Investigating Teachers and Students’ Attitudes Towards the Effects of Using Peer Feedback to Improve EFL Students’ Writing Skill

The Case of Third-Year LMD Students of English at Oum El Bouaghi University

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

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2014-2015
Abstract

This study sheds light on one of the most important teaching techniques that is recently used in EFL writing classes; it seeks to investigate both teachers’ and students’ attitudes towards the usefulness of peer feedback in EFL writing classrooms. So, we hypothesized that both EFL teachers and students would believe that peer feedback has a significant role in improving students’ writing. To test out this hypothesis, we designed two questionnaires. The first questionnaire was administered to 16 teachers at the department of English, University of Oum el Bouaghi. The second questionnaire was delivered to fifty (50) third-year LMD students at the same department. The results of teachers’ questionnaire showed that ten out of sixteen teachers (62.50%) find that peer feedback is very helpful in the EFL writing classrooms. The majority of them said that this feedback is useful because it helps students to enhance their writing, because it promotes cooperative work among students, and because it raises students’ awareness of readers. The findings of the students’ questionnaire also revealed that forty (40) students liked receiving peer feedback. In addition, they showed that thirty-five participants thought that peer feedback is helpful and fifteen of them thought it is very helpful. The majority of students (66%) believed that peer feedback is useful in improving their writing. Briefly, the results indicated that teachers and students have positive attitudes towards peer feedback.

Key Words: EFL Writing, Peer Feedback, Attitudes.
Dedication

In the Name of Allah, the Most Merciful, the Most Compassionate

This work is dedicated to all the members of my family, especially to the soul of my uncle, god blessing him, I wish he is living in the paradise. Then to my dear parents: mom the spirit of my heart and the one who helps me throughout my life and my father who represents the ideal model to my personality; my dear brothers: Salah and Soufiane with special respect and love. and sisters: Foufa my little princess, Lahoma, Moula and Samira, I love them so much and thanks for their great support. Without forgetting their angles: Rittel, Hadil, Missou and Salsabil.

I thank you all for your endless help and encouragement along my studies. Really without you I'm no thing.

This work is also dedicated to my dear friends and classmates: Mohamed, Nazim, Lina, Houria for their fun, sympathy and kindness.
Acknowledgements

I am grateful to my supervisor Miss. Souad ZERROUKI for her precious and unreserved guidance.

I am grateful to my teachers who have provided me with extensive information about English especially Mss Arrouf, Mss Marrouch, Msr Ayadi for their worthy guidance during the five years.

I am deeply indebted to my close friends: Sara, Hadjer, Meriam, Amel, and Jasmin for their help and support.

I would like to express much gratitude to Miss. Khadija ZAIDI. Her evaluation would enrich this work.

My special thanks go to the third-year LMD Students of English at Larbi Ben M'Hidi University, Oum el Bouaghi. This study could not be possible without their accurate response to the questionnaire items.
Abstract

This study sheds light on one of the most important teaching techniques that is recently used in EFL writing classes; it seeks to investigate both teachers’ and students’ attitudes towards the usefulness of peer feedback in EFL writing classrooms. So, we hypothesized that both EFL teachers and students would believe that peer feedback has a significant role in improving students’ writing. To test out this hypothesis, we designed two questionnaires. The first questionnaire was administered to 16 teachers at the department of English, University of Oumel Bouaghi. The second questionnaire was delivered to fifty (50) third-year LMD students at the same department. The results of teachers’ questionnaire showed that ten out of sixteen teachers (62.50%) find that peer feedback is very helpful in the EFL writing classrooms. The majority of them said that this feedback is useful because it helps students to enhance their writing, because it promotes cooperative work among students, and because it raises students’ awareness of readers. The findings of the students’ questionnaire also revealed that forty (40) students liked receiving peer feedback. In addition, they showed that thirty-five participants thought that peer feedback is helpful and fifteen of them thought it is very helpful. The majority of students (66%) believed that peer feedback is useful in improving their writing. Briefly, the results indicated that teachers and students have positive attitudes towards peer feedback.

Key Words: EFL Writing, Peer Feedback, Attitudes.
LIST OF ABBREVIATIONS AND ACCRONYMS

L1 : First language
L2 : Second language
TL : Target Language
EFL : English as a Foreign Language
ESL : English as a Second Language
FL : Foreign Language
FLL : Foreign Language Learning
TLL : Target Language Teaching
2nd LE : Second Language Education
Q : Question
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General Introduction

1. Statement of the Problem

Writing is among the four major skills that requires care and awareness since it deals with students’ expression of thoughts and desires. The prevalence of English as a Lingua-franka, reinforces its role to become an important instructional element of the twentieth century where researchers in Second Language Acquisition (SLA) or in English as a Foreign Language (EFL) teaching have shown a great interest to find out new strategies to improve this skill. Actually, EFL learners nowadays are confronted with difficulties that diminish their will to write accurately and use the language in the write context. Thus teachers’ evaluations of their writing drafts do not always reach its objectives especially when preventing them from experiencing feedback with their peers. As a result, students will write under stress and anxiety.

Providing students with peer feedback remains an alternative way of assessment that is proved to be effective in enhancing students’ writing performance. In this respect, Belcher (2000) asserted that: “experienced instructors believe that all new teachers of composition should use peer review to at least some extent”.

Developing students’ writing achievements seems challenging since the majority of EFL learners viewed writing as a complex process. Moreover, peer feedback practices may be reckoned as an effective technique to develop students’ writing level which is going to be our concern in this research.

2. Aim of the Study

This study is mainly aimed at investigating teachers’ and students’ attitudes towards the effects of using peer feedback in EFL writing classrooms. In other words, this study is going to investigate from both teachers’ and students’ perspectives.
whether peer feedback technique has a significant role in improving students’ writing level of proficiency or not.

3. Research Question and Hypothesis

a - Research Question

Regarding to the objectives of this study; two main questions are raised:

1) What are the teachers’ attitudes about the role of peer feedback technique in enhancing students’ writing proficiency level?

2) What are the students’ attitudes about the role of peer feedback technique in enhancing their writing proficiency level?

b - Hypothesis

On the basis of the above raised questions, we hypothesize that:

- Peer feedback strategy improves students’ writing proficiency level.

4. Methodology

In this research, we follow a descriptive study or questionnaire. So, data analyzed and expressed descriptively to provide evidence whether peer feedback technique causes any writing improvement or not and to what extent this progress may affect student’s attitudes and views. Therefore, the sample upon which our study is done are two groups made up of 16 of written expression and 50 students. The students are third year LMD chosen randomly from the English department at Larbi Ben M’hidi University. Both teachers and students are provided with questionnaire.

The first one is given to teachers to demonstrate their attitudes regarding the role of peer feedback in enhancing students’ EFL writing. While the second one is delivered...
to students. The aim behind this questionnaire is knowing about students’ views and attitudes towards the improvement of writing skill through peer feedback strategy.

After collecting data, the analysis should be conducted in order to demonstrate the importance of peer feedback technique in enhancing students’ writing skill.

5. Structure of the Dissertation

This dissertation is made up of three main chapters. The first two ones are devoted to the theoretical part. The first chapter is primarily concerned with writing skill as a wide concept, its definition, historical views about writing and its approaches in addition to that, we tackled students’ problems in writing and possible strategies to improve their EFL writing performance.

The second chapter dealt with definition of feedback as a general term, ways of giving feedback in EFL classroom context then peer feedback definition, historical views of this alternative assessment. The third chapter is the core of our dissertation which is mainly concerned with the analysis of data collected from both questionnaires.
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Chapter One : Writing in EFL Class

Introduction

Writing in a Foreign language is not an easy task since it requires devoting much time, efforts and the cooperation of both teacher’s proficiency and students’ determination to achieve the learning objectives; Thus, exposing students to a new linguistic features in the target language and teaching them how to be a good writers is the ultimate aim of teachers. Writing in the target language is among the major skills that shapes Second language framework in the sense that it, may be a pleasant experience for every one as well as it may not depending on his desires and will to do so. In this respect, dealing with EFL / ESL writing definition, historical background, approaches to writing and students’ problems in EFL writing classroom context and strategies to improve students’ writing will be highlighted in this chapter.

1. Definition of Writing Skill

Writing is still considered a major skill since it deals with writer’s intention to create his personal attitudes and draw his ideas to enrich such subjects in the real context; therefore, it is not just drawing letters or words in simple passages or texts rather than it goes beyond these boundaries to cover both critical thinking and personal skills that are necessary for academic success. In fact, writing in EFL classroom context seems complicated and difficult because students are exposed to new language requirements, grammar rules, vocabulary and style of writing that are approximately different from the one of their native language.

According to Kellogg (2001) Writing well represents a model that requires more efforts and cognition that evaluates memory test, language and thinking capacities, it needs
also background knowledge about the topic, writing expresses activities that need reflection and spending much time thinking about such particular topics with respect to some crucial aspects as analysis and classification of knowledge (Shokrpour, et al, 2007).

Writing skill reflects the ability to build ideas, think, rethink, then construct a good writing piece that never come from scruch in other words, skillful writer is the one who can establish his intellectual status in the learning context, show his capacities and skills to produce a final draft which covers both quality and quantity of the information being written.

Writing skillfully requires respecting some restrictions and involving more than just linkings sentences together. It is a long process that has to do with cognition to create new ideas, thoughts and draw them in the real context. Emig (1997) clarifies that writing represents a unique mode of learning not merely valuable, not merely special, but unique (Emig, 1997).

Although writing remains a vital skill in EFL classroom context in the sense that students need to focus more on developing their skills in the target language, consequently writing skill needs more care and guidance from both teachers and students hence it is considered a path way to learning throughout which, students are given opportunities to engage in analyzing, interpreting and constructing a variety of writing genres.

Although writing skill in an important aspect in the learning / teaching context, unfortunately we can’t deny the fact that EFL / ESL classroom context ignore this skill for a long time even by researchers as well as teachers who believe that speaking is most superior than writing, and this view continued its existence until
1960’s where specialized in the field recognize the importance of the writing skill as a crucial element that should be enhanced in EFL/ESL classes.

Brown (2001) states that: “writing is a thinking process, a writer produces a final written product based on their thinking after the writer goes through the thinking process” (as cited in Chieko, 2010, p.154). This view indicates that writing skill is more requers bringing something special and exceptional that reflects the writer’s critical thinking and goes beyond simple words and expressions.

Kern (2000) on the other side, regards writing as “a means to foster mental processes and learning which might increase our comprehension and connection with others and the reality around us” (as cited in Johnjairo, 2008, p.75). Researchers in EFL/ESL (English as a foreign language /English as a second language) still search to bring new ideas and insight to enhance EFL/ESL learning process, and make EFL teachers more aware of the importance of this skill in improving foreign students competences and skills, therefore Gardner and Johnson (1997) give sufficient definition to writing skill asserting that writing is a designing process invented by writers [ ... ] in reality, the writing process seems not sophisticated but it takes the ideal shape through various writing styles (Gardner & Johnson, 1997).

We may conclude, saying that although EFL/ESL researchers try to cover many sides of EFL writing concept, they still not satisfied by the outcomes of these inquiries, but what we all agree about is that writing is really among the most complex human activities that needs skillful writer who tries to cover many writing issues as Breiter and Scardomalia (1987) claimed: “skilled writers often « problematize » a writing task, editing, adopting a strategies, they called knowledge transferring” (as cited in Deance, et.al, 2008, p.3).
1.1. Historical Views of EFL Writing

Historical views of EFL (English as a foreign language) writing traced back to around half a century where specialized in the field have built their thoughts in a range of research analysis from practical, pedagogical, methodological and theoretical insights to this specific domain as well as to literacy education. (Fujieda, 2006, p.59)

Prominent figures as: Belcher and Braine 1995, Carson and Leki 1993, Ferris and Hedgcock 2005, Grabe and Kaplan 1996, Hyland 2004 and others from those who have the tendency to search in this realm. Viewed that L2 writing has a short story in history; although, it goes in parallel with Second Language Education and Composition. This is because it is dealt in Second Language realm around 1960’s; consequently, teaching writing for both native and non-native speakers of English have gotten less emphasis on Second Language Education.

During the past twenty-five years, researches in L2 writing have been witnessed a great deal of progress namely in educational journals that have been recently published as « Modern Language Journal », « TESOL Quarterly » and others (Fujieda, 2006:59); meanwhile, L2 writing studies have been presented in 1st language composition journals as: « College Composition and Communication, Journal of Basic Writing », « Composition monographs » without forgetting the exclusive L2 writing journal: « 2nd Language Writing » which served as a negotiation of theoretical and viable writing explorations in ESL/EFL contexts with specialists, researchers and practitioners. This journal was mainly regarded as a reference for L2 writing realm and enhances its progress since 1992 (Fujieda, 2006, p.60)

The historical research of this specialized field according to Matsuda (2003) researchers could help and find out what issues have been tackled, and what
points have been raised, what outcomes have resulted in these solutions and their reasons (Matsuda, 2003).

This means that, the role of L2 writing researchers goes beyond looking for the truth to include investigating the findings and finding new ways to deal with writing problems in EFL classes all over the world. Therefore, the aim behind the historical analysis was providing L2 writing scholars with new insights to go further towards Second Language scholarship as a metadisciplinary inquiry that helps more novice and practitioners (Fujieda, 2006, p. 60).

Besides all these overviews, we can deduce that L2 writing didn’t get its right to be taught as it requires, this marginalization has been continued till 1950’s. What Pincas (1962) has illustrated a perspective of writing instruction to ESL students’ mastering of the target language structure with controlled pattern practices (Pincas, 1962, p. 185).

Since theoretical pedagogy was not sufficient for ESL teachers, Pincas method served clearly the behavioristic account and approach to writing instruction. After this stage, an improvement in writing practices was remarked where the progress goes beyond sentence level to include the structural exercises of paragraphs. By the 1960’s, the widespread increase of International Students permit language teachers to account for L2 pedagogy and practice, unfortunately, no focus was noticed on literacy education in L2 language classes.

From 1950’s till the 1960’s, much interest was given to oral rather than written proficiency along which theories such as « Audio-lingual Method » by the behaviorists was getting the power over ESL classes, researchers viewed that Linguist emphasized instruction of the sound structure with the audio-lingual approach. Meanwhile, a great deal of students entered higher education in U.S.A. At this level, L1 composition
instructors have shown a reliable difference in writing between L1 and L2, this resulted in enhancing teaching writing to non-native speakers and hence much interest was given to pedagogical approaches to L2 learner; however, there was some kind of ignorance in studies to teaching ESL writing. (cited in Fujieda, 2006, p.60)

As a conclusion we can say that besides all these views, L2 writing didn’t attract much attention for a long time although researchers try always to give a sufficient proofs and look for new ways to value this realm, since it remains an important subject that needs more care than before and requires new recognition and real emphasis because of its necessity as a vital skill in the learning process as Harmer asserts “The reason for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and most importantly writing in its own right” (Harmer, 1998, p.79).

