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***Exploring the Effectiveness of Peer Feedback in the EFL
Writing Classes (The Case of Second Year BMD Students at
IBN KHLDOUN University***

*Dissertation Submitted to the Department of English as a Partial Fulfillment of the
Requirements for the Degree of Master in Didactic*

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Dedication

To our parents

To our supervisor

Acknowledgements

Every journey has an end, and our journey of learning is finished by completing this dissertation, but learning in this life will never end.

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Abstract

Learners find ease in learning from their peers as they find listening to their opinions while correcting and understanding each other's thoughts very useful. Since peer feedback is not less important than teachers' feedback, the current study is set to explore the efficiencies of peer feedback in EFL writing classes. Also it aims to discover proper techniques that could help implementing it in classes more often. The study was conducted at Ibn Khaldoun University of Tiaret in which data were gathered from second year LMD students and teachers of English. The instruments that were used in the study work consisted of questionnaire for students and interview for teachers. The finding revealed that peer feedback was not used continuously in EFL writing classes because they are skeptical of how students may handle it. They also argued that peers' feedback may cause problems and low self-confidence between students.

Key words: Peer feedback, writing.

Table of Content

Dedication	II
Acknowledgements	III
Abstract	IV
List of Acronyms	VII
List of Tables	VIII
List of Figures	IX
General Introduction	P 01
CHAPTER ONE: Feedback and its Types	
1.1 Introduction	P 04
1.2 Overview of Feedback	P05
1.2 Functions of Feedback	P06
1.3.1 Problems of Feedback	P06
1.3.2 Solutions of Feedback	P09
1.3 Teacher's Feedback VS Students Attitudes.....	P10
1.4 Peer Feedback Defined.....	P11
1.5.1 Types of Peer Feedback.....	P12
1.5.2 The Use of Peer Feedback in EFL Writing	P14
1.6 The effectiveness of peer feedback in EFL writing.....	P15
1.7 Benefits and drawbacks of peer feedback in writing	P16
1.8 Impact of Cultural Differences on Students' peer Feedback	P19
1.9 Grading Rubrics for Peer Assessment	P20
1.10 Conclusion	P21
CHAPTER TWO: Teaching Writing and Research Design	
2.1 Introduction	P23
2.2 English as a foreign language in the Algerian Context	P23
2.2.1 Teaching the writing Skill.....	P24
2.2.2 The Components of Writing.....	P24
2.2.3 The Position of Writing in the Syllabus	P25
2.3 Research Design	P26
2.3.1 Research Method	26
2.3.2 Research Participants.....	P26
2.3.2.1 Students Profile	P27
2.3.2.2 Teacher Profile	P27
2.3.3 Research Setting	P27
2.3.4 Research Tools	P28
2.3.4.1 Questionnaire.....	P28
2.3.4.2 Interview	P30
2.4 Conclusion	²P32
CHAPTER THREE: Data Analysis and Recommendations	
3.1 Introduction	P34
3.2 Data analysis	P34

3.2.1 Students questionnaire analysis	P34
3.2.2 Teacher’s interview analysis	P41
3.3 Recommendations	P43
3.3.1 Instructions for the teachers	P43
3.3.2 Students instructions	49
3.4 Conclusion	P53
General Conclusion	P54
List references	56
Appendices	
Appendix “A”: Learners’ Questionnaire	
Appendix “B”: Teachers’ Interview	
Summary	

List of Acronyms

BMD: Bachelor, Master, Doctorate.

EFL: English as a foreign language.

LMD: License, Master, Doctorate.

List of Tables

Table 1.1 Types of Peer Feedback.....	P14
Table1.2 an Analytic Rubric	P21
Table 2.1 the Components of Writing.....	P25
Table 3.1 Participants' Gender.....	P 35
Table 3.2 Students' preferred Skill	P 35
Table 3.3 Familiarity with the Word Feedback	P 36
Table 3.4 Familiarity of the Types of Feedback	P 37
Table 3.5 Peer feedback among Students	P37
Table 3.6 Peer feedback in the Writing Classes	P 38
Table 3.7 Frequency of peer feedback use by teachers	P 38
Table 3.8 Reasons behind the Non use of Peer Feedback	P39
Table 3.9 Effectiveness of Peer Feedback	P40
Table 3.10 Attitudes towards Implementing Peer Feedback in Writing Classes	P40
Table 3.11 Reasons behind Peer Feedback Implementation	P41
Table 3.12 Example about feedback rubric.....	P.45

List of Figures

Figure2.1. The Place of QuestionnaireP28

Figure2.2 Questionnaire and it is TypesP29

Figure 2.3 Types of InterviewP31

Figure3.1 Peer feedback suggestions (teaches)..... P48

Figure 3.2 Peer feedback suggestion (students)..... P52

General Introduction

The field of education revolves around how to communicate the information to the learners and how to deal with their learning problems. Moreover, different methods and tools are utilized by the teacher in order to assess his students, and feedback is one of these tools. It has a very effective role whether given by the teacher or by the peers.

In the EFL writing classes, the use of feedback in the teaching process is to be essential tool in promoting students' level and writing techniques. Students are familiar with teacher feedback either in a written or an oral format that explains where students committed mistakes and how they should correct them. What is of less familiarity to students is the use of peer feedback in writing classes.

Though, the fact of receiving remarks and feedback from another peer, may reduce pressure on students, This technique can also train the students to open a discussion with their classmates about writing.

However, The teachers' feedback is the dominant assessment technique in writing classes and there is less opportunity –or even none- for students to become part of it.

Peer feedback is a practice between students during the writing class, where they can exchange remarks, ideas and grades in order to learn from each other and to explore their competence in developing thoughts. Therefore, the purpose of this study is to discuss the importance of using peer feedback as a regular technique in EFL writing classes.

This study raises these particular questions and seeks to answer them:

1. To which extent is peer feedback utilized in EFL writing classes?
2. What could be the factors that preventing the EFL teachers from using peer feedback?

3. What are the proper ways to implement it successfully in class?

Based on our expectations about peer feedback, the following hypotheses were proposed to answer the questions above:

1. The technique is not widely used- if not at all- in the department.
2. The factors could be the students' lack of training and familiarity with it or/and the teachers' lack of trust in his students' feedback quality.
3. We can use it gradually by giving the students feedback rubrics.

In order to answer our research questions, quantitative and qualitative method instructions have been utilized. Questionnaire were used to collect data from second years BMD students and the interview was done in order to explore the technique that used in using peer feedback in the classroom by their teachers .

The present research is divided into three main chapters: The first one which is purely theoretical revolving around feedback as a concept, its various types as well as the benefits and drawbacks of using it. The second chapter presents a view on the teaching of the writing skill in Algeria as well as a full description of the research methods and setting. Whereas, the third chapter explains the findings of the study, it discusses the main conclusion and offers useful recommendations in order to implement the peer feedback in writing classes.

Chapter 1

Feedback and its Types

1.1 Introduction

Writing is one of the important and complex skills in any language learning process. It noticed by student's ideas and their abilities in writing. Writing in EFL classes develops the performance of the students through practice some activities by the teacher to talk about peer feedback instead of teacher feedback, which is well known and widely used during writing session that carry with it the knowledge, competence and behavior of each student.

Teaching writing in EFL classes requires much information and good teaching methods, it can serve the interests of the teachers and the students. Since feedback has an efficient value in teaching. Teachers often use both kinds of feedback to improve the level of students.

In this chapter, We are going to defined peer feedback and pointed to its types and problems also, to set some effectiveness and the different uses of it. In a clear way feedback in general or peer feedback in specific, create a strong relation either between student- teacher and student –student. This chapter also contains the different studies of the research that they clarified the effectiveness of peer feedback in EFL writing classes, and how it helps the process of teaching by taking into consideration students perceptions and development of their different mind.

1.2. Overview of Feedback

Feedback was considered as a need in different field owing to it is value and it is importance to the person in general.

Feedback is a process of giving and receiving data or critics from one person to another. In educational field, it is done between two interlocutors which are the teacher and the students in the practice course. "Feedback is a key element of the scaffolding provide by the teacher to build learners confident and the literary resources to participate in target communities" (Hyland and Hyland, 2006, 83).

According to teachers, feedback is a system of gain goals and improves the teaching method. Also the student will be able to develop their capacities by enriching the library that is in their minds. "Due to the highly cognitive demand of these tasks to teachers,, the quality of learning is improved and learns are empowered , especially the students assessors." (Mc Dowell .1995). In addition, Narciss (2008) defined feedback as "All post – response information that is provide to a learner to inform the learner on this or her actual state of learning or performance" (p,127). While, Keh (1990) defined feedback as a fundamental element to writing. Because it provides suggestion, questions, or comment to produce the final writing product". Nowadays, feedback regarded as an instrument for teaching learners the steps of writing.

So, the diversity of feedback definition come from research 's perspective, because some of them defined feedback from the teacher's view and others defined it from the learner's view in order to satisfy the both sides and set the equivalent of teaching learning process .

1.3. Function of Feedback

In EFL writing classes, teacher's tended to make the learners understand the functions or the roles of feedback in fostering the communication approach. By knowing these functions, students work hard on their writing skill. In addition, some researches indicate that feedback promotes learners level, it supports students with increasing the level of their responsibility for their own learning and autonomy (Morgan, 2002). Also, it helps students practice their

communicative skills and accept the different perspective; listening attentively, thinking critically and taking constructively part in activity (White and Caminero, 1995.Cited in Farrah, 2012). Teaching the students English as a foreign language should be represented in a correct method for avoid the misunderstood that happened between the learners.

Feedback clarifies what is wrong and make it clean from mistakes as an important tool like Hyland (2006; 102. 103) claims “providing feedback to students is often seen as one of the teacher’s most important tasks”. Feedback resolves the good performance as it defined by Nicol and Macfarlane (2006) “Anything that might strengthen the student’s capacity to self-regulate their own performance”(p.206). It encourages positive beliefs and self-confidence. Instructional feedback provides students with information that either confirms that, they already know or changes their existing knowledge and beliefs (Moray, 2004).

