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**The Effect of Peer Feedback on Developing Writing in EFL Classrooms**  
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and English Language, Kasdi Merbah University Ouargla (KMUO)

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## **Dedication**

This work is dedicated:

To our dear parents

To our brothers and sisters

To our friends

To all our nearest and farthest relatives

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*First, all thanks, all gratitude to **THE ALMIGHTY ALLAH** for being here and achieving what we have achieved. We would like to express our full gratitude and respect to **our Dear Parents**. Then, we would like to express our gratitude to our Dear Supervisor, **Dr. DRID THOURIA** for her perfect supervision including her patience, her kindness, her guidance and her encouragement throughout the journey of our research.*

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## **Abstract**

The present study aims at investigating the extent to which peer feedback affects EFL students writing skill to produce well-written essays. The participants of the current study are 47 second year undergraduate students of English at Kasdi Merbah University of Ouargla registered for the academic year 2017/2018. To achieve the purpose of this study, a descriptive analytical approach was used through combining both a questionnaire for quantitative data and an interview for qualitative data. After the interpretation of the results, the study confirmed that peer feedback plays a pivotal role in developing students writing skill. Also, the study found that using peer feedback affects the aspects of language in addition to students' psychological state.

**Keywords:** *Peer Feedback , Writing Skill, EFL, Essay*

## **List of Abbreviations**

**EFL:** English Foreign Language

**EL :** English Language

**FL:** Foreign Language

**KMUO:** KasdiMerbah University Ouargla

**LMD:** Licence , Master, Doctorate

**Q:** Question

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## **1. Background to The Study**

Writing has become a dominant skill everywhere compared to the other skills of language. Writing is seen as a difficult skill in comparison to reading, speaking and listening (Harmer, 2004). Writing is regarded as a powerful way to communicate because it deals with human thoughts, and it is considered as a way of transmitting messages among humans (Rozakis, 2004).

In EFL writing, whatever the language is, students are asked to write whether academically, freely or even creatively. Writing effectively depends not only on the student him/herself, but also on the desire to write well as it depends on his/her colleagues and their helping hands; that is to say, the remarks, the comments and the corrections that are given by them to him or her about his/her produced piece of writing.

## **2. Statement of The Problem**

Since writing is considered as an important productive skill among language skills, EFL students in whatever disciplines are expected to master it. In fact, the ability to write appropriately as well as effectively is a hard task for EFL students. While writing, EFL students may encounter difficulties as they may commit mistakes in producing essays in English. More importantly, much research has been conducted concerning developing and enhancing one's writing. The present study attempts to know the effect of Peer feedback on developing one's writing skill since the latter is regarded as one among the techniques of eliminating mistakes as well as facilitating what is seen as a difficulty.

## **3. Purpose of The Study**

The overall aim of the present study is to see the extent to which peer feedback among second year students of English at Kasdi Merbah University of Ouargla is beneficial in developing their writing skill to produce well-written essays.

## **4. Research Questions**

The present study aims at answering the following questions:

- Is peer feedback among second year students of English at Kasdi Merbah University of Ouargla an effective way to develop their writing skill to produce well-written essays?

- In what ways does peer feedback among second year students of English at Kasdi Merbah University of Ouargla affect their writing skill to produce well-written essays ?

## **5. Research Hypotheses**

The following hypothesis is formulated:

- Peer feedback among second year students of English at Kasdi Merbah University of Ouargla can be an effective way to develop their writing skill to produce well-written essays.

## **6. Structure of The Dissertation**

This dissertation contains two parts. Part one is all about the review of literature where some insights regarding writing and peer feedback are provided. The following major points are explored: Teaching EFL writing including its nature, stages and approaches to teaching writing. Also, this part discusses the notion of feedback, its types, its importance, the advantages of peer feedback and its role in improving students EFL Writing. That part presents different views and previous studies related to the current study. As far as the second part is concerned, it outlines the methodology and procedures used in this research. It identifies the population, the sampling as it describes the data collection tools and the analysis of the major findings. Finally, the general conclusion comes to discuss various implications of the study and it spots its limitations.

## **7. Methodology**

This study adopts a descriptive analytical approach in analyzing and interpreting the data collected. Quantitative data gathered from a questionnaire given to second year licence students of English at Kasdi Merbah University of Ouargla to elicit students' attitudes toward writing essays via peer feedback, and an interview for written expression teachers at the department of English at Kasdi Merbah University of Ouargla.

## **Review of Literature**

### **Introduction**

Generally, writing is seen as a fundamental and a difficult skill and Students may encounter many difficulties. They concern spelling mistakes and mechanics. In this situation, teachers may use many techniques in order to handle that situation such as his/her feedback as he/she may use the technique of peer feedback.

This chapter is devoted to the theoretical part. It is divided into two sections. The first one is teaching EFL writing that encompasses the nature of writing, stages of writing and approaches to teaching writing. The second section is all about feedback, its types, its importance and the advantages of peer feedback.

### **1.1 Teaching EFL writing**

#### **1.1.1 The Nature of Writing**

In the ancient times, language was spoken, but after, it tenses written due to the invention of letters and letters combination that are made while speaking (Byrne, 1988). Nowadays, writing is seen as an act that differentiates human which “ normally requires some form of instructions ” (Tribble, 1996). Writing is defined as a tool of communication whereby human beings express their ideas and thoughts as well as transmitting messages. (Rozakis, 2004) stated that” Writing is a powerful means of communication because it forms and shapes human thoughts in any open society, everyone is free to write thereby share information with others” (p.21). Furthermore, writing is defined as the graphic representation of speech. According to Bloomfield (1993) language is recorded by means of writing.

#### **1.1.2 Stages of EFL Writing**

There are a number of stages that one must pass through when writing. Researches have not arrived at an agreement upon the exact number of stages. For instance, according to (Harmer 2004), the writing process encompasses: planning, drafting, editing, and final draft, whereas (Tribble, 1996) claimed that the final essay cannot be done without taking into account many stage: prewriting, composing, drafting, revising, editing and publishing. Although there has been no exact number of stages, a

typical division of stages is the division that consists of prewriting, drafting, revising and editing.

### **1.1.2.1 Prewriting**

The prewriting stage includes some strategies such as brainstorming and free writing. The writer at this stage will call upon his/her background knowledge. In addition, he/she clarifies the purpose behind writing as well as specifying the audience to whom he/she is writing to (William, 2001).