1.3. Approaches to EFL Writing

Historically speaking, Second language (L2) writing didn’t get much interest as a subfield in Second Language Education and Foreign Language Teaching until the 1960’s where researchers in this realm turn their attention to this side recognizing at the same time its importance not just in ESL/EFL classroom context, but it goes beyond these limits to represents a vital skill that energizes our daily life from different perspectives.

Recently, attitudes towards this subfield take new dimensions especially with the technological progress such as: writing e-mails, business overseas that give birth to the emergence of « Direct Tests of Writing » as it is acknowledged by Reid (1993) who indicates that “Along with a drastic increase in textbook writing, the inclusion of direct tests writing on standardized tests of English proficiency such as « TOEFL Test of
Written English » has been a sign of the negotiation of the importance of L2 writing” (Reid, 1993, p.29).

Although L2 writing becomes well known subfield but still treated with less interest because EFL teachers and researchers focus strongly on «Practical Communication Proficiency» rather than «Writing Communication»; therefore, teachers in ESL/EFL language try to search for best approaches and methods that suit their students’ needs in EFL/ESL classroom context. The result of long research in 1960’s, leads to the emergence of three main approaches that are designed to serve L2 classroom requirements as much as possible:

1.3.1. Product-oriented Approach

Originated in the traditions of rhetoric. It focuses on the final result of the learning process, this mean that learners are likely to act as fluent and competent users of the language; moreover, advocates of this approach according to Nunan (1989a): “Product-oriented approach leads to the development of writing favour classroom activities in which the learner is engaged in imitating, copying and transforming model of correct language” (Nunan, 1989, p. 86).

Regarding Nunan’s views, the notion of learning by imitating appropriate (what was taught to be appropriate) written sentences fitted well with the sentence-level view of structuralist linguistics and the bottom-up to the language processing and production (pp. 86.87).

The purpose of this approach is to analyze, interpret students’ writing for the sake of identifying and quantifying their strengths and weaknesses, this leads to accuracy also raising students’ consciousness towards writing remains a good strategy to make them familiar with writing conventions; therefore, learners’ objectives before the emergence of Communicative approach are pre-specified in the sense that students’ demands and
wonts are first taken into account and the syllabus was designed to meet their needs as much as possible.

During the past writing was not regarded as most important skill because priority was given to speaking where the focus mainly on correctness and copying models as a starting point, model texts are still their main interest in which structures of grammar, content, sentences organization and rhetorical pattern are clearly analyzed and studied deeply. After treating these features, students are going to engage in such new topics a parallel writing tasks. Abdelhamid (2010) explains that the role of the model is important in the sense that it leads to the students from a point of departure to an end with a task to replicate. (Abdelhamid, 2014, p. 39).

From this viewpoint we can conclude that in the product-approach, the model comes at the beginning and the product comes at the end. In reality both considered as final drafts. Actually the product-oriented approach gives much benefit to students to the linguistic knowledge in other words, it gives students opportunities to realize their wonts in terms of rules and structures. They will be familiar with such writing steps as organization of words, ideas and sentences these without forgetting that it remains the only key solution to communicate some special structure. According to Abdelhamid (2010) the Algerian educational system has been dominated by this approach since we are focusing students’ final product (Abdelhak, 2014, p. 40)

Besides all, we can deduce that many researchers that many researchers discovered that product- objectives and satisfies their wonts in terms of rules and structures. They will be familiar with such writing steps as organization of words, ideas and sentences, these without forgetting that imitation is one feature through which they can learn better and it remains the only key solution to communicate some special structures.
Researches in the field of EFL writing have found that the majority of Arabic countries follow this approach in their system of education and Algeria too in the sense that Algerian teachers of English focus on the final product of their students’ writing drafts without taking care to their writing process as it is stated in (Abdelhamid, 2010: 40) that is to say, product-oriented approach ignores the content and focuses just on the form, this ignorance obviously reflects its weakness; therefore, it was strongly criticized by many researchers who claimed that learning through text models was not sufficient to achieve learner’s goals thus, it is far from recognizing student’s writing problems.

Escholz (1980) criticized the model-based approach (Product-oriented approach) claiming that: «Models tend to be too long and too remote from the student’s own writing and inhibiting writers rather than empowering them or liberating them» (Escholz 1980:232)

This criticism seems logical to the extent it reveals the shortcomings of this approach that affect its use as methodology, this weakness gives birth to a new teaching approach known as “Process-Approach”.

1.2.3. Process-oriented Approach

According to Grami (2010) the Process-Approach was a result of the product-approach failure, it was then originated by Fries, this approach is based on the idea that language is speech (from structural linguistics) and that learning is a set of habits (behaviorist psychology). This current didn’t last until 1980’s where emphasis was shifted to grammatical structures or language-based writing (Grami, 2010, p.33).

This approach is too practical this is why it is still used in the trend of academic settings. Actually what brought the process approach to EFL/ESL language context still unknown, according to Reid (2001)：“process approach arose for two reasons:
researcher’s recognition of the newly developping field of NES (Native English Speakers) composition and teacher’s realization of the needs of English L2 students in the academic environment” (cited in Chieko, 2010, p. 156). Karoll (1990) in the other side explains that: “neither approach fosters thought or its expression nor encourages creative thinking and writing” (Karoll, 1990, p. 15).

These two reasons give the process approach its valuable status and becomes widely used by the majority of EFL/ESL researchers and teachers. Although the 1960’s is the period where different approach emerge, the process approach still considered advantageous due to its focus in the sense that, it deals with the process of writing in itself that is to say, stages that the writer goes through in order to produce a final writing paper.

Brown (2001) asserts that “[...] process approach tests students manage their own writing by giving students a chance to think as they write” (Brown, 2001, p. 32). He added that the process - approach regarding researcher’s views moves through several typical stages. Actually theories didn’t provide sufficient answer or definition for the number of steps within this approach, while some scholars recognize that typical sequence composed of three steps: pre-writing, drafting, revising. Some others use four steps which are: thinking, planning, writing and editing (Grami, 2010, p. 20). In fact, the most suggesting steps are: pre-writing drafting, revising, editing and evaluating. These stages occurred from simple to complex according to learners’ level and purpose therefore, these stages are the most recursive are:

1.3.2.1. Pre-writing

In this stage the writer is going to collect information and use ideas thus brainstorming considered as an important skill that must be present and it may be repeated again and again when the learner looks for new ideas later in the process even it happens in
different stages. According to Ardnt (1991) when dealing with pre-writing activities a variety of genres included as drawing, talking, thinking, reading, discussion, interviews, problem solving even conducting library research. (White & Ardnt, 1991)

1.3.2.2. Revising

The writer goes further during the drafting step. Although he feels afraid and disable to write well and commit mistakes and false starts because the process-oriented approach the focus is on the content not on the form of writing piece. McDonough (2003) viewed this stage as the starting point for the writer to generate ideas and activate his thinking to collect as much ideas as possible, it is therefore, a brainstorming stage (McDonough, 2003).

1.3.2.3. Drafting:

During the revising step, the writer has the opportunity to make any modification on his draft either changing syntactic or sentence structure, the organizational pattern or add some ideas or omit others so, whenever he doubts that his writing is not acceptable he starts correcting himself therefore, Grami (2010) explains that:

at this stage attention moves towards the reader, and the writer starts to think of how best to organise information and ideas for them, as well as how to attract their attention by means of referring, directly or indirectly, to openings, and ends with sense of completions evaluating, which requires developing criteria for evaluation by looking for grammatical and rhetorical mistakes (Grami, 2010, p.35)

1.3.2.4. Editing
In this situation, the writer tries to highlight and polish his draft in the sense that he gives more care to spelling, pronunciation, grammar, handwriting and he may make lexical or syntactic changes. Grami (2010) sees that at this stage, writers see their text gradually evolving into a form which is more-or-less final (p.35).

1.3.2.5. Publishing:

It’s the final stage where the writing draft is ready to deliver to its reader. At this point, the writing product was fully completed. The purpose behind this stage is making students able to renew ideas, create new thoughts, draw these ideas according to the kind of readers, think and rethink then decide to produce the final written paper; therefore, teachers who adopt this approach offer their students with much time to feel free in getting their ideas and being creative writers providing them with feedback when necessary.

This is what Raimes (1983) asserts “writing becomes a process of discovery for students as they discover new ideas and new language forms to express them” (Raimes, 1983, p.10).

In this approach, students are no longer depend on their teacher, in contrast, they will be responsible for their own writings, they feel able to decide about types and choices of themes and topics they intend to write moreover, when learners have their own stimulus, the language skills will be easily improved. Raimes (1983) indicates that: “In the process approach, students do not write on a given topic in a restricted time and hand in the composition [...] rather they, explore a topic through writing” (Raimes, 1983, p.10).

Although this approach is approved and preferred by many researchers and teachers but, a member of psychological views have been conducted a lot of criticism of this approach arguing that there is no sufficient or perfect theory and the same view is
said about the process-approach. One of the weaknesses of this approach is that it didn’t value the final products and even it pays less attention to grammar and structures.

The process approach neglects accuracy which is considered an important element in improving students’ language skill, this may demotivate them from realizing their learning goals as it is cited in (Cheiko, 2010:158). An other criticism is that, some EFL teachers have special training to teach writing and since teachers can not ignore the traditional views, teachers blame this approach as being much focusing on private or personal experience. This attitude was strongly supported by Leki (1992) who asserts that some people think that the process approach is unrealistic because it puts too much emphasis on multiple drafts which may cause ESL students to fail the academic exams with their single draft restrictions (Leki, 1992).

In conclusion, the process approach as one teaching technique not depend on it to the extent we make it as a perfect approach.

1.3.3. Genre - Approach:

“The genre-approach” is a recent approach that has been established its status during the 1980’s, it was widely spread all over the world. Before defining this approach, we need to understand first what is genre?

According to Swales (1990) « Genre » defined as “a class of communicative events, the member of which share some set of communicative purposes” (Swales, 1990: 58). This definition gives us a general idea about different conventions or rules which are mainly related to the writer’s goals so, this approach was built upon different underlying aims with strong emphasis on different teaching settings.
This criterion encourages using the Genre-Approach in EFL/ESL classrooms especially in Britain and the United Status in which teachers have been adopted this approach extensively in their teaching/learning context. Thus, it was mainly dealt with teaching specific genres that students require control of to realize success in specific situations, this requires much emphasis on both text and context in which the text is produced. Muncie (2002) claimed that the main focus of this approach, is on the reader and on the conventions a piece of writing needs to follow in order to be successfully accepted by its readership (Muncie, 2002).

This approach viewed language as a system of functions, this is its main principle via asserting that we can realize any goal we want through making language functions. An other crucial aspect of this approach is that language without social and cultural context is really ambiguous! Therefore, there is no clash between language and its social and cultural context in which it exists. The reason behind exercising this approach in EFL classes is to enable students to select registers which suit their personal requirements of the language. In this respect Byram (2004) defined this approach as: is an approach that is based on examples of a particular genre, by framework is meant guiding students’ writing with guiding principles about how to produce meaningful passages (Byram, 2004) thus, Genre in this approach always related to writer’s tendencies and objectives for examples: personal letters gives us a hint about their writer’s private stories; therefore, genres use conventions related to communicative purposes.

We can merely deduce that the Genre approach has its own benefits and positive effects on EFL writing context in which writing and the social situation are two faces of the same coin thus, we can’t isolate writing from any context since the context reflects its power. Research outcomes of EFL writing approaches as stated by Parson (1985) concludes that since writing is a central skill in EFL/ESL learning context that is,
students realize higher level of achievements when teaching approaches focused on writing as a process not as a product (Parson, 1985).

In fact these traditional approaches remain not sufficient and fail to create perfect EFL class due to many reasons as Parson (1985) blame these approaches emphasize much on form and mechanics and often at the expense of ideas and meanings, focus on the product rather than on the process, serious negligence of the earliest stages of writing process, offer of too many artificial contexts of writing. Instead of being progression of research and empirical in study these traditional approaches are based on sheer historical moment of outmoded theoretical assumptions (Parson, 1985)

In sum besides all these critics of this approach, recently years students show autonomy in their writing in the sense they will no longer depend on their teacher’s guidance and even they do not succeed from the first time they write, they correct themselves and edit new papers. This creates a kind of negotiations with students until they get satisfied and agree about the right way to write their drafts although some of them still facing a lot of problems to write in the target language.

1.4. Students’ Problems in EFL Writing Class

Writing in the foreign language seems not an easy task since learners are exposed to new linguistic forms and structures so that, non-native speakers may face a great deal of problems when they used to write in the target language. Myles (2002) in this context indicates that:

students’ writing in a second language is faced with social and cognitive challenges related to exhibit errors in their writing for the following social
reasons: negative attitudes towards the target language, continued the lack of progression in L2, a wide social and psychological distance between them and the target culture, and a lack of integrative and instrumental motivation for learning (Myles, 2002, p.1)

The problem here is that most studies in EFL writing on learners’ experiences in the process of writing. Researchers proved that teaching strategies being used in EFL classroom influences student’s writing products in the sense whenever teacher adopt suitable teaching method and write well in the target culture this resulted in creating an EFL writer with a high degree of proficiency and vice versa. Therefore, according to Zamel (1983) presume that: “good writing strategies obtained from good writers to help them understand and focus less on the requirements of the assignment” (Zamel, 1983, 165).

An other issue is that EFL learner face is that; L2 composing process seems too difficult and very limited; therefore, it is less effective. Usually L2 learners are disable to develop even a short paragraph following the logical steps as organizational pattern, they feel themselves lost even in transcription thus, they can’t reach a high degree of writing accuracy and in fact they show no real achievements.

In this respect, Silva (1993) argued that L2 composing processes are more limited, more complex and more effective, L2 writers are less planned and had difficulty in organizing material, their transcription was less fluent and less productive (Silva, 1993). What is widely spread as a serious phenomenon among EFL learners is that during the writing process, students unconsciously commit a lot of errors at the level of sentence structure, a lot of coordination, they rarely use passive voices, they show a lack of writing competency, misuse of coherence device. They are far away from lexical control.
As a result, they will perform less sophisticated writing passages. Throughout these problems students feel frustrated and less confident when they come to write in the target language they even haven’t the will to carry out their writing path believing that they can satisfy their failure as being negatively assessed and harshly criticized so that they will withdraw and write under stress and anxiety.

