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Investigating the Role of Peer Feedback on the Algerian EFL Learners'

Writing Skills: The Case of Third-Year Students at the Department of

English at Mohamed Kheider University of Biskra

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Dedications

A special dedication to my dearest father and mother who always helped and encouraged me and who were the reason behind my success!

To my dearest siblings who supported me and believed in me!

To my beloved friends!

Acknowledgements

Abstract

Peer feedback has a crucial role to improve students' writing and speaking skills. Thus, the current study investigates the role of peer-feedback on the Algerian English as Foreign Language (EFL) learners' writing skills: case of third-year students at the Department of English at University of Biskra, Algeria. The aim of the present study is to investigate the role of using peer feedback in EFL writing classrooms among third-year LMD students of English at Mohamed Khider University of Biskra. Thus, it opted for exploratory research design using mixed-methods approach that included a questionnaire addressed to (35) EFL third-year students and an interview addressed to (9) EFL teachers. The collected data were used to get in-depth insights into the viewpoints of the surveyed EFL teachers and students towards the role of peer feedback in the Algerian EFL context to improve the learners' writing skills. The results revealed that third-year students have positive attitudes toward role of peer feedback in enhancing students' writing skills because it helps them correct grammar mistakes, spelling errors. The results also showed that teachers consider peer-feedback crucial to enhance students' writing skills because it boosts students' autonomy, motivation, self-confidence, and engagement. Therefore, based on these findings, some recommendations were suggested for EFL students and teachers regarding the role of peer feedback.

Keywords*: Peer Feedback, Writing Skills, EFL Learners, Autonomy, Engagement.*

List of Abbreviations

EAP	English for Academic Purposes
EFL	English as Foreign Language
FLA	Foreign Language Anxiety
IL	Inter-Language
MTL	Medial Temporal Lobe
SLA	Second Language Acquisition
SPSS	Statistical Package for Social Sciences
TL	Target Language
ZPD	Zone of Proximal Development

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General Introduction

One of the important skills that students need to focus on more in EFL classes is often thought to be writing. Many students struggle with structuring their ideas, using appropriate grammar, and producing texts that are understandable and pertinent. In this regard, many Algerian EFL students struggle to advance significantly in their writing. One tactic that has gained more interest recently is peer feedback, a process where students evaluate one another's work and suggest ways to make it better. Instead of only relying on teacher correction, students actively participate in each other's growth. Peer criticism helps students see different ways to express ideas, spot mistakes more easily, and think about what makes good writing. It also gives students the chance to learn from their classmates and increases their sense of responsibility for their education. Accordingly, teachers may not know how to use comments effectively, and students may not feel comfortable making or receiving them. However, if used properly, peer feedback can be a powerful tool for encouraging writing development in a more dynamic and student-centred manner.

1. Background of the Study

For EFL learners, writing is a difficult skill that presents many difficulties, especially in situations where English is not commonly used outside of the classroom. EFL learners frequently struggle with grammatical precision, lexical breadth, and organizational structure, among other characteristics of English writing, in Algeria, where French and Arabic predominate in daily communication. Because writing in a foreign language has cognitive demands, learners must manage several processes at once, such as coming up with ideas and using syntactic and rhetorical norms. Algerian classrooms have always taught writing using a product-oriented approach, emphasizing the finished product over the writing process.

Within this providing peer feedback is one of the most important tools for supporting Second Language Acquisition (SLA), promoting collaboration, self-regulation, and metacognition. Grounded in Vygotsky's Sociocultural Theory (1978), it enables knowledge co-construction through interaction, with peers providing scaffolding within the Zone of Proximal Development (ZPD) as mentioned by (Villamil & de Guerrero, 2006). Furthermore, Schmidt's Noticing Hypothesis (1990) indicates how peer feedback enhances accuracy and fluency by directing attention to linguistic forms (Ferris, 2006). Besides fostering self-regulated learning, it also enhances autonomy and engagement by encouraging learners to evaluate their own and others' work (Topping, 1998; Nicol & Macfarlane-Dick, 2006).

Research shows peer feedback improves writing and speaking skills. Lundstrom and Baker (2009) found that providing feedback enhances learners' own writing more than receiving it, as analyzing peers' work strengthens language awareness. It also reduces Foreign Language Anxiety (FLA), creating a supportive environment for practice (Zhang, 1995; Dörnyei, 2001).

Challenges include emphasizing on the final product than the writing process, bias, the insecure peers. Some learners provide inaccurate or overly positive feedback, while personal relationships may introduce bias (Topping, 1998; Nickerson, 1998). Some students also prefer teacher feedback, perceiving it as more reliable (Liu & Carless, 2006). These issues can be addressed through structured training, clear rubrics, and teacher guidance (Carless & Boud, 2018).

2. Statement of the Problem

Since writing is regarded as an essential language skill, EFL students in all subject areas must become proficient in it. However, this skill presents numerous challenges for EFL students at Mohamed Khider University of Biskra, preventing them from writing effectively and

achieving proficiency. Many of them claim that the primary cause of their failures is that teachers do not consistently respond to their writing drafts.

Teachers do not always meet the informational needs of every student. As a result, educators should enable students to experience peer criticism. Thus, students will be able to exchange ideas and gain knowledge from each other's mistakes. As a result, they will be able to improve their writing skills. Finding out how peer feedback influences the growth of one's writing skills is the aim of the current study.

3. Significance of the Study

This study looks into how peer feedback can assist Algerian EFL learners in developing their writing skills by examining its effects on students' performance and attitudes. First, it will help teachers understand the challenges students face when writing and the benefits of this teaching approach; secondly, it will encourage the use of peer feedback in the classroom. The project looks into how students can develop critical thinking, strengthen their writing abilities, and encourage self-reliance by using peer criticism as an interactive learning tool. By looking at these variables, the study provides helpful insights into the effectiveness of peer feedback in the Algerian EFL context.

4. Aim of the Study

The aim of the present study is to investigate the effects of using peer feedback in EFL writing classrooms among third-year LMD students of English at Mohamed Khider University of Biskra. In addition, this study aims to examine the role of peer feedback in developing Algerian EFL learners' writing skills. Moreover, it aims at exploring teachers' and students' perceptions of using peer feedback strategy on EFL students' writing skills.

5. Research Questions

- This study explores the impact of peer feedback on EFL students' writing skills. The key questions examined are:

- What are the EFL teachers and students' perceptions of the role of peer feedback in the writing skills?

- Does peer feedback impact EFL students' writing skills?

6. Research Hypothesis

This study hypothesizes that:

➢ EFL teachers and students have positive perceptions regarding the use of peer feedback in the writing classroom.

➢ Peer feedback has a positive impact on EFL students' writing skills.

7. Research Methodology

This study investigates the role of peer feedback in supporting Algerian EFL learners in developing their writing skills using a descriptive methodology. The aim is to examine how both educators and learners perceive peer feedback and how it contributes to students' writing development. Thus, the main data-gathering tools include a questionnaire, designed to collect quantitative data on EFL learners' experiences with peer feedback and its impact on their writing skills. The questionnaire is administered to 35 third-year students in the English Department at the University of Biskra, in addition, a semi-structured interview is conducted to 9 EFL written expression teachers. The interview also aims to explore teachers' perspectives on the use of peer feedback in teaching.

8. Structure of the Study

The present research study is divided into three chapters. The first two chapters constitute the theoretical framework, while the third chapter is devoted to the practical part of the study. Chapter one focuses on the writing skill in the EFL context. It begins with a definition and historical background of writing, followed by a detailed discussion of the main approaches to teaching writing, namely the product, process, and genre approaches. Special attention is given to the process approach, which is explored through its key stages: prewriting, drafting, revising, editing, and publishing.

Chapter two deals with the concept of feedback, with a particular emphasis on peer feedback. It begins by defining feedback in general and presenting the essential criteria for effective feedback, such as being timely, specific, understandable, and actionable.

The third chapter represents the practical part of the study, it presents the research methodology, including the data collection tools (questionnaire and interview) and analysis of the results. The chapter concludes with a summary of the main findings and the implications they hold for EFL students and teachers.

Chapter One
Writing Skills

Chapter One: Writing Skills

Introduction

Studying a foreign language is based on learning its four skills reading, listening, speaking, and writing. Writing is one of the skills in language learning. However, writing as a skill is considered the most difficult skill to achieve competency in because it requires a lot of effort, practice, and the use of effective techniques. Therefore, teachers are always looking for ways to help students improve their writing. This chapter discusses the basic principles of teaching writing. It starts by defining writing and exploring its history. Then, it explains different approaches to teaching writing, such as the product approach, the process approach, and the genre approach. After that, it looks at the key components of writing, including grammar, mechanics, organization, and word choice. Finally, it highlights the importance of peer feedback in helping students improve their writing skills.

1.1 Definitions of Writing

Writing is a necessary skill since it enables writers to convey their thoughts, opinions, and ideas in a meaningful manner. It is more than just putting letters and words together to form sentences; it also requires critical thinking and personal qualities that are necessary for academic achievement. Writing can be difficult in an EFL classroom because students must acquire new grammar rules, vocabulary, and writing styles, which are frequently different from those in their native language.

Ghosh et al., (2021) described writing as the ability to communicate thoughts, ideas, and emotions in written form, whether on paper or digitally. It is not simply putting words together at random, but rather the art of organizing them in a logical order to create meaningful communication. Nunan (2003) describes writing as a highly complicated cognitive activity that requires simultaneous control over several elements. At the sentence level, this encompasses content management, structure, terminology, spelling, and formatting. A writer must not only

produce individual sentences, but also organize and integrate material in a clear and logical manner to create whole paragraphs and compositions. Writing entails critical thinking, generating ideas, and successfully arranging them into well-formed sentences and paragraphs.

In addition, Klein (1985) defines writing as the ability to convert ideas into symbols on paper while ensuring that these representations transmit meaningful signals to others. Writing abilities enable individuals to articulate their thoughts in an organized manner and engage with the message they wish to convey. Writing is more than just conveying information; it also allows the expression of personal identity. Ghaith (2002) emphasizes that writing is more than just expressing ideas; it also represents the writer's personality. According to Nystrand (1998), writing involves arranging material based on what the writer assumes the reader knows and expects, whereas reading entails interpreting text based on the reader's assumptions about the writer's goals. According to Pak-Tao Ng (2003), writing is a multi-step process that includes thinking about the issue, taking notes, and acquiring data, all of which lead to a better understanding and reflection.

Similarly, Zamel (1983) defines writing as a nonlinear and exploratory process in which writers constantly modify and reshape their ideas in order to produce meaning. Writing is a strong tool for communicating thoughts, feelings, and ideas. Individuals can offer their ideas, whether on paper or on a computer screen. Personal experiences, societal influences, and larger political and institutional contexts all impact how a writer writes. Furthermore, writing is influenced by genre conventions and is an important part of the learning process. Tarigan (1985) explains that writing is a productive skill used for indirect communication. Unlike speaking, which conveys messages directly, writing requires a different approach to expressing thoughts, making it an important ability. Moreover, Harmer describes writing as a way to communicate and express emotions through written words.

Furthermore, Writing is not done in isolation but is a social activity shaped by different social factors. Usually individuals resort to writing as a response to specific situations (Kemalsyah et al. 2022). According to Grabe and Kaplan (1996), Dhanya and Alamelu (2019) explain that writing is an important way to express oneself, communicate, and collect information. However, writing in a foreign language can be very challenging in academic settings (Negari, 2011; Guo & Bai, 2019). Similarly, Ibna (2018) states that writing is a complex skill that requires practice to improve. Students often struggle with writing because they need to focus on key aspects such as punctuation, vocabulary, sentence structure, and organizing paragraphs. From the provided definitions, writing is a crucial skill that enables individuals to express their thoughts, emotions, and ideas in a structured and meaningful way.

1.2 Historical Background of Writing

According to Olson (2009), the historical beginnings of writing can be traced back to early forms of visual communication, such as the 40,000-year-old cave drawings discovered in Lascaux, France, and Altamira, Spain. These paintings showed animals, hunting scenes, and everyday life, and served as a means for early people to record and communicate knowledge. Over time, more structured forms of communication arose, such as the 10,000-year-old bone inscriptions in China and the 4,000-year-old petroglyphs in America. These early symbols evolved from simple drawings depicting objects and events into more complex representations of language.

Gelb (1963) and Diringer (1968) as cited in Tuite (1997) are among the scholars who have explained the progression of writing systems from pictographs (direct representations of objects) to ideographs (symbols representing concepts) and, ultimately, to logographic, syllabic, and alphabetic systems. Practical requirements, including the preservation of literature, the documentation of laws, and the recording of transactions, were the driving force for writing. For instance, the Sumerians employed clay tablets to monitor trade, while the Code

of Hammurabi in Babylon documented laws. The use of writing as a tool of political and cultural influence evolved over time. In order to eradicate their culture and assert control, rulers and invaders frequently destroyed the writings of others, while civilizations such as ancient Egypt utilized writing to preserve their history and religion. For example, in order to establish their own authority, the Spanish destroyed numerous Aztec texts during their conquest. In the present day, writing continues to be one of the most critical instruments for cultural expression, record-keeping, and communication of humanity.

1.3 Writing Approaches

1.3.1 The Product Approach

Nadaraja (2023) indicates that the product approach to teaching writing focuses on accuracy and structure, emphasizing the final written product rather than the writing process. Chitravelu et al. (2005) state that students are expected to produce error-free texts by following model examples, but they do not develop essential composition skills since content and organization are predetermined. This approach prioritizes grammatical correctness over creativity and self-expression, often resulting in repetitive and mechanical writing tasks. Nunan (1991) explains that the product approach was widely used in the 1960s and 1970s, where writing instruction focused on mastering sentence-level accuracy before students were encouraged to write longer texts.

Additionally, students are able to comprehend text features through structured exercises and analysis, which is an approach that is based on rhetorical traditions. Language teaching prioritized pre-specified objectives, emphasizing correctness and model-based learning, prior to the communicative approach. Writing was considered secondary to speaking, with a significant emphasis on structured content and grammatical accuracy. This method is still relevant in academic writing that is English for Academic Purposes (EAP) because of its strict conventions, as per White (1988). Students must become familiar with these rules, and they

must learn how to implement them. The model text functions as both the starting point and a reference point, assisting students in the development of a well-organized final draft. Nevertheless, the model omits the process that led to its development, which restricts students' comprehension of how to autonomously develop their writing. Despite this, it offers a fully realized example (Nemouchi 2014).

1.3.2 The Process Approach

Nadaraja (2023) asserts that the process approach to writing emphasizes the steps involved in the creation of a written text, as opposed to the final product, in contrast to the product approach. This method entails selecting ideas, organizing them into a plan, and subsequently drafting, revising, and finalizing the text, as per Chitravelu et al. (2005). Nunan (1991) further explains that the process approach prioritizes quality over quantity, therefore motivating students to concentrate on the expression of their ideas without excessive concern for grammar or correctness at the outset. Students frequently engage in collaborative work, sharing drafts and providing feedback through methods such as "conferencing," which involve discussing their work with their peers and instructors. Wen (2013) clarifies that the process approach entails numerous phases, such as prewriting (idea generation), drafting (content focus), and revising (idea refinement). This approach is student-centered, enabling students to refine their writing skills through feedback and repeated revisions, as well as to investigate their thoughts.

1.3.3 The Genre Approach

The genre-based approach to writing instruction has been implemented in a variety of educational environments and objectives in various locations worldwide since the 1980s. In the United States and Britain, it has been primarily employed to assist students in the acquisition of writing skills that are specific to particular genres. This method is designed to equip students

with the necessary knowledge of the structural and linguistic characteristics of various categories of texts, enabling them to thrive in specific communication environments. It concentrates on the context in which the text is composed, in addition to the message it conveys. The functional basis of language, which posits that language is employed for specific purposes, is one of the central principles of the genre school. Additionally, language is a component of cultures and societies, and it is only through their careful consideration that a comprehensive comprehension of language can be attained (Byram, 2004).