### **1.1.2.2 Drafting**

Teachers at this stage should make students aware of the first draft that is not the last thing to do. Thus, it is not important to produce a perfect draft due to the fact that drafting is imperfect since the draft is draft. So, it is important for teachers as well as students that the produced drafts will be revised later on because students sometimes resist, especially when they have “fully” written a text (Kroll and Flor, 2006).

### **1.1.2.3 Revising**

Revising is not the last stage because it is followed later by another stage which is “editing”. Revising denotes the act of reading what has been written as a draft. Tribble (2006) contends that “ writers are continuously reading through what they have written and making corrections to ensure both clarity and expressions and factual grammatical accuracy” (P.11)

### **1.1.2.4 Editing**

Editing is the last thing to do before publishing the produced work. At this stage, the writers will make changes over their written texts. They pay attention to spelling, punctuation as well as handwriting whether it is legible or illegible.(Harris,1993) said that “there is always a need for reading back over the text so far developed whether this is only part of draft of a full draft ... to ensure that the text is maintaining an overall coherence. Poor writers...rarely review or scan back even when a draft is finished” (p.8) .

## **1.1.3 Approaches to teaching writing**

There are three approaches to teaching writing which are the followings: the product approach, the process approach and the genre based approach.

### 1.1.3.1 The Product Approach

The product approach is one of the approaches of teaching writing. It emphasizes the use of linguistic knowledge, mainly the vocabulary items as well as the cohesive devices for a better syntax (Badger & White,2000). The underlying theory that goes under the product approach is behaviorism where all the emphasis is on both the repetition and imitation. That is to say, a model text is given to learners to be imitated and repeated.

Following this approach, writing passes through four stages. The first one is the familiarization stage where the lexico-grammar features of the text are the focus. The second stage is controlled and guided writing where learners start practicing writing by imitating the model given by the teacher. The last is the free writing stage in which learners will write without imitating the given model. Badger and White(ibid) contend that “the product based approaches see writing as mainly concerned with knowledge about the structure of language and writing development as mainly the results of the imitation of input in the form of texts provided by the teacher” (p.154). Figure 01 shows Li’s Product model (Qian, 2010, p. 18).

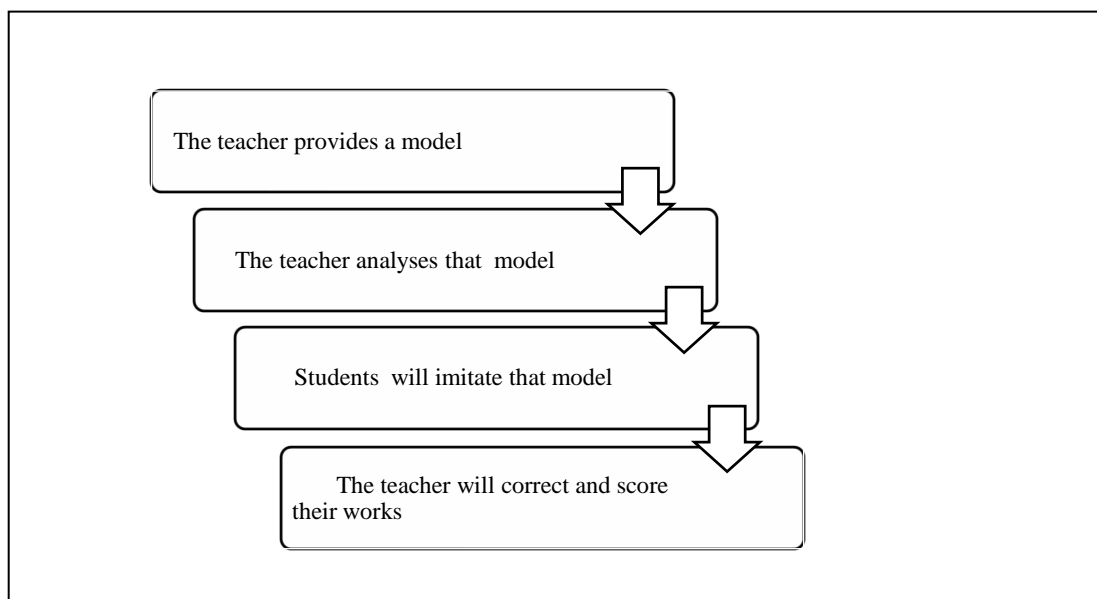


Figure 1 : Li’s Product model (Qian , 2010,p.18 )

The product approach has been criticized based on a number of weaknesses. According to Tuff (1993), it is not sufficient for students to spread their thoughts and ideas in a coherent and cohesive written text. Probably, the most noticeable weakness is that it is a teacher- centered approach. Also, the product approach is seen as weak approach in the sense that it focuses on the grammatical rules rather than taking into account the context of language use. Figure (1) shows the stages of writing in the product approach.

### **1.1.3.2 The Process Approach**

The process approach is all about the stages of writing. It comes as a revolution to the previous approach. The process approach emphasizes the stages of writing as it gives less importance to draft the final work; it focuses on prewriting, on drafting, on revising and on editing ( See section 1.1.2 ). The process approach is learner centered approach since the role of the teacher here is not that much important. Badger and White(2000) said that “ the process approaches see writing primerly as the exercise of linguistic skill, and writing development as an unconscious process which happens when teachers facilitate the exercise of writing skill”(p.154)

### **1.1.3.3 The Genre Based Approach**

The genre-based approach is the third approach among the approaches of teaching writing. The genre based approach is the result of the product approach progress. Badger and White (2000) claim that “ Genre based sees writing as essentially concerned with knowledge of language and as being tied closely with social purpose, while the development of writing is largely viewed as the analysis and imitation of input in the form of texts provided by teacher” (p.156). According to Widodo (2006), the genre- based approach enables EFL and ESL learners to use language appropriately in order to produce well-written texts coherently as well as cohesively. Moreover, the genre-based approach gives much importance to the communicative purpose behind writing, to the organization of ideas and thoughts and to the audience to whom one is writing.

## **1.2 Feedback**

### **1.2.1 The Notion of Feedback**



Feedback is widely seen as a fundamental technique in teaching and learning language skills, especially the foreign languages. It is seen as a strategy in language teaching and learning whereby one's skills will be reinforced. Hattie and Timperely (2007) define feedback as “ information provided by an agent regarding some aspects of one's task performance” (p.81). Feedback is seen as tool of measuring and deciding one's level and skills. It is also defined as providing information by commenting or correcting one's specific performed task. Narcis(2008) states that feedback is “ all post-response information that is provided to a learner to inform the learner on his or her actual state of learning performance”(p127).

