six (6) questions which aim to gather information concerning about teachers' ways of teaching writing, as well as teachers' opinion concerning students' level in writing. In additions, those questions seek to know teachers' opinion about the common writing problems that students face during writing composition.

Section Three: The Role of Peer Feedback

This section includes six (6) questions which seek to gather information concerning teachers' point of view about the usefulness of peer feedback in developing students writing skill. (Q11) aims to know whether teacher gives their students the chance to respond to each other. (Q12) related to the frequency of giving students the chance to respond to each other. (Q13) seeks to know teachers' opinion about the usefulness of peer feedback in developing students writing skill. (Q14) attempts to know teachers' opinion about the possibility of uselessness of peer feedback on students' writing outcomes. (Q15) tries to know whether teachers encourage their students to revise their work after receiving peer feedback or not. (Q16) seeks to know teachers' attitudes towards the importance of training students how to give useful peer feedback.

3.2.3 Analysis and Interpretation of Teachers' Questionnaire Results

Section One : Background Information

Item 1.Would you specify your degree?

Option	Number	%
Master	1	14%
Magister	5	72%
Doctorate	1	14%
Total	7	100%

Table 25: Teachers' Qualification

The revealed results in the above table show that most of the teachers (72%) who have participated in our study have a magister degree, while the rest of the participants were two teachers, one of them (14%) has a doctorate degree and another one (14%) has a master degree. We can say that the majority of participants have a magister degree.

Item 2. How long have you been teaching English at university?

Option	Number	%
1-5 years	1	14%
5-10 years	4	58%
10-15 years	2	28%
Total	7	100%

Table 26: Teachers' Experience.

The results indicate that more than half of teachers (58%) said that they have been teaching English at university for 5 to 10 years. while (28%) of them have experienced teaching English for 10 to 15 years, whereas only one teacher (14%) has been teaching English for 1 to 5 years. We can conclude that the majority of them have considerable experience in teaching English.

Item 3. How long have you been teaching writing module?

Option	Number	%
1-2years	1	14%
3-5years	2	29%
More than5years	4	57%
Total	7	100%

Table 27: Teachers' Experience in Teaching Written Expression.

The results show that the majority of teachers (57%) have been teaching written expression for more than 5 years, while (29%) of them have experienced teaching this module from 3 to 5 years. The rest only one teacher (14%) has been teaching written expression from 1 to 2 years. This means that the majority of teachers have a long experience in teaching written expression that will help us to conduct reliable results which can reflect positively on our study.

Section Two: Writing Skill

Item 4. Which approach do you follow in teaching writing?

Option	Number	%
Product approach	2	28.57%
Process approach	2	28.57%
Genre approach	0	0%
All of them	2	28.57%
Product+process	1	14.29%
Total	7	100%

Table 28: Teachers' Preferences of Teaching Approaches in their Writing

The table above indicates that (28.57%) of the participants said they follow Product approach, those teachers have justified their choice saying that practicing is the best way to learn which can make students' outcome perfect. In addition, the same rate (28.57%) of teachers claimed that they use a Process approach, in this, they have claimed that process approach is more methodological and organized as well as students need to master all the steps of the writing process to achieve good production. Moreover, the rate (28.57%) was given to the option all of them, teachers have justified their option that each session in writing is better accomplished with a specific approach, as well as the objectives of the task determines what approach to be used. Whereas only one teacher (14.29%) said that he combines two approaches during teaching writing which are Product and process approaches. We can conclude that product and process approaches are more recommended by teachers.

Item 5. During writing sessions, do you give students the chance to write?

Option	Number	%
Individually	1	14.29%
In pairs	1	14.29%
In groups	1	14.29%
All of them	2	28.57%
Individually + in groups	2	28.57%
Total		

Table 29: Teachers' Preferable Way for Students in Writing Class

From the above table we can see that (28.57%) of teachers chose the option “ All of them”. Also, the same rate (28.57%) of teachers preferred to allow their students to work individually as well as in groups. Whereas the rate of (14.29%) was given to each of the three options separately. We can say that the majority of teachers prefer to vary the methods of work during writing activities. However; teachers justified their choices as follows:

Justifications

Teachers who preferred their students to write individually, in groups and in pairs said:

- a) Learners need to experience writing in different situations to discover their potentials and abilities. Moreover, team work in groups or in pairs empowers their collaboration skills.
- b) It depends on the activity or the learning task.

