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An Investigation of EFL Students' and Teachers' Attitudes Towards Peer Review VS. Teacher Feedback in Enhancing students' Writing Skill: Case Study of Master One Students of English at Guelma University

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A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture.

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Dedication

In the Name of Allah, Most Gracious, Most Merciful

All the praise is due to Allah alone, the Sustainer of all the worlds

I dedicate this modest work to:

The most precious people to my heart, to the persons who gave me strength and hope: my beloved mother and dear father for their endless love, patience, and aid; without whom none of my success would be possible.

My husband for his help and support

All my family members; my sister and my brothers

All my friends

All people who share love with me.

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Abstract

The present study aims at investigating the attitudes of teacher feedback versus peer review on enhancing EFL students' writing proficiency, at the English Department, Guelma University. Accordingly, it is hypothesized that relying only on peer review will improve EFL students' writing skill achievements and that receiving both peer and teacher review/feedback will enhance EFL students' writing skill achievements. To verify the validity of these hypotheses, a descriptive method has been conducted in which two questionnaires were administered for both teachers of Written Expression module and Master One students of English Department, Guelma University (who are considered to be the source of the collected data). Thus, the aim behind those questionnaires was to gather sufficient and suitable data about their attitudes towards the importance and the effectiveness of teacher and peer feedback in enhancing their writing capacities; for the sake of testing the previously mentioned hypotheses via the analysis of the collected data. Therefore, the obtained results have shown that peer review and teacher feedback are effective tools to enhance students' writing proficiency, and that students prefer to receive feedback from both their teachers and peers; however, they favor their peer feedback to be guided by the teacher and not directly receive their peers' feedback. The results also revealed that teachers have positive attitudes toward peer review and they believe that if students receive feedback from their peers along with their teachers' feedback, their writing level will be improved. Therefore, these findings have confirmed the research second hypothesis: receiving both teacher and peer feedback improves EFL students' writing proficiency and have rejected the first hypothesis that peer review alone enhances EFL students' writing achievements.

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

PF: Peer Feedback

PHD: Doctorate

PR: Peer Review

Q: Question

TF: Teacher Feedback

TR: Teacher Review

%: Percentage

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General Introduction

Writing skill is usually claimed to be the most difficult and complicated activity to achieve even for native speakers of a given language; as it is at once a test of memory, language, and thinking ability. It is also a way to communicate one's ideas and feelings to the reader. Thus, ESL/EFL learners view writing as an arduous task, and to improve their writing proficiency, they need someone to review or to give them feedback to correct their writing errors and/or mistakes.

Traditional ways of teaching writing had emphasized on receiving feedback only from teachers' part; however, it is recognized that this strategy is not effective enough because it is time and effort consuming. As a result, recently teaching writing methods created new tools for providing feedback; such as peer review that gives students more opportunities to read and respond to one another's writing. It is often referred to by many terms as peer feedback, peer assessment, peer editing, peer critiquing, peer response and peer evaluation.

For these reasons, this research aims at shedding light on the effectiveness of teacher feedback and peer review on enhancing EFL students' writing proficiency; since these methods allow students to reflect on their writing process and develop a critical perspective of their writing as well as peers' writing. Therefore, this research has been divided into two major parts: first, the theoretical part which was devoted to the literature review of the writing skill and the impact of teacher feedback versus peer review on enhancing EFL students' writing proficiency. Second, the practical part which is concerned with the analysis of students' and teachers' questionnaires; in an attempt to find out whether peer feedback alone helps students to improve their writing proficiency or there should be a teacher feedback along with peer feedback to enhance students' writing achievements.

1. Statement of the Problem

The majority of EFL students consider writing as the most difficult component of their English language learning skills the fact that lead to have a low writing proficiency level. This may be due to lack of practice outside the classroom, lack of linguistic proficiency, lack of ideas, and dependence on the traditional ways of receiving feedback only; from teachers. This latter is time and energy consuming because it is hard for the teacher to provide each student with a specific feedback for each of his/her written products. That is why, EFL students need to look for other techniques that can help them improve their writing skills; as peer review. This technique does not only help students to develop their writing proficiency, but it can also fosters their critical thinking, increase their performance and motivate them to succeed.