Different genres are employed to accomplish different social functions, and therefore students need to learn appropriate registers so that they can communicate effectively under varying conditions. In second-language composition, Byram (2004) describes the genre approach as a systematic approach to teaching language. It is a method that provides learners with instructing principles that help them produce meaningful and coherent texts in a particular genre. It is a model that instructs learners on how to understand the rules of different forms of writing.

Swale (1990) defines a genre as a kind of communicative event with common purposes. His definition highlights that certain writing conventions are appropriate for a writer's message. For example, personal letters convey personal stories and typically include welcoming greetings to maintain relationships, whereas argumentative essays emphasize thesis statements to present logical arguments. Traditionally, genres have been conceived as fixed categories, split into overall types such as exposition, argument, description, and narration, some of which have subdivisions such as definition, cause and effect, or business correspondence (Freedman & Medway, 1994). According to this conception, the pedagogy of genres involves that students are instructed in the structural and content-related rules of a specific kind of writing so that they can obey the rules that apply to it. One of the most important advantages of the genre approach is that it recognizes that writing occurs in social contexts and for a specific purpose. It also

recognizes that learning can be achieved through deliberate imitation and analysis of model texts. Writing teachers must include these aspects by demonstrating how and why the language conventions create certain rhetorical effects. Furthermore, since genres are constructed according to cultural ideologies, studying them helps students have a better insight into how writing functions in diverse cultural and social settings (Nemouchi 2014).

1.3.4 Process Genre Approach

The process genre approach is an approach that teaches students the features, structure, and style of different types of writing (or genres) by using model texts. It helps learners understand how writing changes depending on the purpose, audience, and context (e.g., a formal letter vs. a story). It focuses on what a successful example of a genre looks like, so students can learn to write similar texts by following those patterns. Moreover, the process-genre approach to writing combines elements from both the process and genre approaches, recognizing that effective writing requires not only an understanding of the conventions and purposes of specific genres but also the cognitive and procedural strategies involved in composing a text.

As some researchers argue, this approach acknowledges that writing takes place in a social context, where a piece of writing serves a specific purpose depending on the situation, such as an estate agent describing a house to persuade potential buyers. This perspective means that writers must consider audience, purpose, organization, and the appropriate language features of the genre. While genre analysis emphasizes the textual and linguistic features, the process aspect draws attention to how writers generate, organize, and revise ideas. Therefore, the process-genre approach encourages learners to explore both the social context of writing and the stages of planning, drafting, and revising, enabling them to produce purposeful and contextually appropriate texts.

Table 1 illustrates the differences between product and process approaches in writing instruction. While the product approach emphasizes accuracy and final output, the process approach focuses on stages of development, encouraging feedback and revision. This contrast reflects a shift in pedagogical priorities toward fostering deeper learner engagement and autonomy.

Table 1

Comparison between the Product and Process Approach Adapted from Nadaraja (2023, p.10).

Product approach	Process approach
Imitation of the model text	Text is used as a resource for comparison
Ideas are used as a starting point	Organization of ideas are more important; then ideas themselves
One draft only	More than one draft
Font role practice including	More global, focus on purpose, theme, text type
Individual	Collaborative
Emphasis on the end product	Emphasis is on the creative process
Top-Down	Bottom -up

1.4 Stages of Writing

1.4.1 Stage One: Prewriting

According to (Bowen Peters, n.d.) a good paper is founded on successful planning. Deciding on the topic and the central theme or thesis should be known before writing: once the focus has been decided, gathering relevant information and ideas results in successful construction of content.

Idea-Generation Strategies

- Step into free writing or journaling.

- Reflect upon individual interests, experience, and taste.

- Reread assignments, questions, and class notes.

- Employ visual strategies like graphic organizers.

- Share ideas with small groups or class peers.

- Raise fundamental questions such as who, what, where, when, why, and how.

- Check prior knowledge and identify areas that require further research.

Organizing Writing Techniques

- Develop a concept map, diagram, or web.

- Use various techniques to storyboarding to arrange ideas on paper.

- Build an outline to give a logical progression.

- Balance the pros and cons of different outlooks.

- Gather supporting arguments to build the main argument.

- Keep notes systematic by topic or theme.

1.4.2 Stage Two: Drafting

During the drafting stage, students:

- Write Down Their Ideas – They turn their thoughts into sentences and paragraphs.

- Follow a Plan – They use outlines or notes to organize their writing.

- Focus on Ideas, Not Perfection – They don't worry too much about grammar or spelling at this stage.

- Develop and Expand Thoughts – They add details, examples, and explanations.

- Make Changes as Needed – They adjust thesis or main points if new ideas come up.

- Write in Sections – Some students start with the body before writing the introduction and conclusion.

1.4.3 Stage Three: Revising

Revising is the process of improving a draft by making changes to content, organization, and clarity. During this stage, students:

- **Re-read Their Work** – They check if their ideas make sense and flow smoothly.

- **Improve Organization** – They rearrange sentences or paragraphs to make the structure clearer.

- **Add or Remove Information** – They expand ideas with more details or remove unnecessary parts.

- **Clarify Ideas** – They make sentences clearer and more precise for better understanding.

- **Strengthen Arguments** – They ensure their points are well-supported with evidence.

- **Check for Consistency** – They ensure their tone, style, and verb tenses remain consistent.

1.4.4 Stage Four: Editing

According to (Bowen Peters, n.d.), while revising is primarily about improving clarity and organization for the reader, editing ensures that the writing follows the rules of standard written English. During the editing stage, writers should focus on:

- **Grammar** –Correcting any grammatical errors.

- **Sentence Structure** – Ensuring sentences are clear and well-formed.

- **Word Choice** – Selecting precise and appropriate words.

- **Punctuation** – Checking for proper use of commas, periods, and other punctuation marks.

- **Capitalization** – Making sure all proper nouns and sentence beginnings are correctly capitalized.

- **Spelling and Formatting** – Ensuring correct spelling and proper document formatting.

While there has been support for the process approach, it has also faced criticism. Nunan (1991) points out that it often focuses too much on narrative writing, neglecting other forms like reports or arguments, which are essential for academic success. Critics like Horowitz (1986) argue that the approach may not prepare students for exam-based writing or the demands of tertiary education. Additionally, Wen (2013) notes that process approaches can be time-consuming, making it challenging to implement in large classes.

Despite these criticisms, Zamel (1987) suggests that teachers can address these issues by combining the process approach with other methods, such as teaching paragraph patterns or rhetorical structures. By giving students more opportunities to write and focusing on the purpose of writing, teachers can help learners develop their skills effectively. Lastly, the process approach helps students construct their writing abilities through collaboration, feedback, and revising in several drafts, thus being a beneficial method of fostering creativity and expression. Although it has some negatives, combining it with other methodologies can offset its weaknesses and prepare the students better for scholarly and real-world writing assignments.

1.5 Components of the Writing Skill

Writing is a complex skill that involves several key components working together to create clear and effective communication. These components include grammar, organization, and mechanics, such as spelling, punctuation, and handwriting and punctuation. Mastering these elements is essential for producing coherent and meaningful texts in any language.

1.5.1 Grammar

Grammar is the system of rules that governs how words are combined to form meaningful sentences. It provides the structure necessary for clear and accurate communication, particularly in English, where even minor changes in word order can alter the meaning of a sentence. Key elements of grammar include word order, verb tenses, subject-verb agreement, and the proper use of punctuation. While many university students already have a basic

understanding of grammar, mastering it is crucial for improving academic writing. As Noguchi (1991) explains, a strong grasp of grammar enables students to write more fluently and develop their unique writing style, which is essential for effective communication. Moreover, Williams (2003) stated that the link between grammar and writing is based on the idea that when students have a clear understanding of grammar and the necessary vocabulary, they can identify and correct errors in their own writing. In other words, teaching students about sentence structure, common errors, parts of speech, and grammatical rules is highly beneficial. As a result, they will improve their writing accuracy by applying their grammatical knowledge as a tool.

1.5.2 Mechanics

1.5.2.1 Handwriting

Medwell and Wray (2010) Handwriting is an important but often ignored part of writing in schools. It is more than just a motor skill because it requires orthographic-motor integration, meaning the ability to remember and write letters, letter patterns, and words smoothly without much effort. Research shows that handwriting plays a key role in writing by reducing the mental effort needed for basic tasks, allowing the brain to focus more on forming ideas and structuring text. This capability is especially important because working memory, which helps with organizing and composing writing, is limited. Studies suggest that handwriting automaticity, the ability to write effortlessly and fluently, is essential for producing high-quality writing. When handwriting is not automatic, young writers may struggle with creating ideas, selecting words, and improving their work, as their mental energy is spent on forming letters. Developing handwriting fluency can help children strengthen their writing skills, especially in the early years of learning.

1.5.2.2 Spelling

Spelling is the correct arrangement of letters in words, ensuring clarity and accuracy in writing. However, English spelling can be challenging due to inconsistencies between sounds

and letters. The same sound may have different spellings, and the same spelling can be pronounced in various ways. Spelling is challenging for English learners because there is no perfect match between sounds and written letters. Harmers (2004) Spelling mistakes usually do not stop a reader from understanding a message, but they can create a negative impression. Poor spelling is often considered a sign of a lack of education or care. One reason spelling is difficult for English learners is that the way a word sounds does not always match how it is written. Many different spellings exist for a single sound (e.g., paw, pour, daughter), and different pronunciations of the same spelling (or, word, worry) can occur.

To help students with spelling, teachers should highlight common spellings of specific sounds, show different ways letters can be pronounced, and use exercises to help students discover spelling rules. When students learn new words, they can compare them to words they already know with similar spelling patterns. Listening to audio recordings while following along with transcripts or writing down sections from tapes can also help with spelling. Another challenge is that different forms of English use different spellings. For example, British and American English spell some words differently (color vs. color, theatre vs. theater). There are also differences in the use of s and z in words like apologize and customize. Teachers should encourage students to follow one variety of English as a model but also make them aware of other variations by using dictionaries that show these differences.

1.5.2.3 Punctuation

According to Wati (2021), punctuation is a significant component of writing since it allows for meaning to be transmitted both accurately and clearly. Punctuation acts as a visual guide for readers, pointing to pauses, separating ideas, and emphasizing points. Without punctuation, written texts may become ambiguous or misleading. Historically, punctuation evolved as a way to assist readers in their understanding of written texts. It initially was used to indicate pauses during reading aloud (Saenger, 1997). Over time, punctuation marks such as

commas, periods, colons, and question marks evolved to indicate prosodic elements of spoken language and to better structure written texts (Heggie & Wade-Woolley, 2018). While it is essential, many students struggle with punctuation in written language. They often omit punctuation due to other cognitive demands, which could lead to ambiguous or incorrect messages. Research indicates that providing systematic instruction, e.g., peer and self-assessment methods, can strengthen the punctuation skill of students (Tavşanli & Kara, 2021). Moreover, structured interventions; for example, implementing strategies such as contingency contracting has been shown to enhance students' correct use of punctuation in free writing exercises.

Teachers must emphasize punctuation as a crucial component of writing proficiency in the classroom. Students need to be taught punctuation rules and encouraged to use them when writing assignments are due. By incorporating punctuation-based exercises in writing classes, students are able to improve their written communication proficiency and express their ideas with accuracy and understanding. According to Nuriyanti and Yuliawati (2017), as some researchers said the punctuation marks are important in writing because they enable understanding of written language and ensure effective communication. Punctuation enables readers to understand the meaning of sentences meant by the writer and remove ambiguity so that the writer can express his/her ideas correctly. Punctuation marks are not mere ornaments; they are essential components of written language that contribute to the organization and clarity of text. Writers can guide the reader through their mind by using proper punctuation, making the text easy to read and comprehend. As Rook (1990, as cited in Nuriyanti & Yuliawati, 2017) insists, punctuation marks are important in writing because they facilitate effective communication of meaning, and omission of them results in confusion or misunderstanding. Thus, learning to be skilled at punctuation is a vital aspect of developing sound writing skills.

1.5.3 Organization

In writing, organization refers to the systematic structure and order of ideas in a text. It refers to the sequential arrangement of information in a logical manner, the use of transitions to indicate the connection between ideas, and the establishment of a logical sequence that leads the reader from the introduction to the conclusion. Effective organization makes writing easy to comprehend, clarifies the writer's intention, and helps the reader in comprehension. Chronological order, cause and effect, problem-solution, and compare and contrast are some of the typical organizational patterns. According to Starkey (2004), organization helps you understand how your developing ideas fit within a structured framework and provides a clear outline for any type of essay you need to write. It also benefits the reader by ensuring a logical flow of ideas. By using an organizational method, you guide the reader from the beginning to the end of your essay, helping them see how your points connect and support your thesis. A well-organized essay strengthens your argument and makes it easier for the reader to follow your reasoning. Practicing prewriting and organizational techniques can help you determine which methods work best, especially in timed writing situations. Taking the time to plan your ideas in advance improves clarity and coherence in your writing.

Furthermore (Bocanumenth, n.d.) identify five common models of writing organization which are: sequence, description, cause and effect, compare and contrast, and problem and solution.

- Sequence follows a chronological or spatial order. It is utilized in genres such as memoirs, autobiographies, fairytales, and science fiction. A sequence typically includes an opening incident, a complicating chain of events leading to a climax, and a denouement.

- Description deals with describing the qualities of a subject. Effective descriptive writing makes an appeal to the senses and answers significant questions like "who," "what,"

"when," "where," "how," and "why." This structure is widely used for personal profiles or recollections of a past event.

- Cause and Effect explains the relationship between events. Writers use this to examine causes of a specific situation and their outcomes. It is frequently used for argumentative writing when explaining how and why things happen.

- Compare and Contrast examines similarities and differences between two or more subjects. Authors typically use visual aids like Venn diagrams or lists to organize their comparisons. This structure works well in essays comparing experiences, individuals, or locations.

- Problem and Solution presents a problem and discusses possible solutions. This structure can include an overview of different approaches before suggesting the optimal one. It is widely used in persuasive or analytical writing.

In conclusion, the flow of ideas is structured by specific organizational patterns that are observed in each form of writing. The organization of a text is based upon the writer's objective and the genre in which they are working. Clarity, coherence, and logical progression are guaranteed by effective organization, which facilitates the reader's comprehension of the writer's message. The following are examples of common organizational structures: sequence, description, cause and effect, compare and contrast, and problem and solution. These patterns assist writers in presenting their arguments, describing events, or analyzing relationships between ideas in a structured and logical manner.

1.5.4 Word Choice

A commonality among all exceptional writers is their comprehension of the significance of word selection in writing. The stories and poems will be more potent and vivid as a result of the effective use of vocabulary and language in the form of strong word choice, which generates clear emotions and images. The concept of "word choice" may appear straightforward;

however, the ability to select the appropriate word and omit the others can significantly enhance the quality of writing (Glatch, 2025, para. 1).

According to Starkey (2004), effective word choice is critical in writing since it determines clarity, tone, and overall impact of the text. Writers must carefully select words that accurately represent their intended meaning, considering both denotation (literal meaning) and connotation (implied meaning). Misused or misleading language can undermine an argument, create misconceptions, and even anger the audience. Furthermore, to ensure proper word choice, authors should be aware of frequently misinterpreted words, avoid slang, and use inclusive language. Furthermore, while spell-check programs can be useful, relying solely on them is insufficient; comprehending spelling rules and proper word usage is critical to writing a polished, professional essay. By carefully choosing words, writers can improve their message and leave a powerful, positive impact on readers.

1.6 Aims of Teaching Writing

Writing is useful for a variety of uses beyond speech in language acquisition. Raimes (1983) explains the three primary reasons for teaching writing. First, it helps students improve their grammar, vocabulary, and idiomatic expressions. Second, writing allows students to expand on what they have learnt, fostering creativity. Third, it encourages learners to think in new ways and organize their ideas clearly. Writing improves the learning process since it requires the brain, eyes, and hands to work together. Harmer (1998, p. 79) provides various arguments for teaching writing:

- Reinforcement: Many students remember language better when they see it written down.