Teachers who liked their student to write individually and in groups justified their choice as follow:

- a) Mixing between the individual task and the group one is essential. It can help the students learn from their mistakes.

- c) Individually for the students to generate their own ideas. In groups to exchange ideas and to correct each other.

Teacher who chose individually justified his answer as follow:

- a) To improve the skill of everyone..

Teacher who chose in pairs justified his answer as follow:

- a) Working in pairs is a good way to obtain a valuable outcome through cooperation.

A team of more than two may generate discordance and confusion.

Teacher who chose in groups justified his answer as follow:

- a) Students encourage each other.

Item 6. How do you consider your students' level in writing?

Option	Number	%
Good	0	0%
Acceptable	4	58%
Poor	3	42%
Total	7	100%

Table 30: Teachers' Opinion about their Students Level in Writing

The results show that the majority of teachers (58%) considered their students' level in writing as acceptable, while (42%) of them said that their students' level in writing is poor. That means that teachers are not satisfied with their students' level in writing.

Justifications:

Teachers who chose acceptable justified their answers as follow:

- Many students have many writing problems especially in the mechanics of writing.

- Because they still make mistakes in grammar, vocabulary choice, punctuation as well as they provide poor ideas, or not developed ones.
- Not all students are good in writing.
- It depends on the individuals' abilities to produce.

Teachers who chose poor justified their answer as follow:

- They need more practice.
- They lack vocabulary.
- Many students have many writing problems especially in the mechanics of writing.

Item 7. Do your students find difficulties when writing?

Option	Number	%
Yes	7	100%
No	0	0%
Total	7	100%

Table 31: Teachers' Opinion about Students' Difficulties in Writing

The results indicate in the above table that all teachers (100%) asserted that their students have difficulties in writing. This indicates that all of the students have problems in writing. Thus, students should not neglect those problems and they should be aware of them.

Item 8. What are the most common problems that your students have while writing?

Option	Number	%
a- Content	0	0%
b- Grammar	1	14.29%
c- Spelling	0	0%
d- Punctuation	0	0%
e- Organization	0	0%
f- Word choice	0	0%
All of them	4	57.14%
A+b+c+d+e	1	14.29%
B+c+d+e	1	14.29%
Total	7	100%

Table 32: Teachers' Opinion about the Problems that Students have while Writing

It is clear from the above table that the majority of teachers (57.14%) argued that their students have problems in all aspects. Whereas the rate (14.29%) was given to grammar separately. In addition, this rate (14.29%) was given to the (content, grammar, spelling, and organization) together, as well as, to the (grammar, spelling, punctuation, and organization). The results explain the complexity of this skill for both students to learn and teachers to teach.

Item 9. Are you satisfied with your students' level in writing?

Option	Number	%
Yes	1	14.29%
No	6	85.71%
Total	7	100%

Table 33: Teachers' Attitude toward Students' Level in Writing

It is noticeable that most of the teachers (85.71%) are not satisfied with their students' level in writing, while just one teacher (14.29%) claimed that he is satisfied with

his students' level in writing. That indicates that writing is a complex activity and students should work more in order to reach the required level which teachers want.

Justifications:

The teachers who said they are not satisfied justified their choices as follow:

- Poor language, total ignorarce of grammar
- They often produce compositions that do not meet my expectations and do not leave up to their levels.
- Because they still make mistakes in grammar, vocabulary choice, punctuation as well
- As university and specialized students, they should write without spelling and grammar mistakes.
- Some often do improve their writing, but most of them keep repeating the same mistakes.
- Because of their mistakes

The teacher who said he is satisfied justified his choice as follow:

- a) A teacher can be satisfied about a limited number of students.

Item 10. How can you help your students to improve their writing?

All of the teachers gave their opinions about how to improve students' writing skill as follow:

- a) More practice, reading at home.
- b) Through reading, practicing and receiving constructive feedback from the teacher or peers.
- c) Dictation and imitation of models.