1.3.1. Problems of Feedback

Despite the fact that feedback is an effective approach in EFL writing classes and it has different roles in progress the learning. Teaching process. It is surprising that these are some studies explore a couple of problems about feedback. The famous problems that the researches agreed about are that students prefer adopting teaches feedback to peer feedback in classes. Interestingly it is easier to see problems in documents / objects produced by others than in one’s own documents because learners often see what they meant to produce and not what they actually produced (Flower, 1986).

Feedback problems are not from one angle, but it grows from many sides and direction of the learning teaching process.

According to (Baud x Molly, 2012) they suggested problems from many aspects which are:

A- Problem of perception

- B- of shared meaning
- C- Problem of Problem impact on learning
- D- Problem of burdensomeness
- E- Problem of being judged

A. Problem of Perception

In the case of L1 writing, studies showed that peer feedback was an effective as teacher's comments, whereas, studies on L2 writing revealed that students mainly had doubts regarding the value of peer feedback (Zhang, 1995; Chny and Warren, 1997). Also, Zhang (1995) pointed out that ESL students generally favor feedback from their teachers rather than peers. Moreover, although students express positive attitudes toward the usage of peer feedback, they tend to significantly favor feedback by the teacher (Yang Badger and Yu, 2006; Zhang 1995). More than that, the most persistent critique of feedback is that many students struggle to understand feedback provided in their written work , hence it has little impact on their learning and success (Sadler, 2010)

Furthermore, lack of participation and confidence between students in practice writing feedback. Many academics have also consistently expressed their frustration about the perceived lack of student engagement and responsiveness to feedback, the fact that many students do not value feedback comments and are interested only in their grades. (Baud and Molloy, 2012).

B. Problem of Shared Meaning

The misunderstood that happened between students and their teachers may create a problem in meaning and thoughts, this means that changes as seen by teachers many not be seen as an improvement from the student perspective (Baud and molly, 2012). Adrift (2011) argues that

teachers and students each have their own mythologies of feedback which informs their beliefs, attitudes and behaviors in feedback process.

Miscommunication in EFL writing feedback naturally, bring a mess in the class and difficulties of receiving information, in addition, Edward (2012) emphasize risk of miscommunication through written feedback. One of the reasons behind students' disengagement could be a teacher's ambiguous comments, which can discourage further learning (Chinch, 2000; Thompson and lee, 2012).

C. Problem of Impact on Learning

Negative comments and ignoring efforts of the learners in writing feedback, contribute to weak the learning process, for example, when students receive overly critical appraisals of their work, it can have a negative impact on learning (Chigger and Denis, 1996; Hattie and Timperly, 2007). Because feedback takes time, especially for students who have low level in thinking and producing, they need much time and efforts and the learning process consider this as an issue.

D-Problem of burdensomeness

The same tasks all year by the teacher create a routine character in the student psychology by focusing on grades. Marking of student's work can have a tendency to take on a routine character (Baud and Molly, 2012). Working hard on feedback exhaust the students mentally and physically which effects on their writing and learning ability. Feedback cannot be improved in the long term, if it is seen as one of the unpleasant side effects of teaching, making it satisfying for teacher is just as important as making it worthwhile for students.(Boud and Molly, 2012).

E. Problem of Being Judged

The fear of being judged in feedback writing class wither from the other students or from the teacher reduce the performance and the confidence and make the learner stop trying developing themselves . Students naturally resist the views of others that they do not like and particularly resist those that are not seen respectful or of being in their own best interests (Baud and Molly, 2012).

Negative judgments consume student's competency on learning and that many difficult the teaching method. Identifying the problems help to found the solutions by searching and suggesting then in order to ease the process of learning.

1.3.2. Solutions of Feedback

Proposing constructive solutions helps reviews solve the problems in their own writing to produce their formative feedback in different skills. Feedback to writing by students who learn English as a foreign language should be done in a way which learners could engage and involve in it. The instructor has plays the role of the leader during process and the role of assistant when students found problem in their writing.

In order to create a comfort zone for students, so they can use their brain convectively, the teacher should build a strong connection and relationship between his students without manipulating or bias. As a solution for students' anxiety, teacher should avoid ironic and negative comments to strengthen self- confidence and fulfill self – esteem of the students in order to improve his/her competency and performance in varies skills. Bartels (2003) proved that when he said “feedback should include positive comments” .Moreover, positive comments can enhance student's confidence in their writing, and intrigue their motivation and passion to write (Zamel, 1987; Gong Xiaobin, 2007). Also instructor can ask students to point out a certain number of strong points in a work (Gong and Xiaobin, 2004).

This activity helps students to share information, ideas in the classroom and learn from each other.

Comment including explanation have been found to be associated with students understanding of peer feedback and their willingness to act on it positively (Gielen, 2010; Huisman, 2018). The positive movement in the classroom remove the issues that obstructs the instructional process in feedback to writing , and that lead to make the communication a helpful category in the writing process when teaching the EFL students how to write a good feedback without any obstacles.

1.4 Teacher's Feedback vs. Student's Attitudes

As it is known, there are kinds of feedback in different fields of life. In specific, feedback in EFL writing classes dependents on two participants: the teacher who has a high level and considered as an in structure or the guide and there is the learner who is the student of course. Some researchers noting that teacher feedback has more efficacy and tenancy from the learners because they trust strongly on teacher comments and they behave according to it.

Survey reports in SL have indicated that students both attend to and appreciate their teacher pointing out grammar problems (Lchi, 1991; Hedgcoch and Lefhouitz, 1994; Cart heart, Judy and Olsen, 1976). In Addition Chaudrom (1988) notes that though the effect of pointing errors seems extremely difficult to view, most students expect and want their teachers help then correct their own errors so that recurrence is reduced.

Students mostly focus on feedback in content more than grammar and in this case the teacher correct the errors of students by give then a correct and helpful feedback to follow it and learn from it. For enhancing their writing skill and thinking process (Ferris, 1995). Also to promote their performance and make them give more and work with passion. Despite the great relation between student's attitudes and teacher's feedback, ineffective teacher

intervention can result in students' inattention and negative attitude toward feedback (ibid, 1999).

1.5 Definition of Peer Feedback

Peer feedback , also known as a peer response or peer review , it is defined as a collaborative activity in which students read , critique and give feedback on one another's writing to facilitate competence through mutual scaffolding (Hu,2005; Trice x Ng, 2000,Zhu, 2001). As a practical activity, peer feedback develops to be one of the most associated tasks that make the students experts in their learning "Every student has the potential to be an expert" (Sachstein.S, 2017, P.11). "*By giving students the responsibility to share their expertise with one another*" (Sachstein.S, 2017). Because of the variation of ideas between students "this mode of teaching and learning also naturally differentiates the learning because each student brings his or her own perspective, ideas, and performs". (Sachstein, S.2017). Teachers are not the only one who give feedback in classroom,

As Sachstein.S, (2017) said "*there is no longer a need for teachers to be the only experts in the room*" (p17). Which mean that students also could be experts. Johnson and Rene (1989) defined peer feedback as "*the process of integrating activities in which students are socially involved in responding to each other writing*".(Cited in Moissan S, 2012). Besides , writing feedback is considered as the input from a reader to a writer , which delivers information to the author for revision converting the comments , questions and suggestions proposed by a reader ,and the writer is able to revise the original in ways of adding more information , reinforcing logical organization ,classifying the development of ideas or correcting words ,choice or tense (Koch,1992, cited in ten ,2017.et all in Kuyyogsuy, 2019).

1.5.1. Types of Peer Feedback

Using peer feedback in writing process is commonly known as an efficient activity for students' knowledge, and it can be formative or summative.

The table below shows the definition, the way of working and some examples of both formative and summative feedback.

	Formative	Summative
Definition	<p>Is when students comment on Each other’s papers before they submitted their final Product.</p> <p><i>“formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve student achievement of intended instructional outcomes”</i></p> <p>(council of chief school state Officers .2008: 3)</p> <p>-Formative assessment called Assessment for learning.</p>	<p>Is students comment after Submitting their work. It is done at the end of a course or a sequence or program.</p> <p><i>“Summative assessment is commonly referred to as assessment of learning in which the focus is on determining what the student has learned at the end of a unit of instruction or at the end of a grade level”</i></p> <p>(Jenkins and Johnson ,2009; 416).</p> <p>Summative assessment called Assessment of learning.</p>
	Students are introduced to the assignment and criteria for Assessment.	Students are introduced to the Assignment and criteria for Assessment.
	Students are trained and given practice on how to assess and provide feedback.	Students are trained and given practice on how to use the grading rubric and provide feedback.

How they work?	Students complete and submit A draft.	Students complete and submit a final assignment.
	Student assess the drafts of other students and give Feedback.	Students assess the assignments of three to six other students using the grading rubric and provide feedback.
	Students reflect on the feedback received and revise their work for final Submission.	Grades are determined for each student by taking the median score given by their peers.
	Assignments are graded by the instructor.	
	Instructor reflects on the Activity with the class.	Instructor and students reflect on the activity with an emphasis on reinforcing the learning that occurred in the giving of peer feedback.
Examples	Surveys, peer review , low stakes group works, class discussion, draw a concept map in class to represent their understanding of a topic, clicker questions.	A final paper, a final test / essay, a research project, presentation, an exam, Standardized tests.

Table 1.1. Types of Peer Feedback (EBERLY CENTER, Teaching Excellent and Educational Innovation).