## **1.2.2 Types of Feedback**

One of the factors which seems to be a great importance in dealing with feedback is that it has many types since it is regarded as a way of reinforcement. Feedback is classified according to its source into teacher feedback, peer feedback and according to its effect into positive and negative feedback.

### **1.2.2.1 Teacher Feedback**

Teacher feedback is the major type among the other types. Teacher feedback is considered as the most important one in which the teacher is the source of feedback that addresses learners. In this type ,the teacher generally focuses on the language rather than the form with little attention to the content .Indeed ,teacher feedback seeks to develop learner's current level of performance as it seeks to increase motivation among learners. Richard and Lockhart(1996)clarify that teacher feedback “serves not only to let students know how well they have performed, but also to increase motivation and build a supportive classroom climate”(p.188)

### **1.2.2.2 Peer Feedback**

Peer feedback has got many terms that have the same meaning and they meet under one definition :*Peer response, peer editing, peer evaluation* or *peer review* can be defined as proposing comments, corrections about one's performance given by one of that one's peers under the aim of enhancing it (Flower,1979). These tasks can be either written or spoken. In other words, peer feedback is also seen as making judgment about another learner's performed task concerns writing or speaking. Liu

and Hansen (2002) state that peer feedback involves “ the use of learners as sources of information and interactant for each other in such a way that learners assume roles and responsibilities normally taken on by formally trained teacher, tutor or editor in commenting on and critiquing each other’s drafts in both written and oral formats in the process of writing”(p75).

### 1.2.2.3 Positive ( Confirmation) Vs Negative (Disconfirmation)

According to Kluger and DeNisi (1996), both positive and negative can have a crucial impact on the process of learning. Sometimes, positive feedback has less effect in comparison with the negative one at the level of the self ( Hattie 1992). That is to say, the best feedback that suits the self is the negative feedback. However, the role of positive feedback can not be denied in the sense that it increases motivation among students to be more interested in performing tasks (Deci et al,1999). Figure 01 shows types of feedback

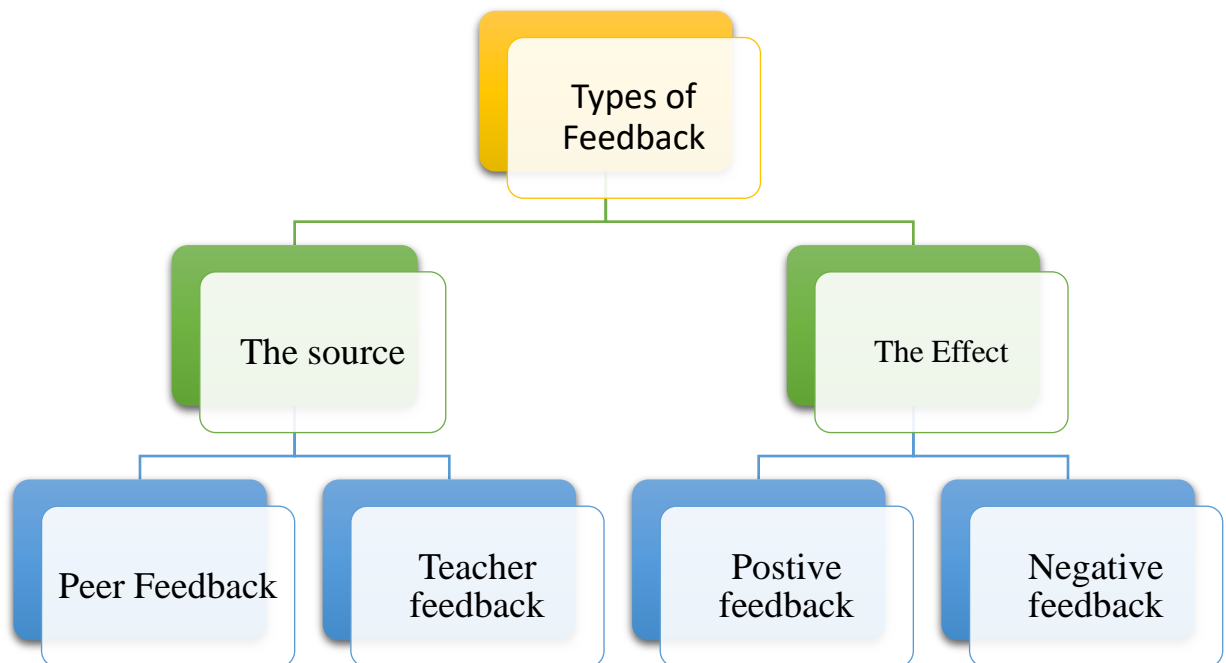
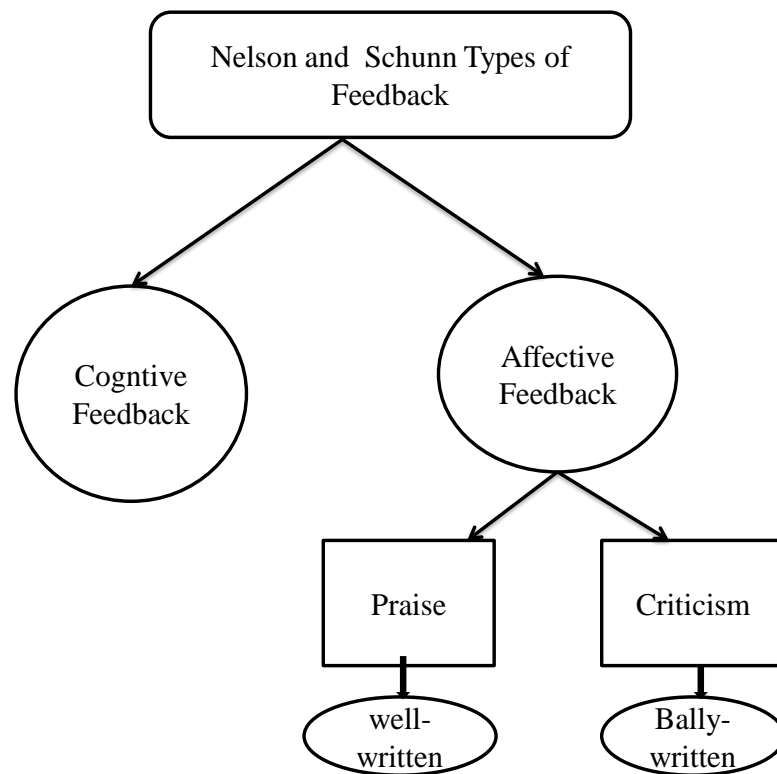