2. Aims of the Study

Peer review may encourage students to write and express their ideas effectively. Therefore, the aim of this study is to investigate the impact of peer review on EFL students' writing skill achievements in comparison to teacher's review. In other words, this study seeks to determine whether using peer review technique alone would better help EFL students to improve their writing achievements than depending on teacher's feedback.

3. Research Questions

Accordingly, the main research questions are:

1. Does peer review help EFL students enhance their writing skills and learning achievements?

2. Do students consider their peers' comments and suggestions when they revise their written products?

3. Does peer review have the same impact as teacher review on students' writing achievements or do they have different impacts?

4. Research Hypotheses

Peer review may be an effective tool for EFL students' writing skill enhancement; consequently, the more they get involved in peer review activities, the more they may develop their writing skills. For that, we hypothesize:

- If EFL students rely only on peer review then their writing skill achievements will be improved. (H_1)

- If EFL students rely only on peer review then their writing skill achievements would not be improved. (H_0)

- If EFL students receive both peer and teacher review or feedback then their writing skill achievements will be enhanced. (H_1)

- If EFL students receive peer and teacher review or feedback then their writing skill achievements would not be enhanced. (H_0)

5. Research Methodology and Design

5.1. Population of the Study

Our population of study consists of Master One students at English Department of Guelma University. We have selected Master One students as a sample for our study, because they are advanced learners and they are usually required to work in groups; in order to deliver their presentations by providing the teacher with a written form. Thus, they must work with their peers in order to submit a better written product.

5.2. Research Method

To examine the attitudes towards peer review vs. teacher feedback on enhancing EFL students' writing proficiency, a quantitative descriptive methodology was adopted to gather data from a specific sample chosen according to the website (surveymonkey sample calculator) from the target population of Master One students of English at the department of English, University of Guelma. Accordingly, two questionnaires have been administered to

the sample students (56) and teachers of Written Expression (15); to answer the research questions and confirm or reject the stated hypotheses.

5.3. Data Gathering Tools

Two questionnaires had been administered in this study; in order to test the research hypotheses; one for students and another for teachers. These questionnaires had served as data gathering tools and gave us information about whether using only peer review to improve students' writing is effective or not, as well as whether teachers teach students how to do peer review or not.

7. Structure of the Dissertation

The present dissertation is divided into three chapters. The first chapter entitled "The Writing Skill" discusses the writing process; including definitions, stages of writing process, components of writing, approaches to FL teaching writing, the relationship between writing and other skills and the importance of feedback in writing. The second chapter named "The Impact of Peer Review vs. Teacher feedback on Enhancing EFL students' Writing Proficiency" explores the definitions of peer and teacher feedback, types of feedback, its sources (teacher and peers), as well as teacher's and peers' roles in the feedback process, the advantages and disadvantages of peer and teacher feedback, and finally it examines the effectiveness of peer review on EFL students' writing proficiency, and its impact on developing their writing abilities in comparison to teacher's feedback. The third chapter "Field Investigation" describes the research method and tools through which the research was carried; it also includes a description of students' and teachers' questionnaires, their administration, followed by data analyses and interpretations of the results in relevance to research questions and hypotheses. Finally, as a general conclusion, some pedagogical implications and recommendations have been stated; in addition to some research limitations which were encountered throughout this research.

Chapter One

The Writing Skill

Introduction

Writing is considered as a fundamental skill in language learning. It is a key to successful learning and a powerful mode of communication; that helps students learn how to construct and organize their thoughts. Writing in a foreign language (FL) is one of the most challenging and complex skill in comparison to listening, speaking, and reading because it requires much attention, effort and practice. This chapter is devoted then to the writing proficiency; in terms of definition of writing, its stages (prewriting, drafting, revising, editing, and publishing), the components of writing proficiency, besides to the teaching approaches of this skill, the relationship between writing and speaking, and between writing and reading, and finally exploring the importance of feedback in writing.

1. The Writing Skill

1.1. Definition of Writing

Writing serves many different functions in our life; thus, linguists provide various definitions to 'what is writing', according to their own perspectives and specializations. Therefore, it can be defined simply as the act of putting down graphic symbols in a flat surface to communicate language. In that regard, Crystal (1995) stated: "writing is a way of communicating which uses a system of visual marks made on some kind of surface; it is one kind of graphic expression." (p. 257). Similarly, Bloomfield considered writing as a way of enrolling language through using noticeable symbols and marks. (as cited in Crystal, 1994, p. 178). For him, writing is limited to the use of visible marks.