- Language development: Writing helps learners think more deeply about how to use language correctly.

- Learning style: Some students find writing easier because it gives them more time to process their thoughts compared to speaking.

- Writing as a skill: Learning to write is necessary because students must understand how to format essays, reports, and other written work.

Understanding punctuation, paragraph order, and other writing norms is just as important as knowing how to pronounce words correctly while speaking. According to Hedge (2005), writing helps students learn new language aspects and enhance their writing skills through real feedback from teachers. Furthermore, writing helps teachers to measure their pupils' competence levels and identify the difficulties they have during the writing process. By analyzing students' written work, teachers can detect specific challenges and address them by providing tailored comments to help students overcome their obstacles. According to Hedge (2000), the objective of teaching writing involves:

- Helping students develop clear, effective writing skills by understanding the stages of writing

- Encouraging a sense of purpose and audience, which helps learners structure their writing meaningfully.

- Improving communication skills, ensuring that students can effectively convey their ideas to different audiences.

- Teaching the mechanics of writing, such as sentence organization, paragraph structuring, punctuation, and cohesive devices.

- Providing opportunities for self-expression and creative development.

- Improving students' abilities to reflect on and modify their writing, as well as providing criticism and revision to assist them grow their talents.

Along with the advantages indicated above, the Department of Higher Education and Training (South Africa 2020) emphasizes that teaching writing allows students to communicate with others, exchange ideas and experiences, and express their emotions. It also allows individuals to influence others, spread ideas, and participate in social and political debates. Overall, writing gives pupils the necessary skills to express themselves clearly and engage meaningfully with society.

1.7 Students' Difficulties in EFL Writing

Learners must adjust to new linguistic structures and writing conventions to master the intricate skill of writing in a foreign language. Non-native speakers often face many challenges when trying to express their thoughts in the target language. L2 students' writing is influenced by both cognitive and social factors. Myles (2002) identifies several social challenges that contribute to writing errors, including negative attitudes toward the target language, a lack of progress in the second language, social and psychological distance from the target culture, and limited integrative and instrumental motivation for learning. Cognitive factors, such as language transfer and interlanguage development, also significantly influence L2 writing challenges.

Socially, the issue arises when you attempt to write in a language that doesn't feel like your own. If students have negative attitudes toward English, they may struggle to stay motivated. If they don't see much progress in their language skills, they might feel discouraged and give up. Some students also feel social and psychological distance from the target language and culture, meaning they don't see themselves as part of an English-speaking world. This can make learning feel disconnected from their personal goals, especially if they lack strong

motivation or desire to integrate into an English-speaking community. Additionally, if students lack strong motivation or the desire to integrate into an English-speaking community, (integrative motivation) or the need to learn English for work or school (instrumental motivation) their writing development can suffer.

On the other hand, the challenge of writing in a second language is cognitive, as students are required to simultaneously manage various abilities. The inability to articulate ideas accurately can result in frustration due to a lack of vocabulary and grammar knowledge. Many students also think in their native language and translate, which can result in awkward phrasing and errors. Furthermore, students are required to maintain a high level of memory capacity to monitor grammar, orthography, and structure simultaneously, which complicates the process of achieving fluency. Due to the absence of automaticity, students perceive writing as sluggish and laborious compared to their native language. In general, these cognitive challenges render the writing process a challenging endeavor for EFL students.

1.8 Strategies to improve Students' EFL Writing

Helping EFL students overcome the challenges they face in writing requires practical, research-backed strategies that focus on both social and cognitive aspects of learning.

- **Building Motivation and Confidence** Many students struggle with writing in English because they feel anxious or unmotivated. One way to help is by making writing more relevant to their lives, letting them write about topics they actually care about. Research shows that when students feel connected to what they're writing, their motivation increases and their anxiety decreases (Hanifa, 2018). Another effective approach is goal-setting. When students have clear, manageable goals, they can track their progress, which makes them feel more capable and motivated (Myles, 2002).

- **Enhancing Cognitive Skills** Writing in a second language is a complex process that includes the planning, organization, and revision of ideas, in addition to the acquisition of vocabulary and grammar. By presenting writing as a sequential process, students may experience a diminished sense of overwhelm. By assisting them in the process of ideation, drafting, and editing, writing becomes more manageable, rather than anticipating that they will produce a flawless piece on the first attempt (Flower & Hayes, 1981). Structured writing exercises, such as templates or outlines, also assist students in the organization of their thoughts and the development of their writing abilities over time (De Haan & Van der Haagen, 2013).

- **Strengthening Language Skills** Limited vocabulary is a significant obstacle for EFL students, frequently resulting in feelings of frustration. To resolve this issue, teachers may introduce new vocabulary in context and motivate students to incorporate it into their writing. Focused vocabulary instruction is advantageous for even the most accomplished students, as it facilitates their transition to more expressive and natural writing (De Haan & Van der Haagen, 2013). In the same vein, grammar should be imparted through authentic writing assignments rather than isolated exercises. By studying grammar within the context of their writing, students acquire a more effective understanding of how to apply it (Myles, 2002).

- **Utilizing Peer and Teacher Feedback** It is essential to receive feedback from both teachers and colleagues to enhance one's writing. Peer review sessions, which involve students reading and providing feedback on each other's work, foster a collaborative learning environment that encourages students to think critically about their writing and builds their confidence. Research has demonstrated that students who engage in peer feedback enhance their motivation and self-assurance in addition to their writing abilities (Storch, 2005). Moreover, teacher feedback should be constructive and explicit,

emphasizing both strengths and areas for development rather than solely identifying errors (Hyland, 2003).

- **Developing Writing Fluency** Encouraging students to write spontaneously, without excessive concern for errors, is one of the most effective methods for fostering their writing proficiency. Students are able to convey themselves more naturally through free writing exercises, such as journaling, which aid in the development of confidence and fluency. Research indicates that students' capacity to think reflectively and their writing abilities can be enhanced by maintaining dialogue journals in which they are permitted to write without fear of criticism (Peyton, 2000). Teachers can assist EFL students in overcoming their writing challenges and developing into more confident, competent writers by integrating these strategies: boosting motivation, teaching writing as a process, strengthening language skills, encouraging fluency, and using feedback effectively.

Conclusion

A fundamental skill in language acquisition is writing, which requires precise attention to various factors, including punctuation, organization, word selection, and structured instruction. Punctuation is essential for the purpose of ensuring that writing is clear and precise, as it guides readers through the meaning and structure. The logical transmission of ideas by writers is facilitated by effective organization, which in turn ensures readability and coherence. Similarly, the choice of effective words shapes the tone, clarity, and overall efficacy of writing. Writing presents distinctive obstacles in the context of EFL education as a result of cognitive, social, and linguistic factors. Students frequently encounter difficulties with vocabulary, grammar, and punctuation, which can result in writing that is either unclear or ineffectual. Nevertheless, students' writing abilities can be substantially enhanced through the

implementation of research-based strategies, including structured writing exercises, peer feedback, and explicit instruction.

Students develop fluency and competence by encouraging motivation through meaningful writing topics, nurturing confidence through goal-setting, and emphasizing the writing process. In the final analysis, the instruction of writing in an EFL environment should transcend the realm of mechanics and grammar. It should enable students to communicate effectively, confidently express their ideas, and critically engage with language. Educators can assist students in overcoming their obstacles and acquiring robust writing abilities that will be advantageous to them in both their academic and professional pursuits by incorporating systematic instruction, collaborative learning, and real-world writing assignments.

Chapter Two

Peer Feedback

Chapter Two: Peer Feedback

Introduction

Effective feedback is fundamental in improving one's EFL writing skills. Insufficient traditional feedback methods may feel unsatisfactory or at times motivating, which is why there is a necessity for better solutions. Students learning English as a Foreign Language appear to benefit from more engaging forms of feedback such as peer feedback, which allows students to learn from each other's work. This chapter analyzes how feedback is provided, both verbally and in writing, and highlights essential attributes of effective feedback which include being timely, specific, and able to be acted upon. Then, attention shifts to peer feedback: how to conduct it, what its benefits and difficulties are, and why it is important for EFL learners' writing skills. By doing so, learners can encourage each other to make more efforts to enhance their writing skills.

2.1 Definition of Feedback

Feedback is one of the most powerful ways of helping students to improve writing. It is the act of receiving remarks on what has been written correctly, what should be changed, and how to improve. Simply put, feedback is when someone tells you how you're doing and gives advice on how to improve. Many researchers have investigated this concept. Hattie and Timperley (2007, as cited in Lipsch-Wijnen & Dirkx, 2022) define feedback as information from a source (peer, book, life experience, or self-reflection) regarding one's performance or understanding. Feedback, according to this definition, is effective if it offers information on how to achieve the desired result. Furthermore, Hattie and Timperley (2007) conceptualize feedback as a "consequence" of performance, i.e., it follows after a student has reacted to instruction and provides information about some aspect of their task performance.

Similarly, Kerr (2020) clarifies that feedback is information that students receive on their language learning, most commonly their language production (speaking and writing) but also covering reading, listening, study skills, attitudes, and effort. According to this, feedback in EFL instruction is essentially the response learners get on how they use the language. It is not always about correcting errors, but also about showing learners what they are doing correctly and where they need to make improvements. For instance, in writing, feedback can show grammatical mistakes but also comment on whether or not ideas are organized and developed. In speaking, it can be as simple as, "Good pronunciation, but slow down a little for clarity," from someone, peer or teacher. In reading and listening also, feedback enables students to know whether they are understanding correctly or need to adjust their way.

Additionally, Feedback is a crucial component of teaching languages in general, and teaching writing in particular. Feedback notifies writers about their readers by making them aware of the readers' expectations, states Hyland (2003). Feedback also supports the enhancement of writing skills by enabling writers to construct coherent and well-organized pieces of writing. Further, feedback assists writers to better understand a range of written genres. From the previous definitions, feedback plays an important role in language learning, particularly in EFL education, where it serves as a guiding tool for improvement. Whether provided by teachers, peers, or through self-reflection, effective feedback helps learners refine their language skills by offering clear insights into their strengths and areas for growth. By understanding and applying feedback, students can enhance their writing, speaking, reading, and listening abilities, making their language learning journey more effective and rewarding.

2.2 Types of Feedback

Perhaps the most significant challenge faced by teachers is how to provide feedback on students' writing to facilitate their progress. As reflected by Keh (1990, p.1), three forms of

feedback are common: written teacher feedback, one-to-one conferencing between teacher and student, and peer feedback.

2.2.1 Teacher-Student Conferences

A conference is a form of communication between a teacher and student. Therefore, Instructors can respond to student writing via face-to-face conferencing, which offers excellent advantages over written feedback. Unlike one-way written comments, conferencing encourages interactive conversation in which instructors and students are able to negotiate a text's meaning (McCarthey, 1992, p.1). The two-way communication enables instructors to attend to students' diverse cultural, educational, and writing needs, clear up confusions, and resolve ambiguities while economizing time on extensive written corrections. Writing conferences are particularly helpful for auditory learners in the sense that they better understand strengths and weaknesses, become autonomous, and have the opportunity to clarify written feedback Hyland (2003).

Moreover, writing conferences are a useful tool for both teachers and students because they allow for detailed discussions about student writing. Research shows that students often get clearer and more helpful feedback in conferences than in written comments (Hyland, 2003). However, how effective these meetings depend on how well they are organized. The best conferences are those where students take an active part by asking questions, explaining their ideas, and discussing their writing instead of just accepting the teacher's feedback. When done well, conferences not only help students improve their current writing but also make them better writers in the long run (Hyland, 2003).

Building on this idea, planning ahead and encouraging student participation can make conferences more effective Professional Learning Board (n.d.). Moreover, there are certain key reasons why student-teacher conferences become successful:

- Planning Ahead: Scheduling the conferences in advance enables every student to spend one-on-one time with the teacher. It also enables teachers to prepare for every student in advance. When the students know the schedule in advance, they can prepare questions and concerns in advance and thus make the conference more productive.

- Using Checklists: It is advisable to create a checklist at the start of the year to ensure appropriate issues are addressed during conferences. These issues may include student interests, areas of difficulties, and study skills. Students can also use feedback forms as a note-taking tool when attending the conference to ensure they remember areas of improvement.

- Active Engagement: Conferences are most successful when students take an active rather than passive approach. Students should be encouraged to take the initiative in discussion so that important aspects are covered while ensuring that necessary points are talked about. During such discussions, students become increasingly motivated to bring about improvements.

- Encouraging Reflection: Instead of only pointing out problems, teachers should ask reflective questions like, "What is the problem in your view?" or "How can you improve it?" These help the students to reflect over their work and formulate plans, thus becoming increasingly confident in tackling the next challenge.

- Being Clear and Focused: Teachers must focus on one or two areas of improvement per conference rather than overwhelming students with multiple points at a time. It is important to give students clear solutions or next steps so that they know how to improve following the meeting.

- Record Keeping: The conferences are documented to track students' progress after some time. The records will also be useful in case the same issues occur again, if new methods

need to be tried, or if teachers need to show student progress at parent-teacher conferences.

- Fostering a Positive Environment: The conference should be a positive experience for both the teachers and the students. Positive reinforcement and encouragement facilitate the enhancement of students' motivation and confidence levels, motivating them to work harder for better academic and personal growth.

2.2.2 Teacher Written Feedback

A teacher's feedback can often be noted for later use, such as written comments. These are fundamentally important for a student's writing improvement. Further, rules that help students to modify their errors are helpful comments made by the teacher. In this regard, Journalists Jolly and Boud (2013) state that teacher feedback appears at the end of the learners' assignments marked by the professors. This feedback has been studied the most in relation to writing and other aspects of teaching. Perhaps this is the case due to the fact that it occurs often and has significance in formal education (Ferris et al., 2013). Feedback from instructors is also regarded as one of the most important didactic devices for teaching in the higher education sector because it is so common place as well as so important in education (Sanchez & Rodrigues, 2021), In other words, teachers feedback that is offered in writing has been viewed as a combination of remarks, changes, and pointers that a teacher provides on the work submitted by the pupils with the intention of bringing out the errors made by the learner.

Moreover, two categories of written comments that proposed by Sachs and Polio (2007): firstly, error correction: This entails identifying and fixing students' written work errors directly. While some scholars contend that error correction aids learners in identifying discrepancies between their Target Language (TL) and Inter-Language (IL), others, such as Truscott (1996), cast doubt on its efficacy, arguing that grammar correction may actually work against them.

Secondly, reformulation: This method involves a native speaker revising a learner's text to make it more natural-sounding while maintaining the original meaning. Reformulation is seen as a form of positive modeling, which may help learners recognize linguistic differences and improve their writing skills by comparing their output with the revised version.

2.3 Teachers' Feedback Strategies

Hyland (2003) proposed some strategies to produce well-written feedback:

2.3.1 Commentary

Although many methods have been put forth to give students teacher feedback, commentary is one of the most common ones. Handwritten remarks on the paper are very important for teachers to provide feedback on their students' writing. This feedback is more relative to a response than a simple grade sharing how the writing is perceived by the reader, its effectiveness, and areas for improvement. There are two primary ways that educators can offer feedback:

- Endnotes: These are the paper's concluding remarks. They allow educators to provide a synopsis of their ideas, emphasize important details, and make general recommendations for development.

- Margin Comments: These are brief remarks that are placed next to particular passages of text that highlight problems or strong points. Since they are positioned precisely where the issue is, they make feedback easier for students to understand and make them feel like

2.3.2 Rubrics

A rubric is one type of structured feedback that is commonly included with final drafts. Included is a cover sheet that details the grading standards and provides evidence of the

student's compliance level. Different rubrics are used for different types of writing. Even though they limit what can be discussed, they increase the transparency of grading and let students know what the teacher values in their work.