All these factors have great impact on their writing results. In EFL writing classes we deduce that students still experience some problems when writing in the target language for example at the level of cohesion and coherence of their English essay writing, also at the level of organizational patterns. Researchers found that writing is a cognitive activity which is affected by a number of linguistic and contextual factors, EFL proficiency instructional, psychological, socio-cultural, and socio-political issues. If these factors are well addressed, this will make writing an unforgettable experience.

Students in EFL writing classes write merely without planning and even they don’t revise their writing draft well so that they show fragility in their compositions, since cohesion is an important element in the writing stage, they resulted in failure; therefore, Haliday (1985) claimed that: “the concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text and that define it as a text” (Haliday, 1985, p.4).

With reference to Lee (2004) views, EFL students face difficulty in writing an introduction for their essays, thesis statement, topic sentence and even concluding statement also a transition of ideas and sequence of ideas. Second, it was clearly highlighted that low English proficiency students find it difficult to develop coherent writing due to paying attention to language matters rather than making meaning (Lee, 2004).

Atari (1983) on the other side, asserted that some researches in this area indicated that Arab university tend follow certain techniques in their writing English that make
their writing incoherent such as including a board statement in the opening sections of their essays before including the topic sentence (Atari, 1983).

Ibrahim (2013) found that these writing weaknesses go back to learners themselves, this view is asserted by many researchers, they found that learners are primarily responsible for their fragility to write in the target language because they rarely write in English; furthermore, they seem unaware of the recursive writing as it is stated in (Ibrahim, 2013, p.2). This gives a hint about learners’ low self-confidence in writing accurately.

Another issue that students may face is the misuse of verb tenses in the sense that students find difficulties to choose the appropriate verb tense; therefore, they apply the wrong tense in the correct contexts. This is caused by misunderstanding the tenses in the context (Ibrahim, 2013, p.2)

will feel anxious and upset towards writing. While others feel themselves as if they are struggling when writing even though they try again, but mistakes paint their production.

Pedagogically speaking, all these problems that students of English face are due to the lack of practice especially in their free times so, they make no challenge to overcome this serious issue. Usually teachers don’t provide students with extensive writing activities outside the classroom so that students will be exposed to less quantity of writing knowledge and this drives them to commit much errors and mistakes during each writing session because their grammatical and vocabulary package is very poor, hence the cultural background is one aspect that affects students’ writing in the target language negatively.

Sometimes even they can’t concentrate when writing their topics, they are totally absent-minded may be because they don’t prefer to learn this language and they find
themselves obliged to do so because of the instructional needs. According to Ibrahim (2013) teachers nationalities may affect students to learn how to write effectively, he added that teachers don't have experience to teach English in the sense that they use a variety of strategies that may not succeed regarding student’s environment (Ibrahim, 2013 p. 6).

Regarding these problems we can conclude that teachers are supposed to treat this situation by providing students with other opportunities to avoid falling in such mistakes that may block them from acquiring the essential skills that helps them to learn well in the target language; therefore, looking for new techniques for students may reduce their weaknesses in writing.

1.5 Strategies to Improve Students’ EFL Writing Performance

Writing in EFL classroom context regarded as a complex task which involves taking much care and interest from both teachers as directors of the process and students as central elements in the learning cycle. Unfortunately, the majority of foreign students suffer from a lack of ideas and they can’t even compose a simple writing paper because their background knowledge of the target language is very poor; this is in one side. In the other side, some EFL teachers look worried by these issues in their classes even they make challenges to aid their students to go further in the writing process. Teachers still find problems to raise students’ imagination and activate their critical mind. This leads teachers to turn their attentions to a new cognitive strategies that may raise students’ motivation to learn the target language. Among the strategies that may help students increase their writing level: the “Creative writing” and “Brainstorming” strategies.
In this context, Bello (1997) suggested that “Creative Writing” and “Bainstorming” strategies are essential to writing improvements. He indicated that writing, as a learning product, plays an essential role in improving students’ knowledge as learners’ expressions of ideas, and utterances of writing to communicate their thoughts effectively reinforce the grammar and vocabulary they are exposed to. He suggested that one of the major weaknesses in the traditional curriculum could be attributed to a less interest to writing, which is an important avenue for thinking (Bello, 1997).

This view highlights the effectiveness of creative thinking as a skill that must be developed because it activates students’ cognitive abilities to create new ideas and extend new thoughts that yield a high writing level. Moreover, researchers suggested that the development of the curriculum based on improving students’ English language skills covering both writing creativity and problem solving thus, according to Tribble (1996):

 [...] brought meaningfulness to learners who wrote while making a personal connection to the topic and the processes related to it. This starts with brainstorming and prewriting to organize the ideas and activate the schemata, which refers to the knowledge of the world that a person possesses that allow him to relate background experience to the topic and discover everything he intends to say (as cited in Negari, 2011, p.300).

An other strategy that is essential in EFL writing classroom context is the so-called “Brainstorming”, this notion regards as a matter of controversy in FLT (Foreign Language Teaching) among those who trust in its effectiveness and others who are opposed to this view and take it from a suspicious sight as being not valid activity to be applicable for language improvement and practice as it is stated by Maghsoudi & Haririan (2013) who claimed that, though this strategy seems somehow ignored we may deduce that regarding to the nature
of brainstorming and creative thinking strategies both are falling in the same scope in the sense that they both serve language teaching requirements and suit students’ needs in the learning process (Maghsoudi & Haririan, 2013).

This makes both techniques more practical and effective to help students to regenerate their ideas and select the appropriate ones to enrich their writing content. Brainstorming technique may help students to transfer knowledge from the mind to the number of related skills especially to writing in particular.

According to Maghsoudi & Haririan (2013) most brainstorming research has focused on social factors in the productively gap between interactive and nominal members; however, researches have recently started to investigate cognitive factors as well in particular the extent to which idea exchange influence idea generation. Past researches have provided evidence for both social and cognitive factors in brainstorming and we have incorporated both elements into an integrative model (Maghsoudi & Haririan, p. 61).

This gives a sign to the fact that, meaningful learning according to Ausubel’s (2000) theory occurs when students intentionally attempt to integrate new knowledge with existing knowledge, a learner who attempts to integrate knowledge has a more retrieval paths (as cited in Maghsoudi & Haririan, 2013, 62).

The importance of these strategies in enhancing students to write accurately can not be accomplished without training students to use them according to their writing requirements. Richards, Platt, and Platt (1992) presented a specific definition of strategy training and outlined three different approaches: “[It is] training in the use of learning strategies in order to improve a learner’s effectiveness” (cited in Maghsoudi & Haririan, 2013, 62). Therefore, a various approaches to strategy training are applied including:
• **Explicit or direct training:** providing learners with sufficient details about the importance and the aim of particular strategy. In addition to teaching them how to use these strategies to serve their writing needs.

• **Embedded strategy training:** what Richard, et al. (1992) suggested is that learners are provided with certain strategies that are taught implicitly in the sense that they are embedded in the regular content of an academic field such as reading, math, or science (p.62).

• **Combination strategy training:** providing students with explicit strategy training that is followed by embedded training. This mixture of ways to experience such writing strategies helps students to raise their awareness of different learning methodologies that complements their writing requirements and promotes their writing quality in EFL classes.

On the light of these suggestions, we can prove that teaching strategies being used in EFL classroom influences students’ writing products in the sense; whenever teacher adopt suitable teaching method and write well in the target culture; this resulted in creating an EFL writer with a high degree of proficiency and vice versa. Zamel (1983) in this context assumed that good writing strategies obtained from good writers to help them understand and focus less on the requirements of the assignment.

**Conclusion**

On the basis of the historical insights of writing, the conclusion that we may draw in this chapter is that, the nature of writing skill reflects its complexity as a process that involves the presence of different learning skills and requires a large background knowledge of various aspects of the target language; therefore, students
should be aware of the importance of this skill and devote much efforts to increase their level of performance, this is in one side. On the other side, teachers’ duty should not be limited to giving feedback to evaluate their students, but it goes further to ensure that the given feedback really achieves its objectives and taken into account. In addition to that, he is supposed to give students opportunities to assess themselves and take responsibilities towards their writing production thus, the cooperation of both teachers and students resulted in teaching/learning success.

Chapter Two: Peer Feedback

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Introduction

 Providing students with necessary feedback remains one of the most powerful techniques that have a great influence on the learning achievements. Unfortunately, the impact of teachers’ feedback on students’ writing compositions do not always realize its goals therefore, students frequently show frustration and complain that teachers’ assessment is useless and unclear. In this respect, teachers find that giving students opportunities to assess themselves remains the alternative way to deal with such difficult situations. This gives birth to a new teaching methodology known as: ‘Peer feedback’.
On the basis of this concept, this chapter will be concerned with feedback as a general term, its types, then, peer feedback definition, literature review of peer feedback, its importance peer feedback in addition to tackling students’ attitudes towards peer feedback then, advantages and disadvantages of this technique, structuring peer review and the final point is the importance of training students to peer feedback.

2.1. Definition of Feedback

Feedback regarded among the most influential techniques that teachers tend to use in order to assess students’ writing work in the sense that, getting feedback on a given work or progression is when someone tells you how well or badly you are doing and how you could improve; therefore, feedback is conceptualized by many researchers as:

Information provided by an agent (e.g., teachers, peers, book, parent, self-experience) regarding aspects of one’s performance or understanding a teacher or parent can provide information, a peer can look up the answer to evaluate the correctness of a response feedback. Feedback thus is a ‘consequence’ or ‘performance’ (cited in John & Helen, 2007, p. 81).

Feedback strategy is widely used in the area of second Language writing programs all over the world and becomes essential for both encouragement and effectiveness of learning in EFL classrooms.

Recently, EFL teachers extensively use feedback in different teaching approaches as: Product, Process and Genre approaches where teachers tend to apply it as a central part of their instructional repertoire. Kepner’s (1991) definition of feedback is: ‘the term feedback in its broad context (as generally used in ESL literature could be defined
as any procedure used to inform a learner whether an instructional response is right or wrong” (Kepner, 1991, p.141)

2.1.1. Types of feedback in EFL writing class

Since feedback regarded as indispensable part of writing development, it can be given on two ways:

2.1.2. Positive feedback

Refers to feedback that teacher gives to evaluate students’ writing paper by showing satisfaction and acceptance towards their work as being well done. Researchers in ESL/EFL studies argued that this form of feedback is beneficial for students in the sense that, it covers many aspects of language and motivates learners to write well in the target language and raises their self-confidence to go further in their writing process.

Rod Ellis (2009) viewed that “positive feedback affirms that a learner response to an activity is correct. It may signal the veracity of the content of a learner utterance - [or writing] or the linguistic correctness of the utterance [or writing]” (Ellis, 2009, p. 3).

2.1.3. Negative feedback

Negative feedback is often refers to the way teacher gives feedback on something done by student in a wrong way; moreover, whenever student’s writing lacks of correct language form, teacher in this situation shows disagreement and dissatisfaction towards student’s writing failure. According to Ellis (2009) “negative feedback in one way or another that the learner’s utterance [or writing] lack veracity or is linguistically deviant; in other words it is corrective in intent” (as cited in Ellis, 2009, p. 3).
Researchers in FL writing context asserted that negative feedback may affect students’ attitudes badly to the extent they will be discouraged and less motivated and even puts them in embarrassment so they feel themselves fragile and not able to write as it is required. This consequently leads them to diviate from writing accurately and mileads them from realizing their learning objectives.

In fact, whatever the feedback given is, it affects students’ attitudes towards writing in the target language (TL) either positively or negatively as Harmer (2007) asserts “teachers give feedback on learner’s writing as they want to affect [their] student’s language use in the future as well as comment upon its use in the past” (Harmer, 2007, p.151).

2.2. Peer Feedback

Peer Feedback or peer review is defined under different names as ‘peer response’, ‘peer editing’, ‘peer evaluation’. It is interpreted according to Liu and Hansen (2002) as:

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 (as cited in Yogandhar, 2015, p. 26).

Besides this interpretation, we can deduce that peer review serves students to the extent they will get a large space of learning freedom to revise their writing drafts relying on their self evaluation as a complementary activity to teacher’s feedback without disregarding it. Min (2006) viewing that:
the main interest of peer feedback is to complement teacher’s feedback without ignoring or replacing it, thus whenever students are trained, guided and practiced to do so, their responses to peers’ work will be more useful and effective, he added that peer reviewing of the scripts is powerful way that affects student’s EFL writing achievements’’(cited in Yugandhar, 2015, p.25)

The rational of peer feedback is explained by Vegotsky’s Structural Theory which states that the mind develops through one’s interaction with the world around him/her. He emphasizes that learning is not an individual activity, but rather a cognitive activity that the nature of shifts the focus learning from individual to the interaction within social context thereby, peer interaction is fundamental to development of student’s learning, because it allows students to construct knowledge through social sharing and interaction.(as cited in Yugandhar, 2015, p. 26)

Min (2006) in this respect provide an other interpretation of peer feedback stating that:

peer review is meant to complement teacher feedback rather than to replace it. With appropriate training, guidance and practice, students can learn to be more specific and helpful in their responses to peer’s essay. Peer reviewing of the scripts is a powerful way for EFL students to improve their writing. (as cited in (Yugandhar, 2015, p. 26)

What we can say is that through applying peer feedback in EFL classes responsibility will gradually move from teacher to peers to students. So students will be the central element of the learning/teaching cycle.

2.3. Historical views of Peer Feedback
Peer feedback as a pydagogical concept which reflects the sense of collaborative learning was originally proposed and introduced by P. Elbow in the 1970’s as a promising process approach for writing without teachers in the 1st Language compositions (as cited in Yoshizawa et.al, 2010, p.738). By the late 1980’s it was then applied to Second Language Education and recognized as a beneficial way to polish students’ writings.

Researchers on peer review activities in English as a Second Language (ESL) writings have got much in the United States and then in some Asian countries such as China, Singapore and Taiwan.

According to Zhang (1995), numerous studies on the implementation of peer review have been conducted and verified its effects. While some studies suggested that students with certain cultural backgrounds tend to feel reluctant to comment on peers’ writings and prefer teacher comments because they either have a lack of confidence in their language ability or wish to study in harmony with their peers (Zhang, 1995).