- d) Making them practice more, reading extensively, organising intensive reading sessions in class and providing effective feedback (continuous evaluation + correction).
- e) I often give them home assignments to practise at home and give them my feedback afterwards.
- f) Reading is the best solution of their problems.
- g) By giving them instructions and clear concerning practice. I would give them particular situations to work upon.

According to the above statements, we can conclude that most of the teachers believe that the best way to improve students' writing achievements is to encourage them to read and practice. Therefore, we can say that the majority of teachers are aware of the benefits and the impact of reading and practicing on writing improvement. As a result, teachers tend to encourage their students to read and practice in order to develop their writing skill.

Section Two: The Role of Peer Feedback

Item 11. Do you give students the chance to respond to one another's work?

Option	Number	%
Yes	6	85.71%
No	1	14.29%
Total	7	100%

Table 34: Teachers' Preference for Giving students Chance to Respond to one Another's Work

As the results show, most of the participants (85.71%) said they give their students the chance to respond to one another's' work, while only one teacher (14.29%) said do not

give them the chance. We can understand that the majority of teachers like to give their students the sense of responsibility.

Justifications:

Teachers who chose “yes” justified their answer as follow:

- Yes, I do encourage learners to correct each other and practice peer evaluation.
- To apply peer editing and let them benefit from each other’s feedback.
- Peer feedback is effective as students like to learn from one another. They accept remarks/critics as they are from the same level.
- To help each other discovering their mistakes and exchange their views on how the mistakes should be adjusted.
- Why not, it is essential to give some students the freedom to answer and participate even comment on another learner.

While teacher who said “no” did not give a justification.

Item 12. How often do you give students the chance to respond to one another’s work?

Option	Number	%
Always	1	14.29%
Often	3	42.85%
Sometimes	2	28.57%
Rarely	0	0%
Never	1	14.29%
Total	7	100%

Table 35: Teachers’ Frequency for Giving Students Chance to Respond to one Another’s Work

From the above mentioned table, we notice that the (42.85%) of teachers said that they often give students the chance to respond to one another's work, while (28.57%) of them stated that they sometimes give them the opportunity to evaluate each other. Whereas only one teacher (14.29%) claimed that he always allows students to work with each other. Also, the same rate (14.29%) was given to never. This can explain that the majority of teachers are aware about the importance of peer feedback technique developing students' skill that is why they use it often.

Item 13. Do you think that peer feedback can be effective for developing students writing skill?

Option	Number	%
Yes	6	85.71%
No	1	14.29%
Total	7	100%

Table 36: Teachers' Opinion about the Effectiveness of Peer Feedback

The above results show that most of teachers (85.71%) affirmed that peer feedback can be an effective technique for developing students' writing skill, while only one teacher said not.

If yes, is it because:

Option	Number	%
a- It helps students to improve their writing	1	14.28%
b- It promotes cooperative work among classmates	1	14.28%
c- It makes students aware that they write for others	0	0%
d- All of them	2	28.57%
A+b	2	28.57%
No answer	1	14.28%
Total	7	100%

Table 37: Teachers' Reason about the Effectiveness of Peer Feedback

From the above results, (28.57%) of teachers chose all of them. In addition, the same rate (28.57%) was given to (a+b). whereas one teacher (14.28%) said that peer feedback help students to improve their writing, while another teacher claimed that this technique can promote cooperative work k among classmates. This means that this strategy can play a significant role in developing students’ writing skill as well as it enhances the sense of cooperative work among students inside the classroom.

Item 14. Do you think that peer feedback may not be helpful?

Option	Number	%
Yes	3	43%
No	4	57%
Total	7	100%

Table 38: Teachers’ Opinion about the Ineffectiveness of Peer Feedback

Results in the above table indicate that (57%) of students do not agree with the statement while (43%) considered that peer feedback may not be helpful. This indicates that those teachers tend to respond to their students by themselves. Teachers gave their reason according to the table below.

If yes is it because: you may choose more than one option

Option	Number	%
It may have negative effects on students’ writing	0	0%
Students are not skillful enough to give feedback to peers	3	42.85%
Peer feedback is a waste of time	0	0%
No answer	4	57.14%
Total	7	100%

Table 39: Teachers’ Reason about the Ineffectiveness of Peer Feedback

According to results, (42.85%) of teachers chose the second option “students are not skillful to give feedback” while (57 %) did not answer because in the previous table chose “No”. This indicates that those teachers may not trust students’ ability to correct each other.