2.3.3 Minimal Marking

Giving feedback on grammar and form without explicitly fixing errors is possible with minimal marking. According to research, students learn better and develop their self-editing abilities when teachers simply point out errors rather than correcting them. Feedback is less intimidating when teachers mark mistakes with correction symbols or codes rather than smearing the paper with red ink. One problem, though, is that not all errors fall neatly into one category, and overstretching the correction system can lead to confusion. Some educators would rather keep things straightforward by concentrating on a small number of important topics.

2.3.4 Taped commentary

With the Taped Commentary feedback method, the instructor records their remarks rather than writing them on paper. There is a number on the student's work that corresponds to each comment. This method helps students who learn best by listening, saves time, and makes feedback more interesting. Students can also hear how someone responds to their writing, identifying areas where their ideas are clear and those that may be unclear.

2.3.5 Electronic Feedback

The way teachers give writing feedback has changed, digital tools made it easier for teachers to give feedback on writing. Hyland (2003) explained that computers have opened up new opportunities for responding to writing. Teachers can provide comments on electronic submissions by email or by using the comment function, which allows feedback to be displayed in a separate window while reading a word-processed text. Feedback on errors can also be linked to online explanations of grammar or to concordance lines from authentic texts to show

students examples of features they may have problems using correctly. These new channels of written feedback offer teachers greater flexibility in their responding practices, but ultimately convenience is likely to be the deciding factor in which are used. Students can better understand and enhance their writing with the help of these digital tools, which also make feedback more interactive and accessible. However, what is most useful and convenient for teachers will ultimately determine which feedback method is used.

2.4 Qualities of Good Feedback

Feedback must be timely, specific, intelligible, and actionable in order to be effective, providing an effective feedback reflects positively on student skills. Here are some criteria for effective feedback suggested by (Wiggins, 1998, as cited in Fisher & Frey, 2011).

2.4.1 Timely

On-time, the evidence is unmistakable: the sooner feedback is provided, the better. The more closely feedback is tied to student performance over time, the more effective it is (Bangert-Downs, Kulik, Kulik, & Morgan, 1991). "Feedback needs to come while students are still mindful of the topic, assignment, or performance in question," as Susan Brookhart states (2008, p. 10). Relevance and motivation are key. Students are more likely to use the feedback they receive in their subsequent efforts to achieve the purpose or learning goal if they remain focused on it. Students who ask themselves, "When will she ever give that back?" have most likely moved on and are only interested in receiving a grade and evaluative feedback, not knowledge that will aid in their learning of the material.

Additionally, Nunn et al., (2024) explores the effects of feedback timing on memory and learning. Dopamine-driven striatal circuits are activated by immediate feedback, which improves reward-based learning. The Medial Temporal Lobe (MTL), which facilitates learning over longer time periods, takes over memory processing when delayed feedback ($\geq 3{,}500$ ms)

interferes with this process. This implies that how learners process and retain information is greatly influenced by the timing of feedback. In summary, Feedback needs to be given while students are still able to act on it in order to be effective.

2.4.2 Specific Feedback

It is important that Feedback should be precise and easy to understand in order to convey a clear message to students. Students can adjust and get better when they are aware of their strengths and areas for improvement. However, they might not know how to apply it or relate their efforts to their outcomes if the feedback is too general or ambiguous. They are better able to recognize their areas of strength and growth when they receive precise, unambiguous feedback.

Furthermore, Points and grades by themselves don't constitute true feedback. Giving a student 8 out of 10 don't tell them what they did well or where they need to grow. Saying something like, "I noticed you are not always carrying numbers when you add," instead, provides them with a specific task to concentrate on. They can use the criticism to improve if they have previously mastered this ability. Giving feedback alone won't help if they haven't mastered it yet; they will require additional teaching, or "feed-forward," in order to comprehend and get better as cited in Fisher and Frey (2011)

2.4.3 Understandable

If students are unable to comprehend the feedback, it is of little use. Consider how ineffective it would be to receive feedback from a teacher in a language you don't understand. Unfortunately, a lot of students encounter feedback in that way. Take a look at this criticism that was given to a student regarding his family systems presentation: "Pay more attention to genograms and less to spiritual ecomaps." The feedback had no effect on the student's learning because these terms had not been taught before and the student was unaware of their meanings,

at least not at the time of the presentation. A test for this component of feedback is offered by McTighe and O'Connor (2005) asked: "Can students clearly identify their strengths and areas for improvement based on the feedback they receive?" (2005, page 12). Even though the teacher has invested time in giving the feedback, the student is unlikely to learn otherwise. Moreover, assuming that students have created the rubric with the teacher or that the teacher has concentrated on quality indicators from the rubric before students begin working on the task, rubrics are a good way to make sure that feedback is intelligible.

2.4.4 Actionable Feedback

Students who receive actionable feedback are better able to understand exactly what they need to do next and can take clear, doable steps to improve their performance, the precise, insightful criticism provided to a person, organization, or brand in order to assist in their improvement is known as actionable feedback. Here, the feedback is based on specifics of a journey rather than generalizations. It will be full of insightful information and suggest ways to make things better Williams (2024).

Furthermore, Learning is known to be the result of "hard thinking," and actionable feedback is no exception. Feedback that doesn't make students think isn't going to help them learn. Students need time to pay attention to, interact with, and react to feedback Jones (2023). Building to this idea, Feedback must provide learners with the opportunity to act on the information provided. Students should be able to self-adjust review, revise, practice, improve, and retry-based on the feedback they get.

2.5 Peer Feedback

Peer feedback is a dynamic and interactive process rather than merely a comment exchange. Students evaluate one another's writing, exchange ideas, and offer helpful criticism through this process. As a result, they improve their own writing while also learning how to

assess the work of their peers critically. In addition to improving their analytical abilities, this mutual learning experience enables them to apply criticism in constructive ways.

Additionally, this method is generally accepted as a successful teaching technique for raising students' writing skills. Peer feedback not only helps students improve their writing but also encourages critical thinking, increases self-esteem, and motivates learning through social interaction Ferris (1995, as cited in Min, 2016) and Kaba & Hein (2006, as cited in Min, 2016). Students who participate in this process not only improve their academic performance but also acquire critical interpersonal skills.

Similarly, peer feedback is a crucial component of education because it gives students the opportunity to assume roles that are typically filled by instructors, tutors, or editors. Peer response, according to Liu and Hansen (2002), entails students serving as information sources and interactants for one another by offering oral and written feedback and criticism on one another's drafts. More significantly, peer response promotes deeper engagement with rhetorical and content-related issues rather than just correcting grammar and style. Effective implementation can promote a sense of group cohesion and improve intercultural communication (Liu & Hansen, 2002).

"Teachers are no longer the only experts in the room," according to Sachstein (2017) (p. 17). This claim emphasizes how teacher-centered instruction is giving way to a more collaborative learning environment. To put it another way, students actively participate in assessing, editing, and improving their work with the help of their peers rather than merely being passive consumers of knowledge. In other words, this method improves writing abilities while encouraging a sense of collective accountability and reciprocal learning in the classroom.

Moreover, peer feedback the process of "integrated activities" in which students are socially involved in "responding to each other's writing" Johnson and Roen, (1989), in the words, it implies that peer feedback is a social and cooperative process in which students actively interact with one another's writing rather than merely fixing errors. They share ideas and suggestions by reading, commenting on, and discussing the work of their peers rather than working alone. Together, they gain knowledge from this exchange and hone their writing abilities.

2.6 Peer Feedback in EFL Writing Classrooms

In EFL contexts, peer feedback is widely acknowledged as a useful tool for enhancing students' writing abilities. In the past, teachers were largely in charge of providing feedback, but new research shows how beneficial peer review is for writing classes. It enables students to recognize their writing's advantages and disadvantages, increasing their awareness of areas in which they need to improve Suryani et al. (2019). In addition, in process writing approaches, where students make several revisions in response to feedback, peer review is essential. It has been shown to improve student writing's vocabulary, structure, content, and grammar. Peer feedback's social component also makes it more interesting because students might feel more at ease getting advice from their peers than from their teacher. Additionally, it fosters motivation, creativity, confidence, and critical thinking Suryani et al. (2019).

By giving EFL students the opportunity to evaluate and comment on each other's writing, peer feedback is essential for enhancing their writing abilities. By incorporating peer comments, suggestions, and advice, this collaborative process aids students in improving the quality of their writing.

Furthermore, according to studies, a large number of University EFL students view peer feedback favorably since it offers them insightful suggestions for enhancing their writing

(Albelihi & Hassan Al-Ahdal, 2022). Students can develop their writing skills outside of the classroom and gain greater independence by receiving feedback from their peers. They are driven to improve their writing skills independently of the advice of their teachers.

Building to this idea, in previous research, peer feedback has been proven to substantially enhance students' writing skills (Cui et al., 2021; Wu & Schunn, 2021), this means, that students' writing abilities are greatly enhanced by peer feedback. This implies that students' writing improves when they critique and offer comments on one another's work.

2.7 Effective Peer Feedback Grouping in Writing

Group peer feedback is when small groups of three or four students review and give suggestions on each other's writing assignments. Small groups of three or four students evaluate and offer comments on each other's writing assignments in order to provide group peer feedback. Students working in pairs have been the subject of numerous studies, which has helped them grow as writers and critical readers. Some studies indicate that working in slightly larger groups can result in better writing outcomes, while other research indicates that working in pairs allows for more personal engagement. This is due to the fact that larger groups offer more support, ideas, and feedback Pham (2021).

Moreover, how the quantity of students providing feedback impacts the caliber of writing is a crucial question for further study. Three or four students working together to review a written work may produce better results than two students working alone, according to some studies. Additionally, since larger groups bring in more knowledge and diverse viewpoints, it may be worthwhile to investigate how writing skills are affected by them Pham (2021)

Furthermore, disagreements in group discussions can be beneficial from a sociocultural standpoint. Students are inspired to think more deeply, articulate their thoughts clearly, and

support them with compelling arguments when they encounter opposing viewpoints. They learn more about the subject as a result of this process. Additionally, more ideas and issues can be discussed when working in groups, providing students with more tools to enhance their writing and establish writing standards Pham (2021).

Table 2

Types of Grouping Works (Adapted from WAC Clearinghouse, 2006, p1)

Group Type	Description	Best For
In pairs	Two students share and critique each other's work.	Novices, boosting self-esteem, and fast reviews.
Three to five students in small groups	Groups of students work together to provide feedback on brief assignments.	Thorough conversations that enhance critical thinking.
Regular Peer Groups Over several assignments or a semester	The same group collaborates.	Building trust and honing feedback techniques.
Changing Groups	Students alternate groups from time to time to gain new insights.	Exposure to a range of opinions and comments.
Guided Feedback with Worksheets/Rubrics	Structured approach using specific criteria for feedback.	Keeping discussions focused, ensuring relevant comments.

Students can engage with writing from a variety of viewpoints by forming peer feedback groups in various ways, which enhances their writing and critical thinking abilities. Each approach has special advantages that help students develop as writers and reviewers, whether they are working in pairs, small groups, or rotating groups. Worksheets and rubrics are examples of structured feedback tools that help students stay on task and offer insightful comments. Peer review is still an important component of the writing process, but the ideal group arrangement ultimately depends on the learning objectives, the task, and the needs of the student.

2.8 The Importance of Peer Feedback Training

Enhancing students' writing abilities and promoting a more efficient revision process require peer feedback training. According to research, students who receive trained peer review are better able to make meaningful revisions and are more likely to take constructive criticism seriously rather than ignore it (Min, 2006; Paulus, 1999). Without the right instruction, students might find it difficult to offer insightful criticism or might reject peer review as untrustworthy. But with the correct direction, they gain confidence in providing and receiving feedback, which increases their involvement in the learning process (Hu, 2005; Min, 2006).

In this regard, students can develop their writing abilities and their comprehension of language structures by participating in peer feedback exercises. According to a study by Al Abri, Al Baimani, and Al Bahlani (2021), EFL students' essay writing skills significantly improved after taking part in anonymous online peer feedback tasks. The learners developed a greater awareness of language use and errors by giving feedback to their peers in addition to benefiting from receiving it. The importance of peer feedback in language learning environments is pointed out by this interactive process.

Furthermore, the three stages of training are awareness-raising, exploring, and modeling. During the first stage, teachers concentrate on using language effectively and communicating ideas in writing. In the second phase, students put their knowledge into practice by editing the writings of their peers. They evaluate the input they get critically in the last phase. In a more thorough investigation of peer feedback training, Min (2006) discovered that students' feedback skills are greatly improved when teacher explanations are combined with direct classroom demonstrations, in which they watch appropriate evaluation techniques in action.

Equally important, studies have demonstrated that peer feedback significantly affects the writing processes of ESL/EFL students when combined with instruction or teacher

mentoring (Paulus, 1999; Berg, 1999; Rahimi, 2013). In addition to enhancing the quality of feedback, training promotes the development of writing skills, self-assurance in both writing and providing feedback, and the application of metacognitive techniques Chen (2021). Additionally, creating goals and reflecting after receiving feedback help to produce feedback of a higher caliber Santos (2022).

Another point, students who give feedback might gain more than those who receive it (e.g., Lundstrom & Baker, 2009). Without instruction, students might find it difficult to identify problems and revise their work, which would lessen the impact of their feedback. The results further support the need for structured peer feedback training by indicating that students who receive instruction on evaluating the work of others become more conscious of writing issues and revision techniques (Huisman et al., 2018)

In conclusion Students who receive peer feedback training become more confident, write better, and participate more actively in class. When given the right direction, they improve their feedback, accept criticism well, and efficiently polish their work. Research indicates that instruction improves critical thinking and writing quality, particularly when accompanied by teacher support. In addition to writing, it encourages introspection and self-directed learning, which makes it an important educational tool.

2.9 Advantages of Peer-Feedback

Peer feedback is useful in teaching writing, according to a number of researchers, especially when used properly. There are various ways in which this approach aids students in developing their writing abilities. By encouraging students to work together, it fosters teamwork, improves their critical thinking and analysis skills, and increases their motivation because they are more involved when they know their peers will be evaluating their work in this vein, student's writing improves. Peer feedback, as opposed to feedback from managers or

instructors, creates a positive atmosphere where everyone can benefit from one another's knowledge.

According to, Miao, Badger, and Zhen (2006) students benefit from peer feedback by developing their critical thinking skills, learning independence, and interpersonal skills. Most significantly, it enables reviewers to enhance their own language proficiency while simultaneously providing students with more individualized feedback Lundstrom and Baker (2009). additionally, Peer feedback play a pivotal role in enhancing critical evaluation skills, Students who review the work of their peers gain the ability to critically evaluate writing, especially in terms of organization and content, which is crucial for academic success (Gieve, 1998; Thompson, 2002). In other words, students gain the ability to think critically about writing when they provide feedback on their classmates' work. They work on recognizing their advantages and disadvantages in concepts, organization, and clarity. This ability is crucial for academic achievement because it teaches students how to write better and what constitutes good writing. Additionally, according to Tsui and Ng (2000) peer feedback can help students become more conscious of their strengths and weaknesses, build their sense of audience, promote collaborative learning, and cultivate a sense of ownership.

Another point, Students can improve their self-assessment abilities and gain a better grasp of academic expectations by evaluating the work of their peers. Centre for Teaching and Learning (n.d.) states that students may gain a better understanding of how assessors evaluate various academic work standards using assessment criteria as a result. Peer feedback exposes students to various approaches to a task and helps them evaluate themselves more accurately.

Furthermore, Peer feedback activities give EFL students the opportunity to put themselves in the reader's position and develop a greater understanding of what the audience

expects. By evaluating their peers' writings, students become more receptive to clarity, coherence, and the overall impact of the text. They are prompted to consider their own writing by this assessment process, which results in edits that better suit their target readership.

Moreover, giving feedback calls for critical thinking skills and the capacity to express helpful criticism. This strengthens the students' comprehension of successful writing techniques and improves their capacity to anticipate and respond to possible reader concerns in their own writing.