1.5.2. The Use of Peer Feedback in EFL Writing

The use of peer feedback in EFL writing classes has been supported by many researches as an instrument that has a many benefits, refer to student's performance. Obviously, the teacher regarded peer feedback between the effective tasks which the students should be familiar with. By engaging students in the feedback process, meaningful interaction increase, interaction with peers and interaction with the content of the discussion posting,

which subsequently prompts students satisfaction with the course and with the instructor (Richardson and swan, 2003; Fulford and Zhang, 1998). Therefore, a peer feedback exercise entails students using their knowledge and skills to review and clarify works of their peers (Ballantyne .Hughes and Mylonas, 2002).

The use of peer feedback seems to be a strategy that helps both teacher and learner, because peer feedback has long been established as a collaborative activity (Min, 2005). Ferris (2010) stated that providing written corrective feedback is considered an indispensable instructional strategy to help EFL students produce more effective written discourse. And since opinions differ , some researchers announced that peer feedback to writing is not useful for the learning -Teaching process, while it is clear that students can provide useful feedback to their peers it is does not mean that peer feedback is always useful (Nilson; 2003, Zacharias, 2007).

Hyland (2003) also stated that written feedback may be ineffective since it can be understood imperfectly and incorrectly from learner's side. Traditional feedback approach have predominantly focused on linguistic errors with product oriented writing contexts (Bitchener and Ferris, 2012; polio and Shea, 2014; Kurzer, 2018). While Raimes (1983) claimed that oral feedback can be efficient way of feedback provision because of interaction between learner and teacher; this can also be led to comprehensive understanding that can contribute to the learners' achievement. Generally, EFL writing classes encourage the use of peer feedback including the four skills of the language to be the learning teaching process equivalent and targeted.

1.6. The Effectiveness of Peer Feedback in EFL Writing

Although, there are some studies that did not support peer feedback as Saito and Fujita (2004) when they reported that peer reviewers have a limited knowledge , experience and

language ability, there are others who encourage and support this tool as “effective for L2 writing improvement” (Landry, Jacobs and Newton, 2015), like Hyland and Hyland (2006) , Lundstron and Baker (2009) and Falchicov (1995). The effectiveness of peer feedback in EFL writing classes appears in students’ performance and competency, Koka and Hein(2006) stated that peer feedback encourage students motivation in learning process and improve interaction skills. Peer feedback helps students to have different audience, in addition, students will be able to analyze and critique their writing or other’s writing, also they could concentrate on active learning and they will be able to solving problems and avoid them.

Peer feedback helps students to explore the gap in the communication or written approach and discover their weaknesses, not just in the skill of writing, even listing, speaking, and reading skills formally and contentiously.

Moreover, effective feedback not only helps learners to evaluate where they are, but provides them with an indication of where to proceed next and how best to accomplish this forward movement (Hattie and Timperley, 2007). The effectiveness of peer feedback in EFL writing is also seen in the correction of students’ errors by the teachers, because the feedback is considered as error correction by some instructors.

But, some studies pointed to the weaknesses of the effectiveness of peer feedback as Truscott(1996) when he claimed that the teachers in classroom can do anything except “grammar correction” (P, 360) also Semke (1984) found that error correction is ineffective and may be harmful (as cited in chandler, 2003. P.262). so, students as an EFL writers may consider the peer feedback as a strong push for learning the style of communication.

1.7. Benefits and Drawbacks of Peer Feedback in Writing

The process of writing contains particular rules and instructions that advance students and get them involve and progress in their study, focusing more on peer feedback and

teacher's feedback advantages, in result of understanding the way of writing, because it is a complex skill which need intelligence and a very rich mind with vocabulary.

A. Benefits of Peer Feedback

Many research studies proved that, peer feedback is beneficial and effective for learners' writing. Peer feedback can be valued as an effective hands on learning experience because it helps on increase student's writing competence in a way of permitting them to take the role of authors and reviewers, whose task is offer feedback to their peers tasks (Hansen and Tin, 2005; Lam, 2010). Furthermore, peer feedback helps the learner to master the language in classroom surface across implementation. Peer feedback is widely believed to be beneficial to students in developing their writing, for it is timely and more information, which are crucial components for their active engagement in offering feedback giving them feedback a voice in scaffolding and constructing their own ability and eventually sharing their ideas(Lu and Law, 2012; Reynolds, 2009).

Besides, beneficial effects on the quality of writing, peer feedback has advantages such as developing critical thinking, learner autonomy and social interaction among students (Yang, Budger and Yu, 2006). Peer feedback involves providing opportunities for students to talk and listen, write and read meaningful and reflect on the content, ideas, issues and concerns of an academic subject (Meyers and Jones, 1993. P. 6). Yet peer feedback provides students with multiple sources of constructive feedback ; the recursive process of peer feedback also raises self – awareness, builds confidence, increase motivation , boosts their critical thinking skills and supports their social skills (Farrah ,2012 ;Hirose, 2008; Orsmond,2013) . Giving or receiving feedback improves the point of the learner as a constructive criticism.

B. Drawbacks of Peer Feedback

There are several drawbacks of peer feedback during EFL writing. Besides different positive results advocated by different past research, some critics have argued that peer review has limited value in the L2 classroom (Nelson and Murphy, 1992; Zhang, 1995). For example, peer feedback consumes time and efforts, The peer feedback is so time-consuming when the learners are not familiar with the peer feedback process, because it is very length with covering reading and making notes, collaborating with another reader to reach a consensus, and giving a written commentary or being involved orally with the writer that takes a significant amount of time (Rolleston, 2005).

In addition, students prefer teachers' feedback rather than peers as Farris (2002); Hyland and Hyland (2006) stated that the students preferred teachers' feedback to their peers for various reasons such as the lack of confidence in their peers' reviewers, being aware of their own linguistic limitations. Some students even have problems with the concept of peer feedback (Tang Ththecott, 1999). They felt they did not known how to comment properly (Tang and Ththecott, 1999. P31). Obviously, why students trust more in the teacher feedback and accept it, the familiarity and belief that the teacher is the only audience who is more experienced and can give better quality of feedback (Cohen and Lime, 2008).

Another drawback of peer feedback is that students focus more on errors and mistakes rather than ideas and thoughts when they comment, as Storch (2004) mentioned "another issue of concern is that most peer response focused on product rather than the processer of writing, and many students in L2 contexts focused on sentence- level errors (local errors) rather than on the content and ideas (global errors).

1.8 Impact of Cultural Differences on Student Peer Feedback

Naturally, peer feedback varies between students, and this variation mostly because of the cultural differences, which create negative points that does not help the development of the study and make a big whole between students, or positive points added to the progress of the learner. For example, Chinese students learning English are more likely to welcome peer feedback than people from western countries, because Chinese culture encourages working together and maintaining harmony in a group. In contrast, the western culture encourages individual study (Hu, 1995; Carson and Nelson, 1994). Allaei and Connor (1990) observed that “Because peer feedback as a pedagogical activity depended heavily on a particular type of politeness strategy, asking L2 students with different cultural backgrounds to participate in a collaborative activity such as peer feedback would be tantamount to asking them to adopt communicative styles, that they may be unfamiliar and uncomfortable with giving rise to the possibility of conflict, or at the very least high level of discomfort” (p22).

1.9. Grading Rubrics for Peer Assessment

Rubric is a scoring tool used for evaluates performance or a project or assess a list of objectives and criteria. Teachers often looks for a helpful and dynamic ways to assess student’s level and work in order to reach their points of strength, also weaknesses and try to enhance their low abilities . Rubric is found by teacher as a good element used after students final exam or a project. According to Popham, (1997, Cited in Dawson, 20 15). A couple of decades ago, rubric began to take on a new meaning among educators. Measurement specialists who scored student’s written compositions began to use the term to describe the rules that guided their scoring. They could have easily employed a more readily comprehensible descriptor, such as scoring guide, but scoring guide lacked adequate opacity rubric was a decisively more opaque, hence technically attractive, descriptor (p 72).

Using rubric will help teacher to articulate how excellent work is done and it will facilitate the assessing activity and making students learn from their mistakes to get a high score during their study. And that what make rubrics efficient and convenient.

Grading rubrics are well known with teachers with teachers while they evaluating their learners, but rubric have another uses which are important in such as general math, info graphics, job interview, scoring and decision making. Because of the importance of rubrics and it is different uses, teachers design a different rubric template with different criteria which help students to discover their weaknesses.

Rubric should include the aspect of performance or the objectives of the task that evaluated in. The other component of rubric is descriptors or words which will identify the effectiveness of teacher’s expectation and the characteristics that related to the criteria; also it includes the performance level as a rating scale. In addition, rubrics are also used to provide feedback to students.

Sample rubric: writing skill performance

Criteria	Limited	Proficient	Excellent
Structure	Poor organization of topic and such topics	Satisfactory organization of topic sub topic	Excellent organization of topic and sub topic
Grammar	No using correct grammar in Statements	Often using correct grammar in Statements	Always using correct grammar in Statements
Terminology	Never using precise technical term	Often using precise technical term	Always using precise technical term
Content	Never present concrete fact with evidence	Often present concrete facts with evidence	Always present concrete facts with evidence

Table1.2-A analytic rubric (writing skills) uploaded by Alias Bin Mask, Adapted from Andrade, 1997

Using rubric for peer assessment help the teacher to explain his instructions and his assessment methods across tasks or assignments, also it reduces time and identify student's weaknesses and strength. Rubric clarifies which activities are better and efficient for students in order to give a clear feedback and keep the teacher know the progress of his learners, and make them work towards the objectives and the aims that were prepared in the beginning of the lesson.

1.10 Conclusion

This chapter has focused on feedback in EFL writing classes, by providing different studies that support feedback in EFL writing, which has an important role in learning and teaching process. Peer feedback as a special kind of feedback develops the student's knowledge and it has done a great shift in the progress of educational method. Peer feedback creates a closest relation between students and instructors which make the peer feedback has an importance and power that can lead the education to higher level.

Chapter 2

Teaching Writing and Research Design

2.1 Introduction

This chapter presents the aspects about the EFL writing teaching in the Algerian context, where it includes the teaching of English for the first time in Algeria, also the teaching of writing skill and its components, in addition to the position of writing in the syllabus of the English department.