Different studies have emphasized that writing is no longer regarded as an individual task rather may be supported by feedback from peers to improve the text. Students can benefit more from different peers if they have gone through similar writing situations and difficulties in providing helpful suggestions and revisions through the reciprocal process of peer review in writing. Students are able to develop new ideas and perspectives as well as improve their writing skills. (Lundestrom & Baker, 2009)

The aim of peer feedback is helping students to overcome their writing difficulties during the writing process; therefore, many researchers in L2 writing deduced that peer feedback is too beneficial since it leads students to increase their audience awareness, raises their critical thinking so that they can assess themselves and their peers’ work without teachers’ interference.
Other researches in the realm of EFL writing stated that, while L1 and L2 instruction views writing as an ‘on going’ matter that values ‘big picture’ ideas like content and organization, instructors who implement peer review observe a lack of student comments concerning these global issues; instead noticing a preference for comments about sentence-level errors. (Rahimi, 2013)

In the other side, Corbin argued that the historical overviews of peer feedback conducted it increasingly in writing class since the prevalence of communicative approach in recent years to improve their writing skill (Corbin, 2012).

Researchers with controversial ideas between those who are agree with the application of peer review in EFL classes and others who are opposed to this idea. Rollinson was among those proponents who advocated the role of peer review claiming that during the writing process the responsibility is no longer given to teacher, rather it moves gradually to be student himself, so he will set his writing tasks and correct his work without teacher’s intervention. (Rollinson, 2004)

Besides all the views, we can notice that EFL writing class show the need for cooperation and awareness to energize the classroom settings and enhance students to break such learning barriers to go further in realizing their writing objectives.

2.4. The importance of Peer Feedback as an Alternative Assessment in EFL Classes

Integrating peer assessment as a crucial part within the other instructional activities becomes a must especially with the globalization of such theories and models of learning in EFL/ESL teaching context reinforces the importance of peer feedback as a complementary practice. Therefore, the importance of peer assessment in EFL writing reflected on students’ performance in the writing process thus, it is effective in giving
students the chance to interact with each other, learn from others’ writing errors to construct good writing work and being self confident when reviewing others’ draft.

Azernooch (2013) argued that on the basis of Based on the new developments in learning theories, teachers open up discussion of assessment with students; this is actually what presents a major challenge for assessment in 21st century because it is putting demands on the teacher to obtain specific skills needed for this new, additional role (Azernooch, 2013, p. 2). She added that, previous studies bring new notions to shed light on the status of peer assessment in an EFL context where teacher-centered classes are the norm. The differences between teacher and peer ratings as well as the existence of any friendship bias which has been meagerly dealt with in previous research are considered. Moreover, how this type of assessment may influence the perspective of learners at the tertiary level is examine (Azernooch, 2013, p. 2).

The importance of peer feedback in EFL/ESL classroom context goes beyond improving students’ writing achievements to include the promotion of different cognitive practices. According to Matsuno’s (2009) views, peer review aimed at encouraging reflective learning through observing others' performances and awareness of performance criteria (as cited in Azernooch, 2013, p. 2). That is to say, teachers in EFL writing classrooms need to be aware of the way peer feedback should be implemented to ensure its effectiveness on students’ writing production.

Napaporn (2012) asserted that EFL students can get a lot of benefits from this method such as learning from other perspectives, seeing their own weaknesses, and having more motivation to improve their writing ability. Therefore, teachers in EFL context may find that peer review is a great way to relax students in a revision process (Napaporn, 2012).

2.5. Definition of Attitudes
Attitudes as a psychological and mental concept is mainly associated with individuals’ reactions towards such practices or views therefore, many researchers try to give sufficient interpretations about the meaning of this term. In this respect, Allport (1935) defined an attitude as "a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related" (cited in Schwarz & G, 2001, p. 2).

2.6. Students’ Attitudes towards Peer Feedback in EFL Writing Classrooms

The implementations of peer feedback in EFL writing classrooms resulted in a mixture of students’ attitudes towards this technique. Many studies revealed that the majority of students show their willingness to review others’ writing drafts and find it much motivating especially when they get acceptance and satisfaction from peers about their comments. Moreover, some of the students find peer feedback a good way towards writing developments.

De Guerrero & Villamil (1994) explained this dilemma clearly when they reported the following: Certain students’ attitudes and behaviors are more facilitative than others in providing support during the peer revision process they added that collaborative or cooperative stances are more productive than authoritative or prescriptive attitudes (De Guerrero & Villamil, 1994).

An other factor which determines students’ attitudes is the type of given questions during the writing sessions that is to say, questions reflect students’ reaction towards peer practices. Thus whenever questions are difficult, their attitudes towards peers feedback seem negative because the reviewers in this situations, feel themselves embarrassed when they are disable to give their appropriate explanations.
Besides these cases we find that other students willing to teachers’ feedback than the one of peers because they find it trustful and reliable even if it is sometimes rigid and firm therefore, they react positively to teachers’ comments on their writing draft and confused about peers suggestions.

These facts about students’ perceptions of peer review seem vague and depend on the way this technique is given. Moreover, students’ need to be conscious and selective when they receive feedback from other mates and they need to be self confident towards others’ critics in order not to fall in misunderstanding of this concept.

2.7. Advantages and Disadvantages of Peer Feedback

2.7.1. Advantages of Peer Feedback

Many advocates of peer feedback methodology argue that peer review does more than just providing students with chance to criticize each others’ work than it goes beyond instructional limitations to enhance other language skills that need to develop in a collaborative atmosphere. In this regard, Lundstorm and Barker (2009) argue that students who often provide their peers with feedback and focus strictly on aiding students to develop their writing level, have much benefits than those who do not give feedback (Lundstorm & Barker, 2009).

An other benefit of reviewing others’ writing drafts is proposed by Lee (2004) who suggests that even students who do not involve themselves in peer review practices can benefit from reading others’ writing because it makes them aware of the language structures that are used to compose their writing paper. That is to say, students who are exposed to a variety of sentence structures increase their opportunities for increasing their language acquisition skills (Lee, 2004).
Researches proved the effectiveness of peer review in raising students’ awareness of such language errors. Min’s (2004) study reveals that whenever students find their language errors as similar as ones of their peers, they will avoid to commit the same mistakes other time (Min, 2004). So that when they review others’ work they will develop new suggestions and ideas to enrich their vocabulary and learn more about new sentence structures.

Developing students’ critical thinking considered one of the outcomes of peer feedback moreover, as a further proof; Lundstrom and Baker (2009) asserted that: “By participating in these activities [peer review], students may develop the ability to critically examine even their own writing, which offers them self-feedback and greatly improves their writing skills” (Lundstrom & Baker, 2009, p. 39).

This means that, students who engage in such questioning activities and try to judge peers’ works they will be positively motivated and reasonable in their arguments and this influences their writing production.

On the light of these arguments we can deduce that peer feedback technique raises the sense of collaborative work that gives the chance to experience responsibility and fairness because they are judging others on their own work in addition to that, students’ engagement in the process of peer feedback encourages them to take an essential part of this process. Actually, peer review can be more effective if students have an experience about how to operate successfully this practice.

2.7.2. Disadvantages of Peer Feedback

Although peer feedback gains support from many scholars and EFL educators as an effective strategy of recent teaching methodologies, it still regarded unsufficient to cover students’ requirements of the writing context. Researchers find that the main criticism is that students instinctively feel that a better writer such as their teacher is the
one who is qualified to provide them with useful comments, so there is arguably the preference issue, which can act as a barrier to the success of peer sessions (Grami, 2010, 47).

An other limitation of peer feedback is that students sometimes feel uncomfortable when receiving peer comments especially from those of lower level which makes them doubtful about the reliability of these comments. Min (2008) claimed that peer feedback makes only a marginal difference in students’ writing, but other types of feedback have been accused of exactly the same outcome, including teachers’ comments (as cited in Grami, 2010, p. 48).

In addition to these shortfalls of peer feedback, EFL students sometimes find it difficult and complex so, they will find themselves in a dilemma where they can’t provide their peers with authentic feedback; this is what Hinkel (2004) mentions through his citation of study by Nelson and Carson (1994) explaining that that some students found it difficult to provide honest feedback because they prioritized positive group relations rather than improving their writing (as cited in Grami, 2010, p. 48).

In addition to these negative points of peer feedback practices some teachers find it time-consuming in the sense that students can not concentrate well when reviewing others’ draft and this makes peer feedback useless. For Storn (2004) the disadvantage of peer feedback is that most peer responses focused on product rather than the processes of writing, and many students in L2 contexts focused on sentence-level errors (local errors) rather than on the content and ideas (global errors) teachers themselves (as cited in Grami, 2010, 47).

2.7.2.1. Limitations of Students as Reviewers and Writers

Among the limitations that perceive students as reviewers and writers is the lack of adequate background knowledge of the target language that makes them qualified to
give such comments or critics in other words, students find themselves disable to give constructive feedback during the writing sessions and show frustration that may mislead their peers from being in the right path which makes peer feedback activities useless.

2.7.2.2. Focus of Peer Feedback

An other issue is the one concerned with students’ focus of giving peer review in the sense that, when they review their peers’ writing draft they put much emphasis on micro-level error correction rather than on macro-level content issues (Leki, 1990). Such concerns with micro-level issues are reflective of a limited understanding of what constitutes good writing. Even when students attend to global issues, they tend to give general and vague comments rather than specific and revision-oriented ones (Leki, 1990). This indicates that putting much stress on superficial errors without examining the deeper ones makes students’ peer feedback unworthy and not valid enough to be taken into account.

2.7.2.3. Bias comments and evaluation

According to Leki (1990), this point concerned with students’ emotional state towards their peers in the sense that, students give good comments to peers who are closer to them and they are their friends even if their writing is inappropriate (Leki, 1990). In this case feedback given is purely subjective and not based on logical sights Therefore, peer feedback in this case, will lack of reliability and validity to be useful. Besides all these critics of peer feedback it is still appreciated by many teachers and students who find it a new way to live the experience of self evaluation which is far away from the imposing rules that teacher give to their students and they are obliged to obey.

2.8. Structuring Peer Review Activities
Making students effectively acquainted with peer review activities remains instructors’ ultimate objectives therefore, researches deduce that combining peer feedback with teacher-student conferences and language labs are two ways to reinforce its role. In other words, Warschauer (2007) in his study on reviewing L1 and L2 learners’ experience using online peer feedback methodology confirmed that: “Students made the greatest number of revisions, and appeared to improve the papers the most, when they were able to combine peer-feedback via both CACD [computer assisted classroom discussion] and face-to-face discussion” (Warschauer, 2007, p. 5).

The concept of this technique requires devoting enough time to practice peer activities in the lab therefore, teachers are supposed to prepare a schedule class time in computer labs and give students opportunities to process peer review with their peers and the most important note is that teachers must give students previous instructions with details to avoid misleading them from the right path.

According to Rollinson (2005), when implementing peer feedback, teachers will need to choose between oral or written feedback (Rollinson, 2005). He suggested that written feedback is advantageous to the extent,

It gives both readers and writers more time for collaboration, consideration, and reflection than is normally possible in the cut and thrust of oral negotiation and debate; it avoids time being wasted on unimportant issues, and reduces possible friction, defensiveness, or negative interactions; it also provides the reader with a written record for later consideration (Rollinson, 2005, p.27).

In this respect, structuring peer feedback in language labs is more effective than in class because students will take a part in reviewing their peers’ work without frustration of time in addition to that they will enjoy learning in a suitable and healthy atmosphere.
Further more, through for peer feedback to be successful, students need to be trustworthy and confident, Eisen (2001) viewed that it is important to remember though that in order for peer feedback to be successful, students must have trust and non-threatening relationships with their peers (Eison, 2001).

Researchers in L2 writing find that exposing students to extensive peer activities in the target language with cyclical repetitions raises motivation and interaction among learners which resulted in writing improvements, this suggestion is proposed by Lynch and MacLean (2000) who argue that repetition of tasks is most effective with communicative partners, and they strongly suggest that instructors mix up L2 students as much as possible. Varying the partners students interact with ensures that L2 learners have an opportunity for hearing a variety of viewpoints and learning different perspectives (Lynch & MacLean, 2000).

Regarding peer feedback practices, teachers should bare in mind that processing peer activities is not an easy task because it requires planning and knowing how to pair students taking into consideration different factors as students’ level, age and cultural background which are the most influential features as Rollinson (2005) asserted “age, cultural background, class size, and inter-language level which may significantly influence overall outcomes” (Rollinson, 2005, p. 29).

2.9. The Importance of Training Students to Peer Feedback

Training students to experience peer feedback remains one of the teachers’ first duties toward learners therefore, teachers should teach them how to deal with such comments when they are writing. Rollinson (2005) acknowledged the importance of training: “…training students in peer response leads to better revisions and overall improvements in writing quality” (Rollinson, 2005, p. 24).
Training students to peer feedback involves providing written models about how students evaluate each others’ writing drafts in addition to that; teacher should give them notes about major points that should be covered during peer activities so that students will avoid misleading their peers from writing accurately.

Some studies support the view of training students to peer feedback practices arguing that training in two-draft writing peer feedback and a checklist could be beneficial to our students (Azernooch, 2013, p. 5). This indicates that through giving students extensive practices on peer feedback procedures, they will more experienced and skilled to give peer suggestions and this practice could also affect their writing achievements because through their evaluations to others’ writing drafts they correct their own errors and mistakes.

**Conclusion**

On the light of these historical accounts of peer feedback, previous studies and recent researchers on the field of EFL/ESL learning context prove its importance as a strategy that comes to energize and renew the traditional classroom methodologies where the teacher is the core of the learning process and the only one who provide students with feedback. Thus the notion of peer feedback reflects the new teaching perspectives where students are the central point in the writing classes and they have the opportunity to assess themselves without any fear. Therefore teachers are recommended to choose the appropriate strategies to enhance their students’ writing level. This can not be realized without the cooperation of both students and teachers with high degree of awareness of the importance of peer feedback as a complementary part of teacher feedback.
CHAPTER THREE : The Field of Investigation

Introduction

3.1. Means of Data Collection.

3.1.1. Student’s Questionnaire.

3.1.1. Sample.

3.1.2. Aim of the Questionnaire.

3.1.3. Description of the Questionnaire.

3.1.4. Analysis of the Results.

3.1.5. Discussion.

3.2. Teachers’ Questionnaire.
3.2.1. The sample.

3.2.2. Aim of the Questionnaire.

3.2.3. Description of the Questionnaire

3.2.4. Analysis of the Questionnaire

Conclusion

Introduction

In order to achieve the aim of the present study, two gathering data tools were used. One questionnaire was administered to teachers of written expression and another one was given to third-year LMD students of English. This questionnaire aim at finding out whether teacher and students have positive attitudes towards peer feedback. This chapter describes the chosen sample and presents the results of the questionnaires with the necessary interpretation.