Wu and Schunn's (2021) study underscores that both giving and receiving peer feedback contribute significantly to writing improvement. Their research indicates that students who actively participate in peer review processes tend to make more substantial revisions, leading to higher-quality writing outputs. This iterative process of feedback and revision cultivates a writing environment where students are more responsive to audience needs, ultimately producing more reader-oriented texts.

To sum up, peer feedback is an effective way to help students improve their writing abilities, encourage teamwork, and cultivate critical thinking. Students improve their writing evaluation skills and develop a greater awareness of academic standards and audience awareness by evaluating the work of their peers. As students get more involved in refining their own work, this process promotes increased independence, self-reflection, and motivation. Peer feedback also fosters a positive learning atmosphere where students can gain from a range of viewpoints and helpful critiques. In the end, when done well, it enhances instructor feedback and helps students succeed academically overall.

2.10 Disadvantages of Peer-Feedback

Peer feedback made students feel less confident in their own work, according to a study and analysis by Muamaroh and Pratiwi (2022). They thought their essays were insufficient after getting feedback and a lot of comments from their peers. As a result, they became afraid to write essays in English, in other words, they might feel that their work is unsuitable after receiving a lot of comments, which could deter them from writing in English. They might become fixated on the criticism and lose confidence rather than viewing the feedback as beneficial.

Some researchers have questioned the efficacy of peer feedback despite its acknowledged benefits, claiming that it is frequently viewed with skepticism and provides few advantages. Numerous studies have questioned the generally favorable opinions regarding peer review, cautioning that some students have a propensity to highlight minor mistakes and make recommendations that don't substantially enhance revisions. Tsui and Ng (2000) investigated how peer and teacher feedback affected the writing of EFL secondary school students in Hong Kong and discovered that every student favored teacher feedback over peer feedback. The main justification for this preference is the conviction that teachers are the only trustworthy source of insightful criticism since they are the most qualified to offer insightful and helpful criticism.

In a similar vein, according to research, friendships, individual preferences, and the evaluation's intended goal (such as improvement versus grading) can all have an impact on peer feedback. Furthermore, some students might refrain from offering critical criticism in order to preserve group harmony, which could reduce peer review's efficacy.

Another major concern is that peer feedback frequently places more emphasis on the finished product than the writing process, this means that when students provide feedback to

their peers, they typically highlight the finished essay rather than how it was written or enhanced. Instead of talking about how to build ideas, organize arguments, or enhance writing abilities over time, they frequently focus on pointing out grammatical or wording errors. Because of this, the writer might not benefit as much from the feedback in terms of learning and development.

Furthermore, bias is one of the major issues in peer feedback, (Lee et al., 2013) indicated that Peer feedback bias occurs when students evaluate their peers' work unfairly. Personal relationships, differences in writing styles, or personal preferences can all have an impact, just like in professional peer review. Typical forms of bias in peer feedback include:

Friendship Bias: In an effort to maintain their friendship, students may be too kind to their friends or refrain from offering candid criticism.

- Personal Preference Bias: Reviewers' comments may be unjust if they favor particular writing philosophies or styles that align with their own.
- Skill-Level Bias: While a weaker student may not know how to provide constructive criticism, a stronger student may evaluate a weaker student's work too harshly.
- Focus on small Mistakes: Some students focus more on spelling and grammar errors than on the writing's overall organization and concepts.

Hyland (2003, p199) outlined several advantages and disadvantages of peer feedback as follow:

Table 3

Advantages and Disadvantages of Peer Feedback

Advantages	Disadvantages
Promotes students' active participation	Grammar and spelling may be prioritized over ideas.
Offers a genuine communication environment.	Feedback could be demoralizing or excessively harsh.
fosters an environment that is open and encouraging	Criticism may be difficult in some cultures.
Provides an alternative viewpoint to peers.	Students might question whether peer comments are helpful.
Assists the writer in viewing their work from the perspective of the reader.	Peers might not know enough to provide helpful feedback
Reduces anxiety about writing	Some students may ignore the feedback when revising
Enhances analytical and critical reading abilities	Teachers' feedback is still preferred by many students.

The table indicates that while peer feedback has many benefits, it can also pose certain difficulties for educators and learners alike during the teaching and learning process. Its advantages include greater student involvement and the development of critical thinking skills, but it also has disadvantages, such as an emphasis on superficial mistakes, the potential to discourage feedback, and personal or cultural biases that could compromise its efficacy.

2.11 The Role of Peer-Feedback in Improving Students' EFL Writing

Peer feedback is essential for developing EFL students' writing abilities because it enables them to evaluate and react critically to the remarks, recommendations, and counsel of their peers, which eventually improves the caliber of their work. According to research by Albelihi and Hassan Al-Ahdal (2022), a large number of University EFL students responded favorably to regular peer review in their writing assignments since it gave them insightful criticism from their peers, which helped them create better writing. Peer review also motivates students to work on their writing outside of the conventional classroom.

Moreover, students are more inclined to improve their writing abilities on their own without depending entirely on teacher assistance once they are accustomed to the peer review procedure. According to Noroozi et al. (2021), peer feedback should be incorporated into second language writing classes on a regular basis because it enables students to exchange writing methods and strategies, resulting in more polished and successful written works.

Additionally, peer feedback also helps EFL students become better writers over time, which is another important role. Students create a collaborative learning network through ongoing peer interactions in which they share ideas about writing methods, experiences, and approaches used in their assignments. According to Wijaya (2024), peer feedback encourages collaboration among students, with the main objective being the group's improvement of writing skills. This approach helps students become more proficient and self-assured writers by giving them constructive criticism and improving their comprehension of the writing process.

Plus, second-language teachers must offer precise and organized instructions at the start of writing exercises in order to optimize the advantages of peer feedback. Students who receive effective peer feedback training are able to assess their peers' writing on the basis of important writing criteria like coherence, clarity, organization, and general quality. Students may find it difficult to offer insightful criticism without the right guidance, which could result in misunderstandings and poor revisions. According to Abri et al. (2021), structured peer feedback guidelines are extremely important because they enable students to respect and trust the advice of their peers without forming unfavorable opinions. Teachers can foster a positive learning environment where students gain writing proficiency and self-assurance by putting in place structured peer feedback techniques.

More importantly, Cui et al. (2022) discovered that when students were trained to provide peer feedback, it had a significant positive impact on their learning experience.

Specifically, the study revealed that this form of feedback not only enhanced students' confidence in their writing abilities (self-efficacy), but also encouraged them to take greater ownership of their learning. By engaging actively in the process of evaluating and commenting on their peers' work, students became more motivated to improve their own writing. This environment of collaborative learning contributed to the development of autonomous motivation, where students felt more internally driven to succeed, and also supported the growth of important self-regulated learning skills such as goal-setting, reflection, and self-assessment.

Likewise, Peer feedback is beneficial for enhancing writing abilities, according to recent studies (e.g., Huisman et al., 2019; Zheng et al., 2019). Peer feedback supports Vygotsky's (1978) theory that social interaction is essential to cognitive learning. Furthermore, some researcher indicates that students who participate in peer feedback sessions become more conscious of their writing's advantages and disadvantages. Tsui and Ng (2000) discovered that peer feedback helps students understand the advantages and disadvantages of their own writing. One of the most important aspects of developing writing abilities is knowing how to edit their work (Hedgcock & Lefkowitz, 1992). According to Berg (1999), students were able to finish subsequent writing assignments more successfully when they responded to peer suggestions and shared feedback.

Cahusac de Caux and Pretorius (2024) argue that students who collaborate to critique one another's writing not only improve as writers but also develop as individuals and professionals. This process allows them to reflect deeply on how they can grow and learn from their mistakes, as well as to provide each other with emotional support.

Conclusion

To sum up, peer feedback is an essential tool for improving EFL students' writing abilities because it gives them the chance to practice reflective thinking and collaborative

learning. Students improve their writing in areas like grammar, organization, and clarity by exchanging constructive criticism with one another. Effective peer feedback techniques, reinforced by teacher supervision and organized training, can help to lessen problems like bias and superficial evaluations. All things considered, peer review not only improves writing skills but also gives students the tools they need to become more self-reliant, driven, and assured learners. By encouraging critical thinking and self-reflection in the writing process, this cooperative approach, when skillfully incorporated into language instruction, gives students for success in both the classroom.

Chapter Three

Data Analysis and Results

Chapter Three: Data Analysis and Results

Introduction

This current chapter is allocated to data analysis and interpretations of the data gathered from the tools used in the study. The Statistical Package for Social Sciences (SPSS, version 20) is used for this analysis. First, students' questionnaire is analyzed to investigate the role of peer feedback on Algerian EFL learners' writing skills: the case of third-year students at the English department at Biskra University. Second, the qualitative data, which are represented by teachers' interview, will be interpreted thematically. Both tools are analyzed and interpreted to answer the research questions formulated in the initial stages of this study. Finally, this chapter will end with a general discussion of the findings and further suggestions and recommendations.

3.1 Research Methodology

A convenient research design must be undertaken in order to successfully answer the research questions and arrive at convenient results. According to Walliman (2011) "The research design provides a framework for the collection and analysis of data and subsequently indicates which research methods are appropriate "(p.13). Indeed, the research is considered valid if the research design is the conceptual blueprint of the conducted research (Akhtar, 2016, p. 68). Therefore, the link which is established between the collected data and the research questions in order to achieve accurate results is fulfilled through choosing a convenient research design.

In the current study, an exploratory research design is adopted to investigate the role of peer feedback on Algerian EFL learners' writing skills: the case of third-year students at the English Department at Biskra University. In addition, the current study adopted mixed methods approach because both quantitative and qualitative tools are needed to answer the research questions. In addition, A purposive sampling technique was employed to select participants with relevant experience in writing instruction and peer feedback. The sample consisted of 35

third-year EFL students and 9 written expression teachers at the Department of English, Mohamed Khider University of Biskra, during the academic year 2024– 2025, All participants were informed of the purpose of the study and provided informed consent. Anonymity and confidentiality were strictly maintained. Participation was voluntary, and respondents were informed of their right to withdraw at any stage without penalty.

After completing students' questionnaire (see appendix A) and teachers' interview (see appendix B), they were given to the supervisor to see if there were any ambiguous questions, unclear statement or instruction. The supervisor suggested some modification for both tools, and the researcher followed the instructions. Based on the supervisor instructions, necessary changes were made.

3.2 Description of Students' Questionnaire

According to Birmingham and Wilinkson (2003), "Questionnaires are written in many different ways to be used in different situations and with many different data gathering media." Therefore, students' questionnaire includes twenty close-ended, multiple choice, and open-ended questions. The aim behind the first question is to know students' gender, and the aim behind the second question is to know students' age. The aim behind question three is to know what motivates students to learn English, and the aim behind question four is to know students' levels in writing.

The aim behind question five is to know if students enjoy writing composition in English or not, and the aim behind question six is to know if students' levels of confident in their English writing skills. The aim behind question eight is to know the writing stages that students follow in the writing process, and the aim behind question nine is to know the frequency of following these stages when writing. The question ten focused on preferences of students in writing, while the aim of question eleven is to determine the main purpose of writing in English classes, and

the aim behind question twelve is to know if teachers use peer feedback during writing frequently or not.

The focus of the question thirteen is to know if students like receiving feedback from their peers or not, and the aim behind question fourteen is to know if students' feelings about giving feedback to their classmates. The aim behind question fifteen is to know if peer feedback helps improve students' writing or not, and the aim behind question sixteen is to know what type of feedback students prefer.

The question seventeen intended to know challenges that students face with peer feedback, and aim behind question eighteen is to know students would like to have more opportunities to use peer feedback in writing classes or not. The aim of question nineteen is to explore whether students support the use of peer feedback in EFL writing classes or not. Finally, the aim behind question twenty is to know the advantages of using peer feedback in EFL writing from students' perspectives.

3.3 Administration of Students' Questionnaire

The data collection tool that is used in this study consists of a questionnaire addressed to thirty-five (35) of Algerian third-year students at the English Department at Biskra University during the academic year (2024-2025). After agreeing upon the research topic, the investigators self-administered the questionnaire to teachers of third-year students in March 9th, 2025. A total number of 35 students participated in completing the items in time span of 20 minutes. The researcher remained with the participants in order to clarify any ambiguous question and guarantee the truthfulness of the collected data.

3.4 Analysis of Students' Questionnaire

Students' questionnaire is conducted to validate the research findings and to cross check them. Students' questionnaire includes (20) questions of multiple-choice, close-ended, and open-ended types. The aim behind this questionnaire is to investigate the role of peer feedback

on Algerian EFL learners' writing skills. The data collected from student's questionnaire is analysed and interpreted as follow:

3.4.1 Students Questionnaire Reliability and Validity

Table 4
Number of Respondents

		N	%
	Valid	22	100,0
Observations	Excluded	0	,0
	Total	22	100,0

Table 4 reveals the number of questionnaires that were tested with the reliability test. The number of respondents is 22 students, thus, the questionnaires that were measured are 22 questionnaires, and the ones that were excluded are 0.

Table 5
Students' Questionnaire Reliability

Cronbach Alpha	Number of Questions
,709	20

Table 5 above shows the questionnaire's reliability that was measured using Cronbach Alpha (α) statistical measure. If $\alpha \geq 0.9$, the questionnaires' reliability is excellent; $0.8 \leq \alpha < 0.9$ = good reliability; $0.7 \leq \alpha < 0.8$ = acceptable reliability; $0.6 \leq \alpha < 0.7$ = questionable reliability; $\alpha < 0.6$ = poor reliability. Thus, according to Table 1, students' questionnaire is reliable because (α) falls in the acceptable reliability range $0.7 \leq \alpha < 0.8$

Table 6
Students' Questionnaire Validity

Pearson Correlation	1	,525
Sig. (bilateral)		,012
N	22	17

Note. **The correlation is significant at the 0.01 level**

Table 6 above shows the validity of students' questionnaire. There are 17 questions that were measured using Person Correlation statistical measure; Person Correlation measures the strength and direction of the linear relationship between variables. If the correlation is $r > 0.7$, then correlation is strong; $r = 0.3 - 0.7$ = moderate correlation; $r < 0.3$ = weak correlation. Therefore, since the Person Correlation of the questionnaire is ,525 then it falls in the range $r = 0.3 - 0.7$. This means the relationship between questions is positively significant, and teacher's questionnaire is valid.

🔸 *Questions:*

Q1. Would you please specify your gender?

Table 7
Students' Gender

Option	Number of Students	Percentage
Female	29	82,9%
Male	06	17,1%
Total	**35**	**100%**

According to Table 7 above the majority of students (82.9%) are females and the minority (17.1%) of them are males. This suggests that females are more represented in the sample under study. Further research about the same topic can be conducted using a sample of males only to have more comprehensive results about the role of peer feedback on Algerian EFL learners' writing skills.

Q2. Please specify your age:

Table 8
Students' Age

Option	Number of Students	Percentage
Above 25 years old	02	5,7%
Below 21 years old	15	42,9%
Between 21 and 25 years old	18	51,4%
Total	**35**	**100%**

According to Table 8 above, more than half of the participants (51.4%) are between the age of 21 years old and 25 years old. (42.9%) of them are below the age of 21 years old, and only (5.7%) of them are above the age of 25 years old. The results show that the age gap between

students is not wide, implying that students feel at ease when they provide feedback for each other. Thus, EFL teachers at the Department of English at Biskra University are encouraged to use peer-feedback since students' age gape allows collaboration among students.