The chapter also describes the sample population including the participants in addition, the method used, the setting and the instruments of the study which are the questionnaire for the learners and the interview for the teachers for more comprehension.

2.2 English as a foreign language in the Algerian Context

The English language has introduced itself as an important item of connection to anything around the world and in different domains. Algeria followed the other countries and brought the English language into the educational system. *“Our country considers English as a means for knowledge acquisition and scientific progress and as an opening to the people and culture that this foreign language represents”* (Allwright and Baily, 1991. P.30)

There is no doubt that language helps people to interact and promotes mutual understanding, tolerance and respect for cultural identity and values of others (Lyons, 1981. p.230). English language teaching started as a development in the field of education in Algerian. It was like an addition to learn other languages, and it is well-known that learning any new language, consider as a power for the people and for the country.

The Algerian learners were in demand on English language, since it is an international language and has a value abroad, also it diverse their knowledge and communication. The English language taught in middle schools for 4 years , in the secondary schools for 3years and in the universities as a specially .

Selecting English as a specialty at the university means that, learning in depth about this language, where the study become more difficult in which the learners discover new modules in different aspects as civilization , linguistic , methodology and writing expression which is one of the most important modules that contributes in enhancing the way of writing to be more academic .

2.2.1 Teaching the Writing Skill

In the first three years of studying English at IBN KHALDOUN University, the writing module was there. Teachers tended to define the writing module as an important one to the learners, in order to teach them the writing approaches by creating a comfort atmosphere. How to write paragraphs, stories or essays is the role of the teacher through using effective methods that help in developing the learner writing. Starting by the free writing moving on to the academic writing requires time, efforts and techniques.

In the two years of master degree, the learner will be able to write his thesis in a professional way, and that happened by using the right stock words and the elements of writing techniques, it transforms the thoughts and the information in a well-organized paper.

2.2.2 The Components of Writing

The writing skill is a process in which transmits the learner's ideas in a coherent paragraph or an essay by following the right steps of the writing process. In Algerian, there are excellent speakers with a different tongue and organized ideas. But when it comes to writing they feel confused and cannot write their ideas correctly and arranged. Writing as an important skill, naturally has a couple of components that may be the process depends on, in order to figure out the hidden capacities that learners have in writing expression.

The components of writing that needed to be learned by the students are: structure, vocabulary, content, organization and mechanic. The table below shows that.

The components of writing	Definition
Structure	Which called the form of writing, the student should order his ideas and similar points should be linked in a smooth way by using a simple sentences that can make the writing understood
Vocabulary	Is the knowledge of words, which is considered as an essential element in writing. It is the ability of choosing words during the writing process.
Content	Is the information that used in writing and its purpose of writing it. The content should be full of ideas and has a particular benefit to the audience.
Organization	Are the arrangements of events, ideas, incidents with the arguments and examples that support the content, and they comes ordered in the paper of the essay or the paragraph in a correct sentences.
Mechanic	Refers to the rules, like capitalization, punctuation, spelling of the written language that should be followed to avoid confusion and misunderstanding

Table 2.1 the component of writing

2.2.3 The Position of Writing in the Syllabus

The writing skill as a module in the syllabus has imposed itself to be useful and effective. For bachelor students, writing expression is the mains module, because it taught three hours in a week and its coefficient is four, so the students must develop themselves and their knowledge in writing to have a grade in the exams. For master students, they need to learn the techniques of writing to do their research. The coefficient is two because master students while choosing their specialty, they were aware that they must be good in writing by taking into consideration the last three years. Master students study writing technique three times in a week and three hours each time.

The position of writing in the syllabus of the department is oblivious, since it considered as a base of the study. Each learner has his own touch of writing, and teachers

encourage them and promote their abilities and correcting their mistakes in order to become capable to write an academic paper.

2.3 Research Design

Research design is a plan done to answer the research questions and to integrate the different components of the study in a logical way.

2.3.1 Research Method

The selection of the research method is very important step that should follow wisely by the researcher in order to conduct the research study. In this paper, data are gathered from a variety of sources and by using the appropriate research method which helps in exploring the results that the study need. The mixed methods of quantitative and qualitative data collection are the one in this study.

Using different method in collecting data may make the process easy and has different and many information, as (Mackey and Gass, 2005) clarify *“the use of multiple research techniques and multiple data sources contribute to the credibility of investigation”*.

Quantitative method emphasizes objective measurements or numerical analysis of data collected, through questionnaire, serving or polls. Whereas, qualitative method lies in the means that used to gather data and it includes interview, diaries and observation.

In one hand, the quantitative aspect of the present study deals with the statistical analysis of questionnaire to describe students’ responses, information and opinions about the peer feedback in their writing classes as an EFL learners. In other hand, qualitative analyses of teachers’ interview are for elaborate and explain the main results.

2.3.2 Research Participants

The participants of this study were EFL students enlisted in second year BMD at the University of IBN KHALDOUN in TIARET and teachers of writing skill of same level.

2.3.2.1 Student's Profile

The sample size was Thirty five English students who are their age below 25 years old. There were thirty females participates and five males' participants, they study in the second BMD at university of Tiaret. The researcher chooses them randomly and distributes the questionnaire to them for collecting answers about his research questions.

2.3.2.2 Teacher's Profile

The sample of teachers was six English language teachers, who are teaching different modules as the writing module for the second year BMD students in the section of English to do a semi-structured interview. And their experience in teaching writing skill ranged from 2 to 5 years, three of them are females and the other two are males.

2.3.3 Research Setting

The study is undertaken in the section of English in IBN KHALDOUN University of TIARET with the second year BMD student. The English section has become independent including two main specialties: didactic and linguistic. The system used in this department is the LMD system and that indicates the abbreviation of license / Master and doctorate. It has been implemented in Algeria since the year 2005.

2.3.4 Research Tools

There are different ways to collect data about the research study, and since the it is about the effectiveness of peer feedback in the EFL writing classes, we use questionnaire with

students, besides the interview with teachers, in order to collect a great number of different answers.

2.3.4.1 Questionnaire

Questionnaires have many uses, most notably to discover what the masses are thinking. These include: market research, political polling, customer service feedback, evaluation, opinion polls, and social science research (O’Leary, 2014). A questionnaire is a research instrument that consists of a set of questions and it is for collect information from respondent about a specific subject or phenomena. Typically, it used in quantitative research and it asked to individuals. Questionnaire is a valuable of gathering data from a large number of persons especially if it was a well-organized and well proposed, and it based on the survey objectives.

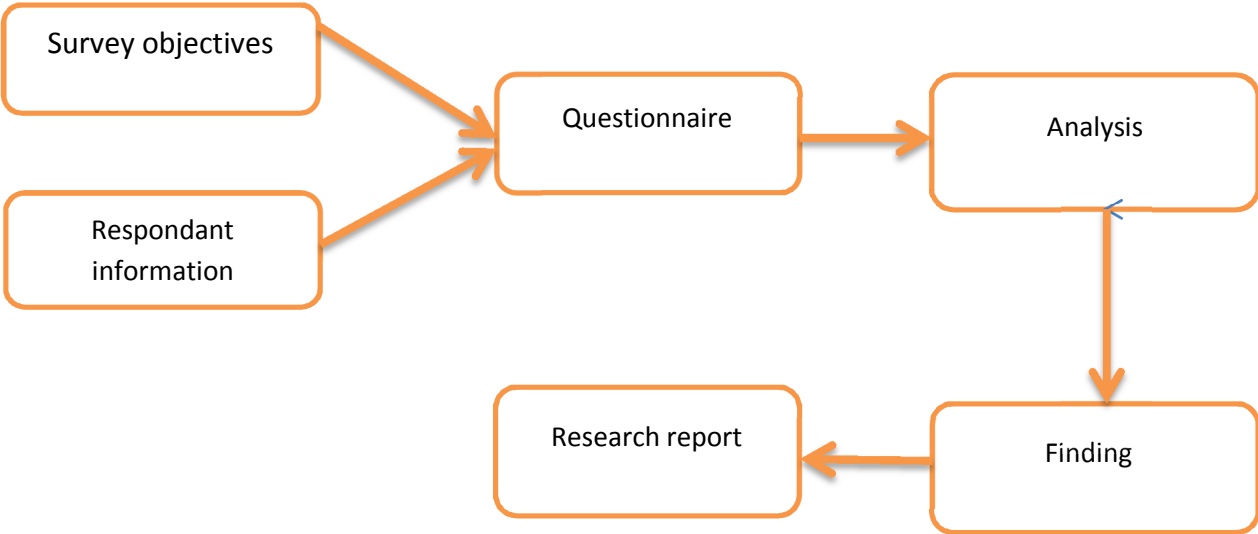


Figure2.1: the place of questionnaire in the research process (adapted from questionnaire design)

Also, questionnaire has effective types and helpful while designing a survey, Dr Madhuri

Sedgir shows these types in the chart below:

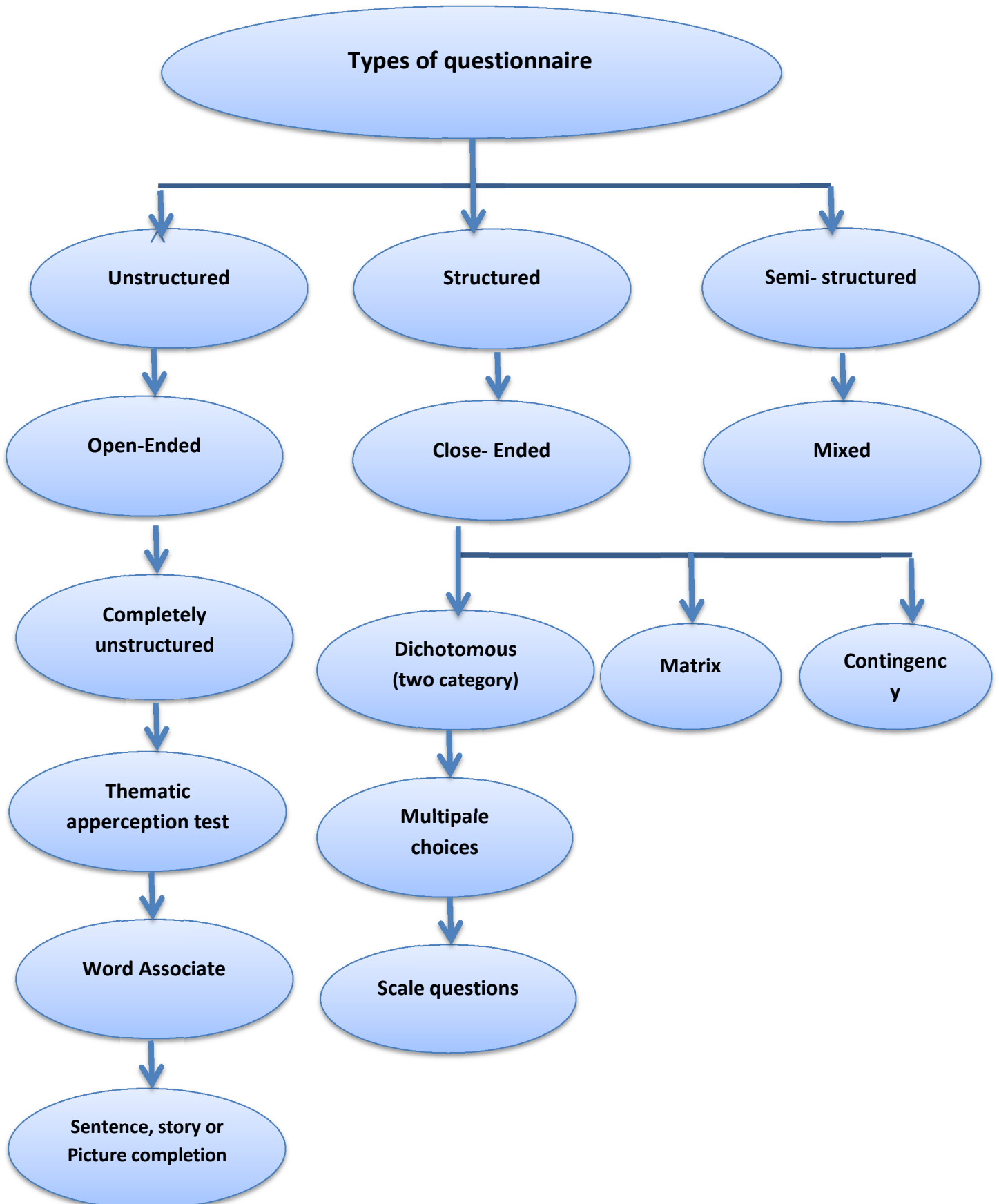


Figure 2.2. Questionnaire as a Tool (Adopted from a presentation on developing questionnaire. Dr, Madhuri Sedgir, 2007).

The questionnaire used in the present study attempts to find out the effective of peer feedback in the writing skill among EFL students.

The questionnaire composed of different items related to students' knowledge about peer feedback; it was consisted of three sections in two pages. In the first section, the respondents were asked about a general information contained their personal information and they were two simple questions. Next, the second section dealt with the students' background about feedback, and it was four multiple choice questions. In the third section , the respondents were asked about the effectiveness of peer feedback , it composed of three close –ended questions and two open- ended questions .

The questionnaire were well prepared and for check the organization and the flexible of this tool we distributed it to five students as a pilot study in case we need to do some changes if there was any wrong .

2.3.4.2 Interview

Interviews are used to gather the qualitative data. An interview is typically a face to face conversation between a researcher and a participant involving a transfer of information to the interviewer (Creswell, 2012).

Interview reflects the knowledge and the experience of the participant which helps the researcher in conducting his study with strong responses. Interviews are particularly useful for uncovering the story behind a participants' experience (Mc Namara, 1999).

Obliviously, there are three main types of interview: structured, unstructured and semi-structured.

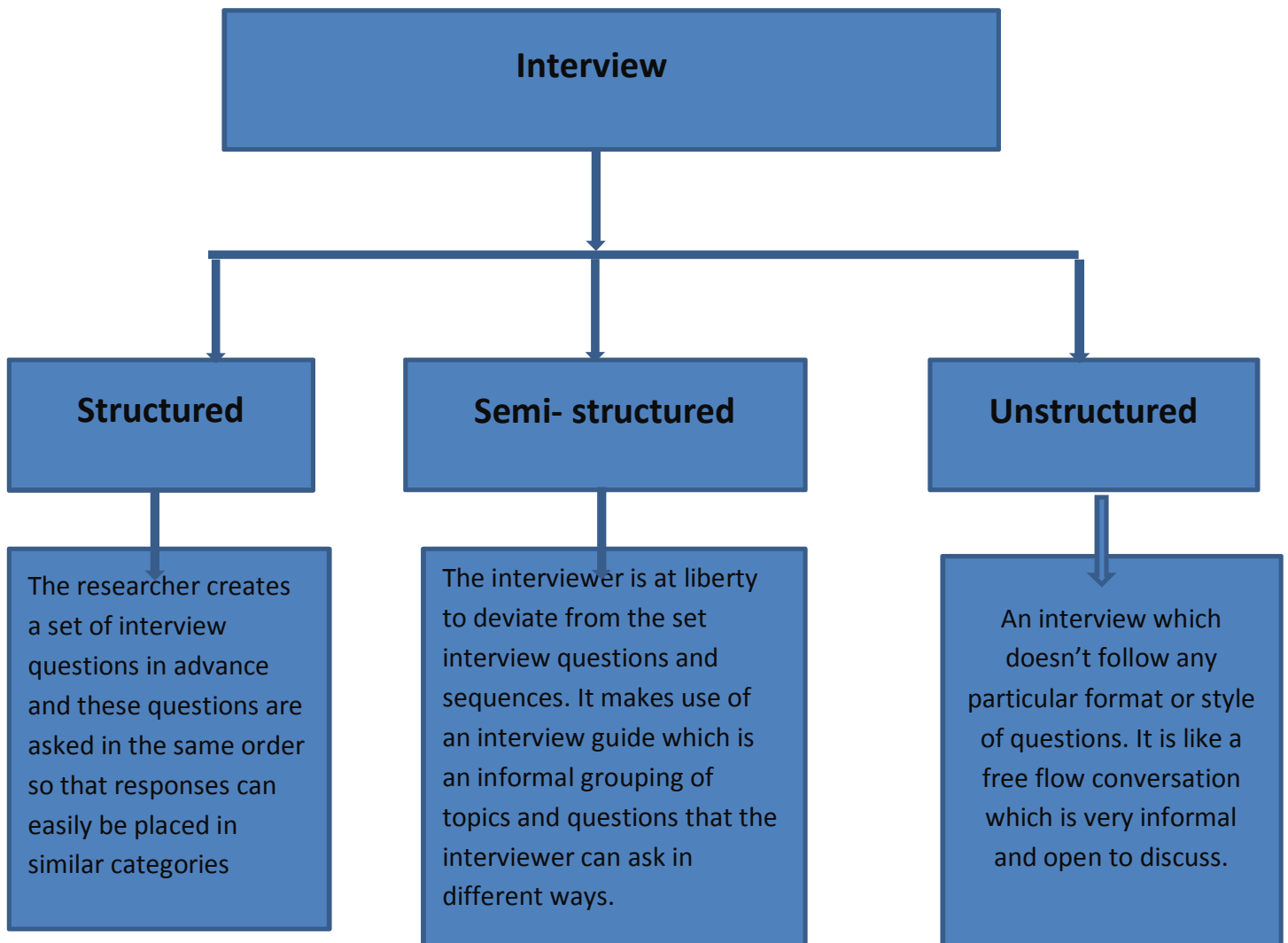


Figure 2.3. Types of interview

Our study followed the semi-structured interview which was about different open-ended questions concerned the teachers' experience and information about the use of peer feedback and its techniques in the classes.

Interview questions were chosen identical to the research topic and collecting data by interview process made the study varies in using research tools in order to facilitate the process of the researcher.

2.4 Conclusion

These papers discussed the teaching of English as a Foreign language in the Algerian context and the components of writing, aiming to explore the effectiveness of teaching writing in Algeria with its position in the educational system. We also present the research design and its components from tools, methods and setting, beside to the participants who chosen to this study from students and teachers by bringing information about them, and that provide the organized frame work with coherent ideas about the research study and the instruments that used in this study for coming up with research finding that enable us to look for further research to the study.

Chapter 3

Data Analysis and Recommendations

23.1 Introduction

The last chapter deals with the analysis of the data that was gathered about the effectiveness of peer feedback and use of it in the writing classroom for the EFL students of IBN KHALDOUN University concerning the English department.

The data that we collected are numbered and efficient, although the few numbers of the males' students and teachers. In addition, this chapter, also includes the recommendations that have a connection with the use of peer feedback and its effectiveness, and that, by giving a multiple suggestions that may add or help teaching and learning peer feedback with the appropriate ideas and examples to look forward in the importance of the peer feedback among the EFL students in their writing classroom.

3.2 Data Analysis

The data analysis presents the information that was collected from both of, questionnaire and interview, in result of analyses the responses by using research procedures that would help in explain the answers that related to the research problem. The analysis of the data converted to tables which facilitate the understanding and the explanation of them in a very organized way.

3.2.1 Students' Questionnaire Analysis

In order to find out the familiarity of peer feedback among the second year students and the use of it during the writing classes, also the factors that preventing it from being used as an effective activity, we started with the quantitative data which concern the questionnaires' responses .