Figure 2 : types of feedback

### 1.2.2.4 Cognitive Vs Affective Feedback

There are two other types of feedback proposed by Nelson and Schunn(2009) which are the following :cognitive and affective feedback. According to them,the

cognitive feedback relies on the content of the performed task, whereas affective feedback, the quality of the performed task is the focus. This quality can be expressed either with praise words to indicate that the performed task was /is well-performed, or it can be expressed with criticism words to indicate that the performance was/is badly performed. In addition, paralinguistic features can be used in the affective feedback in order to indicate whether the performed task was/is good or bad (Nelson and Schunn, 2009). Figure 02 shows Nelson and Schunn Types of feedback



**Figure 3 : Nelson and Schunn Types of Feedback**

### 1.2.3 The Importance of Feedback

Besides considering feedback as a reinforcer, it has a number of other benefits. To begin with, feedback creates a kind of challenge among students to be motivated in order to enhance their achievements when performing tasks. Black and William (1998) claims that “the provision of challenging assignments and extensive feedback

lead to greater students engagement and higher achievement''(p.13). Also, it engages them in participating and interacting with each other in the classroom when learning. Moreover ,feedback facilitates the act of diagnosing student's weaknesses and strengths in order not to fall in the trap of committing mistakes, and it encourages them to build their critical thinking.

#### **1.2.4 Advantages of Peer Feedback**

Many issues have been investigated concerning peer feedback , among them its advantages. Peer feedback has got many benefits. To begin with, Hyland(2000) clarifies that with peer feedback, students will be encouraged particularly in the classroom participation and thus, students will be self-reliant instead of relying on the teacher all the time. Second, peer feedback has a great role to be played in explaining and reinforcing among students Yarrow and Topping(2001). In addition, Yang et al (2006) said that peer feedback plays a pivotal role in increasing students' critical thinking and social interaction. What is important is that kind of feedback makes students more receivable. In other words, more comments and reviews will be received by them while practicing peer feedback. (Lundstrom and Baker, 2009).

#### **1.2.5 The Role of Peer Feedback in Improving Students EFL**

##### **Writing**

Generally, Students can encourage each other to work together under the teacher's supervision for a better learning. Peer Feedback has a great role to play in enhancing and developing students level of writing (Topping et al, 2000; Plutsky & Wilson, 2004). Peer feedback contributes in making students able to see what they have made through the supervision of the others (Brown,2001). Also, the fact of making students assess their classmates, writing makes students able to diagnose the weaknesses and the strengths of their peers ; thus, they will be aware of those elements that work from those that do not (Kasper, 1998). Furthermore, peer feedback creates a high level of interaction between readers and writers (Rollinson, 2005). Moreover, much research contends that teacher feedback in centered around the grammatical level of the produced piece of writing, whereas peer feedback does not ; it generates more comments concerning the content, the organization and the vocabulary (Paulus,1999). In addition, peer feedback is seen as a fundamental technique in EFL writing

classrooms. It helps them to make a good use of their efforts in order to make their writings more valuable as well as efficient (Macpherson,1999).

## **Conclusion**

All in all , we have discussed the notion of peer feedback and the nature of writing among students of second year. It is characterized by special stages of writing, approaches to teaching writing ,types of feedback ,importance and advantages of peer feedback. In this chapter , we have provided the review of peer feedback concepts and some aspects of writing skill .In the coming chapter, we shall represent the methodology in order to investigate our research questions .

## **2.Methodology and Data Analysis**

### **Introduction**

This chapter is devoted to the methodology used in conducting the present study in order to achieve its purpose which is to see the extent to which peer feedback among second year student of English at Kasdi Merbah University of Ouargla is beneficial in developing their writing skill to produce well-written essays. Also, it deals with the research methods and population. Then, it deals with data collection. That is to say, the instruments used to collect data. Finally, this chapter concludes with discussing of the findings .That is ,whether peer feedback is actually effective in teaching writing by students of second year and the way it affects their writing .

### **2.1 Methodology**

This study adopts a descriptive analytical approach in analyzing and interpreting the data collected. quantitative data gathered from a questionnaire given to second year licence students of English at Kasdi Merbah University of Ouargla to elicit students ‘ attitudes toward writing essays via peer feedback, and an interview for written expression teachers at the department of English at Kasdi Merbah University of Ouargla. The current study uses descriptive analytical . Kothrai (2004) suggests that descriptive approach is used to “ describe state of affairs as it exists at present” (p. 12).

### **2.2 Methods**

This study combined both qualitative and quantitative methods . Thus, an interview and a questionnaire were selected as research tools to collect data. Using both quantitative and qualitative methods related to the nature of the theme and to achieve a better understanding of the phenomenon being investigated. Adopting mixed methods adds flexibility to the work instead of using only one method. In this regard, Jokony (2016) in her study concerning the use of mixed methods, contends that:

The use of mixed methods research adds rigor and validity to the research through triangulation and convergence of multiple and different sources of information. Mixed method research may therefore be a solution where a single method does not sufficiently provide insight into a complex phenomenon.

(p7)

## **2.3 Research Settings and Participants**

The present study takes place at KMUO, Department of Letters and English Language where English is regarded as FL. That university, like all the Algerian universities, adopts the LMD system. That is to say, students will pass through three cycles: Licence ( Bachelor), Master and Doctorate. The participants of the current research were both teachers and students in the same settings.

### **2.3.1 Student Participants**

In this study, the students population consist of 263 second year undergraduate students of English registered for the academic year 2017/2018. Only 47 students, who were non randomly chosen, based on the unavailability of the whole groups due to holidays participated in this study. Both genders answer the questionnaire given. Two groups were chosen to contribute in answering the questionnaire.

### **2.3.2 Teacher Participants**

The total number of the teachers who teach in the Department of Letters and English Language at KMUO is 24. However, according to the nature of this work theme, 5 teachers of written expression module were interviewed including 2 males and 3 females. The participating teachers have different degrees.