Q3. What motivates you to learn English? (You can choose more than one option)

Figure 1
Reasons to Study English
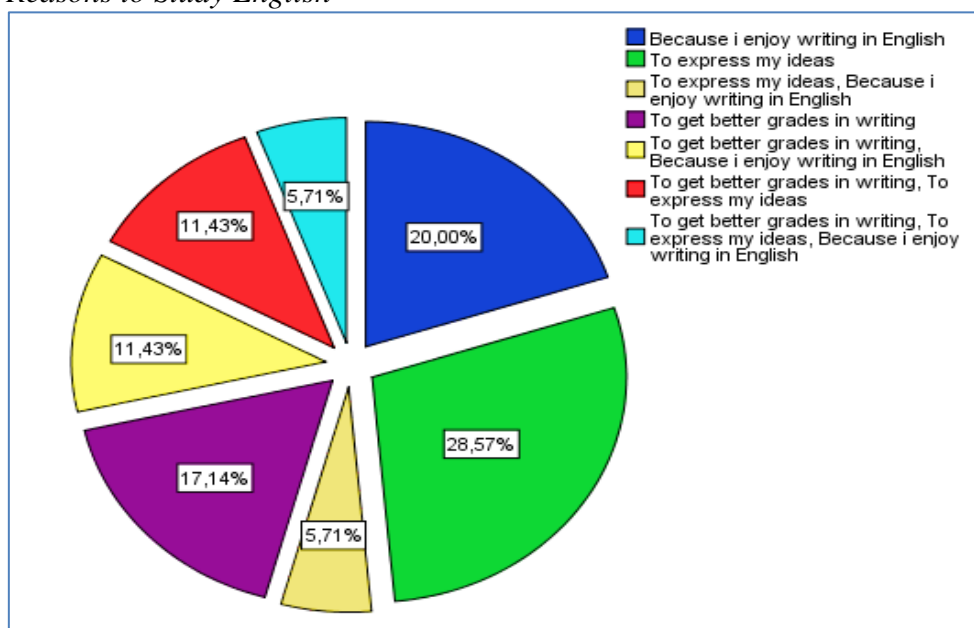
Students were asked why they chose to study English; thus, the results revealed that students prefer to study English for different purposes. A significant number of the respondents (28.7%) are motivated to learn English to express their ideas. (20%) of them are motivated to learn English because they enjoy writing English, and (17.14%) of the sample is motivated to learn English to get better grades in writing skills. Moreover, (11.43%) of the respondents are motivated to learn English because they want to get better grades in English and because they enjoy writing in English, and (11.43%) of them are motivated to learn English because they want both to get better grades and to express their ideas. Finally, (5.71%) of the participants are motivated to learn English to express their ideas and because they enjoy writing in English.

Q4. What is your level in writing?

Table 9

Students' Level of Writing

Option	Number of Students	Percentage
Good	12	24,4%
Average	22	62,9%
Poor	1	2,9%
Total	**35**	**100%**

The results of the study show that the majority of the students (62.9%) have a good level of writing in English, and (34.3%) of them have an average level of writing. Yet, only (2.9%) of the respondents have a pool level of writing. This implies that students' general level of writing is good which makes them the best sample for the current study because the current study aims to investigate the role of peer feedback on Algerian EFL learners' writing skills.

Q5. Do you enjoy writing composition in English?

Table 10

Enjoyment of Composition in English

Option	Number of Students	Percentage
Yes	11	31,4%
No	24	68,6%
Total	**35**	**100%**

The obtained data reveal that the majority of the students (68.6%) enjoy writing composition in English, and (31.4%) of them do not enjoy writing composition in English. The minority of students who do not write in English implies that students face challenges when composing in English; thus, teachers should allocate time to understand the reasons behind this problem.

Q6. How confident do you feel in your English writing skills?

Table 11

Students' Confidence Level in English Writing Skills

Option	Number of Students	Percentage
Confident	19	54,3%
Very confident	01	2,8%
Not very confident	13	37,14%
Total	**35**	**100%**

The results show that the majority of students (54.3%) are confident about their level of English writing skills, and (2.82%) of them are very confident. However, (37.14%) of the participants are not very confident about their level of English writing skill. Though the majority of students are confident about their level in writing skills, some students are not confident, the matter that needs investigation. Further research can explore the reasons behind students' lack of confidence in their writing skills.

Q7. In which aspect of writing do you have a difficulty? (You may choose more than one option)

Figure 2
Writing Difficulties
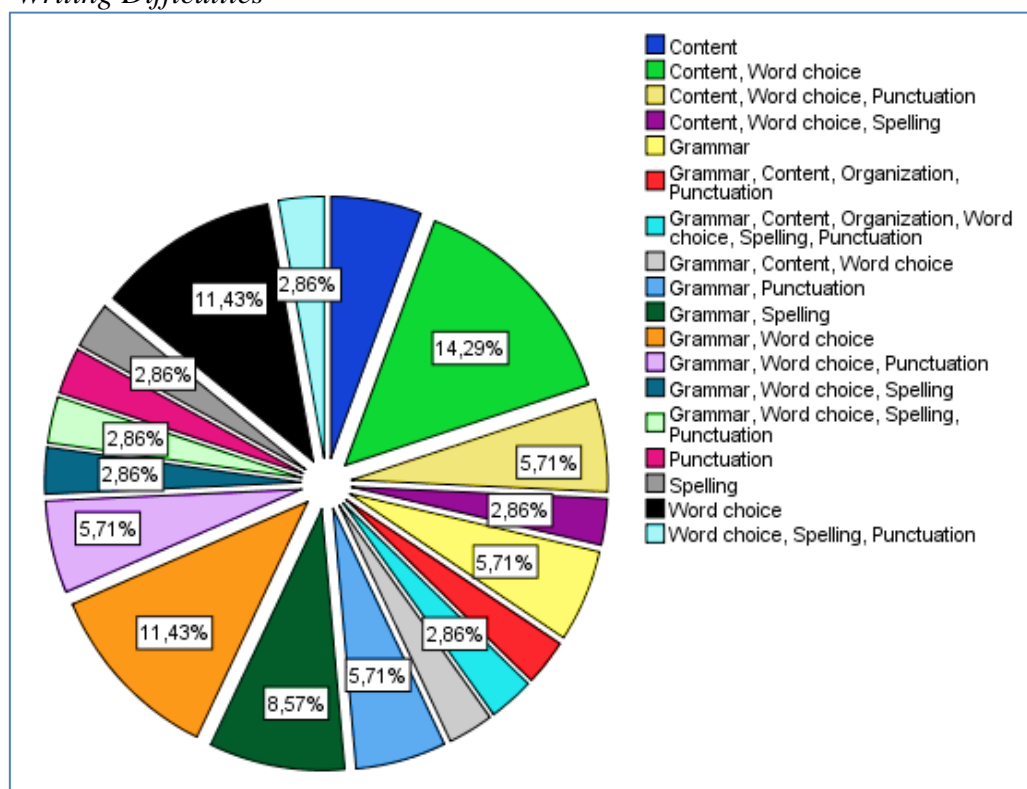
The results of question seven reveal that students face challenges in different aspects of writing skills. (14.29%) of them face challenges in content and word choice; (11.43%) of them face challenges in grammar and word choice; (11.43%) of them face challenges in word choice; (8.57%) of them face challenges in grammar and spelling; while (5.71%) of the respondents face challenges in content, word choice, and punctuation; (5.71%) of them face challenges in

grammar; (5.71%) of them face challenges in word choice, spelling, and punctuation; 5.71% of them face challenges in grammar, word choice, and punctuation; and (17.6%) of them chose other different aspects. Word choice, grammar, and spelling are among the most challenges faced by students when trying to write in English. Teacher should allocate more time for practice to help students develop their writing skills.

Q8. What are the writing stages that you follow in the writing process?

Figure 3
Stages of Writing Process
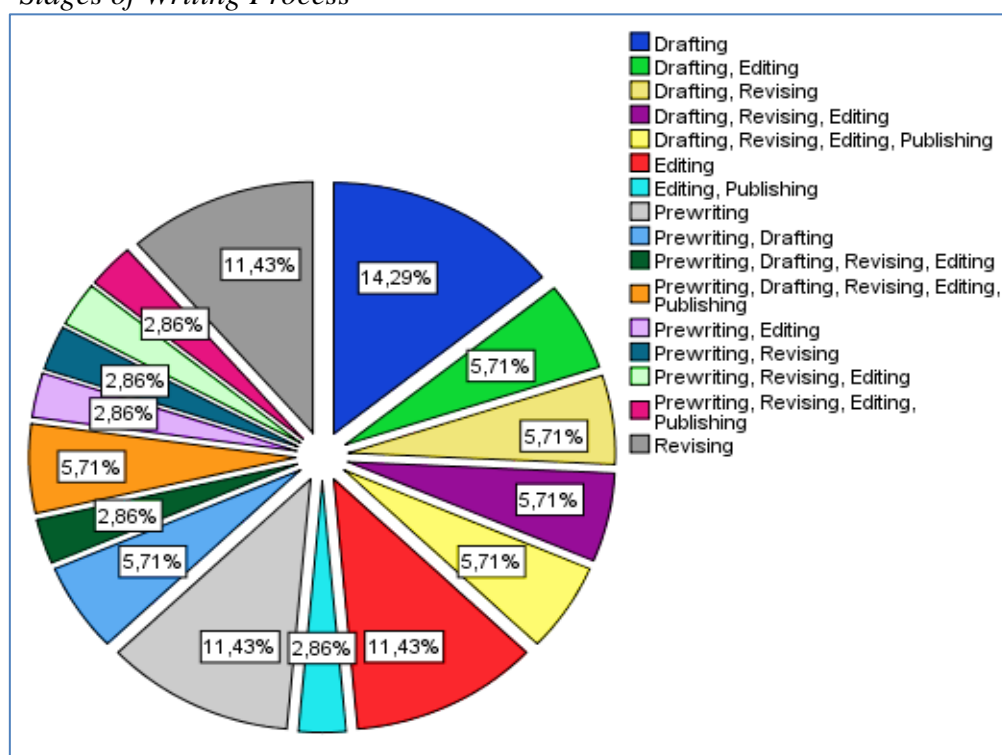
Students were asked about the writing stages they follow when they write; thus, the results show that students follow different writing stages. (14.29%) of the participants follow the drafting process; (11.43%) of them follow editing process; (11.43%) of them follow pre-writing process; (11.43%) of them follow revising process; (5.71%) of them follow both drafting and editing process; (5.71%) of them follow both drafting and revising process; (5.71%) of them follow drafting, revising, and editing process; (5.71%) of them follow publishing process; (5.71%) of them follow drafting and pre-viewing process; (5.71%) of them follow editing and previewing process; and (5.71%) of them follow prewriting, drafting,

revising, editing, and publishing process; and (26.1%) of the sample chose different stages. Drafting and pre-writing were among the most stages that are followed by students.

Q9. How often do you follow these stages when writing?

Table 12
Frequency of following Writing Stages

Option	Number of Students	Percentage
Always	09	25.71%
Often	11	31.43%
Sometimes	15	42.86%
Total	**35**	**100%**

According to obtained results, the majority of the respondents (42.86%) suggested they sometimes follow the writing stages when they write, and (31.43%) of them often follow the writing stages. In addition, (25.71%) of them always follow the writing stages when they write. The participants are aware of the importance of the writing stages in the writing process. Students are encouraged to follow these stages because they are crucial for developing students' writing skills.

Q10. In what way do you prefer to write?

Table 13
Students' Preferences of Writing

Option	Number of Students	Percentage
In groups	7	20%
In pairs	11	31.43%
Individually	17	48.57%
Total	**35**	**100%**

According to the results, the majority of students (48.57%) prefer to write individually, (31.43%) of them prefer to write in pairs, and (20%) of them prefer to write in groups. The results are positive since a significant number of students do no mind to work in pairs or in groups, the thing that encourages peer feedback. Students will learn from each other by correcting each other's errors.

Q11. What is the main purpose of writing in your English classes?

Table 14
Main Purposes of Writing in English Classes

Option	Number of Students	Percentage
To complete class assignments	19	54.29%
To express my ideas	12	34.29%
To practice grammar rules	04	11.43%
Total	**35**	**100%**

According to the results, students write in English classes for various purposes. More than half of the participants (54.29%) write in English classes to complete class assignments. Additionally, (34.29%) of them write in English classes to express their ideas, and (11.43%) write to practice grammar rules. Therefore, students write in English to complete different tasks. Writing in English helps students develop their writing skills and become better writers.

- *Others, please specify:*

Students were asked to mention other reasons for writing in English classes; thus, some students suggested that they write in English classes to develop their grammar level because they face problems in grammar. Other said they write in English classes to convey their ideas clearly and simply. However, some students claimed they do not enjoy writing, so they write only when they are obliged or when the teacher asks for that.

Q12. Does your teacher use peer feedback during writing frequently?

Table 15
Frequency of Using Peer Feedback by Teacher

Option	Number of Students	Percentage
Always	4	11.43%
Often	19	54.29%
Sometimes	12	34.29%
Total	**35**	**100%**

The obtained results show that more than half of the participants (54.29%) said that their teacher often uses peer feedback during writing, and (34.29%) of them said their teacher sometimes uses peer feedback during writing. Moreover, (11.43%) of them said their teacher always uses peer feedback during writing. The results are positive since teachers encourage

peer feedback, implying they show their students the importance of correcting each other's errors. Thus, students should follow their teachers' instructions.

Q13. Do you like receiving feedback from your peers?

Table 16
Receiving Feedback from Peers

Option	Number of Students	Percentage
Yes	35	100%
No	0	0%
Total	**35**	**100%**

The results reveal that all the participants agree that they like receiving feedback from their peers. These results imply that all the students agree on the importance of peer feedback. Peer feedback affects positively students' overall writing quality and motivation to write.

Q14. How do you feel about giving feedback to your classmates?

Figure 4
Students' Feeling about giving Feedback to their Peers
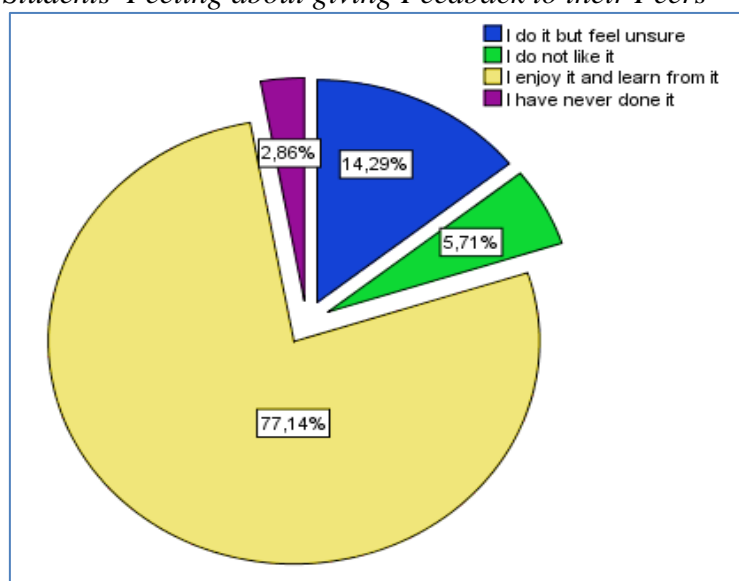
The results above show that the majority of students (77.14%) enjoy and learn from peer feedback. Additionally, (14.29%) of the students give their peers feedback, but they are not sure about it. Furthermore, (5.71%) of the participants do not like giving feedback to their classmates, and (2.86%) of them never gave feedback to their classmates. Though the majority

of students like to give feedback to their classmates, a significant number of them feel unsure about it. Students who are not sure about giving feedback to their classmates should be encouraged and should feel confident to give feedback to their classmates.

Q15. Peer feedback helps me improve my own writing

Table 17

Peer Feedback improves Students Writings

Option	Number of Students	Percentage
Agree	25	71.43%
Strongly agree	7	20%
Disagree	3	8.57%
Total	**35**	**100%**

According to the findings, the majority of students (71.43%) agree that peer feedback helps them improve their own writing, and (20%) of them strongly agree. Yet, only (8.57%) of them disagree about the effectiveness of peer feedback in improving students' writing. The results are positive because students are satisfied with the effectiveness of peer feedback on their writing. It can be said that peer feedback helps in developing students' writing skills.