The questionnaire is divided to three section: personal information, background about feedback and the effectiveness of peer feedback

Section one:

- ❖ Are you: males / Females?
- ❖ Your age: below 25 / above 25?

Options	Number	Age	%
Females	30	Below 25	86 %
Males	05	Below 25	14 %

Table 3.1.Participants'Gender

The table above expose the number of the respondents who's their age was below 25 years, and it clearly defined that the females are more turnout not in answering the survey than males, in which we face difficulties in distributing the questionnaire among males, whose were looked bored while answering and others of them refused totally to answer.

Section two:

- ❖ Which skills are you interested more in class?

Options	Number	%
Listening	04	11 %
Speaking	16	46 %
Reading	07	20 %
Writing	08	23 %
Total	35	100 %

Table 3.2.Students' preferred Skill

The table shows that speaking skill is the most interested one among students with 46 %, the second interested skill is writing with 23%, after that comes the reading skill with 20 %, and the listing at the end with 11%. It is oblivious that the students focus more on speaking and

writing skill because they are important in any language learning, so they want to communicate more to promote the use of the language and their self – confidence.

❖ Are you familiar with the word feedback?

- Yes
- No

Options	Number	%
Yes	26	74 %
No	09	26 %
Total	35	100 %

Table 3.3.Familiarity with the word feedback

The results in the table above shows that, the majority of the students are familiar with the word feedback with 74 % and that proves the use of peer feedback in the classroom between students and teachers since the feedback is a part of the teaching process, which give a deep information that the students need.

❖ Which type are you familiar with the most?

- Teacher feedback
- Peer feedback
- Self – feedback

Options	Number	%
Teacher feedback	17	49 %
Peer feedback	06	17 %
Self- feedback	12	34 %
Total	35	100 %

Table 3.4.Familiarity with the Types of Feedback

The table show that the majority of students are familiar with the type teacher feedback 49% and that figured out that the teacher in his classroom depends more on his feedback, by neglecting the other two types and tended to teacher feedback, because the teacher is always centered, and he is the source of knowledge according to them.

❖ Do you know what peer feedback is?

- Of course
- Not at all

Options	Number	%
Of course	17	49 %
Not at all	18	51 %
Total	35	100 %

Table 3.5 Peer Feedback among Students

The oblivious results in the table clarifier that, 51 % of students did not know the kind of peer feedback, while 49% answered with of course for knowing the peer feedback. Heir, the majority has no relevant with the word peer feedback and that may refer to the method that the teacher use in has classroom or they may know this type but they did not know how to call it.

Almost the teaching process depends more on how to send information to students by using different methods and tools that help but they ignore the importance of the students need and abilities in making this process of teaching and learning valid.

Section three:

❖ Does your teacher use peer feedback during writing classes?

- Yes
- No

Options	Number	%
Yes	20	57 %
No	15	33 %
Total	35	100 %

Table 3.6 Peer Feedback in the Writing Classes

According to the table, the most of the students reply with yes, which means that 57% find that the peer feedback is used by the teacher in the writing classes, while 34 % their teacher did not use it.

❖ If yes, how often?

Options	Number	%
Always	01	05 %
Sometimes	16	80 %
Often	03	15 %
Never	00	00 %
Total	20	100 %

Table 3.7 Frequency of Peer Feedback use by teachers

Teachers use peer feedback in their writing classes from time to time according to the data table above, where 80% of teachers use it sometimes and 15% of them use it often, 5% use it always so the teachers differ in using peer feedback in class and also in their opinions about this activity .

- ❖ If the teachers' feedback is the most used, why do you think peer feedback is not used?

Students' answers	Number	%
Because the teacher is more experienced than the student	15	43 %
Because the students are not interested about peer feedback	10	29 %
Because peer feedback is not necessary	05	14 %
Because the teacher do not use it	05	14 %
Total	35	100 %

Table 3.8. Reasons behind the Non use of Peer Feedback

Different reasons behind the non use of peer feedback in the writing classes according to student's opinions and their experience in the learning process. The table shows that the most reason that was said by the students was: the teacher is more experienced than students with 43% and 29 % said that because the students are not interested about peer feedback, while the rest of them divided between the reasons that said peer feedback is not necessary and the teacher do not use it with 14 % for each.

- ❖ Do you think that peer feedback is effective?
 - Yes
 - No

Options	Number	%
Yes	22	63 %
No	13	37 %
Total	35	100 %

Table 3.9 Effectiveness of Peer Feedback

The table shows that 63% of students find that peer feedback effective for their skills, while 37% find that peer feedback is not effective that much, and that depends on how they learn peer feedback by their teachers and what does this tool bring to them.

- ❖ Do you think that peer assessment (peer feedback) needs to be implemented more in your writing class? If yes, why?
 - Yes
 - No

Options	Number	%
Yes	19	54 %
No	16	46 %
Total	35	100 %

Table 3.10 Attitudes towards implementing peer feedback in writing classes

Students answers	Number	%
The improve students' knowledge	07	37 %
To give notes and opinions by students	03	16 %
To sharing ideas and learning information	05	26 %
To develop students' skills	04	21 %
Total	19	100 %

Table 3.11 Reasons behind peer feedback implementation

The first tables presents the students opinion about the peer assessment implementation in the writing class, where 19% said yes to implement it, while 16% refuse to use it.

The second table shows the reasons behind implementing peer feedback. Most of the students who said yes to peer feedback implementation said that they need it to improve students' knowledge with 37 % and 16 % answered with giving notes and opinions by students. 26% to share ideas and learning information and 21% to develop students' skills. That explain the effectiveness of peer feedback among students and it is value.

3.2.2 Teacher Interview Analysis

The interview was submitted to the English teachers who were concerning with the writing module in the department of English in TIARET. The interview was composed of 07 questions and the analyses of them were on qualitative method.

Q 1 - for how long have you been teaching the writing skill?

The teachers experience in teaching the writing skill as a module getting between 2 and 5 years of teaching and according to this period we can say that they are much knowledgeable and creative in their work.

Q2 – Are you familiar with peer feedback as an assessment technique?

Most of the teacher agrees about the peer feedback as an assessment technique and that may goes to their experience in teaching writing and their diversity in choosing the techniques that help them in send the information as should be.

Q3 – Do you think it is useful in the writing class and how?

In this question , the teachers divided in their opinions, some said that peer feedback is useful because students learn better from their peers and they can correct their writing mistakes by classmates opinion , also peer feedback pushes students to try to be better than others which creates a positive competition between them , besides it encourages them on speaking and give their opinions freely , while the other teachers found that peer feedback is not useful in the writing class because it may cause embarrassment among students, especially ,If the opinions of the students were a kind of destructive criticism which may influence badly on students' self – confidence.

Q4 – Do you personally use it in your classroom?

Using peer feedback in classroom was acceptable by some teachers as a tool or a technique while they are in the writing skill, whereas the others do not use it because of its effects on students.

Q5 - If yes, what are your students' attitude toward it?

According to the teachers who use peer feedback in their classroom, they noticed that most of their students feel at ease with peer feedback and accept it as an assessment, while other students like active learners prefer teachers feedback, which is more knowledgeable and they prefer to use it from time to time, not in every section of writing.

Q6- If not can use tell the reason behind this?

The teachers who do not use peer feedback in their classroom , they think that peer feedback may create a noisy atmosphere and problems between students when the learner dislike the other's opinions, also it may crashes the learning process and decrease the students' abilities because of losing their self- confidence .

Q7- what would you recommend to implement it properly in the writing classroom?

The teacher arguing that, to implement peer feedback in the writing classroom, it should be first introduced to learners as an effective activity to their learning process and make them in a comfort zone in order to use it, in addition encouraging peer work and accepting other opinion through quizzes, student – student centered, special dialogues, all what may promote the students capacities, and learn how to work in peers or groups in order to discover others' personalities.

3.3 Recommendations

Based on the last finding of the study, in this part we are looking for further research in a form of suggestions in related to the use and the effects of peer feedback in EFL writing classes in the department of English at IBN KHALDOUN university of TIARET, which might help the teachers and their students in implementing peer feedback in the classroom, in

order to grasp different benefits from it, also reinforces the structuring of the teaching and learning process.

3.3.1 Instructions for the Teaching

For better understanding, the use of any activity or a tool by the teachers in the classroom should be organized, prepared and well introduced.

A) Instructing the tools

The teacher sometimes gives overall information about his tools and activities forgetting to introduce them to his students and puts them directly face to face with his tools. Thus, the teacher should introduce what he wants to use during the writing class and explains the advantages of it, in order to find a positive reaction from the students.

Peer feedback as a tool, should implement by the teacher by starting with giving some expectations in the beginning of the lesson about peer feedback, in which provides the students with an idea about it.

- ✓ The teacher should not identify the peer feedback as an activity of pointing to the mistakes and giving negative judges about the work of each other.
- ✓ The teacher should simplify the meaning of it is as a free judgment, an expressing opinions also helping each other's out.
- ✓ The teacher should remain his students in each session of writing that peer feedback should be safe for every student and benefit from others' ideas.
- ✓ The teacher as guide should instruct the focus of the students to the positive aspects of the work before the improvement of it.
- ✓ He should teach them how to use words and how to create them in a constructive way
For example in order to say: "your introduction is long and hard to understand it"
say: "could you please give us a summary of your introduction to understand it more?"

- ✓ The teacher should provide students with categories to focus more when other's giving feedback as, sentences, structure, to be more engaged in the learning process and for exchanging ideas and information.

B) Using feedback rubric criteria

The most difficult thing that face the teacher during using peer feedback, is to make the students express by using different words and long sentences and give a suggestions, instead of saying “ it a good writing ” the student may talk in depth about the writing and what he likes in .

Using feedback rubric may contribute in developing the students' feedback. *“The difference between grading rubrics and feedback rubrics is that the latter focuses more on supporting students as they construct their own useful formative feedback”* (Kofoed Wind, D, 2018).