## **2.4 Data Collection**

### **2.4.1 Collection Procedures**

#### **2.4.1.1 Questionnaire**

The data gathered from students are collected from a questionnaire (Appendix A). The questionnaire begins with an introductory paragraph on the current study. The questionnaire is divided into four main sections. The first one ( Q1\_Q4 ) is all about the participants profile and their general information with multi-choice questions. Feedback and the students attitudes towards it is all what the second section holds. In the third section, the questions (Q7 \_Q13) are about the effect of peer feedback on students 'writing. The questions in the last section are concluding ones in which the participants were asked to respond two open-end questions.

Students' data collection procedure was conducted as follows. The questionnaire was administered to the respondents from the second year undergraduate students of English at KMUO on the fifth week of the second semester. Forty seven copies of the questionnaire were distributed on two non-randomly chosen groups. Then, students were allowed to choose the adequate answer for each question given.

### **2.4.1.2 Interview**

Data were collected from the teachers by means of face-to face structured interviews (see Appendix B) for the sake of seeing the effect of peer feedback on developing writing. The structured interview in the research gives freedom to participants in order to discuss a specific topic, (Cohen, Manion and Morisson, 2005).

Teachers' data collection process began by distributing 5 copies of the interview to non-randomly chosen teachers of written expression in the academic year 2017/2018. During each interview, further clarifications were requested in order to achieve depth in information.

## **2.5 Data Analysis Procedures**

The participants answers were processed quantitatively by computing frequencies and percentage . That is to say, the quantitative method was used when analyzing.

Qualitatively, teachers' interviews were analyzed. In other words, the thematic analysis is used for the sake of analyzing the recorded interviews according to the themes that emerge in the course of the interview .

## **2.6 Reporting the Results and Discussion**

### **2.6.1 Students' Questionnaire**

This section presents the results of the questionnaire .They presented in what follows:



## Section One: General Information

The following tables display the characteristics of the participants and some general information.

**Table 1: Gender of The Participants**

	Number	percentage
Male	15	31.91%
Female	32	68.08%
Total	47	100%

According to the data shown in Table 1, there are 32 females and 15 males. Males present (31.91%), and females present (68.08%).

**Table 2: The Age of The Participants**

	Number	percentage
20_25	42	89.36%
25_30	2	4.25%
More than 30	3	6.38%
Total	47	100%

The results in Table 2 shows that most of the participants in this study are aged between 20\_ 25 years old which represents (89.36%). Three students are more than 30 years old and only two students are aged between 25\_30 years old , which represents (6.38%) and (4.25%) respectively.

**Q3:** How many hours do you study writing per week ?

**Table 3: Time Allocation**

	Number	percentage
2 hours	0	00%
3 hours	8	17.02%
More than 3 hours	39	82.97%
Total	47	100%

In this table, the results show that (82.97%) of the participants study writing more than 3 hours per week. The rest of the participants said that they study only 3 hours weekly.

**Q4 :**how would you rate your level in writing?

**Table 4 : The Level of Writing**

	Number	percentage
Good	31	65.95%
Excellent	02	4.25%
Ordinary	11	23.40%
Poor	3	6.38%
Total	47	100%

The results in table 4 show that (65.95%) of the participants are good in their writing. (4.25%) of the participants are excellent, whereas (23.40%) of the participants are ordinary . The rest of the participants rate their level as a poor level.

**Q5:** How important is others' feedback to your writing ?

**Table 5: The Importance of Others' Feedback To Writing**

	Number	percentage
Very important	25	53.19%
Important	18	38.29%
Not important	4	8.51%
Total	47	100%

Table 5 describes statistically the results that investigate the importance of feedback to students writing. The majority of participants think that feedback is very important to their writing which represents (53.19%) .Eighteen students answered that feedback is important to their writing which represents the percentage of (38.29%), whereas the rest of the participants believe that others' feedback is not important to their writing which represents (8.51%).

**Q6:** Do you prefer to get feedback from your teacher or from your peers ?

**Table 6 : Students Preference of Feedback Type**

	Number	percentage
Teacher feedback	25	53.19%
Peers feedback	22	46.80%
Total	47	100%

Table 6 displays statistically that the majority of the participants (53.19%) said that they prefer to get feedback from their teacher rather than getting feedback from their peers because the teacher knows a lot about the method of writing more than peers .The rest of the participants stated that they prefer to get feedback from their peers that represents ( 46.80%) because they motivate and encourage each others as they produce texts enriched with vocabulary items.

### Section three : The Effect of Peer Feedback

The coming tables display the effect of peer feedback on developing writing. In other words, the tables show some of the effects that peer feedback has on students' writing .

**Q7:** Does your peers' feedback motivate you to revise your essay ?

**Table 7: Peer Feedback and Motivation**

	Number	percentage
Yes	43	91.48%
No	4	8.51%
Total	47	100%

Based on the statistics of seventh table, it is observed the majority of students state that peers feedback motivates them to revise their essay ; it represents (91.48%) ,whereas the rest of the participants said that peer feedback does not motivate them in revising their essays.

**Q8:** Does your peers' feedback enable you to diagnose your weaknesses as well as your strengths ?

**Table 8: Peer Feedback and Diagnosing Weaknesses and Strenghts**

	Number	percentage
Yes	41	87.23%
No	6	12.76%
Total	47	100%

Discussing the finding of table 8, it is observed that the majority of students clarify that peer feedback enables them to diagnose their weaknesses as well as their strengths .Again, the rest of the participants said that peer feedback does not diagnose their weaknesses and their strengths.

**Q9:** Does your peer feedback reduce your writing anxiety ?

**Table 9:Peer Feedback and Writing Anxiety**

	Number	percentage
Yes	34	72.34%
No	13	27.65%
Total	47	100%

Based on the statistics of table 9, it is noticed that the majority of students said that peer feedback helps them in reducing their writing anxiety which represents (72.34%),whereas the rest of the participants said that peer feedback does not do so.

**Q10:** Does the feedback of your peer provide you with a high level of interaction between you as writers and your readers ?

**Table10: Level of Interaction between Readers and Writers**

	Number	percentage
Yes	42	89.36%
No	5	10.63%
Total	47	100%

On the one hand, table 10 shows that the majority of the participants clarify that peer feedback provides them with a high level of interaction as writers and their readers which represents (89.36%). On the other hand, the rest of the participants state that peer feedback does not provide them with a high level of interaction between them and their readers.