Q16. I prefer feedback from:

Table 18

Students' preferred Type of Feedback

Option	Number of Students	Percentage
Both equally	18	51.43%
My classmates	2	5.71%
My teacher	15	42.86%
Total	**35**	**100%**

According to the results, more than half of the participants (51.43%) prefer both peers' and teachers' feedback, and (42.86%) of them prefer their teacher's feedback. Only (5.71%) of them prefer their classmate's feedback. The results show that students appreciate their peer's feedback, but they prefer more their teacher's feedback. This implies that students have confidence in their teachers more than their peers or they prefer to obtain it from both.

Q17. Which challenges do you face with peer feedback?

Figure 5
Challenges of Peer Feedback
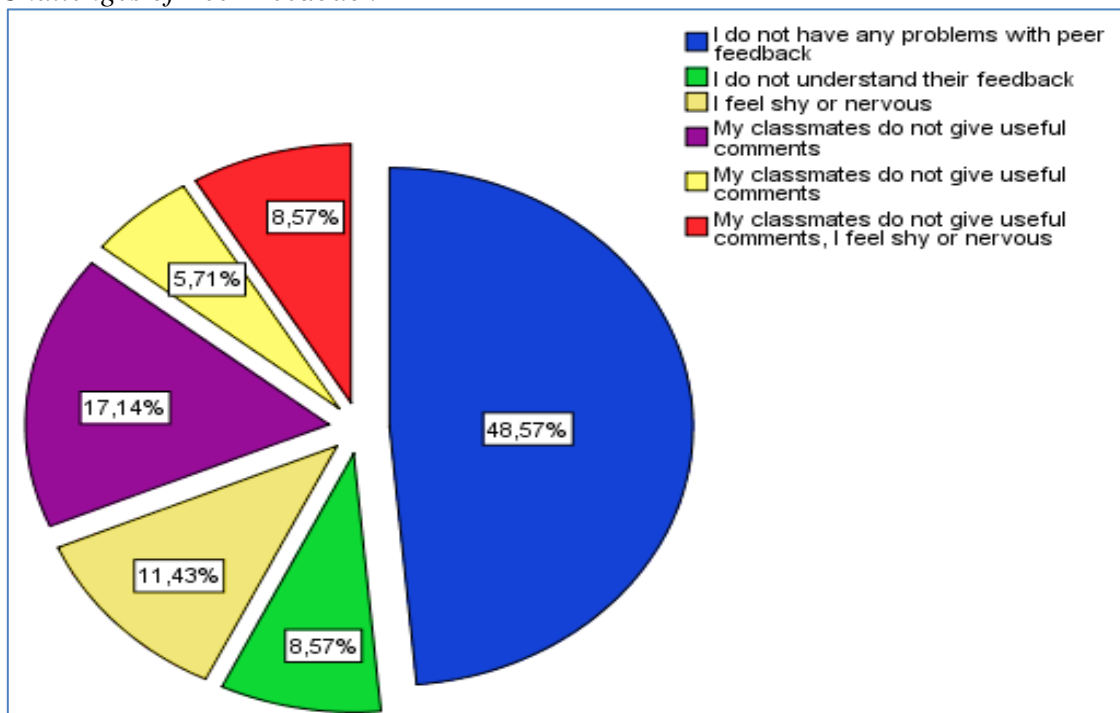
According to the obtained results, (48.57%) of the students do not face challenges with peer feedback. However, (17.14%) of them face challenges with peer feedback because they think their peers' feedback is not useful. (11.43%) of them face challenges with peer feedback because they are shy and feel nervous when dealing with classmates. (8.57%) of them face challenges with peer feedback because they do not understand their peers' feedback. Another (8.57%) of them face challenges with peer feedback because they feel shy and because their peers' feedback unhelpful. and (5.71%) of them face challenges with peer feedback because they think their peers' comments are not clear. Though many students face challenges with peer feedback, a significant number of them do not face challenges with it.

Q18. Would you like to have more opportunities to use peer feedback in writing classes?

Table 19

Opportunities to Use Peer Feedback in Writing Classes

Option	Number of Students	Percentage
Yes	31	88.57%
No	4	11.43%
Total	35	100%

According to the finding, the majority of students (88.57%) would like to have more opportunities to use peer feedback in writing classes, while only (11.43%) of them do not like to have more opportunities to use peer feedback in writing classes. These results make it clear that peer feedback is very effective in developing students' writing skills; thus, students are increasingly interested more to receive feedback and to correct each other's errors regularly.

Q19. You support the use of peer feedback in EFL writing classes.

Table 20

Students Support for Peer Feedback in Writing Classes

Option	Number of Students	Percentage
Agree	27	77.14%
Strongly agree	8	22.86%
Total	35	100%

The results above reveal that the vast majority of students (77.14%) of the participants agree with the use of peer feedback in EFL writing classes, while (22.86%) of participants strongly agree they support the use of peer feedback in EFL writing classes. It can be said that all the participants support the use of peer feedback in EFL writing classes, because they find it effective in developing their writing skills.

Q20. For you, what are the advantages of using peer feedback in EFL writing?

This extra question was asked to seek students' opinions about the advantages of peer feedback in EFL writing. Thus, some students suggested that using peer feedback in EFL writing has several advantages, especially in educational and collaborative settings. They claim it provides different viewpoints, helping individuals see aspects of their work they may

have missed. For the given feedback, it helps students reflect and deepen their own understanding of the topic; therefore, receiving positive and constructive feedback from peers can boost confidence and motivation. Some students claim that peer feedback encourages analytical and evaluative skills, both when giving and receiving feedback, and it fosters a sense of accountability and teamwork, essential for academic and professional success. Other students suggest that their peers are often more available than instructors, providing quicker and more informal feedback. For many students, peer feedback in EFL writing enhances learners' writing skills, critical thinking, language awareness, confidence, and autonomy through collaborative learning and diverse perspectives. *"Peer feedback in EFL writing enhances learners' writing skills, critical thinking, and language awareness through collaboration and self-reflection."* Moreover, some students stated that using peer feedback in EFL writing offers numerous advantages, including improved writing skills, enhanced critical thinking, increased confidence, better communication skills, reduced teacher workload, and a collaborative learning environment.

3.4 Description of Teachers' Interview

The interview is a qualitative tool, and it is adopted in this research to collect qualitative data. It is distributed to nine (09) teachers, and it aimed to explore teachers' perceptions toward the role of peer feedback on Algerian EFL learners' writing skills: the case of third-year students at the English Department at Biskra University during the academic year 2024-2025. Teachers' interview consists of twelve (12) questions to be answered. The aim behind the first question is to know teachers' qualifications, while the second question focused on their years of experience in teaching writing skills. The third question aimed to understand how teachers provide feedback on students' writing assignments, and the fourth question investigated whether teachers find feedback useful in the writing classroom. The fifth question sought to determine whether teachers use feedback in their classes, and the sixth question aimed to identify the main

benefits of peer feedback for EFL learners, and the aim behind the seventh question is to know the challenges that teachers noticed when students engage in peer feedback. The eighth question aimed to explore whether teachers believe peer feedback helps improve students' grammar, vocabulary, and organization in writing. the ninth question aimed to know if teachers observed any changes in students' motivation or confidence after engaging in peer feedback activities. The tenth question was intended to identify the strategies teachers use to group students for peer feedback; the eleventh question aimed to know how do students usually react to receiving feedback from peers compared to teacher feedback; and the aim behind the last question is to seek teachers' recommendations regarding the use of peer feedback in EFL writing classes.

3.5 Administration of Teachers' Interview

The teachers' interview was administered to nine (09) Algerian EFL teachers at the English Department at Biskra University during the academic year 2024-2025. After agreeing upon the research topic, the investigator personally distributed the interview to teachers of third-year students on April 27th, 2025. A total of 09 EFL teachers participated and completed the interview within a time span of approximately 30 minutes. The researcher remained with the participants in order to clarify any ambiguous question and guarantee the truthfulness of the collected data.

3.6 Interpretation of Teachers' Interview

In the current study, teachers' interview is interpreted thematically because thematic analysis provides a rich and detailed description of data. Therefore, thematic analysis process consists of sorting out initial codes from teachers' interview and the interpreting them in form of themes. The themes that are sorted out from teachers' interview are interpreted as follow:

1. Theme One: Teachers' Qualifications and Experience

According to the data obtained from teachers' interview, it appears that the teachers who participated in the current study are highly qualified because most of them said they hold

degrees such as: *"Professor, Assistant professor, PhD in English Language and Education, PhD in Comparative Cultural Studies."* In addition, the data show that most of them have rich teaching experience because most of them have been teaching *"for 10 years, 13 years, 20 years, I have been teaching at university for 14 years and specifically writing for 7 years."* The rich background of the participants of the interview will help get useful and credible insights concerning the use of peer feedback.

2. Theme Two: Feedback Practices on Students' Writing Skills

According to the results, EFL teachers have different opinions concerning how they provide feedback to their students. Some teachers indicated that they use oral feedback, other teachers preferred written feedback; others claimed they prefer instant and peer feedback, and some teachers said they use a combination of oral and written feedback. Additionally, teachers said they usually provide feedback on students' writing assignments through considering the different aspects of writing that are important, they check if the introduction, body, and conclusion are clear, and they check the flow between paragraphs because it is important. Other teachers suggested they usually provide feedback on students' writing assignments *"Through a general correction overlapping grammatical and stylistic drawbacks."* It can be concluded that teachers provide feedback on students' writing assignments through highlighting errors and explaining the rules could be helpful, suggesting simplification and varying sentence structures might improve readability, and checking for passive voice where active could be better.

3. Theme Three: Feedback Usefulness on Writing

Based on teachers' answers, it is concluded that feedback plays a crucial role in improving students' writing skill. Some teachers suggested that: *"writing assignments are designed to improve student' written production level and enhance their mastery of the writing skill."* Thus, teachers provide their feedback on the students' written productions. In addition, some teachers claimed that they provide feedback because it *"continuously rectifies their*

weaknesses, highlights learners' mistakes so they pay more attention during writing, and helps them pay attention to their errors." Based on the results, providing feedback in writing classes is not only useful but essential for fostering skill development, critical thinking, and confidence. Effective feedback bridges the gap between a student's current performance and their potential, offering actionable pathways for growth.

4. Theme Four: Use of Peer Feedback

According to teachers' answers, it can be said that all the teachers agreed the use peer feedback to help enhance their students' writing skills. Teachers said they encourage peer feedback by letting students exchange their assignments for editing. Other teachers suggested that they encourage peer feedback through *"giving my students documents to review, summarize and answer questions in the form of paragraphs."* And other teachers claimed *"whenever the learners are assigned a written task, it is generally followed by a constructive and informative feedback."* Thus, it can be highlighted that peer feedback fosters collaborative learning and critical self-reflection. Students learn to evaluate writing objectively by analysing others' work and identify patterns in their own writing through comparative analysis and to develop communication skills by articulating constructive critiques.

5. Theme Five: Impact of Peer Feedback on Students' Language Skills

All the teachers agreed that peer-feedback is useful in enhancing students' writing skills. Peer feedback and recognition build someone's sense of being valued. It helps to reinforce positive habits and encourages more of the performance that you want to see. They agreed that peer feedback is highly recommended since it shows good effects on their level, it helps more with shy students and it provides simpler feedback, and it highlights the students' flaws. For example; a teacher said: *"peers can exchange ideas on how to improve writing and spot some weaknesses that they have experienced in order to suggest some valuable improvements."* When students correct each other, they become more aware of grammar and vocabulary. In

addition, evaluating peers' work requires analysing language use, which deepens their understanding and develops their critical thinking skills. Moreover, peer interaction makes learning more active and less passive, and it also reduces reliance on the teacher, promoting autonomy. *"They learn from their mistakes. They exchange knowledge. They learn proofreading. They become more autonomous."*

6. Theme Six: Changes in Students' Motivation and Confidence

According to the obtained data from teachers' interviews, all of the teachers agreed they observed changes in students' motivation and confidence after engaging in peer feedback activities because students became more motivated from this useful interaction. One teacher claimed: *"Some students get motivated when they receive feedback and help from their peers."* Students are more interactive and engaged and their motivation and confidence are boosted especially when there was a sense of harmony between both students. *"Yes, students learn from their mistakes and enhance their speaking due to peer work, review and feedback."* Therefore, it can be said that peer feedback acts as a boost for students' motivation, they are not only witnessing a remarkable progress in peers' work but they also gain the courage to take linguistic risks.

However, instructors must actively monitor group dynamics and provide support to reduce negative effects. Finally, from teachers' answers, it can be concluded that while teachers' feedback remains the best for accuracy, peer feedback uniquely cultivates collaborative and reflective skills. Students often benefit most when both forms are integrated strategically, with clear guidance on how to synthesize and critique input from multiple sources. For instance, a student might use peer suggestions to refine narrative voice while relying on teacher feedback to master argumentative structure. Institutions aiming to maximize writing outcomes should design feedback that boosts the strengths of both approaches.

7. Theme Seven: Grouping Strategies for Peer-Feedback

According to teachers' responses, all the teachers agreed they use strategies to group students for peer feedback because grouping affects the quality of feedback. Teachers suggested that students can be grouped according to their language level. A group has to contain students with varied language level so that stronger students can support those at an average level. One teacher said: *"Split them into small groups. Yes, this strategy is interesting."* In addition, teachers claimed that grouping students require coping with learning objectives, student profiles, and cultural contexts. While well-structured grouping enhances feedback depth and relevance, poor grouping can undermine trust and learning outcomes. Instructors should iteratively refine groupings based on student feedback and observed results. For instance, pairing quiet students with empathetic peers might unlock their potential. They believe that: *"Peer-feedback works better when they work in pairs."* Thus, grouping must be done according to students ' abilities and proficiency.

8. Theme Eight: Challenges of Peer Feedback

According to teachers' answers, teachers claimed they face challenges when using peer-feedback these include subjectivity, time constraints, resistance to change when the student refuses to acknowledge her/his mistake, confidentiality concerns...etc. one teacher stated: *"Some feedback can be misguided and focus on unnecessary details. It may also miss the important points to discuss or give invaluable criticism."* Thus, peer feedback often encounters challenges that can hinder its effectiveness. Because many students lack a structured analysis of common issues observed in their peers' work, along with some students do not want to criticize each other, or fear of offending peers. Then, varying skill levels can lead to inconsistent feedback; some students might not catch errors or provide useful suggestions. *"They either get distracted or miss important points that the teacher can provide."* Another challenge is the lack of motivation; some students might rush through feedback without really engaging. There is also the issue of misinterpretation of feedback, where students might not understand the

comments or take them the wrong way. Time constraints in class can limit the effectiveness of peer reviews and reliance on teacher validation. *"Another challenge is crowded classes and time constraints."* Students might not trust peer feedback and only value the teacher's input. I should organize these points clearly, maybe group related challenges together.

9. Theme Nine: Teachers' Recommendations

Teachers suggested some recommendations regarding the use of peer-feedback in enhancing EFL students' writing skills. Some teachers encouraged other teachers to use peer-feedback more widely; *"it can be in pairs or in groups."* They agreed that feedback has to be encouraged in the learning process in a way that every student will benefit from it. *"Teachers have to adopt it when needed."* Other teachers recommended changing pairs and not relying on the same student for each one's feedback. Teachers also believe that peer feedback can transform most students' works from a draft to a revised version of their peers to improve EFL writing effectively. For classrooms with access to emerging technologies like AI-enhanced peer-review platforms, it can make use of these digital tools to provide an updated feedback and share new ideas and plans for better writing. Therefore, it is good if teachers allow students to grade their assignments, home-works, and even test and exam papers in class and exchange the papers. When each paper submitted to three graders, in this case, students will receive more feedback and making the learning process more engaging and reflective. This will improve their writing level.