The questionnaire is in fact well prepared to the extent it helps the researcher to achieve more comprehensible and reliable picture. Therefore, this chapter then, reflects the research design in terms of the aim, the description and the analysis of both teachers’ and students’ questionnaires.

3.1. Students’ Questionnaire
3.1.1. The Sample

Our sample is made up of 50 English students chosen from a total number of the third-year LMD students’ population at the University of Oum El Bouaghi during the academic year 2014/2015. The aim behind this selection is that this level has been already experience the concept of peer feedback with their teachers who confirm that they their students know about this strategy and since they are at the advanced level this helps us to realize the objectives of our study.

3.1.2. The Aim of the Questionnaire

This research is mainly aimed at finding out wether students give importance to the concept of peer feedback and its importance in enhancing their writing skill. In addition to that, it attempts to investigate their attitudes towards the effectiveness of this technique in improving their writing proficiency.

3.1.3. The Description of the Questionnaire

This questionnaire consists of (17) questions which are arranged in three main sections. They are either closed questions requiring from the students to choose “yes” or “no” answers or to pick up the appropriate answer from a number of choices or open ended questions requiring from them responses with possible justifications.

Section One: Background Knowledge

Question (1) is devoted to students’ background information, this latter are asked to specify their gender. Question (2) and (3) students are asked about their leaning of English whether it is their favor of an obligation in addition to asking them whether they enjoy writing english compositions or not. The last question (4) is about their self evaluation of the writing skill.

Section Two: EFL Writing
Question (5) seeks to asking students about their writing difficulties, question (6) students are asked about whether they try to overcome these problems or not with possible justification. While question (7) they are asked about their knowledge of the writing process and to what extent they follow these stages. Question (8) students are asked about their working preference during the writing sessions and they are asked to justify their answers. Question (9) is mainly dealt with asking students about their awareness of the reader.

**Section Three: Students' Attitudes towards the Usefulness of Peer Feedback**

Question (10) students are asked whether they like receiving peer feedback or not. Question (11), students are asked about their attitudes when they receive peer feedback. Question (12) students asked to choose among the various aspects which peer feedback focus on. Question (13) is mainly about which strategies do they follow when they are provided with peer feedback. Question (14) students are asked about their attitudes towards peer feedback with possible justifications in addition to that question (15) students are asked about their views towards the usefulness of peer feedback in assessing their writing. Question (16) students are asked about the importance of training students to peer feedback. The last question is devoted to students’ further suggestions and comments about the usefulness of peer feedback in improving students' EFL writing.

**3.1.4 Data Collection and Analysis**

**Section One: Background Information**

**Question1**: Specify your gender

a- Female

b- Male
The results of table (01) show that there is no balance of the chosen sample in terms of gender. In other words, while forty three of respondent seven students are males. This can be explained by the natural growth of females over males in the recent years. In addition, females probably like to learn English more than males.

**Question 2: Was learning English**

- **a**- Your own choice?  
- **b**- An obligation?

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<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
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<tr>
<td>a</td>
<td>41</td>
<td>82%</td>
</tr>
<tr>
<td>B</td>
<td>9</td>
<td>18%</td>
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<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
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</table>

Table 01: Students’ Gender

Graph 01: Students’ Gender

The results of table (01) show that there is no balance of the chosen sample in terms of gender. In other words, while forty three of respondent 86% are female, only seven students are males. This can be explained by the natural growth of females over males in the recent years. In addition, females probably like to learn English more than males.
Table 02 : Students’ attitudes towards learning English

As indicated on the table (02) and figure (02), the majority of students (82%) responded to the question positively; in other words; they stated that learning English was their own choice. This indicates that they aware of the importance of learning English language. Only 9 students (18%) said that learning English was imposed on them.

Question3 : Do you consider your skills in writing as :

a- Very good?
b- Good?
c- Average?
d- Below the average?
e- Poor?

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<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>2 %</td>
</tr>
<tr>
<td>B</td>
<td>12</td>
<td>24 %</td>
</tr>
<tr>
<td>C</td>
<td>32</td>
<td>64 %</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
<td>8 %</td>
</tr>
<tr>
<td>E</td>
<td>1</td>
<td>2 %</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 03: Students’ writing performance
Graph 03 : Students’ writing performance

The results reveal that the majority of students 64% evaluate their writing skills as average. Only one student 2% thinks that she is a very good writer; twelve students 24% consider themselves as good. Four participants 8% see that they are below the average writers, while only one student 2% sees that he is a poor writer.

Question 4 : Do you enjoy writing compositions in English?

a- Yes

b- No

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<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>34</td>
<td>68%</td>
</tr>
<tr>
<td>B</td>
<td>16</td>
<td>32%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 04: Students’ attitudes towards writing compositions

Graph 04 : Students’ attitudes towards the writing compositions
According to table (04) figure (04), the majority of students 68% responded positively to the question. They stated that they did enjoy writing English compositions. However, sixteen students 32% show negative attitudes towards writing in English. Thus, these results indicated that university students displayed two attitudes, positive and negative towards writing in English.

Section Two: EFL Writing

Question 5 : What difficulties do you have in writing? (You can tick more than one box)

a- Selection of the relevant ideas
b- Organization of ideas
c- Writing accurate sentences
d- Using the right necessary punctuation
e- Others, please specify .........................

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<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>20</td>
<td>40%</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>C</td>
<td>15</td>
<td>30%</td>
</tr>
<tr>
<td>D</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
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</table>

Table 05 : Students’ difficulties in writing

Graph 05: Students’ difficulties in writing

Results show that the majority of respondents 40% face difficulties with the selection of relevant ideas and 30% of students find problems with writing accurate
sentences. 16% of the participants are confronted with problems of organizing the ideas, while 8% have problems with using the right necessary punctuation. These results denote that students’ main problems in writing are possibly due to the lack of background knowledge about the target language especially vocabulary which represents a stumbling block for most students of English.

**Question 6 : Have you ever tried to overcome your problems in writing ?**

a- Yes  
b- No

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<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>26</td>
<td>52%</td>
</tr>
<tr>
<td>B</td>
<td>24</td>
<td>48%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
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</table>

Table 06 : Students’ Strategies to Solve Problems

**Graph 06 : Students’ solving of writing problems**

Results from the above table and graph show that more than half of the students 52% responded positively to the question and stated that they try to overcome their writing problems. 48% of them claim that they never make a challenge to deal with these problems.

- If yes, please say how?
When asking participants what strategies do they follow to overcome their writing problems, only sixteen students 32% respond to the statement. Four students (25%) suggested extensive writing as an effective strategy to deal with their difficulties while five of them (31,25%) said they use grammar books. Three participants (18,75%) prefer to check dictionaries and search in the net; the rest of participants (25%) devoted their responses to say that they rely on peer comments strategy to deal with the writing difficulties. These results indicate that students are aware of the problems they are facing in writing and they try to use a variety of strategies to get rid of such weaknesses.

**Question 7 : Do you know that writing is a process which involves the stages of pre-writing, drafting, revising ....**

- a- Yes
- b- No

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<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>a</td>
<td>47</td>
<td>94%</td>
</tr>
<tr>
<td>b</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Table 08 : Students’ awareness of the writing process*
Results shown in the table and graph mentioned above indicated that the majority of students 94% are aware and have an idea about the writing process, whereas only 6% of them are unaware and they even have no idea. This indicates that students receive training from their teachers and this makes them follow these stage in order to better their about their writing compositions.

Q 8: In the writing sessions, do you prefer writing:

a- Individually?

b- In pairs?

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<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>a</td>
<td>14</td>
<td>28%</td>
</tr>
<tr>
<td>b</td>
<td>36</td>
<td>72%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
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</table>

Table 09: Students' preferences to writing

Graph 09: Students' preference to writing
Results show that thirty six of the students (72%) strongly prefer pair work, while only fourteen students (28%) choose to work individually. This indicates that students are willing to be engaged in pair work to complete their writing.

- Whatever your answer, please say why?

<table>
<thead>
<tr>
<th>Students’ Justification</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair work help to students to discover their errors</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>Exchanging ideas and enlarge vocabulary knowledge</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Pair writing raises students’ awareness and makes challenge to writing good.</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 10: Students’ justifications for their working preference

When asking students to justify their choices towards their preferences to work, only twenty students (60%) provided us with possible reasons. Twelve students (60%) stated that they prefer working in pairs because they find pair work very beneficial to discover their errors and benefit from peers’ writing experiences while three respondents claimed that pair work help them to exchange ideas and enlarge their vocabulary knowledge. The rest of participants (25%) argued that writing with classmates raises awareness towards the importance of writing and makes a great challenge between peers to perform good writing compositions. This reveals that these students have positive attitudes towards pair work in writing.

**Question 9:** When writing, do you think about who will read your piece of writing?

a- Yes

b- No
The results show that 78% of students are aware of those who read their writing papers, whereas only 22% of them do not care. Therefore, the majority stated that they make the reader as a reference to shape their writing piece and try to make it as acceptable as possible.

Section Three: Students’ Attitudes towards the Usefulness of Peer Feedback

**Question 10**: Do you like receiving feedback from your peers?

- a- Yes
- b- No

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<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>a</td>
<td>40</td>
<td>80%</td>
</tr>
<tr>
<td>b</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
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</table>

Table 11: Students’ attitudes towards the usefulness peer feedback
Graph 11: Students’ attitudes towards the usefulness of peer feedback

Results mentioned in the above table and graph show that forty students (80%) responded positively to the statement and stated that they like receiving feedback from their peers. Only ten of the students (20%) answered negatively.

- If no, please say why.

<table>
<thead>
<tr>
<th>Students’ Justifications</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ lack of knowledge and confidence to give comments.</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Teacher feedback is more important for their writing</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Peer feedback is time-consuming and subjective</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Peers’ comments mislead students from writing well</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 12: Students’ reasons for their reactions when receiving peer comments

Only twenty respondents justify their negative attitudes towards peer feedback and gave arguments as summarized in the above table. Five students (25%) argued that they lack knowledge and confidence to give necessary comments to help each other and this makes their contribution useless. Four students (20%) believed that teacher feedback is more preferable and trustworthy for them to improve their future writing compositions. Three students (15%) stated that peer feedback is time-consuming and subjective so that it affects their writing negatively and makes students fall in such
misunderstanding of the suggested ideas. Eight participants (40%) found that peers’
comments sometimes mislead students from writing in the right way; in addition, they
said that some of them have no sense and even not relevant to the written subject and
this resulted in confusion.

Question 11: How do you feel when your peer provide you with comments?

a- Satisfied

b- Confused

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<th>Options</th>
<th>Number</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>a</td>
<td>35</td>
<td>70%</td>
</tr>
<tr>
<td>b</td>
<td>15</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
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</table>

Table 13: Students’ reaction towards peer comments

Graph 13: Students’ reaction towards peer comments

The results show that the majority of students (70%) said that they feel satisfied
when receiving peer feedback; however, only 30% of them feel confused. This denotes
that almost all of students welcomed peer comments.

If No, please justify.

<table>
<thead>
<tr>
<th>Students’ Justifications</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
</table>
Peer comments are inaccurate and superficial. | 5 | 41.66%
---|---|---
Peers fail to give constructive comments. | 2 | 16.68%
Peer comments lead to embarrassment and reflects students’ writing weaknesses | 5 | 41.66%

| Total | 12 | 100% |

Table 14: Students’ Justifications of their attitudes towards receiving peer review

Only 12 students justify their answers and explain their negative attitudes in different ways. 41.66% of students said that peer comments is inaccurate, superficial and not appropriate so they lead to confusion and less validity of the information given. 16.68% of them confirmed that peers fail to put devote much efforts and care to analyze other’s work and give constructive comments. Finally, 41.66% of the students stated that peer comments make students fall in embarrassed situation because sometimes it reveals their weaknesses and this resulted in confusion which affects their writing negatively.

Question 12: Which of the following writing aspects does peer feedback focus on?

a- Writing accuracy
b- Selection of ideas
c- Organization of ideas

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<th>Options</th>
<th>Number</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>21</td>
<td>42%</td>
</tr>
<tr>
<td>B</td>
<td>13</td>
<td>26%</td>
</tr>
<tr>
<td>C</td>
<td>16</td>
<td>32%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 15: Writing aspects which peer feedback focuses on
Graph 15: writing aspects which peer feedback focuses on

As table fifteen portrays, twenty one students 42% stated that peer feedback focuses more on writing accuracy; this indicates that it highlights language-related problems in their writing. 26% of students emphasized on the importance of peer feedback in selecting the necessary ideas; therefore, it serves as guiding strategy to better focus on relevant points because the use of English was also considered as one of the main causes of difficulty when providing feedback. 32% of students claimed that peer feedback was an aid to know how they organize their writing compositions. These results indicate that peer feedback technique reinforces the importance of writing aspects.

Question 13: What strategies do you follow when your peer provides you with feedback?

a- Reading the comments carefully and revising your draft
b- Making a mental note
c- Others, please specify

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading the comments carefully and revising your draft</td>
<td>30</td>
<td>60%</td>
</tr>
<tr>
<td>Making a mental note</td>
<td>11</td>
<td>22%</td>
</tr>
<tr>
<td>Students depend on their peers to clarify ideas</td>
<td>5</td>
<td>10%</td>
</tr>
</tbody>
</table>
Asking teacher  
Taking peers’ comments and select the appropriate ones  
Total  

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking teacher</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Taking peers’ comments and select the appropriate ones</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 16: Strategies towards receiving peer feedback

Graph 16: Strategies towards receiving peer feedback

Results mentioned in the above table and graph show that most of the respondents (60%) follow the first strategy; in other words, they read peer comments carefully and revise their draft. 22% of them stated that they make a mental note when receiving peer feedback. These results suggest that the majority of participants were serious about peer feedback and implemented it in their revised draft carefully.

Nine students (18%) added other strategies. Five of them (55.55%) claimed that they tried to clarify their ideas regarding peers’ comments. Three students (6%) stated that after receiving peer comments, they ask the teacher about the extent of their validity. Just one student (2%) suggested that he tried to select the most appropriate comments which suit his writing.