**Q11:** How do you find the feedback of your peer?

**Table 11: Peer Feedback Comprehension**

	Number	Percentage
Very easy to understand	15	31.91%
Quite easy to understand	28	59.57%
Quite difficult to understand	3	6.38%
Very difficult to understand	1	2.12%
Total	47	100%

Table 11 shows that the majority of the participants find their feedback quite easy to understand, which represents (59.57%). Fifteen students said that they have no difficulties in understanding their peers feedback in writing essays which represents (31.91%). Yet, only one student said that he/she finds peer feedback very difficult to understand. The rest of students said that they find it quite difficult to understand their peer feedback which represents( 6.38 %).

**Q12:** Which aspect of writing does the feedback of your peers focus on ?

**Table 12: Peer Feedback and Writing Aspects**

	Number	percentage
Grammar	8	17.02%
Content	7	14.89%
Organization	8	17.02%
Vocabulary	24	51.06%
Total	47	100%

Based on the statistics of table 12, it is shown that the majority of the participants said that their peers feedback focuses on vocabulary more than the other aspects which represents (51.06%). Yet, (17.02% ) of the participants said that they focus on Grammar aspect from their peers feedback to writing their essays. Again,( 17.02%) of the participants said that their peers feedback focuses on the writing organization. The rest of the students said that they focus on the content from their peers feedback which represents (14.89% ).

**Q13:** Which aspect do you prefer most to receive peer feedback on ? And why ?

**Table 13 :Peer Feedback and Preference Writing Aspects**

	Number	percentage
Grammar	5	10.63%
Content	6	12.76%
Organization	3	6.38%
Vocabulary	33	70.21%
Total	47	100%

Table 13 shows that the majority of the participants prefer to get feedback concerning vocabulary which represents (70.21%) because they need to learn new words to improve their writing essays. (10.63%) of the students prefer to receive feedback on grammar aspects from their peers because they see it as an important aspect to build and to correct their essays. (12.76%) of the participants choose content as the aspect that they prefer to get feedback on. The rest of the participants prefer the aspect of organization feedback because it helps the reader to understand well.

## **Section Three: Concluding Questions**

The following two questions are concluding ones.

**Q14:** Can you mention more other benefits that you get from peer feedback?

The majority of the participants argue that peer feedback obtains them more new vocabulary items from their peers feedback .Also, most of the students answer that they get more benefits concerning how to organise thoughts and information; they get more benefits concerning improving their writing styles. Others said that peer feedback benefits them in picking up the right punctuation .Again, some of them answer that peer feedback contributes in avoiding mistakes.

**Q15:**Can you suggest more other benefits that you think are important in developing one' s writing skill?

Most of the participants suggest that reading a lot develops one's writing skill; the more one reads a lot, the more he/she develops his/her writing capacities. Some of them propose that one must practise writing a lot. In other words, the more one writes, the more he/she develops his/her writing abilities. Moreover, the rest of the participants said that improving the writing skill depends on having rich vocabulary items as well as taking care of the spelling mistakes.

### **2.6.2 Teacher's Interview**

The overall aim of the interviews is to see teachers' attitudes towards using peer feedback in their writing classes. In this regard, teachers' answers have been divided into two parts: general background information in addition to teachers attitudes towards using peer feedback in their writing classes.

#### **2.6.2.1 Teachers' Background Information**

According to the results, teachers' experience ranges between 1 to 11 years of teaching English at the university. Regarding teaching the subject of written expression , most of the interviewed teachers clarify that they have a long experience in teaching writing. It spans from 7 to12 years of experience.



### **2.6.2.2 Teachers attitudes towards using peer feedback in their writing classes**

**Q4:** What do you think about using peer feedback in teaching writing in your classrooms?

Based on the analysis of the fourth question of the interview, all the interviewed teachers said that the use of peer feedback is very important in writing including different explanations and justifications for their view, among them students' preference. That is, students prefer their colleagues to correct them rather than their teacher's correction. Also, teachers mentioned that peer feedback is very helpful technique to their writing due to the fact that peer feedback eliminates barriers to learning. The following extracts are some of the teachers' responses:

#### **Teacher 1**

*"I do believe in that, I use this technique in my classroom, and I use it all the time. You know why? Because students believe that their writing should be corrected by their colleagues as it is corrected by their teachers"*

#### **Teacher 2**

*" In teaching written expression, the peer feedback is a necessary technique because it is very helpful for students to feel at ease when writing in addition to other important manifestations that peer feedback may affect"*

#### **Teacher 3**

*"For me, it is very useful, very fruitful methods, but it depends...It's good"*

#### **Teacher 4**

*"It is important, and I use it always with first year and second year students. In the first sessions, I teach them theoretically, and I explain the lesson. In the Second session, I ask them to write something about the lesson I taught..."*

#### **Teacher 5**

*“So far, peer feedback is really beneficial , but what I notice, I noticed that our students are not prepared for this technique...”*

**Q5: What are the advantages of using this technique in your writing classes?**

Based on the fifth question about the advantages of using peer feedback inside the writing classes, all the interviewed teachers have mentioned numerous advantages. All teachers agree that peer feedback has a positive impact on motivating students to write as well as building self confidence. Again, different language aspects are affected by peer feedback . Also, writing mechanics are affected including punctuation in addition to spelling.

**Teacher 1**

*“For the advantages, first, they will get motivated and they will be self-confident ok. Also, they will be able to write outside even without having any shame because they will have that kind of fact that they can write about any thing and anyone, any colleague can correct what they have written.”*

**Teacher 2**

*“First, making students aware of their own mistakes by reference to others’ mistakes. Second, making them aware of the repetitive mistakes. Most students feel ashamed to face the teachers’, when we apply this technique, students will not be afraid of each other. Four, peer feedback if it applied correctly, and I am saying here correctly will help the teacher a lot in enhancing students’ final product”*

**Teacher 3**

*“The advantages of using that technique, students will learn from each other, and to learn by themselves as well as being independent from the teacher. For those who are very shy, it builds self-confidence. Indeed, it helps students a lot, especially for the shy ones”*

**Teacher 4**

*“I see that psychologically, student will be able to comment on his classmates. He is given the ability to take the role of the teacher, comment, correct and so on.”*

**Teacher 5**

*“If we succeeded in using this technique, really it has many advantages. First of all, students are going to feel that they are responsible because they provide feedback to their classmates. Also, it gives them motivation”*

When they were asked about the language aspect that students give more feedback on it, all of them agreed that students give more feedback concerning vocabulary, grammar and spelling.