3.7 Discussion of Students' Questionnaire

Students' questionnaire which aimed to investigate the role of peer feedback on Algerian EFL learners' writing skills: the case of third-year students at the English Department at Biskra University revealed important facts and brought the following results. The results of students' questionnaire revealed that the sample of current study is dominated by female participants, and most of them are under the age of 25 years. This suggests that the sample is homogeneous and

shows that students have a comfortable learning environment which helps them use peer feedback. In addition, most of the participants chose to study English for academic purposes, implying they are dedicated to studying English because they want to have higher degrees in the future. Also, most of them rate their levels of proficiency in English as good, and they feel confident in their language abilities. However, the results showed that students face challenges in writing skills such as word choice, grammar mistakes, spelling errors, etc. Moreover, most of them do not apply the different stages of the writing process when they write. This may explain they face challenges in writing skills. The results also showed that half of the students prefer collaborative work because it gives them more opportunities to integrate peer feedback. Moreover, the results showed that students have positive attitudes toward the use of peer feedback, yet some participants feel unsure when giving feedback to their peers. This explains why some students prefer teachers' feedback over peer's feedback. The results also showed that the majority of students acknowledge the benefits of peer-feedback because it improves their writing skills, and helps them reduce grammar mistakes and writing errors. Though the majority of students prefer peer feedback, some students agree that a combination of teachers' and peers' feedback is very important. Furthermore, the results showed that nearly no student faces some challenges with peer feedback, only a minority faced challenges with peer-feedback such as ambiguity of their peers' feedback, shyness, and preferences for teachers' feedback.

3.8 Discussion of Teachers' Interview

The teachers' interview which aimed to investigate the role of peer feedback on Algerian EFL learners' writing skills: the case of third-year students at the English Department at Biskra University revealed important insights and produced the following results. The findings of teachers' interview revealed that teachers are highly qualified and experienced because the majority of them hold advanced degrees and have more than 10 years of experience. Additionally, the findings revealed that the teachers use strategies to apply peer-feedback in

their classrooms such as oral feedback, written feedback, and instant feedback, and they make sure to include students of different levels in the same group to maximize the benefits of peer-feedback. Teachers also consider peer feedback useful in enhancing students' writing skills. For them, peer-feedback enhances critical thinking skills, spots students' mistakes, helps shy students, enhances grammar, boosts students' autonomy and motivation, and reduces anxiety; therefore, they all encourage the use of peer-feedback in the classrooms. However, the findings revealed that teachers face challenges with peer-feedback such as students' subjectivity, time constrains, and over-crowded classrooms, so they suggested some recommendations. Teachers recommend the use of peer-feedback, and they recommended changing pairs and not relying on the same student for each one's feedback.

3.9 Discussion of the Results

This study aimed to investigate the role of peer-feedback on Algerian EFL learners' writing skills: the case of third-year students at the English Department at Biskra University. The researcher opted for exploratory design using a questionnaire that was administered to students, and an interview arranged with teachers. The results obtained from these two tools aim to test the formulated hypothesis and answer the following research questions:

✓ *What are the EFL teachers and students' perceptions of the effectiveness of peer feedback in the writing classroom?*

✓ *Does peer feedback impact EFL students' writing skills?*

According to the results obtained from both research tools, it can be concluded that third-year students at the English Department at Biskra University hold positive attitudes toward the role of peer feedback in enhancing their writing skills. Students reported that peer feedback is highly valuable in helping them correct grammar mistakes and spelling errors. Furthermore, they acknowledged its benefits in learning from peers, boosting motivation, and enhancing self-confidence, which they perceive as essential elements for

writing development. These findings support Vygotsky's (1978) sociocultural theory, which emphasizes the importance of collaborative learning in fostering cognitive growth. The discussion of results further indicates that peer feedback significantly improves students' grammatical accuracy and stimulates motivation. Notably, 51.43% of students expressed a preference for receiving feedback from both peers and teachers, which aligns with Nicol and Macfarlane-Dick's (2006) concept of dialogic feedback where multiple sources of input enhance autonomy and reflection.

However, the main results also revealed challenges, such as ambiguous peer comments, lack of objectivity, and fear of being judged. In fact, 17.14% of participants identified unclear peer feedback as a key issue, underscoring the need for training in how to provide effective and constructive comments. Similarly, based on the results obtained from the teacher interviews, it can be concluded that teachers like students recognize the value of peer feedback in developing writing skills. They reported that peer feedback promotes student autonomy, engagement, and motivation, and thus, they actively encourage its use in the classroom. Nonetheless, teachers also highlighted certain obstacles, including time constraints, overcrowded classrooms, and the inconsistency of peer evaluations. Overall, the findings from both the student questionnaire and the teacher interviews confirm the research hypotheses, which suggest that peer feedback positively influences EFL students' writing performance and that both students and teachers view it as an effective pedagogical strategy.

Conclusion

The results presented in this chapter were based mainly on the analyses of quantitative data, which was comprised the students' questionnaire, and qualitative data obtained from the teachers' interview. The present findings are accompanied with a list of recommendations for

EFL students and EFL teachers regarding the role of peer feedback on Algerian EFL learners' writing skills. Based on the research findings, it can be concluded that that third-year students at the English Department at Biskra University have positive attitudes toward role of peer feedback in enhancing students' writing skills; in addition, they find peer feedback highly important because it helps them correct grammar mistakes, spelling errors. Moreover, students agreed that peer feedback helps them learn from their peers, boosts their motivation, and enhances their self-confidence, so they perceive it as crucial for developing the writing skills.

General Conclusion

The current research aimed to investigate the role of peer feedback on Algerian EFL learners' writing skills: case of third-year students at Mohamed Khider University of Biskra, Department of English Language and Literature. In addition, the research aimed to examine the role of peer feedback in developing Algerian EFL learners' writing skills. Therefore, the researcher opted for an exploratory design using mixed- methods approach to reach the research aims. Additionally, a student questionnaire was distributed to 35 third-year EFL students at Mohamed Khider University of Biskra, and teachers' interview was conducted to (09) written expression teachers at the same department; the research tools were employed to answer the research questions and test the research hypotheses developed in the early stages of the research. The research tools brought important insights and crucial results regarding the role of peer feedback in Algerian EFL learners' writing skills. The findings of students' questionnaire revealed that third-year students at the Department of English at Mohamed Khider University of Biskra have positive attitudes towards the use of peer feedback and they acknowledge the benefits of peer feedback on their writing skills. Moreover, the findings obtained from teachers' interview revealed that EFL teachers at the Department of English at Mohamed Khider University of Biskra consider peer feedback useful in enhancing students' writing skills. For them, peer feedback enhances critical thinking skills, identifies students' mistakes, helps shy students, improved grammar, boosts students' autonomy and motivation, and reduces anxiety. Based on the research findings, it can be concluded that peer feedback enhances EFL students' writing skills. Thus, this study suggests a number of recommendations for both EFL students and teachers.

Limitations

Limitations are the weaknesses of any study that limits its scope as Simon (2011) states "limitations are potential weaknesses in your study and are out of your control." In the current study, the researcher faced some limitations due to the following reasons:

- ✓ Lack of time since any researcher is limited to time.

- ✓ Lack of written expression teachers because most of them refused to be interviewed.

- ✓ The lack of teachers' interest in answering the questionnaires.

- ✓ Some students did not answer the whole questionnaire's items.

- ✓ Some students refused to take part in answering the questionnaire items.

Recommendations

The discussed results proved the effectiveness of peer-feedback on Algerian EFL learners' writing skills: the case of third-year students at the English department at Biskra University. These findings establish a number of pedagogical recommendations that should be highly considered:

For EFL Students

- ✓ EFL students are encouraged to accept their peers' feedback because it is effective in developing students' writing skills.

- ✓ They should also be objective when giving feedback to their peers.

- ✓ They should learn from their peers' mistakes to avoid committing errors in their writing.

- ✓ They can ask their teachers to allocate time for them to practice peer-feedback.

- ✓ When writing, students can ask their friends to help them spot the mistakes and errors.

- ✓ Students should benefit from collaborative work because it gives them more opportunities to integrate peer feedback.

- ✓ Students should not feel shy or unsure when giving feedback to their peers.

✓ They should acknowledge the benefits of peer-feedback because it improves their writing skills.

For EFL Teachers

✓ EFL teachers are asked to integrate peer-feedback more in their classes.

✓ They can adopt different strategies to apply peer feedback in their classrooms such as oral feedback, written feedback, and instant feedback.

✓ They should make sure to include students of different levels in the same group to maximize the benefits of peer-feedback.

✓ Teachers also should encourage peer-feedback in writing classes because it enhances critical thinking skills, spots students' mistakes, helps shy students, enhances grammar, boosts students' autonomy and motivation, and reduces anxiety.

✓ They should learn how to deal with challenges with peer-feedback such as students' subjectivity, shyness, and hesitation.

✓ They can divide students in over-crowded classrooms into groups to help benefit from peer-feedback.

✓ They are asked to change pairs and not rely on the same student for each one's feedback.

Pedagogical Implications

The discussed results proved the effectiveness of peer-feedback on Algerian EFL learners' writing skills. Thus, a number of pedagogical implications are suggested as follow:

✓ Since peer feedback has been proven to be effective in enhancing EFL students' writing skills, it should be integrated in writing curriculum.

✓ Since the majority of students have positive attitudes toward peer-feedback, it can be argued that collaborative learning is highly valued among students.

✓ The study findings imply that students need proper training to give corrective and constructive feedback to their peers.

✓ The findings suggest that written expression teachers should maximize from peer review sessions.

✓ The study findings imply that students should correct each other's mistakes without judging each other.

✓ The findings suggest that peer-feedback should be used more frequently in written expression classes.

✓ The study shows that peer-feedback boosts students' motivation and autonomy; thus, it should be encouraged by teachers.

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Appendices

Appendix I: Students' Questionnaire

Dear student,

You are kindly requested to answer this questionnaire which aims to gather information about your experiences with writing and peer feedback in the EFL classes as a part of a graduation study about investigating the role of peer feedback in Algerian EFL learners' writing skills. Your answers will remain confidential and will be used only for research purposes.

Master student: Guenidi Imane

Section One: Background Information

1. Would you please specify your gender?

a. Male ☐ b. Female ☐

2. Please specify your age:

a. Below 21 years-old ☐ b. Between 21 and 25 years-old ☐ c. Above 25 years-old ☐

3. What motivates you to learn English? *(You can choose more than one option)*

a. To pass exams ☐ b. To find a good job ☐ c. To study abroad ☐ d. To communicate

with people internationally ☐ e. Personal interest in the language ☐

f. Other: _____

b. What is your level in writing?

a. Excellent ☐ b. Good ☐ c. Average ☐ d. Poor ☐

Section Two: Students' Perceptions of the EFL Writing

5. Do you enjoy writing composition in English?

a. Yes ☐ b. No ☐

6. How confident do you feel in your English writing skills?

a. Very confident ☐ b. Confident ☐ c. Not very confident ☐ d. Not confident ☐

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

   a. Grammar ☐ b. Content ☐ c. Organization ☐ d. Word choice ☐ e. Spelling ☐

   f. Punctuation ☐

8. What are the writing stages that you follow in the writing process:

   a. Prewriting ☐ b. drafting ☐ c. revising ☐ d. editing ☐ e. publishing ☐

9. How often do you follow these stages when writing?

a. Always ☐ b. Often ☐ c. Sometimes ☐ d. Never ☐

10. In what way do you prefer to write?

a. Individually ☐ b. In pairs ☐ c. In groups ☐

11. What is the main purpose of writing in your English classes?

a. To express my ideas ☐ b. To practice grammar rules ☐ c. To complete class assignments ☐

a. Others, please specify……………………………………………………………….

Section Three: Students' Perceptions towards Peer Feedback

12. Does your teacher use peer feedback during writing frequently?

   a. Always ☐   b. Often ☐   c. Sometime ☐

13. Do you like receiving feedback from your peers?

a. Yes ☐ b. No ☐

If no, please justify: …………………………………………………………………………

………………………………………………………………………………………………

14. How do you feel about giving feedback to your classmates?

a. I enjoy it and learn from it ☐ b. I do it but feel unsure ☐ c. I do not like it ☐

    d. I have never done it ☐

15. Peer feedback helps me improve to my own writing.

a. Strongly agree ☐ b. Agree ☐ d. Disagree ☐ e. Strongly disagree ☐

16. I prefer feedback from:

a. My teacher ☐ b. My classmates ☐ c. Both equally ☐ d. No one ☐

17. Which challenges do you face with peer feedback?

a. My classmates do not give useful comments ☐ b. I do not understand their feedback

    ☐ c. I feel shy or nervous ☐ d. I do not have any problems with peer feedback ☐

18. Would you like to have more opportunities to use peer feedback in writing classes?

a. Yes ☐ b. No ☐

19. You support the use of peer feedback in EFL writing classes.

a. Strongly agree ☐ b. Agree ☐ c. Disagree ☐ d. Strongly disagree ☐

For you, what are the advantages of using peer feedback in EFL writing?

……………………………………………………………………………………………

…………………………………………………………………………………………….

Thanks for your time

Appendix II: Teachers' Interview

I would greatly appreciate your assistance in responding to these questions which aim to collect information about you attitudes towards the role of peer feedback in enhancing students' writing skills: The case of third-year students at the department of English at Biskra University. Your valuable help is highly welcomed, and I kindly request clarity in your opinions.

1. For how long have you been teaching the writing skill?

2. How do you usually provide feedback on students' writing assignments?

3. Do you think it is useful in the writing class? How?

4. Do you personally use it in your classroom?

   If yes, how? If not, why?

5. In your opinion, what are the main benefits of peer feedback for EFL learners?

6. What challenges have you noticed when students engage in peer feedback?

7. Do you believe peer feedback helps improve students' grammar, vocabulary, and organization in writing? Why or why not?

8. Have you observed any changes in students' motivation or confidence after engaging in peer feedback activities?

9. What strategies do you use to group students for peer feedback? Do you think grouping affects the quality of feedback?

10. How do students usually react to receiving feedback from peers compared to teacher feedback?

11. What recommendations would you give for improving the use of peer feedback in EFL writing classes?

Thank you for your participation!

الملخص

تبحث الدراسة الحالية في دور التغذية الراجعة من الأقران على مهارات الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية: حالة طلاب السنة الثالثة في قسم اللغة الإنجليزية بجامعة بسكرة، الجزائر. وبالتالي، اختار البحث تصميم البحث الاستكشافي باستخدام كل من المنهج الكمي والمنهج النوعي والذي تضمن استبيانًا موجهًا إلى 35 طالبًا من طلاب السنة الثالثة في اللغة الإنجليزية كلغة أجنبية ومقابلة موجهة إلى 09 أساتذة للغة الإنجليزية كلغة أجنبية. تم جمع البيانات لإعطاء صورة شاملة عن تصورات مدرسي اللغة الإنجليزية كلغة أجنبية والطلاب تجاه دور التغذية الراجعة من الأقران على مهارات الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية الجزائريين. كشفت النتائج أن طلاب السنة الثالثة لديهم مواقف إيجابية تجاه دور التغذية الراجعة من الأقران في تعزيز مهارات الكتابة لدى الطلاب، وأنهم يعتبرون التغذية الراجعة من الأقران مهمة للغاية لأنها تساعدهم على تصحيح الأخطاء النحوية والأخطاء الإملائية. علاوة على ذلك، أظهرت النتائج أن المعلمين يعتبرون التغذية الراجعة من الأقران أمرًا بالغ الأهمية لتعزيز مهارات الكتابة لدى الطلاب، لذلك فهم يشجعون استخدامها لأنها تعزز استقلالية الطلاب وتحفيزهم وثقتهم بأنفسهم ومشاركتهم. وبناءً على النتائج، تم اقتراح بعض التوصيات لطلاب ومعلمي اللغة الإنجليزية كلغة أجنبية فيما يتعلق بدور التغذية الراجعة من الأقران في تحسين مهارات الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية في الجزائر.

الكلمات المفتاحية: التغذية الراجعة من الأقران، مهارات الكتابة، الدافعية، متعلمي اللغة الإنجليزية كلغة أجنبية.

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