Creating a set of feedback rubrics may advance the self-development between students and use them to express their feedback correctly and nicely, what help more is *“Co- creates feedback rubrics with your students. If they help formulate the criteria, they will develop a much deep understanding of what good work looks like, end they will buy into the peer review process even more”* (Kofoed Wind. D, 2018).

The connection between the teacher and his students is the important material which builds a relief atmosphere for studying and brings different thoughts to share. Feedback rubric is like an instrument that presents the assessment criteria for a work, it encourages better peer feedback by guiding students across the assessment process.

Criteria	Feedback example
Introduction	The topic is presented in a unique style in the introduction keep it in use.
The body	The body is organized with its ideas and arguments but, it need to be supported by example. I found the body weak in ideas, it will be better if it contains different thoughts
Conclusion	It is oblivious that the conclusion should be related to the introduction, and the conclusion hier is different to my opinion. It looks acceptable according to your last one.
Content	The content is full of ideas and new words that make it strong work. Despite the new information and the knowledge of the work , it should be ordered
Structure	The whole is well structured besides to its content. The work should be structured, using the items that make it attractive, it is a good point.

Table 3.12 Example about feedback rubric.

C) Using anonymous feedback

It clearly that , no one wants their peers read their work and assess it because of the lack of confidence in their peers or the luck of self – confidence , however if the peers can help to find out the positive notes and the negative ones , the teacher should use anonymous feedback to avoid any personal conflict between students , and that by writing the feedback in a piece of paper after hearing or reading the writing work of

the students , and without writing their names to be the activity anonymously and acceptable to be used without embarrassing each other's. *“A recent study found that students actually write better feedback when they are allowed to remain anonymous in the process”* (Kofeod Wind. D, 2018). Writing feedback anonymously by peers may be an effective step used by the teacher to reduce the stress and make the students comforts in their comments and provide a relevant and interactive feedback to the students work which lead those students to work more on their writing and benefits from others' feedback without any feel of embarrassment or weak personality and confidence towered his writing skill.

D) Revising students feedback

The student sometimes feels unsure about his feedback, if it is appropriate or not, heir comes the role of the teacher to guide him and to be as a supervisor to him and to the whole process. The teacher may revise his students' feedback and give them a hint in where they are missed. The teacher could create a sort of stable process of learning by providing the learner with a correct ideas and words.

Review the feedback of the students may remove negative comments that effect on the writing and on the behavioral process. Teaching the learners' creativity by knowing how to choose and where to use feedback, could facilitate the teaching learning process and develop more the EFL in the writing classes.

E) Give feedback on the feedback

For a fluent writing and speaking process, and to encourage and create a competitive classroom, the teacher should ask his students to provide feedback on others' feedback, which they received during the writing class. This step will promote the feedback skill and motivate

learners to look forward, besides it contributes in sharing their perspective about the writing topic.

Giving feedback on other's feedback should be determined by the teacher to be simple, organized and justified with an explanation in a specific time. Taking care of this instruction may show the writing abilities and observation, also analyzing the feedback to better understanding.

F) Start with a small peer feedback

This step should be the first one used by the teacher when he wants to use peer feedback for the first time in his writing class. By starting with a small assignment, the teacher asks his students to comment on a certain notes or parts from the writing work as the introduction or the structure or some aspects, like the using of grammar and vocabulary. The students will engaged into the process, because they will find it easy and accessible for everyone to give their opinion, by using this step the teacher could discover his students' knowledge and their acceptance to using peer feedback.

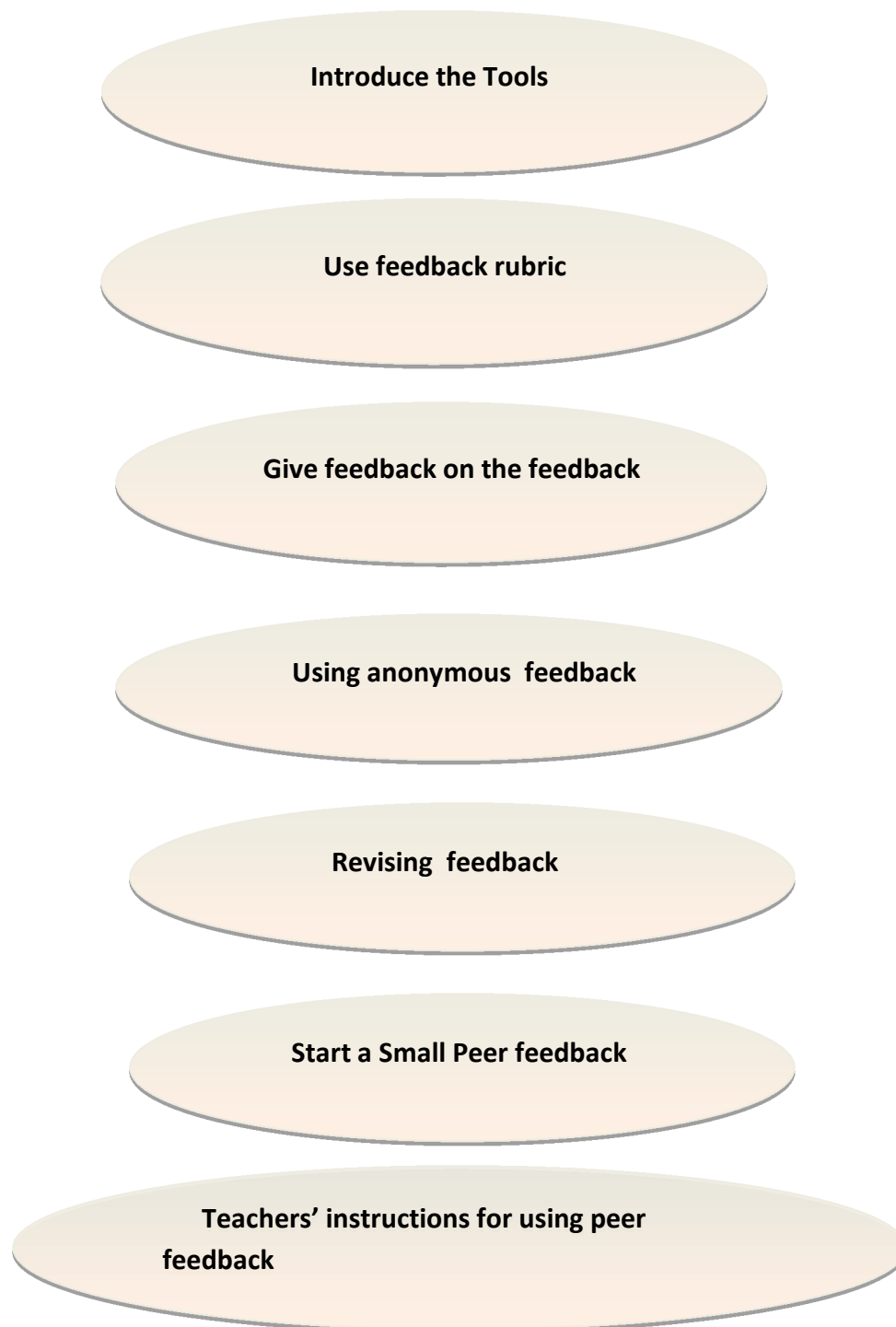


Figure 3-1 peer feedback suggestions (teachers)

3.3.2 Students' instructions

Many students will not be in a good relationship with peer review as an idea first, and as an activity second. According to the last finding, EFL students are with the ideas of using peer feedback in the writing class but they are hesitated about it as an activity to be implement, they used to receive feedback from the teacher only and depend more on it, so they do not

give their peers any important about their opinions, they may listen to, but with no practice to try to take it as an advice at least.

This section presents some suggestion or advices for students which may help them to think about peer feedback positively and observe its advantages, in order to learn and improve their skills in writing.

A) Peer feedback as a guide

It is true that students find difficulties in writing and they find themselves in need of instructions or opinions from others, as well as the teacher to facilitate and correct the process of writing, and it is oblivious that the teacher is in the top of the students' list to ask him about feedback, however the peers feedback is not less important than teacher feedback.

The learner should consider his peer feedback as a guide to a good writing. It sometimes easier for students to understand impressions from people who are in similar with their age, also peers thoughts may add extra information that can help. Considering peer feedback as a suitable guide, will let the students engaged more in working on complete the activity of writing.

B) Accept peers' remarks

In addition to the benefits of peer feedback in giving the students the chance to have their voices heard, also it giving them the opportunity to learn how to listen to others and accept what their feedback is, at the end, their opinions are about the work not about the students itself . Accepting others' remarks is kind of respect, to the ideas and to the students. Looking for peer feedback each time develops the skill and grows the productivity and creativity.

C) Identify mistakes and correct errors

Because of the complexity of the writing skill for the EFL students, they made mistake unconsciously and errors, while they reading or speaking. Peer feedback is found to point to this errors and mistakes in order to be corrected.

Peer feedback often explores some points in the work; the student itself could not notice them during his writing. From others' opinions, the writing process develops through passing besides the mistakes and makes them clear and correct, so they could teach their colleagues through their feedback, because different opinions are worth to recognized and used.

D) Gaining skills

Constructive and positive feedback encourage on research about what is best for enhancing the writing style .The learner should transform his weaknesses to strong points based on his peers review, also he should gain different skills plus to the good writing like problem solving, productivity, creativity, collaboration work and critical thinking, it also help in gain communicative skill that imposed him to be a good communicator in field of learning or working between his peers.

The learner should learn how to gain those skills from focusing on the peer feedback and use it in a correct way. He should turn the others opinions to the right side that can prove his capacities and knowledge. Standing by peer feedback as an effective activity and react on using it during the EFL writing classes, appears the contribute of it in the progress of the learning teaching process.