Item 15. Do you encourage students to revise their writing after receiving peer feedback?

Option	Number	%
Yes	5	71.42%
No	1	14.29%
No answer	1	14.29%
Total	7	100%

Table 40: Teachers’ Opinion towards Encouraging Students to Revise their Writing after Receiving Peer Feedback

The results that are gained from this question show that most of teachers (71.42%) said that they encourage to revise their writing after receiving peer feedback while one participant (14.29%) said not and another one did not give answer. However, teachers were asked to justify their answers.

Justifications:

Teachers who said “yes”:

- To improve and encourage self-correction and the ability to detect their own mistakes before the teacher.
- Revising and editing are two essential stages after writing.
- It is important for the students to receive the response of their peer feedback. It allows them to have an idea of their mark.
- To receive their final product and try to avoid making the same mistakes later on.

Teachers who said “yes”:

- As students have nearly the same level, they can be of ‘average’ level so they make mistakes too and give wrong remarks.

From the above justification, we can say that encouraging students to revise their peers’ feedback is an essential stage after writing which can help them to detect their own mistakes.

Item 16. Do you think that peer feedback can be more effective in developing students’ writing skill if the students receive training from their teachers?

Option	Number	%
Yes	5	71.42%
No	2	28.58%
Total	7	100%

Table 41: Teachers’ Opinion about the Effectiveness of peer feedback if the students Receive Training from their Teachers

According to the above results, the majority of participants (71.42%) believed that peer feedback can be more effective in developing students’ writing skill if the students receive training from their teachers, while (28.58%) of them do not agree with the statement. This indicates that students will be more experienced and skilled to provide peer comments if they expose to extensive training from their teachers.

3.3 Discussion of the Results:

3.3.1 Students’ questionnaire:

The results obtained from the students’ questionnaire about the first section indicates that the majority of students (72%) who participated in the study were female. In

addition, most of them (88%) studying English at university was their own choice. Furthermore, (86%) of those participants enjoyed writing composition. Moreover, (55%) of the whole sample claimed that they have an average level in English. This indicates that learners still need more knowledge and efforts to develop this skill.

In the second part, gained answers revealed that most of the participants (65%) considered writing as difficult skill due to its complex nature. Since it is a difficult task, the students showed that they have problems in various areas such as grammar rules, word choice, content, organization, punctuation, and spelling. Meanwhile, all students (100%) said they prefer to be corrected this obviously explain that the whole sample shows positive attitudes toward receiving others' correction.

The obtained results in the last section indicate the majority of students (92%) like receiving feedback from their peer. This can explain that most students are aware of the positive impact of peer feedback on their writing outcomes. Moreover, students indicate that peer feedback helped them in many ways such as allowed them to correct their mistakes, motivated them to revise what they wrote, helped them to diagnose their strengths and weakness, provided them with a high level of interaction with their peers. Finally, (90.2%) of the whole sample supported the implementation of peer feedback as a learning strategy in the EFL writing classroom.

3.3.2 Teachers' questionnaire:

The analysis of teachers' questionnaire concerning with the first section reveals that the majority of teachers (72%) have a magister degree. Also, (58%) of them have considerable experience in teaching English. Moreover, (58%) of those participants have been teaching written expression for more than 5 years. That means that the majority of

them are more qualified and competent in teaching this module which can help us to conduct reliable results.

The gained results in the second section indicate that teachers are divided in which approach can suitable for teaching writing, (28.57%) of them said product approach. Also the same rate (28.57%) of teachers believed process approach, in addition, this rate (28.57%) was given to all of them. Whereas, (14.29%) of teachers tend to combine product and process approach. We can say that product and process approaches are more recommended by teachers. Moreover, most of the teachers prefer to vary the methods of work during writing activities individually, in pairs, and in groups. Furthermore, all teachers (100%) asserted that students have difficulties in writing. Meanwhile, most of the teachers (57.14%) linked those difficulties to all aspects of writing, grammar, content, word choice, spelling, punctuation, and organization. Finally, the majority of teachers (85.71%) claim that they are not satisfied with their students' level in writing. That means students still need more work in order to reach the required level.