By its nature, writing is often difficult (Richards and Renandya, 2002, p. 303)**.** It does not rely only on the production of those graphic symbols; that is to say "the symbols have to

be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences." (Byrne, 1988, p. 1). Moreover, he explained that the difficulty of writing is due to the fact that it requires a conscious mental effort, and that there are many other linguistic, psychological, and cognitive issues that interfere to make writing such a complex activity; not only for language learners but also for native speakers. (Byrne, 1988, p. 4).

For Nunan (1989), writing is an extremely complex cognitive activity in which the writer is required to maintain control of variables both at the sentence level, including control of contents, format, sentence structure, vocabulary, spelling and letter formation. And beyond the sentence level, in which the writer must be able to structure and integrate information into cohesive and coherent paragraph and text. (p. 36). Henceforth, the ability to write well is not a naturally acquired skill; accordingly, Harmer (2004) approved that writing is not a naturalistic ability, it has to be learned in order to develop the capacity of being good writers (p. 3). This means that writing is a sophisticated activity that needs to be learned and practiced in instructional settings through experience.

Furthermore, writing is a process that requires the writer to go through in organized steps. Richard and Schmidt (2002) supported this idea by stating that writing is seen as the consequence of the "complex processes of planning, drafting, reviewing, and revising" (p. 529). This statement shows that the writer has to follow these operations to reach the final version of a piece of writing.

Referring to the citations above, it can be concluded that writing could be perceived as a complex process that requires mental, psychological, and rhetorical aspects; as well as, mechanisms like capitalization, spelling, punctuation, word formation and function that help to convey the meaning clearly. Writing is also a means of communication in which the writer uses the graphic representations of the oral language to express his ideas, thoughts, and feelings to the readers.

1.3. Stages of the Writing Process

Writing is essentially a thinking process and those thoughts are finally imprinted in a written form. According to Zamel (1987), writing is the process of exploring one's thoughts and learning from the act of writing itself what these thoughts are. In other words, the writing process is an approach to writing that entails the phases of prewriting, drafting, revising, editing, and publishing (p. 202). These stages are neither sequential nor orderly because "many good writers employ a recursive, non-linear approach, writing of a draft may be interrupted by more planning, and revision may lead to reformulation, with a great deal of recycling to earlier stages" (Krashen, 1984, p. 17). That is, the writing process stages do not have certain standard order that should be followed by the writer.

1.2.1. Prewriting/ Planning

Prewriting is the first stage in which writers spend good amount of time in generating ideas or gathering materials from outside sources, and organizing them into a particular plan before they start writing. It includes everything a writer does before he actually begins to write whether by jotting down the basic ideas or by searching for information.

During planning, writers should take into consideration three main issues: firstly, they should decide the purpose of their writing or what they want to achieve through their writing; secondly, they should know their audience (their level of education, age, background, expectations, etc.); thirdly, is about how to order facts and ideas that the writer determined to include. (Byrne, 1988, p. 31). These issues determine their style of writing, the choice of information, the language they employ, and the organization of ideas.

Writers can use many possible strategies to approach and develop their ideas such as brainstorming, free writing, asking questions, mapping, listing and so on. After this step, they focus their ideas into a clear plan for the piece of writing that they intend to develop. That is why, Zamel (1982) argued that skilled writers spend much time in planning but unskilled

writers do not follow this stage (as cited in Nunan, 1995, p. 86).This means that, prewriting is an important stage because good writers spend a lot of time in planning in order to achieve a high quality of their writing productions (well planned and organized writing).

1.2.**2. Drafting**

Once writers have planned out their ideas, the next step is to start drafting, or writing their ideas on paper. Hedge (1988) defined drafting as the stage where the writer "puts together the pieces of the text through developing ideas into sentences and paragraphs within an overall structure." (p. 89). At this stage, writers concentrate on getting their ideas on paper, organizing their information logically, and developing their topics with enough details for their audiences and purposes. Murray (1978, p. 87) defined this stage as the "discovery drafts" where the writers discover what they want to say in the draft paper focusing on content rather than mechanics (spelling, grammar, punctuation) and form.

Richards and Renandya (2002) explained that writers in the drafting stage are expected to put the arrangement they did in the planning stage on the paper. By using the prewriting plan, students' minds are open to look at the more technical aspects of their writing (p. 325). In this respect, when writers are ready to start writing their first drafts, they must use one of their prewriting strategies to guide them because they will find themselves making connections and discovering new ideas as they are writing their first drafts. They may even need to change their thesis or the angle they are taking on their topics.