E) Peer feedback is a power

The learner should take any activity or a tool as an element of power and peer review is one of these elements in the writing process. The peers are an audience to the learner and they have reacted on the work. The smart students does not wait for the teachers to give him

feedback, because he is not the only person in the classroom, and it is better to listen to peers feedback firstly than teacher feedback came after as a general review.

The power of peer feedback lies in describing the whole work of the students to produce diversity in ideas, which stimulate him, to build his thoughts again and come up with new results that are more organized. To be precise, the students should not ignore their peer feedback and stick to the idea of teacher is the main audience, which may effect on their relationship with their peers after feeling that they are refused to provide feedback.

F) Peer feedback and experience

Slowly but surely, peer feedback collaborates in the progress of learning by making the learner experience enough in producing feedback. The student should deal with others to obtain experience from each other, with time, the learner will be able to focus on providing and receiving written feedback in the appropriate position with using vocabulary that suites the topic discusses and shows the experience of the learner.

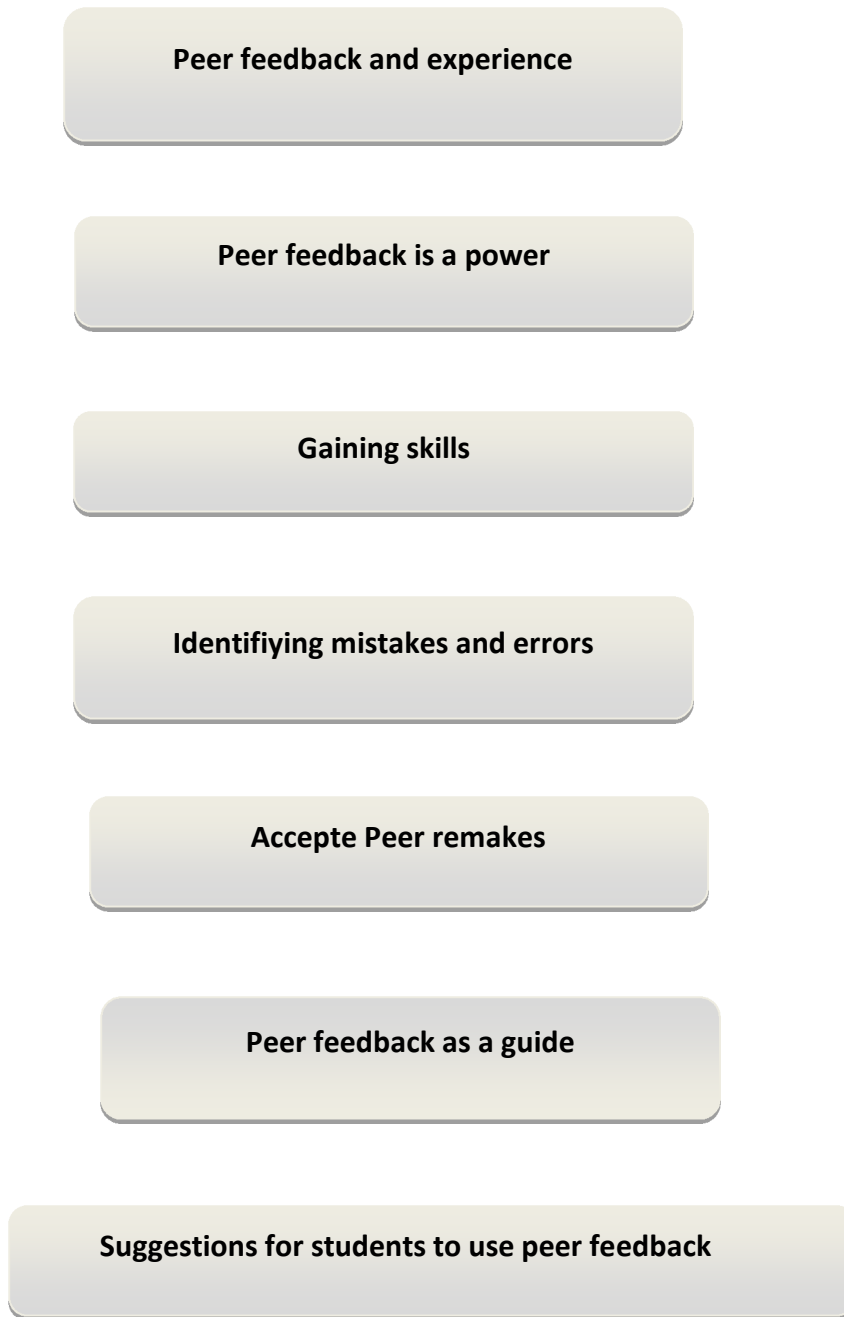


Figure 3-2 Peer feedback suggestions (students)

3.4. Conclusion

This chapter provides the analysis of the data that was gathered from the 2 year EFL students and the teachers of writing in the department of English at university of TIARET, and the discussion of their responses which was acceptable, also it provides some suggestions and recommendations that can be helpful in implementing the peer feedback, for both teachers and students. It aimed to point to what could peer feedback change in student's skills and perspectives in positive way.

General Conclusion

The purpose of learning EFL appears to be able to use this language effectively in classroom and in real life too. Moreover, the writing skill is a crucial one that enables students to communicate their thoughts and ideas to the external world. Learning to write cannot be complete without having experts evaluating our productions and giving us feedback on how to improve it. This as a matter of fact has been the role of teachers solely for years.

Feedback is one of the most important criteria in learning and developing for a learner. Students are used to being given feedback on their written productions as long as they have been learning. However, what our future teachers are less familiar with is being given feedback by their own peers for a change.

Peer feedback as a technique develops the writing process, because it is a massive benefit for their knowledge to learn from reading their peers' comments and remarks. The research questions that were raised are as follows:

1. To which extent is the peer feedback technique used in EFL writing classes?
2. What could be the factors that preventing the EFL teachers from using peer feedback?
3. What are the proper ways to successfully implement it in class?

The general finding of the current research collected from the second year LMD students in the English department at the University of TIARET confirmed the three hypotheses proposed earlier. The results revealed that peer feedback was ignored compared with teacher feedback which was mostly used, and that was because the lack of students experience and the embarrassment that the students may feel during the discussion of their writing.

Teachers were reluctant to use it as they were not confident about the quality of feedback that the students will be giving to each other. Also, lack of time was an issue raised by many. Therefore, teachers welcomed the idea of potentially using the technique if the students were trained to use an evaluation rubric that would facilitate the task that they have to perform.

To sum up, this research revealed the importance and the effectiveness of peer feedback on the students' achievements, and the development of their writing skill if implemented properly. However, the present study faced a number of limitations for further research:

- The number of the participants may have affected the finding of the study
- The students were confused, when answering the questions.
- Time consuming in distributing the tools of the study
- Students insistence and determination on getting feedback from their teachers

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Appendices

Appendix 'A': Surdents' Questionnaire

Section one :

- 1- Are you : female males
- 2- Your age : below 25 Above 25

Section two: background information

❖ Which skills are you interested in the most?

- 1- Listing
- 2- Speaking
- 3- Reading
- 4- Writing

❖ Are you familiar with the word “feedback “?

- Yes
- No

❖ Which type are you familiar with the most? (please choose one only)

A: teacher feedback

B: peer – feedback

C: self – feedback

❖ Do you know what is peer feedback?

- Of course
- Not at all

❖ Does your teacher use peer feedback during writing ?

YES

NO

✓ **If yes; how often?**

- Always
- Sometimes
- Often
- Never

✓ **If teacher's feedback is most used , why do you think peer feedback ?**

❖ **Do you think that peer feedback is effective?**

- Yes
- No

❖ **Do you think that peer assessment (peer feedback) needs to be implemented more in your writing class?**

- Yes
- No

✓ **If yes, why?**

Appendix “B “: Teachers’ Interview

Interview Questions

- ❖ **For how long have you been teaching the writing skill?**
- ❖ **Are you familiar with peer- feedback as an assessments technique?**
- ❖ **Do you think it is useful in the writing class? How?**
- ❖ **Do you personally use it in your classroom?**
- ❖ **If yes, what are your students’ attitudes towards?**
- ❖ **If not, can you tell us the reasons behind this?**
- ❖ **What would you recommend to implement it properly in the writing classroom?**

الملخص

تهدف هذه الدراسة إلى اكتشاف فعالية ملاحظات الأقران في فصول الكتابة باللغة الإنجليزية كلغة أجنبية واستخدامها كأسلوب تقييم. اقترحت الدراسة أن ملاحظات الأقران مهمة لأن المعلمين يترددون في استخدامها في القسم. أجريت الدراسة على طلاب ومدرسي السنة الثانية ليسانس في جامعة ابن خلدون بتيارت من خلال استخدام كل من الأساليب الكمية والنوعية. أكدت النتائج الفرضية القائلة بأن ملاحظات الأقران لا تستخدم كثيرًا كأسلوب تقييم على الرغم من فعاليتها بسبب تردد الأساتذة.

Summary

This study aims to discover the effectiveness of peer feedback in the EFL writing classes and the use of it as a technique, the study suggested that peer feedback is neglected as teachers are reluctant to use it in class. The study was conducted with 2 year LMD English students and teachers at Ibn Khaldoun University of Tiaret. Through the use of both quantitative and qualitative methods, the results confirmed the hypothesis that peer feedback is not that much used as a technique despite its effectiveness due to teachers' skepticism.

Résumé

L'objectif de cette recherche est découvrir l'efficacité de les commentaires des pairs dans les cours d'écriture en anglais et son utilisation comme une technique. Cette recherche suggère que les commentaires de pairs sont négligés car les enseignants sont hésitants. L'étude concerne les étudiants et enseignants de 2^{ème} année LMD Anglais à l'université d'Ibn Khaldoun. A travers des méthodes quantitatives et qualitatives, les résultats obtenus confirment l'hypothèse que les commentaires de pairs ne sont pas assez utilisés malgré leur efficacité due aux doutes des enseignants.