**Teacher 1**

*“Concerning the language aspect, students give more feedback on vocabulary as well as correcting grammar mistakes and spelling...”*

**Teacher 2**

*“Students, my students give more feedback on vocabulary and grammar”*

**Teacher 3**

*“Concerning the aspects, students give feedback on grammar, spelling as they give feedback on vocabulary”*

**Teacher 4**

*“Normally, they give feedback on grammar and spelling, and some feedback concerning vocabulary”*

**Teacher 5**

*“Most of the time, I notice that students give more feedback concerning their spelling and grammatical mistakes in addition to some comments on using some vocabulary items”*

When they were asked about the constraints that prevent them from using peer feedback effectively in their classes, all the interviewed teachers state that time constraints impede them from using it effectively. Also, they have mentioned that the number of students and the difference between high and lower achievers tend to be obstacles that hinder the effectiveness of using peer feedback inside classes.

Moreover, the way of students' sitting is regarded as an obstacle that hinders the use of peer feedback effectively.

**Teacher 1**

*“The difference between higher and lower achievers., with higher achievers, the task is very easy, but with lower achievers, I think it is hard. Also, time is not sufficient to apply this technique effectively”*

**Teacher 3**

*“ There are many constraints. The first one is time, really we do not have enough time to apply this technique. Also, the number of students is a real constraint , in addition to the way of sitting prevent the effectiveness of using it”*

**Teacher 4**

*“Time is really a constraint that prevent me to use peer feedback effectively. It is impossible for instance to apply this technique and making students correcting each others' work in addition to syllabus structure...”*

**Teacher 5**

*“It is a matter of time, really time is not sufficient.. Also, our students are not prepared for this..”*

Based on the analysis of the teachers' responses to the tenth questions on mentioning other techniques of developing students' writing, all teachers conclude by suggesting some strategies used to enhance one's writing: using the Genre-Model by giving them a text to imitated. Also, teachers should provide concrete things such as pictures. In addition, they encourage the idea of practicing writing. Furthermore, they said that developing students' writing can be realized through engaging games in classes in addition to the way of sitting. Here are some of what the teachers have suggested:

**Teacher 1**

*“Other techniques, yes there are many among them I mention: the Genre-Model ie give them a model to be imitated, the chain writing. Also, the gravity world or the gravity board in addition to many techniques used for developing writing”*

**Teacher 2**

*“We have for instance the Self-feedback, the student is given the chance to correct his/her own mistakes by his/herself. Two, we can also apply the teacher’s role and it can be developed more by interfering in a funny way for instance”*

**Teacher 3**

*“Techniques, yes there are many. The teacher can use the visual aids. Me myself I use drawings, especially in comparison, students will write good sentences”*

**Teacher 4**

*“Let’s conclude with this sentence, practice makes perfect. If students are practicing a lot, this develops their writing capacities”*

**Teacher 5**

*“I think that games is beneficial in writing. Also, using pictures especially in guessing and writing. Discussion in groups, especially in the argumentative essays”*

## 2.7 Recapitulation

The results of the questionnaire could be interpreted as follows. Peer feedback is found to be an effective way to develop students' writing skill. Using peer feedback, which is postulated to be predominant in affecting students' writing motivation, appears in the largest proportion of the questionnaire responses (91.48%). That is, peer feedback motivates students to revise their essays. Along with this tendency, the analysis of the questionnaire shows that with this technique, students will be able to diagnose their weaknesses as well as their strengths. That is, they will be able to know their mistakes and correct them altogether. In addition, from the analysis, it is found that writing anxiety will be reduced when applying that technique. In other words, peer feedback increases self-confidence among students. On this ground, it is noticed that using this technique provides students with a high level of interaction between them as writers and their essays readers. Furthermore, both grammar and vocabulary items tend to be the most important language aspects that may be enhanced in comparison to the other aspects of language. Moreover, it is shown that integrating peer feedback in writing classes contributes in developing students' writing in the sense of picking up the right punctuation as well as eliminating some problems concerning the spelling mistakes.

The results of the interview show that teachers consider peer feedback as an effective technique in developing students' writing skill, as all the interviewed teachers report . Furthermore, peer feedback shows that it enhances students' writing through affecting different aspects of language including vocabulary , grammar in addition to punctuation and spelling . Moreover, peer feedback affects students ' psychological state to be motivated to write well as it is reported by the majority of the interviewed teachers. This is compatible with the results obtained from the questionnaire.

## **Conclusion**

This part discussed the main methodological points including an overview about the research methods. Also, it tackled the population as well as the sampling used when analysing. In this part, two research instruments were chosen to collect data namely a students' questionnaire and teachers' interview. Finally, it dealt with the discussion as well as the recapitulation of the main findings.

## **General Conclusion**

To conclude, the study was carried out to investigate the effect of peer feedback on developing writing skill. Writing effectively hinges fairly on peer feedback . That is , peer feedback contributes in enhancing EFL writing . In other word , it is regarded as technique to improve students writing. The study provides some insights concerning teaching EFL writing as it provides some other insights about peer feedback.

The current study spots light on the effectiveness of using peer feedback in EFL classes ,and the way it affects writing. To do so, The data were collected using two tools namely the students' questionnaire and teachers' interview belong to the same university (KMUO). Based on the interpretations of results, the study confirmed that peer feedback plays a pivotal role in developing EFL students writing skill. This may relate to students preference type of feedback in the sense that they like to be corrected by their peers as they are corrected by the teacher. Also, the results indicate that integrating peer feedback within EFL writing classes enables students to acquire new vocabulary items and enhances their grammar. That is to say, their vocabulary will enriched, and they will be aware of their grammar mistakes. Moreover, peer feedback contributes in improving students spelling mistakes as well as students punctuation. Furthermore, using this technique increases motivation among students that pushes them to write well.



## **Limitations of The Study**

The researchers have encountered a number of obstacles while conducting this study. First and foremost, time was not sufficient to conduct this study. Second, this study was based on 2 groups of second year students of English at KMUO and the number of participants were 47 only; this is due to the unavailability of all the whole number of the two groups. More than this, the very small number of written expression teachers who participated in the interview hinders us from giving a clear description regarding using this technique in EFL writing classes. In addition to this, the study was based on the writing skill; thus, its results can not be generalized to the remaining language skills. In other words, further researches have to apply this on speaking, reading or listening.