In short, drafting should be repeated as many times as necessary to reach a good final version of the paper, and writers should focus on the clarity and fluency of their ideas and keep checking mistakes to the final stages.

1.2.3. Revising/ Reviewing

Revising or reviewing is the stage that comes after finishing the first draft; it is the process of looking again and discovering a new vision of the writing produced in drafting.

The idea of recursiveness mentioned before is mostly reflected at this phase as in some cases, students/writers have to consider some prewriting decisions. White and Arndt (1991) stated that the ultimate objective of this stage is to "enrich the repertoire of linguistic resources which are the essential tools for writing". (p. 137). This means that, it is at this stage that writers can make changes at both the form and content levels of their first draft.

Reviewing basically deals with feedback on form; it is in this phase that students check for formal inaccuracies; the ways that sentences are related and paragraphs are divided and for making sure that they have communicated efficiently their meanings to the reader through what they have written. Accordingly, Johnson (2008) stated that reviewing is the heart of writing, and it could be more effective for advanced final products if it includes input from teachers and/or peers (p. 49).

Moreover, Brown and Hood (1989) considered revising as the stage where writers check that they have said what they wanted to say in a clear and appropriate way, and that the content and purpose are clear and relevant for the reader (p. 20). The main concern of the revising stage is to complete the content correctly. For Grenville (2001): "[as you revise] you will be looking for changes that will help readers understand the information better or be more convinced by your argument. Once you have found the places that need fixing, you have to decide whether to cut, add or move". (p. 153). By revising their writings, students would realize the substantial changes they should make to enhance the quality of their writing as well as their argument to convince the reader.

In other words, revising/reviewing stage is an essential part of the writing process because it provides them with awareness about their writing mistakes, and helps them find the suitable structure and form in order to keep themselves in the right path.

1.2.4. Editing

Editing is the stage where the draft is polished; it is the final step before writers/students publish their final drafts. This stage focuses on linguistic accuracy: grammar, spelling, and punctuation (Harris, 1993, p. 10).

In the classroom environment, students may employ various ways to correct their writing errors and mistakes; such as, teacher editing, peer-editing, and may use any available resources; as textbooks, dictionaries, and/or computers, etc. Nation (2009) highlighted the importance of different types of feedback in the overall improvement of students' writing saying: "learners can be encouraged to edit through the feedback they get from their classmates, teacher, and other readers". (p. 120). Thus, students should get distance from their writing and depend on their peers and/or teacher as editors or as sources of feedback that can provide them with some comments and suggestions.

Editing, then, involves the careful checking of the text to ensure that there are no errors that impede communication with the reader. Johnson (2008, p. 167) noticed that in editing stage, students' writing must be clear and simple by using appropriate spelling, grammar, and punctuation. At this stage, writers are required to correct their errors before preparing the final draft for publication.

1.2.5. Publishing

After writers edit and correct their writing errors and mistakes, they move to the final and most intriguing stage of the writing process which is publishing. Williams (2003, p. 107) defined publishing as: "Sharing your finished text with its intended audience. Publishing is not limited to getting the text printed in a journal. It includes turning a paper into a teacher, a boss, or an agency". At this step, writers/ students present or submit and share their writing with others such as teacher, peers, friends, family, or community who can meaningfully respond to their writing and give them a sense of professional authorship.

Seow (2002) described publishing as "sharing, reading aloud, transforming text for stage performances, or display." (p. 199). That is to say, Publishing is making information available to the general public via many different forms; it can be oral by reading aloud what they have written, or handwritten or word processed copy or visual by sharing data show. Publishing helps students to enhance their achievements in writing and raises their motivation toward writing because when they share it, they feel that it is good and important.

In the classroom context, the role of the teachers at this stage is to respond to students' writings and evaluate them by providing inputs to their writings. They should also encourage them to read and comment on each other's works. After students receive the reaction of the teacher they will be able to evaluate their own writing and get benefits of the teacher's suggestions and comments (Harmer, 2004, p. 79). Students need support and acceptance from their teachers and peers in order to be able to produce good writing and fulfill their tasks. Johnson (2008) confirmed that a cooperative and caring environment that invites students to share and respond is the type of supportive environment in which students' writing can be developed.