The collected answers in the third part indicate that most of the teachers (85.71%) like to give their students the chance to respond to one another's' work. That can provide students with a sense of responsibility as well as allow them to learn from each other. In addition, the majority of participants (85.71%) believe that peer feedback can be an effective tool for developing students writing skill. According to them, this technique can help students to improve their writing as well as it promotes cooperative work among classmates. Moreover, (71.42%) of the sample claim that they encourage students to revise their writing after receiving peer feedback. As a result, students will be able to detect their own mistake. Finally, (71.42%) of teachers argue that training students how to provide feedback can reflect positively on their outcomes. We can say that training students on

peer feedback technique can make them more experienced and skilled to provide peer comments.

Conclusion

This chapter spotlight on students' and teachers' attitudes toward peer feedback strategy and its role in developing students' writing skill, also how this technique affects students' writing production. However, after the analysis of students' and teachers' questionnaires, the results revealed that teachers and students showed a positive attitude toward this technique. Therefore, most of them agree that peer feedback is an effective strategy in enhancing students' writing proficiency. In addition, implementing this technique in EFL classroom enables students to overcome several problems related to grammar, word choice, content, spelling, punctuation and organization of ideas. Moreover. Peer feedback motivates students to write better by showing them their weaknesses and strengths. Furthermore, this strategy develops the critical thinking skill of students. Finally, results indicated that training students how to provide feedback has a significant impact on the outcome of this feedback.

General Conclusion

This study was conducted to investigate the effects of peer feedback technique in enhancing EFL students' writing skill at the English Division at Mohamed Khider University of Biskra. However, this study includes two main parts, the theoretical part, and the practical part. The theoretical part is divided into two chapters, the first one attempts to discuss the basic principles underlying the teaching of writing, while the second one deals with the investigation of the impact of peer feedback on EFL writing. Whereas, the practical part, chapter three, concerns with the investigation of two questionnaires, one of them is administered to third-year students, while another one is delivered to written expression teachers. The reason behind these questionnaires is to seek information related to both teachers' and students' attitude toward the impact of peer feedback on students' writing proficiency.

After the analysis of students' and teachers' questionnaires, we found that both teachers and students welcomed the implementation of peer feedback as teaching strategy inside writing classroom. In addition, the results indicated that peer feedback technique could help students to overcome many difficulties related to writing skill such as grammatical accuracy, spelling and punctuation mistakes, word choice, and organization of ideas. Moreover, this study showed that through allowing students to practice peer feedback technique during a writing session, they would be able to develop other factors related to the writing requirements such as critical thinking and motivation.

Since the findings have confirmed our hypothesis that peer feedback technique improves students' writing skill, teachers are recommended to incorporate this technique as an essential part of teaching writing inside the classroom. In addition, students should welcome peer feedback strategy as tool for learning writing.

To conclude, this study will provide both teachers and EFL students with a deep insight into the usefulness of the peer feedback technique in developing EFL students' writing skill. Moreover, this research will provide some recommendations which can help both teachers and students to use this technique in an appropriate way.

Recommendations

The results obtained from the teachers' and students' questionnaires affirm the need for teaching writing through peer feedback technique, with regard to the results obtained some commendations outlined below:

1. Since this study has proven the usefulness of the peer feedback technique in EFL classroom writing, the implementation of this strategy as an essential part of teaching writing should be taken into consideration.
2. According to the findings, some students said that they rarely follow the stages of writing. Therefore, teachers should encourage them to follow those stages in order to make the quality of their writing good.
3. The majority of students prefer to write individually. So, teachers should persuade students to work in collaborative way. As result, students will benefit from each other's' experience.
4. Teachers should motivate students to react to the feedback that they receive. In this case, students who provide feedback will be more motivated to criticize others when they know that their comments have taken into consideration.
5. Teachers should train students how to use peer feedback in order to make students benefit more from its implementation.
6. In order to form pairs or groups of work, teachers should mix students from different levels. In fact, students who have low can benefit from those who have a good level, but how those who have a good level benefit from their peers who have a low level. To solve this problem teachers should make the procedure of evaluation among students outside the groups and pairs. In other words, from pair to pair or from group to group. As a result, students with good level will benefit from a student with the same level in another pair or group.
7. Students should change their attitudes towards pair and group work and they should be social interaction. Accordingly, students will be more motivated to write better because they write for others.