## **Implication of Research**

The implication of this research is based on the results of both the questionnaire and the interview. The researchers of peer feedback and its effect on the writing skill suggest some recommendations: Teachers should provide students with a rubric to be followed by students while giving feedback to each other. Teachers should use concrete things like pictures. That would ease things for students to write, especially in description. In addition, teachers should apply this technique not only on the writing skill, but also on the other skills of language, especially speaking. Furthermore, the teacher should organize the way of sitting inside his/her writing classes including the combination of higher and lower achievers. This would create a suitable climax that pushes and motivates them to write well. Also, teachers should apply the use of peer feedback not only on the subject of written expression, but also on all the subjects; this would prepare students for the technique.

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# Appendix A

## Questionnaire

### Students' Questionnaire

Dear Students

Our present study deals with the investigation of the effect of peer feedback on developing writing among second year students of English at Kasdi Merbah University of Ouargla. This questionnaire aims at seeing the extent to which peer feedback develops the writing skill. We will be grateful if you could answer the following questions honestly.

Please put *plus* (+) in the box you select and write the answers if needed

**Thank you in advance for your help**

### Section One: Background Information

1. Your gender:

Male

Female

2. Age:

A) 20\_25

B) 25\_30

C) more than 30

3. How many sessions do you study writing per week?

A) 2 session

3 sessions

more than 3 sessions

4. How would you rate your level in writing?

A) Excellent

B) Good

C) ordinary

D) poor

**Section Two: feedback**

5. How important is others' feedback to your writing?

- A) very important                       B) important                       C) not important

6. Do you prefer to get feedback from your teacher or your peers?

Please, justify your choice.....

.....

**Section three: The Effect of Peer Feedback**

7. Does your peers' feedback motivate you to revise your essay?

- A) Yes                       B) No

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

- A) Yes                       B) No

9. Does your peer feedback reduce your writing anxiety?

- A) Yes                       B) No

10. Does the feedback of your peers provide you with a high level of interaction between you as writers and your readers?

- A) Yes                       B) No

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

- A) Very easy to understand
- B) Quite easy to understand
- C) Quite difficult to understand
- D) Very difficult to understand

12. Which aspect of writing does the feedback of your peers focus on?

- A) Grammar
- B) content
- C) organization
- D) vocabulary

13. Which aspect do you prefer most to receive peer feedback on? And why?

.....

**Section Three: Concluding questions**

Please, can you mention more other benefits that you get from peer feedback?

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

Please, can you suggest more other benefits that you think are important in developing one's writing skill?

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

***Thank You very much for your  
cooperation***

## Appendix B

### Teachers' Interview

The present study aims at investigating the effect of peer feedback on developing writing in EFL classrooms. We would appreciate you in taking time to answer the following questions based on your own experience. Thank you so much for your cooperation.

.....  
.....

1. Would you please tell us about your teaching experience? How long have you been teaching English at university?
2. How long have you taught the subject of written expression?
3. Are you provided with any clear guidance at the syllabus or the administrative regarding the methods of teaching writing?
4. What do you think about using peer feedback in teaching writing in your classrooms?
5. What are the advantages of using this technique in your writing classes?
6. On which language aspects do you think your students give more feedback to each other within your writing classes?
7. According to you, how does peer feedback help in enhancing students' writing?
8. Do you think that there are other indirect factors that peer feedback can develop to assist students to write better?
9. Are there any constraints that prevent you from using this technique effectively in your classes?
10. In addition to peer feedback, are there any techniques that you suggest to develop students' writing?



## Abstract

The present study aims to investigate the extent to which peer feedback affects students writing skill to produce well-written essays. The participants of the current study are 47 second year undergraduate students of English at Kasdi Merbah University of Ouargla during the academic year 2017/2018. To achieve the purpose of this study, a descriptive analytical approach was used through coupling both a questionnaire for quantitative data and an interview for qualitative data. After the interpretation of the results, the study confirmed that peer feedback plays a pivotal in developing students writing skill. Also, the study found that using peer feedback affects the aspects of language in addition to students' psychological state.

**Keywords:** peer feedback , writing skill, Essay

## Résumé :

La présent étude vise examiner la mesure à laquelle de pair (l'égal) le retour d'information affecte des étudiants écrivant l'habileté ( la compétence) produire des essais bien écrits. Les participants de L'étude actuelle sont 47 deuxième étudiant en licence d'année d'anglais à l'université d'Ouargla de Kasdi Merbah pendant l'année 2017\_2018 universitaire. Pour réaliser le but de cette étude, une approche analytique descriptive a été utilisée par l'accouplement tant questionnaire pour des données quantitatives qu'un entretien (une interview) pour des données qualitatives. Après l'interprétation du résultat, l'étude a confirmé que le pair (l'égal) le retour d'information joue un central dans des étudiants se développant écrivant l'habileté (la compétence). Aussi, l'étude a constaté qu'utilisant le pair (l'égal) le retour d'information affecte les aspects de langue en plus de l'état psychologique des étudiants.

**Les Mots clés :** *le pair (l'égal) le retour d'information, Écriture d'habileté (de compétence), l'anglais comme langue étrangère, essai*

## ملخص الدراسة :

تهدف هذه الدراسة الى التحقق من مدى تأثير تقنية التغذية الراجعة الثنائية على مهارة الكتابة عند طلبة الانجليزية بوصفها لغة أجنبية حتى تكون مقالاتهم من الجودة بما كان. وقد اخترنا لهذا الغرض 47 طالبا من السنة الثانية ليسانس من قسم الاداب واللغة الانجليزية بجامعة قاصدي مرباح ورقلة للسنة الجامعية 2017 / 2018. وقد تبيننا المقاربة الوصفية التحليلية من اجل الوصول لمبتغى دراستنا, فقمنا بمزاوجة الاستبيان ذي المعطيات الكمية مع المقابلة ذات المعطيات الكيفية. وبعد تحليلنا للنتائج تاكد لنا ان التغذية الراجعة الثنائية لها دور محوري جدا في تحسين مهارات الكتابة لدى الطلبة. وقد وجدت الدراسة كذلك أن التغذية الراجعة الثنائية تؤثر على المظاهر اللسانية بالاضافة الى الحالة النفسية للطلبة.

**الكلمات المفتاحية :** *التغذية الراجعة الثنائية, مهارة الكتابة, اللغة الانجليزية بوصفها لغة اجنبية, مقال*