Question 14: How helpful is peer feedback in EFL writing classroom?

a- Very helpful
b- Helpful
c- Not helpful
The results show that fifteen students representing 30% considered peer feedback a very helpful technique to be used in EFL writing classroom, and thirty five representing 75% found it helpful. No one of the participants said it is not helpful.

-If your answer is a or b, do you think that peer feedback is helpful because (you can tick more than one box)

  a- It helps to improve your writing
  b- It promotes cooperative work among classmates
  c- It makes you aware that you are writing for others

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>15</td>
<td>30%</td>
</tr>
<tr>
<td>b</td>
<td>35</td>
<td>70%</td>
</tr>
<tr>
<td>c</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 18: The importance of peer feedback in EFL classroom

Graph 18: The importance of peer feedback in EFL writing classroom

Table 19: Students’ benefits from peer feedback

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>33</td>
<td>66%</td>
</tr>
<tr>
<td>b</td>
<td>07</td>
<td>14%</td>
</tr>
<tr>
<td>c</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>
Graph 19: Students’ benefits from peer feedback

Referring to table 16, we notice that the majority of students (66%) justified their answers to this statement via stating that peer feedback is helpful because it helps students to improve their writing and 14% asserted that peer feedback promotes cooperative work among classmates. Ten students (20%) reported that peer feedback makes students aware that they are writing for others. In the light of these data, we deduce that students find peer feedback useful because they see that it is a good way to improve their writing, because it directed them to pay attention to the importance of cooperative work, and because it raised their awareness towards the audience. Thus, they find it effective in enhancing their writing performance and help them to construct their knowledge of the target language.

Question 15: Do you think that giving feedback to your peers helps you to improve their own writing?

a- Yes
b- No

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>37</td>
<td>74%</td>
</tr>
<tr>
<td>B</td>
<td>13</td>
<td>26%</td>
</tr>
</tbody>
</table>
Graph 20: Students’ attitudes towards giving feedback to peers

Results show that almost all of students (74%) answered positively while the thirteen respondents (26%) answered negatively.

- If yes, please say how

<table>
<thead>
<tr>
<th>Students’ strategies</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchanging ideas helps students to improve their writing</td>
<td>4</td>
<td>66.67%</td>
</tr>
<tr>
<td>Students in peer review act as teachers</td>
<td>2</td>
<td>33.33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 21: Students’ strategies to improve their writing via giving peer feedback.

Only 6 students justified their answers and explained their attitudes as follows. Four students (66.67%) believed that when they give comments to peers, they try to exchange ideas with them and pick up the new ones and apply them in their writing composition. Another argument is given by two students who argued that during peer review sessions students play the role of the teacher and widen the scope of their writing through creating new ways to correct their writing drafts so that they can learn from their own mistakes.
Question 16: Do you think that peer feedback will help the majority of students to improve their writing if they receive training from their teachers?

  a- Yes
  b- No

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>46</td>
<td>92%</td>
</tr>
<tr>
<td>b</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 22: Students’ attitudes towards the importance of receiving peer training

Graph 22: Students’ attitudes towards the importance of receiving peer training

From the findings shown above, in table (17), it is obvious that students’ most preferred responses to this question are positive in the sense that, the value ‘yes’ took the 92% of students’ responses, while only four students 8% didn’t find any significant proof for the importance of training in improving their EFL writing. These results indicated that the majority of students are aware of training students to give more effective feedback and they considered it as a good strategy to implement the right peer review in improving their writing performance.

Question 17: Please add any suggestions or comments on the usefulness of peer feedback in the EFL writing classrooms
### Table 23: Students’ further comments

<table>
<thead>
<tr>
<th>Students’ further comments</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher should provide enough time</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>Raising opportunities for pair work.</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Teachers should match lower level students with higher level ones.</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Results of this question show that 20 students add further comments concerning the usefulness of peer feedback in EFL writing classroom. Seven students (35%) suggested that teachers should give enough time and extra sessions to practice peer activities so that students will be acquainted with this type of evaluation. Five students (25%) gave another suggestion mainly concerned with the necessity of giving students many opportunities to work in pairs for peer review to be successful. Other students (40%) also suggested that teachers should match lower with higher level students to reach potential benefits in addition to giving them a large space to hear a variety of viewpoints that permit them to learn from different perspectives.

### 3.1.5. Discussion of the Results

The results show that most of our respondents are females 86% while 14% are males. It also shows that most of them are studying English because they like it and it is not imposed, which means that they will be much responsive towards English language. Moreover, as the main concern of FLL is enhancing communicative competences thus, results indicate that the majority of students 64% show high degree of writing performance which means that they are aware of the importance of writing in the target language. Results of (Q8) showed that the majority students liked to be engaged in pair work to complete their writing this clearly indicates that students show positive attitudes towards peer feedback and they are willing to
experience it with their peers therefore, it is important for them to better their writing and enhance collaborative work between them. Q10 80% of students said they liked receiving peer feedback, this indicates that peer feedback has a significant role in raising students’ positive attitudes towards writing in the target language. Concerning Q14, 35% of students (70%) said it is very helpful, this answer shows that students find peer feedback suitable for their writing needs and it helps them a lot to deal with such writing problems. Therefore, it is an indispensable part of their learning process. 60% of respondents said that peer feedback helps them to improve their writing, 14% of students said it promotes cooperative work among classmates, and 20% of them stated that it raises their awareness of the audience. Q15: Results also showed that almost all of students (74%) claimed that giving feedback helps them to self-assess their writing. These results proved that students are aware of the benefits of peer feedback to their learning of the target language and they assert their importance for raising their self-evaluation which is an essential factor to increase their writing achievements. These results confirmed our hypothesis which stated that students peer feedback has a significant role in improving students’ writing skill.

3.2.1. Teachers’ Questionnaire

3.2.2. Sample

The questionnaire is administered to 16 teachers of written expression at the Department of English, University of Oum El Bouaghi. Some of them taught it before and others are still teaching it. The selection of this sample has a significant benefit through providing us with reliable data that reflect the well-co-operation of teachers who help us to conduct the necessary data that serve our topic.

3.2.3. Description of the Teachers’ Questionnaire

This questionnaire includes 17 questions. It is divided into three main sections.
Section One: Background Information

This section contains four items (Q1-Q4). It seeks to gather personal information about teacher’s gender, degree held, work experience and the subject they teach.

Section two: EFL Writing

This section is composed of questions from (5 to 9) which investigate teachers’ opinions concerning student’s writing level, in addition to question about the common writing problems that students face, and their possible procedures to overcome these problems (Q7). Then question (8) investigates teacher’s approaches to teaching writing skill with justification; the ninth (9) question deals with possible opportunities that teachers give to their students in the writing class.

Section Three: The Usefulness of Peer Feedback in EFL Writing classrooms

The focus of this section (Q10-Q17) is narrowed down to an inquiry into the usefulness of peer feedback; question (10) is related to the frequency of using of peer feedback in class. Item (11) is concerned with the focus of peer feedback, its applications with possible justification (Q12), its usefulness and benefits for EFL students (Q13) and investigating student’s reaction to peer feedback (Q14), in addition to teacher’s views about the role of peer feedback and its benefits for student’s self-evaluation and how to do so (Q15). Question (16) deals with teachers’ attitudes towards the importance of student are training in raising the value of peer feedback. The final question (17) represents further suggestions concerning peer feedback technique.

3.2.4 Analysis of the Questionnaire

Section One: Background Information
Question 1: Gender

a- Females
b- Males

One can notice from the results shown above that 15 teachers are females with highest value (94%) while only 1 teacher is male (6%). This result clearly reflects that females have the tendency to teach foreign languages than males.

Table 19: Teachers’ gender

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>15</td>
<td>93.75%</td>
</tr>
<tr>
<td>b</td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph 19: Teachers’ gender

One can notice from the results shown above that 15 teachers are females with highest value (94%) while only 1 teacher is male (6%). This result clearly reflects that females have the tendency to teach foreign languages than males.

Question 2: What is the highest degree that you hold?

a- BA
b- Magister
c- Master
d- PhD

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Both table and graph mentioned above indicate that the highest percentage represents teachers who have got a Magister degree (93.75%). In the second position we find that only one teacher held PhD (doctorate) degree and no one have a Licence or Master degree.

**Question 3 : How long have you been teaching English at university?**

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ 1 - 8 ]</td>
<td>9</td>
<td>56.25%</td>
</tr>
<tr>
<td>[ 8 - 16 ]</td>
<td>5</td>
<td>31.25%</td>
</tr>
<tr>
<td>More than 16</td>
<td>2</td>
<td>12.50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 21 : Teachers’ Academic Degree
From the results mentioned above we notice that 2 teachers have spent more than 16 years in teaching English (12,50%), while 5 teachers have experienced teaching for 16 years (31,25%). However, 9 (56,25%) teachers have a short experience in teaching English.

**Question 4: How long have you been teaching Written Expression**

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>[1, 3]</td>
<td>7</td>
<td>43.75%</td>
</tr>
<tr>
<td>[3, 6]</td>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td>More than 6 years</td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Table 22: Teachers' experience in teaching Written Expression**

Graph 21: Teacher’s experience in teaching

From the results mentioned above we notice that 2 teachers have spent more than 16 years in teaching English (12,50%), while 5 teachers have experienced teaching for 16 years (31,25%). However, 9 (56,25%) teachers who represent the majority of teachers have a short experience in teaching English.
Here we can notice that the highest value (50%) represents teachers of 6 years of experience in teaching the module of Written Expression. In the second position we find that (43.75%) of teachers have experienced teaching this module in more than one year, whereas the rest of them (6.25%) have been acquainted with teaching Written Expression for more than 6 years. This means that our sample is too worthy because it includes experienced teachers in the module which represents the main concern of our study and this helps us to conduct reliable results that enrich our research.

Section Two: EFL writing

Question 5: How do you consider your student’s writing skills?

- a- Very good
- b- Good
- c- Average
- d- Below the average
- e- Poor

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td>C</td>
<td>10</td>
<td>62.50%</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>E</td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 23: Teachers’ evaluation of students’ level of writing performance
Graph 23: Teachers’ evaluation of students’ level of writing performance

Regarding the results mentioned above, we can notice that the highest degree of teacher’s response (62.50%) shows that students have an average level concerning the writing skills, while other teachers consider their student’s degree of writing performance as below the average (25%) and (6.25%) indicates that teachers consider their student’s as good writers. In the opposite side (6.25%) of them claimed that students’ writing skills are poor, but no one of the teachers find their students writing as very good (0%).

Question 6: What are the most common problems that your students have? (you can tick more than one box)

- a- Writing inaccurate sentences
- b- Selection of irrelevant ideas
- c- Problems of cohesion and coherence
- d- Spelling mistakes and grammar errors
- e- Others, please specify ........................................................

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>b</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>c</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>d</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>e</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>A+b+c+d</td>
<td>13</td>
<td>81.25%</td>
</tr>
<tr>
<td>A+d</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>
In response to this question, all teachers opted for more than one answer. In other words, writing inaccurate sentences (a), selection of irrelevant ideas (b), problems of cohesion and coherence (c) and spelling mistakes and grammar errors have taken the highest rate (81.25%) among the most common problems students often faced. Only (18.75%) of responses are related to items (a) and (b). These results indicate that teaching writing is not an easy task since it requires teachers to deal with such problems.

Question 7: What do you do to help students overcome their problems in writing?

<table>
<thead>
<tr>
<th>Teachers’ solutions to overcome students’ writing problems</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a- Teachers who suggest solutions</td>
<td>7</td>
<td>43.75%</td>
</tr>
<tr>
<td>b- Teachers who didn’t suggest any solutions</td>
<td>9</td>
<td>56.25%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 25: Teachers’ solutions to overcome students’ writing problems
Concerning this statement we can notice that 9 teachers (56.25%) didn’t suggest any solutions to help students overcome their writing problems, while the rest of them (43.75%) propose some procedures to deal with such difficult situations. Thus responses are as follows:

- “I always provide oral feedback to the whole class and sometimes provide individual students with written feedback and ask them to revise their writing. I also give students some hand-outs about writing mechanics and some extra texts to read at home”. (1 teacher)
- “I focus on extensive reading technique and making students write in group work to refine understanding through explanation and discussion”. (2 teachers)
- “I provide them with necessary feedback to drive their attention to the mistakes which the often make”. (3 teachers)
- “I often implement the process-approach rather than focusing on the final writing product of my students, in addition to encourage them to write about different topics and provide them with corrective feedback”. (1 teacher)

**Question 8: Which teaching approach do you follow in your writing class?**

a- The Process Approach (viewed writing as a process that contains different stages)
b- The Product Approach (focused on the final product of writing)

c- The Genre Approach (writing through different genres or models)

d- The Process- Genre Approach (mixture of both approaches: the process and genre approach)

- Whatever your answer is, please say why..........................................

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10</td>
<td>62,50%</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>18,75%</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>6,25%</td>
</tr>
<tr>
<td>AD</td>
<td>1</td>
<td>6,25%</td>
</tr>
<tr>
<td>ABCD</td>
<td>1</td>
<td>6,25%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 26: Teachers’ preferences of teaching approaches in their writing classrooms.

Graph 26: Teachers’ preferences of teaching approaches in their writing classrooms.

This open ended question seeks to examine teacher’s attitudes and practices in their writing class. Secondly as indicated in the theoretical part of the study, each approach of teaching writing conveys a distinct understanding of teacher’s role in
developing such a skill; hence, not only are teacher’s overall practices affected by the approach chosen but also their feedback form and focus.

Responses to this question show that the majority of teachers with highest value of responses (62.50%) prefer following the Process-Approach in their writing class while (3) teachers (18.75%) chose the Product - Approach, only (1) teacher (6.25%) prefer adopting the Product-Genre Approach as a teaching method to serve student’s writing requirements, the same rate (6.25%) was given to all approaches (A,B,C,D) in the sense that some teachers prefer to follow a mixture of teaching approaches in their classrooms. However, no one of them have chosen the Genre-Approach (c) in their teaching context.