8. Students should be aware of the benefits that peer feedback can provide. Thus, they will be more willing to practice this technique.

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Appendices

Students' Questionnaire

Dear students,

This questionnaire is part of an investigation about **“The Effect of Peer Feedback in Enhancing EFL Students’ Writing Skill”** . Your answers are very important for the validity of our research we are undertaking. Please answer either by tickling (✓) the right choice or by providing full statement whenever necessary.

Thank you in advance for you collaboration

Prepared by:

Brahim Guidoum

Supervised by:

Mrs. Aichaoui Theldja

2018-2019

Section one: personal information

Q1. Would you specify your gender please?

- a) Male
- b) Female

Q2. Is learning English

- a) Your own choice
- b) An obligation

Q3. Do you enjoy writing compositions in English?

- a) Yes
- b) No

Please, justify,

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Q4. How would you rate your level in writing?

- a) Excellent
- b) Good
- c) Average
- d) Poor

Section two: Writing Skill

Q5. How do you find writing in English?

- a) An easy task
- b) A difficult task

If yes, justify,

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Q6. In which aspect of writing do you have a difficulty? (you may choose more than one option)

- a) Grammar
- b) content
- c) Organization
- d) Word choice
- e) spelling
- f) punctuation
- g) all of them

Q7. Do you know that writing involves stages of pre-writing, drafting, revising, editing and publishing ;

- a) Yes
- b) No

If yes, how often do you follow these stages to produce a piece of writing?

- a) Always
- b) Often
- c) Sometimes
- d) Never

Q8. Do you prefer writing

- a) Individually
- b) In pair
- c) In group

Whatever your answer is, please justify:

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Q9. When you make mistakes, do you like to be corrected?

- a) During the task
- b) At the end of the task

Section three: The role of Peer Feedback

Q10. Do you like receiving feedback from your peers?

- a) Yes
- b) No

If no, please justify:

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Q11. How do you feel when you receive comments from your peers?

- a) Satisfied
- b) Unsatisfied

Q12. How do your peers correct your mistakes? (you may choose more than one option)

- b) Show the mistakes
- c) Give you correct form
- d) Criticizing

Q13. Does your peers' feedback motivate you to revise what you write?

- a) Yes
- b) No

Q14. . Does your peers' feedback enable you to diagnose your weaknesses as well as your strengths?

- a) Yes
- b) No

Q15. Does the feedback of your peers provide you with a high level of interaction between you as writer and your reader?

- a) Yes
- b) No

Q16. Which aspect(s) of writing does the feedback of your peers focus on? (you may choose more than one option)

- a) Content
- b) Grammar
- c) Spelling
- d) Punctuation
- e) Organization
- f) Word choice

Q17. How do you find the feedback of your peer?

- a) Very easy to understand
- b) Quite easy to understand
- c) Quite difficult to understand
- d) Very difficult to understand

Q9. Do you support the implementation of peer feedback in the EFL writing classroom?

- a) Yes
- b) No

- Please could you suggest any benefits of peer feedback in the EFL writing classroom?

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Thank you for your time and collaboration

Teachers' Questionnaire

Dear teachers,

We would be so grateful if you answer this questionnaire which is an attempt to gather information needed for the accomplishment of a Master dissertation. Through this work, we attempt to investigate **“The Effect of Peer Feedback in Enhancing EFL Students' Writing Skill”**. Your answers are extremely crucial and will be of great help for the completion of this work. Therefore, you are kindly requested to give precise answers as you can .Tick (✓) your answer(s) in the corresponding box(es), and make a full statement whenever is necessary. Be sure that the answers you provide will remain confidential and will only be used for research purposes.

“Thank you for your collaboration”

Prepared by:

Brahim Guidoum

Supervised by:

Mrs. AichaouiTheldja

2018-2018

Section One: Background Information

Q1.Would you specify your degree?

- a) Master
- b) Magister
- c) Doctorate

Q2. How long have you been teaching English at university?

- a) 1-5 years
- b) 5-10 years
- c) 10-15 years

Q3.How long have you been teaching writing module?

.....

Section Two: Writing Skill

Q4.Which approach do you follow in teaching writing?

- a) Product approach
- b) Process approach
- c) Genre approach
- d) All of them

Please, justify your answer

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Q5. During writing sessions, do you give students the chance to write?

- a) Individually?
- b) In pair?
- c) In group?
- d) All of them

Please ,justify your answer

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Q6. How do you consider your students' level in writing?

- a) Good
- b) Acceptable
- c) Poor

please ,justify your answer

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Q7.Do your students find difficulties when writing?

- a) Yes
- b) No

Q8- What are the most common problems that your students have while writing?

- a) Content
- b) Grammar
- c) Spelling
- d) Punctuation
- e) Organization
- f) Word choice

Q9. Are you satisfied with your students' level in writing?

- a) Yes
- b) No

Please explain

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Q7.How can you help your students to improve their writing?

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Section Two: The Role of Peer Feedback

Q1. Do you give students the chance to respond to one another's work?

- a) Yes
- b) No

If yes, please justify

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Q2. How often do you give students the chance to respond to one another's work?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

Q3. Do you think that peer feedback can be effective for developing students writing skill?

- a) Yes
- b) No

If yes, is it because: (you may choose more than one option)

- a) It helps students to improve their writing
- b) It promotes cooperative work among classmates
- c) It makes students aware that they write for others

Others, please specify

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.....

Q14. Do you think that peer feedback may not be helpful?

a) Yes

b) No

If yes is it because: you may choose more than one option

a) It may have negative effects on students' writing?

b) Students are not skillful enough to give feedback to peers?

c) Peer feedback is a waste of time?

Others, please specify,

.....

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Q15. Do you encourage students to revise their writing after receiving peer feedback?

a) Yes

b) No

Please, say why,

.....

.....

.....

.....

Q16. Do you think that peer feedback can be more effective in developing students' writing skill if the students receive training from their teachers?

a) Yes

b) No

- If you have any comments or suggestions, please feel free

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Thank you for your time, effort and collaboration

المخلص

هذا البحث عبارة عن دراسة وصفية للدور الذي تلعبه تقنية مراجعة الأقران في تحسين مهارة الكتابة لدى طلاب اللغة الانجليزية كاللغة أجنبية بجامعة محمد خيضر بسكرة. حيث أنه انطلاقا من هذا المنظور اعتمدنا على فرضية أن تطبيق استراتيجية مراجعة الأقران في القسم يمكن أن تحسن مهارة الكتابة لدى الطلبة وللتحقق من صحة هذه الفرضية اعتمدنا على وسيلة الاستبيان في بحثنا هذا.

استبيان قدم لطلبة السنة الثالثة انجليزية بقسم الانجليزية والآخر قدم لأساتذة التعبير الكتابي بنفس القسم. حيث أن الاستبيان الذي سلم للطلبة يهدف الى معرفة انطباع الطلبة حول المهارة الكتابية والصعوبات التي تواجههم أثناء عملية الكتابة كذلك رأيهم بخصوص فوائد مراجعة الأقران في تطوير كفاءتهم الكتابية.

أما الاستبيان الذي قدم للأساتذة يسعى الى معرفة آراء ووجهات نظرهم حول مستوى الطلبة والصعوبات التي تواجههم في هذه المادة كذلك المناهج المتبعة من طرفهم لتدريسها، بالإضافة إلى معرفة انطباعهم حول الدور الذي تلعبه تقنية مراجعة الأقران في تحسين مهارة الكتابة لدى طلابهم.

بعد تحليل النتائج المحصلة من هذين الاستبيانين تم تأكيد صحة الفرضية التي تنص على أن تطبيق استراتيجية مراجعة الأقران في القسم يمكن ان تحسن مهارة الكتابة لدى الطلبة. وختمت الدراسة ببعض الاقتراحات للطلبة والأساتذة حول تقنية مراجعة الأقران.