-Whatever your answer is, please say why

<table>
<thead>
<tr>
<th>Justifications</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who justify their answers</td>
<td>9</td>
<td>56.25%</td>
</tr>
<tr>
<td>Teachers who don’t give justifications</td>
<td>7</td>
<td>43.75%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 27: Students’ reasons for their choice of teaching approaches

Teachers who justify their answers take the highest degree (56.25%) while only 7 teachers (43.75%) didn’t give any justifications. For those who give arguments their responses are as follows:

- “I prefer following the Product-Approach because it emphasized on the end product of students writing drafts” (3 teachers)
- “Students are required to know the process of writing theoretical side then move to the product i.e to produce piece of writing thus, I prefer following the Process-approach in my class since it explains every step to write and it helps
learners write encouraged cohesive essays thus, it is the best method to be used ’’ (2 teacher)

• ‘‘ I integrate all of these because each approach serves different writing aspects therefore , practicing them resulted in improving student’s level of performance’’ (2 teachers)

• ‘‘I personally follow the Product-Genre approach because it aims at teaching each writing genre that has its appropriate steps to be followed’’ (1 teacher)

• ‘‘I use the process approach, although it is time-consuming, because it is effective. If students are to improve their writing, they should take enough time to plan, to draft, and to revise on the basis of the reader’s response’’. (1 teacher)

Question 9: In the writing process, do you often give students the opportunity to write

a- Individually?

b- In groups?

c- In pairs?

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>C</td>
<td>10</td>
<td>62.50%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 28: Teachers’ given opportunities for students in the writing class
Results show that most teachers said that they give more opportunity to pair work with the highest value of responses (62.50%), while only 3 teachers (18.75%) give students the chance to work in groups, and the same rate for individual work (18.75%). This indicates that they are aware of the substantial benefits of pair work and they are willing to use it effectively in their writing classes as a good teaching technique. However, some teachers show unwillingness towards both group and pair work and even they didn’t take it into account when practicing teaching.

- Whatever your answer is, please say why

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who justify their answers</td>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td>Teachers who didn’t justify their answers</td>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 29: Reasons for students’ given opportunities in writing

For this sub-question, (8) teachers who didn’t justify their answers (50%), and the same degree for those who give arguments to their answers as follows:

- “In pairs students can help each other mainly with generating ideas and correcting mistakes”. (1 teacher)
- “Making students work in pairs develops student’s communicative skills and encourage them to share diverse perspectives” (2 teachers)
- “Most of the time i ask students to work individually to check whether they learned how to write and to check their weaknesses and strong themes”. (1 teachers)
- “In order not to rely on one another member (s) of the groups we ask students to work individually in the writing procedure to evaluate their individual writing” (2 teachers)
• ‘‘Firstly, students do not often agree on the same content and style, secondly some lazy students would rely on others to do the task for them. In this case they would learn no thing since they were not involved’’ (1 teacher)

• ‘‘To verify the progress of each individual students so that i can give them the right feedback’’ (1 teacher)

Section Three : The Usefulness of Peer feedback

10- How often do you give students the chance to respond to one another’s work?

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>9</td>
<td>56.25%</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>E</td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 30 : Frequency of Students’ peer feedback

Graph 30 : Frequency of Student’s peer feedback
Results mentioned in the table 10 indicate that the frequency of given chances to students to respond to one another’s work takes the highest value (56, 25%) in the sense that teachers always give students’ opportunity to respond to one another’s writing work, while (18,75%) of responses given to the value ‘sometimes’ and the same rate for ‘often’ whereas only one teacher (6,25%) argues that they never give students the chance to respond to each others and (0%) indicates that no one of the teachers rarely give students the chance for peer responses. Besides all these results, we deduce that teachers are aware of the importance of peer responses and try to make them conscious of the potential benefits of this technique in addition to that teachers are aware of the necessity of involving students in the learning and teaching. This reflects the positive attitudes that students having towards learning.

-If your answer is e, it is because you believe that

a- Peer feedback may have negative effects on student’s writing?

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

c- Peer feedback is a waste of time?

d- Others, please specify ................................................

Concerning this statement only one of teachers (6,25%) specify his response and arguing that he never give students the chance to peer response because he find that student’s comment are not trustworthy enough to improve peer’s writing thus he never ask them to respond to one another’s work.

Question11: Through your observations, does peer feedback focus mostly on ?

a- Spelling and grammar mistakes?
b- Selection and organization of ideas?

c- Sentence structure?

d- Selection and organization of ideas?

e- Others, please specify..........................

Results show that the highest degree of teacher’s responses (50%) viewed that peer feedback mostly focus on sentence structure, while both responses (A) and (B) share the same rate (12.50%) in the sense that, teachers see that peer feedback strongly emphasized on spelling and grammar mistakes (A) and others believe that peer review focuses on selection and organization of ideas. While (25%) of teachers’ responses consider peer feedback importantly on both spelling and grammar mistakes and sentence structure (A,B). However, no one add any other ideas. Regarding these results...

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2</td>
<td>12.50%</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>12.50%</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>AB</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 31: The focus of peer feedback according to teachers’ views

Graph 31: The focus of peer feedback according to teacher’s views
we can deduce that teachers are aware of the role of peer review in covering many language aspects and dealing with language use in particular, this criterion makes it useful to serve student’s writing requirements in FL class.

**Question 12**: Do you encourage students to revise their writing after receiving peer feedback?

a- Yes

b- No

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>81.25%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 32**: Teachers’ opinion towards encouraging students to revise after receiving peer feedback

One can notice is that the majority of teachers (81.25%) respond positively to the statement above stating that they usually encourage their students to revise their drafts after receiving feedback from their peers while (18.75%) of them respond negatively to this question and stated that they never do so. This result indicates that...
teachers are aware of the importance of peer activities and find it a challenging technique which have a great impact on students’ writing production.

Question 13: How helpful is peer feedback in the EFL writing classroom?

a- Very helpful
b- Helpful
c- Not helpful

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10</td>
<td>62.50%</td>
</tr>
<tr>
<td>B</td>
<td>6</td>
<td>37.50%</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 33: Teachers’ attitudes towards the effectiveness of peer feedback

Graph 33: Teachers’ attitudes towards the effectiveness of peer feedback

Results mentioned above show that the highest degree of teachers’ responses (62.50%) reflects their positive attitudes towards the usefulness of peer review in the sense that they considered it very helpful. Whereas (37.50%) of them find it helpful and no one of teachers (0%) viewed it as not helpful. These results make us infer that teachers are aware of the overall value of peer review and ensure its effectiveness to peers’ revising compositions and easier for students to communicate and understand each other when they find difficulties to deal with teacher’s comments.
If your answer is a or b, do you think that peer feedback (you can tick more than one box)

a- Helps students to improve their writing
b- Promotes cooperative work among classmates
c- Makes students aware that they write for others
d- Others, please specify ........................................................

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>A+B+C</td>
<td>9</td>
<td>56.25%</td>
</tr>
<tr>
<td>A+B</td>
<td>7</td>
<td>43.75%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 34: Teachers’ reasons for the effectiveness of peer feedback

Results show that responses are moderate in the sense that (56.25%) choose the first three responses (A,B,C) and (A,B) in other words, they state that peer feedback is conductive to make students’ writing better (A), increases the sense of cooperation among learners (B) and this resulted in raising students’ awareness of writing for readers which makes them careful to different writing aspects.

Question 14: Through your observation, do you find that students generally react to peer feedback?

a- Positively?
b- Negatively?

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>14</td>
<td>87.50%</td>
</tr>
<tr>
<td>b</td>
<td>2</td>
<td>12.50%</td>
</tr>
</tbody>
</table>
Table 35: Teachers’ attitudes towards Students’ reaction to peer feedback

<table>
<thead>
<tr>
<th>Total</th>
<th>16</th>
<th>100%</th>
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<tbody>
<tr>
<td>87,50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12,50%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graph 35: Teachers’ attitudes towards Student’s reaction to peer feedback

Table (35) summarizes teachers’ attitudes towards students’ reactions to peer feedback in EFL writing class. As seen in the table the majority of teachers’ responses (87,50%) and only (1) teacher (12,50%). This indicates that students have positive attitudes towards applying peer feedback during their writing sessions which means that, both teachers and students are sure about the effectiveness of peer technique in improving students’ writing performance and makes them willing to write in English language despite its difficulties.

Question 15: Do you think that giving peer feedback helps students to assess their own written products?

a- Yes
b- No

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>15</td>
<td>93,75%</td>
</tr>
<tr>
<td>b</td>
<td>1</td>
<td>6,25%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 36: Teachers’ attitudes towards peer feedback as a way of students’ self assessment of their written product.
Graph 36: Teachers’ attitudes towards peer feedback as away of students’ own assessment of their written product

The conducting results for this statement reveal that respondents show agreement with the fact that giving peer feedback really helps students to assess their own written products by making students uncover their mistakes through the revision of their peers’ writing drafts and detect their weaknesses relying on their own evaluation. Thus, their results take the highest value (93.75%) whereas only (6.25%) disregard this idea.

-If yes, please say why.

<table>
<thead>
<tr>
<th>Justifications</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who give justifications</td>
<td>7</td>
<td>43.75%</td>
</tr>
<tr>
<td>Teachers who don’t justify</td>
<td>9</td>
<td>56.25%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 37: teachers’ justifications

Concerning teachers’ justifications of this question we find that (7) (43.75%) give justifications that giving feedback raises self assessment because it represents students progress over time, while others find that since students have approximately the same level with the same differences so when evaluate each others they reinforce their knowledge, and they will be aware of some mistakes which they don’t have to make. Another response states that peer feedback is combined with teacher’s guidance
will help students to engage more in writing because students generally feel unstressful if teacher is just a motivator and a guide not a controller. Whereas the final argument is that teachers consider peer feedback very beneficial because research evidence shows that learners learn much from peers. Thus depending on these views, we find that giving peer feedback is too beneficial in promoting the writing achievements.

**Question 16**: Do you think that peer feedback can be more useful in the EFL writing classrooms if students receive training?

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>81.25%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 38: Teachers’ attitudes towards students’ training to peer feedback

**Graph 38**: Teacher’s attitudes towards student’s training to peer feedback

Results indicate that the majority of teachers (81.25%) believe that training students to give peer feedback is essential while (18.75%) of them find that training is not necessary to make peer feedback useful. In this respect we can deduce that training energize peer feedback to the extent it makes students aware of different
language aspects when commenting each other’s work; therefore, when teachers give
students models about how to find out such writing errors and how to analyze peers’
writing compositions this facilitates peer review therefore teachers consider training as a
key to encourage cooperative opportunities.

**Question 17 : Please add any suggestions or comments**

<table>
<thead>
<tr>
<th>Further Comments</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who add further suggestions</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Teachers who don’t add any suggestions</td>
<td>12</td>
<td>75%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 39 : Teachers’ further comments**

Regarding results mentioned on table (39) we notice that only (4) teachers
(25%) add further suggestions concerning peer feedback stated that peer feedback is
very effective way to encourage EFL students to cooperate together and learn from each
other thus, teachers should give much interest when implementing this technique in
their writing class and respecting its principles so that they avoid misleading students
understanding of the nature of peer feedback. Another comment is that, some students
give effective feedback; they focus both on content and form. So, teachers should train
all students in giving effective feedback through assisting them and commenting on
their feedback.

**Discussion**

In the light of the results that were obtained from teachers’ questionnaire we deduce the
following notes:
• The majority of teachers are experienced in teaching writing skill and this is beneficial for students to promote their level of proficiency in the target language.

• Teachers often encourage students to work in pairs and this increases the sense of cooperation and raises students’ interaction during the writing activities. So they benefit from peers’ feedback in writing as accurately as possible.

• Peer feedback promotes students’ writing and raises their awareness towards audiences; therefore, it is important as a complementary part of teachers’ feedback.

• Teachers adapt different methods and techniques in order to encourage students’ participation including: selecting interesting topics, organizing students in groups. This establishes students’ positive attitudes towards writing and creates a healthy environment for classroom interaction to take place.

• According to teachers’ views student-student interaction as one type of classroom practices is very helpful in the development of students’ writing proficiency.

• For teaching writing most teachers opt for group work. As such teachers provide students with opportunities to experience feedback with peers and this helps them to develop their ways in writing relying on each others’ comments.

• The majority of teachers argue that students’ interactions are raised when working in pairs rather than individually. This helps them to write accurately and increases their awareness towards the readers which makes them careful to correct such writing errors. As a result, they will develop their writing abilities.

• Teachers admit that training students to practice peer feedback activities is very essential to raise understanding of different aspects of language in order to facilitate their writing path.
With reference to the most important results of this questionnaire we deduce that the findings show that teachers in fact have positive attitudes toward peer feedback, this is why they implement it extensively in their classes as they responded to (Q12) where the majority of them find peer feedback helpful and effective for promoting students’ writing performance. This positive attitudes towards peer feedback indicates that this technique is important and very useful by teachers therefore it has a significant role in improving the writing skill. Finally, teachers’ evaluation of peer feedback technique in enhancing students’ writing skill reveals their recognition of the effectiveness of this strategy.

**Conclusion**

What can be drown as a conclusion for this analytical chapter is that, the attained results with reference to the importance of peer feedback strategy and its applications in FL writing classrooms as a sign for students’ development of writing proficiency demonstrated that peer feedback plays a significant role in the process of L2 learning and teaching context through giving students opportunities to be self-evaluators and experience the language practices in its real framework. Moreover, peer review creates the sense of purely positive learning environment; in other words, peer feedback is acknowledged to be very useful and more effective technique in raising students’ degree of writing proficiency. The conducting two questionnaires regarding the analysis we can build a general understanding about the fact that both teachers and students are aware of the role of peer feedback claiming that developing peer feedback practices in writing classes have a great impact on students’ writing performance. Moreover receiving feedback from peers gives students more opportunities to uncover their writing errors and use the language accurately which is resulted in producing a comprehensible output.
Pedagogical Recommendations

Peer feedback is an effective technique that seeks to enhance students’ writing proficiency, with regard to the outcomes of this study a set of recommendations may be introduced as follows:

1- The findings of this research proved that there is a progress in students’ writing level performance when they are engaged in peer feedback practices. This indicates that peer response can be taken as an essential part of the teaching and learning classroom settings and necessary for positive healthy environment to take place. Therefore what can be taken for granted is that teachers have be aware of such using methods and try to find out strategies that may serve their students present and future writing needs.

2- Some of the teachers’ responses showed that some students react negatively to peer comments and show negative attitudes towards this kind of evaluation. This can be a result of various learning difficulties such as anxiety, stress and lack of self confidence. These issues should be taken into account when teachers come to apply peer activities and should teach students strategies to use peer comments in the right situations relying on some peer guiding models for the purpose of making students experience this technique throughout time.

3- No one can deny the fact that classroom writing has various needs so teachers should take care of their students’ desires, tendencies and preferences to help them learn the language under logical basis. This raises students’ positive attitudes towards writing in FL classroom.

4- Some of the surveyed responses seem to show negative attitude towards peer feedback claiming that it is time-consuming activity. This may not serve teachers’ purposes behind practicing this technique. In this respect teachers should be selective when choosing peer activities so that they may provide
students with enough time to use peer comments as much correct as possible and avoid misleading them. As a result, students will be more confident and sure about the given peer feedback.

5- Some teachers argue that peer feedback make students feel confused and puts them in embarrassment, this is because they feel themselves not qualified enough to provide peers with such comments. So, teachers should be intelligent when applying pair works via mixing students with high level with others of low level. This strategy increases motivation, interaction and even competition among them which is actually resulted in promoting students’ writing degrees and reinforces their communicative abilities in the target language.

6. Finally, teachers should be aware of the fact that students are not objects; they should take their psychological state into consideration and try to find out their writing weaknesses and reasons for this lack of appropriate language use. This creates the sense of friendship relation between teachers and students and between students themselves which leads to good learning and teaching atmosphere.

**General conclusion**

We are going to close of this study which highlights different aspects related to foreign language teaching/learning context. The aim of this study is investigating teachers’ and students’ attitudes towards the usefulness of peer feedback in enhancing students’ writing. Thus, to achieve this aim, two questionnaires were designed. The first was administered to 16 teachers of written expression. While, the second was delivered to 50 English students of third-year LMD. Results gained from both questionnaire confirmed our hypothesis that there is a positive relationship between writing and peer feedback. In other words results of students’ questionnaire reveals that students show
positive attitudes towards peer feedback practices and asserted their willing to work on the basis of this technique.

In addition to that, students found peer feedback helpful for them to better their writing skill, this is in one side. On the other side, teachers’ questionnaire resulted in positive attitudes towards this strategy and teachers extensively use it in their classes and found it very helpful to solve students’ writing problems and increasing their level in the target language, in addition to that teachers found that peer feedback effective to encourage collaborative work and raise students’ interaction. That is to say, the positive results proved that peer feedback has a significant role in improving students’ writing skill.

The findings of this research supported the previous studies in EFL/ESL teaching and learning context where researchers found that EFL students are willing to use peer feedback and showed positive attitudes towards this alternative assessment. They found that providing students with extensive peer feedback activities helps them to promote their writing achievements. Napaporn (2012) in this respect asserts that ‘‘students welcomed peer feedback. EFL students can get a lot of benefits from method such as learning from other perspectives. Seeing their own weaknesses and having more motivation to improve their writing ability’’ (Napaporn, 2012, p. 562).

Results of the study reveals that students experience peer feedback if they are well trained therefore, students’ positive attitudes are raised and largely influenced by the type of peer feedback as Rollinson (2005) claim: ‘‘…training students in peer response leads to better revisions and overall improvements in writing quality’’ (Rollinson, 2005, p. 24). On the basis of these evidence, we can say that teachers are commended to train their students to experience peer feedback in order to raise their conciouceness towards the importance of this strategy and the way should be
implemented so that they will benefit from it in improving their writing quality and enhancing other skills related to their writing requirements.

As any research, this study is limited and needs to be reinforced in the future, in the sense that it should be done to test the applicability of the findings on larger population.


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http://www.languagetestingasia.com/content/3/1/11


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APPENDICES

APPENDIX ONE: Teachers’ Questionnaire

APPENDIX TWO: Students’ Questionnaire
APPENDIX ONE

Teachers’ Questionnaire

Dear Teacher,

This questionnaire is a part of a research work; it is designed to investigate your attitudes towards the usefulness of peer feedback in EFL writing classrooms. So, we would be so grateful if you could respond to the following questions honestly. Please, tick (✓) the appropriate box and/ or provide full statements whenever necessary.

Thank you in advance for your cooperation.

Miss Karima BOUAFFANE

Department of English

Larbi Ben M’Hidi University, Oum el Bouaghi

Section One: Background Information

1- Gender :
   a- Female
   b- Male

2- What is the highest degree that you hold?
   a- BA
   b- Magister
   c- Master
   d- PHD
3- How long have you been teaching English at university?

..........................................................................................................

4- How long have you been teaching written expression?

..........................................................................................................

Section Two: EFL Writing

5- How do you consider your students’ writing skills?

   a- Very good
   b- Good
   c- Average
   d- Below the average
   e- Poor

6- What are the most common problems that your students have in writing? *(You can tick more than one box)*

   a- Writing inaccurate sentences
   b- Selection of irrelevant ideas
   c- Problems of cohesion and coherence
   d- Spelling mistakes and grammatical errors
   e- Others, please specify ………………………………………………………………………...

7- What do you do to help students overcome their problems in writing?

............................................................................................................................

. 

............................................................................................................................

...
8- Which teaching approach do you follow in your writing class?

- The Process Approach
- The Product Approach
- The Genre Approach
- The Process-Genre Approach

Whatever your answer is, please say why ………………………………………………………………………………………………………………………………

Section Two: EFL Writing

5- How do you consider your students’ writing skills?

- Very good
- Good
- Average
- Below the average
- Poor

6- What are the most common problems that your students have in writing? (You can tick more than one box)

- Writing inaccurate sentences
- Selection of irrelevant ideas
- Problems of cohesion and coherence
- Spelling mistakes and grammatical errors
7- What do you do to help students overcome their problems in writing?

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8- Which teaching approach do you follow in your writing class?

a- The Process Approach  

b- The Product Approach  

c- The Genre Approach  

d- The Process-Genre Approach

Whatever your answer is, please say why 

………………………………………………………………………………………..

………………………………………………………………………………………..

…..

9- In the writing class, do you often give students the opportunity to write

a- Individually?  

b- In groups?  

c- In pairs?

Whatever your answer is, please say why 

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Section Three: The Usefulness of Peer feedback

10- How often do you give students the chance to respond to one another’s work?
   a- Always  
   b- Sometimes  
   c- Often  
   d- Rarely  
   e- Never  

11- Do you think that peer feedback may not be helpful because
   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?  
   d. Others, please specify………………………………………………

12- Through your observations, does peer feedback focus mostly on
   a- Spelling and grammar mistakes?  
   b- Sentence structure?  
   c- Selection and organization of ideas?  
   d- Others, please specify ………………………………………………………

13- Do you encourage students to revise their writing after receiving peer feedback?
   a- Yes  
   b- No  
   If No, please say why………………………………………………………………...
14- How helpful is peer feedback in the EFL writing classroom?

a- Very helpful  

b- Helpful  

c- Not helpful  

If your answer is a or b, do you think that peer feedback (You can tick more than one box) 

a- Helps students to improve their writing  

b- Promotes cooperative work among classmates  

c- Makes students aware that they write for others  

d- Others, please specify …………………………………

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15- Do you think that giving feedback to your peers helps you to improve your own writing?

a- Yes  

b- No  

If yes, please say how…………………………

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Dear Student,

This questionnaire is a part of an investigation carried out for a Master degree in Language Sciences and TEFL. It aims at investigating your attitudes towards the usefulness of peer feedback in EFL writing classrooms. You are kindly invited to take part in this investigation by answering the questions as accurately as possible. Please, answer either by ticking (√) the right box or by providing full statements whenever necessary.

Thank you in advance for your cooperation.

Miss Karima BOUAFFANE

Department of English

Larbi Ben M’ Hidi University,

Oum El Bouaghi

2015/2016

Section One: Background Information

1- Please specify your gender:

   a- Male
   b- Female

2- Was learning English
3- Do you enjoy writing compositions in English?
   a- Yes □
   b- No □

4- Do you consider your skills in writing as
   a- Very good □
   b- Good □
   c- Average □
   d- Below the average □
   e- Poor □

**Section Two: EFL Writing**

5- What difficulties do you have in writing? *(You can tick more than one box)*
   a- Selection of the relevant ideas □
   b- Organisation of ideas □
   c- Writing accurate sentences □
   d- Using the right/necessary punctuation □
   e- Others, please specify..........................................................................................................................

6- Have you ever tried to overcome your problems in writing?
   a- Yes □
   b- No □

   If yes, please say how. ..................................................................................................................................
7- Do you know that writing is a process which involves the stages of pre-writing, drafting, revising...

   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- Rarely  
   e- Never  

8- In the writing sessions, do you prefer writing

   a- Individually?  
   b- In pairs?  

Whatever your answer is, please say why  

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9- When writing, do you think about who will read your piece writing?

   a- Yes  
   b- No  

Section Two: EFL Writing

10- What difficulties do you have in writing? (You can tick more than one box)

   a- Selection of the relevant ideas  

b- Organisation of ideas

c- Writing accurate sentences

d- Using the right/necessary punctuation

e- Others, please specify……………………………………………………………………

6- Have you ever tried to overcome your problems in writing?

   a- Yes
   b- No

If yes, please say how. ………………………………………………………………………

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7- Do you know that writing is a process which involves the stages of pre-writing, drafting, revising…

   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- Rarely
   e- Never

8- In the writing sessions, do you prefer writing

   c- Individually?
d- In pairs?  
Whatever your answer is, please say why ……………………………………………………
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9- When writing, do you think about who will read your piece writing?
   a- Yes  
   b- No  

Section Three: Students’ Attitudes to the Usefulness Peer Feedback

10- Do you like receiving feedback from your peers?
   a- Yes  
   b- No  
   If No, please say why………………………………………………………………………………
   ………………………………………………………………………………………………………

10- How do you feel when your peer provides you with comments?
   a- Satisfied  
   b- Confused  
   Others, please specify ……………………………………………………………………………
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11- Which of the following writing aspects does peer feedback focus on?
   a- Writing accuracy  
   b- Organisation of ideas  
   c- Others, please specify…………………………………………………………………………....
13- What strategies do you follow when your peer provides you with feedback?

   a- Reading the comments carefully and revising your draft
   b- Making a mental note

Other please specify ........................................................................................................
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14- How helpful is peer feedback in the EFL writing classroom?

   a- Very helpful
   b- Helpful
   c- Not helpful

whatever your answer is, do you think that peer feedback is helpful because (You can tick more than one box)

   a- It helps you to improve your writing
   b- It promotes cooperative work among classmates
   c- It makes you aware that you write for others
   d- Others, please specify ...........................................................................................

15- Do you think that giving feedback to your peers helps you to improve your own writing?

   a- Yes
   b- No

16- Do you think that peer feedback will help the majority of students to improve their writing if they receive training from their teachers?

   a- Yes
   b- No
17- Please add any suggestions or comments on the usefulness of peer feedback in the EFL writing classroom.

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Thank you!
Résumé

Des études récentes confirment dans le domaine de l'anglais comme une langue étrangère et le rôle central de la formation des enseignants et est collègues correctes et l'une des méthodes scientifiques qui mettent l'accent sur le rôle de l'enseignant dans le processus d'éducation donc cette étude visait à explorer les effets de l'étranger dans l'amélioration de l'utilisation des enseignants de l'enseignement des langues est également essayé de faire la lumière sur importance d'établir une structure conviviale et confortable pour essayer d'obtenir l'utilisation de la langue et améliorer le niveau de l'écriture chez les élèves grâce à l'expansion du patch entre collègues possibilités loin de l'évaluation d'un professeur.La prémisse de base adoptée dans cette étude afin de déterminer l'application correcte des collègues dans le département renforcerait les enseignants et les élèves de langue et le développement des compétences en écriture de la façon dont cette recherche est très descriptive et cela signifie qu'il décrit deux variables: collègues de correction, l'écriture. Collègues de correction et de son rôle dans l'amélioration des compétences d'écriture chez les élèves comme variable dépendante et les données ont été recueillies au moyen de questionnaires d'auto-sélection spin sur la troisième année d'un nouveau système et éduqués et scolarisés dans le département d'anglais Université Larbi Ben Mhedy- et à son tour affecter les compétences d'écriture des élèves grâce à l'utilisation de collègues de technique correcte d'un style de mode pour accroître l'utilisation de la langue et de la participation, qui à son tour affecte les compétences d'écriture chez les élèves. Sur la base de ces résultats ont été confirmés l'hypothèse que les élèves ont besoin d'utiliser les collègues de technique correcte sans hésitation.
Cette étude a certainement ses limites et ses résultats ont révélé des effets dramatiques d'intérêt et devrait donc être recherché à l'avenir un pilote pour tester l'applicabilité de ces résultats à un grand nombre d'élèves.
ملخص

تؤكد الدراسات الحديثة في مجال تعليم اللغة الإنجليزية كلغة أجنبية و الدور المركزي للمعلم و يعد تصحيح الزملاء واحد من الأساليب العلمية التي تؤكد دور المعلم في عملية التعليم لذلك تهدف هذه الدراسة إلى استكشاف أثار تعليم اللغة الأجنبية في تحسين استخدام المعلمين للغة كما تحاول تضييق بعض الضوء على أهمية انشاء بنية مريحة ودية لمحاولة الحصول على استخدام اللغة وتحسين مستوى الكتابة لدى التلاميذ من خلال توضيح فرص التصحيح بين الزملاء بعيدا عن تقييم الاستاذ.

الفرضية الأساسية التي اعتمدت في هذه الدراسة تحدد أن تطبيق تصحيح الزملاء في القسم من شأنه ان يعزز لغة المعلمين والتلاميذ وتطوير مهارات الكتابة طريقة هذا البحث هو وصفية لغة و هذا يعني أنه يصف اثنين من المتغيرات : تصحيح الزملاء و الكتابة.

تصحيح الزملاء ودوره في تحسين مهارات الكتابة لدى التلاميذ وكمتغير ثابت تم جمع البيانات من خلال الاستبيانات الانتقاء الذي تدور على السنة الثالثة نظام جديد ومتعلمين و المتدربين في قسم اللغة الإنجليزية.

- جامعة العربي بن مهدي . و بدورها تؤثر على مهارات الكتابة للطلاب من خلال استخدام تقنية تصحيح الزملاء وهو الاستبان المناسب لزيادة استخدام اللغة و المشاركة والتي بدورها تؤثر على مهارة الكتابة لدى التلاميذ.

على اساس هذه النتائج تم تأكيد الفرضية في ان الطلاب بحاجة الى استخدام تقنية تصحيح الزملاء دون تردد هذه الدراسة بالتأكيد لها حدودها وكشفت نتائجها اثار مثيرة للاهتمام و بالتالي ينبغي ان يتم البحث في المستقبل تجريبيا لاختبار مدى انتباه هذه النتائج على عدد كبير من التلاميذ.