Even though the above stages are stated in an organized and linear manner, Harmer (2004) argued that "the process of writing is not linear, but rather recursive". This means that the process of writing has a recursive circular nature where the writers can move between its different stages each time they need; in which they "plan, draft and edit but then often re-plan, re-draft and re-edit." (pp. 5-6). Hence, Harmer presented the process of writing and called it "process wheel".

Figure 1.1. The process wheel.

PLANNING   DRAFTING

FINAL VERSION?   EDITING

FINAL VERSION
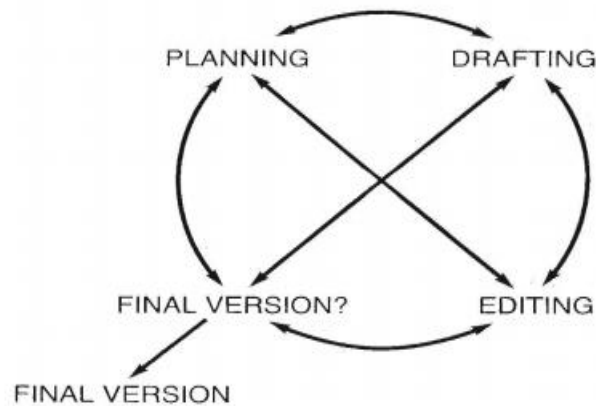
Adopted from: *How to teach writing* (p. 6) by J. Harmer, 2004, London: Longman.

Harmer's process wheel shows that writers do not follow an accurate sequence of planning, drafting, revising and editing; they may move backwards and forwards till they reach the completion of the process by producing the final version.

To conclude, all of these stages are very important for students to learn writing through a systematic process; that enables them to efficiently express their thoughts, feelings, and knowledge. The more students learn to apply this process appropriately, the more they can express themselves efficiently.

1.3. Components of Writing Proficiency

Components of writing relate to the elements out of which writing is made. Accordingly, Starkey (2004) declared that "students in the classroom need to take into account some essentials like organization, clarity, word choice, coherence, cohesion along with proper use of mechanics to write effectively" (p. 2). Consequently, writing academically in English involves some standards of appropriateness associated with different aspects of writing that include organization, vocabulary, language use, punctuation, accurate spelling, capitalization, and paragraphing.

1.3.1. Mechanics

The word 'mechanics' refers to the conventions governing the technical aspects of writing, including spelling, punctuation, capitalization, and grammar, taking into consideration the appearance and arrangement of letters, words, and paragraphs on paper (McLane & McNamee, 1990, p. 161). For Kane (2000), the fact that the first word of a paragraph is usually indented, for example, is a matter of mechanics (p. 15).Writing mechanics require that a sentence begins with a capital letter and ends with a punctuation mark (a full stop, a question mark, or an exclamation point). Learners should be aware of the importance of applying mechanics in writing, because writing conventions make them able to express their ideas in a clear and proper manner. Brooks and Pen (1970) stated that we have to understand the format of the language, what the segments of speech do, how they are related to each other and what do they mean, as well as grasping the rules of grammar and punctuation (p. 20).

In order to communicate language effectively and appropriately through writing, learners have to master its grammar rules; this includes being aware of how to employ different language structures, parts of speech, and its rhetorical devices. Also, they need to be aware about the importance of correct spelling in writing because it makes one's writing easy to read, gives the writer credibility and shows that s/he is educated and careful about his/her work. Harmer (2001) stated that repeating the same mistakes in spelling is considered as lacking education and/or care (p. 256).

Meanwhile, capitalization and punctuation marks are necessary parts in academic writing. Murray and Hughes (2008) pointed out:

They indicate pauses and sentence boundaries and also eliminate ambiguity. A well punctuated and capitalized piece of writing should make your work easier to read and

understand and will therefore help it make a more favorable impression on your readers. (p. 185).

Proper punctuation helps in conveying the message of the written work clearly, and capitalization makes it easier, readable and understandable. Thus, together they reflect the logical flow of ideas.

1.3.2. Word choice/Vocabulary

Students need words to communicate their written message to the audience; then, they need to pick up the appropriate ones to convey the meaning of their ideas correctly. They have to use accurate vocabulary that suits the type of their written text, being aware of their connotation and denotation. According to Rebitaille and Connelly (2007) Connotation is concerned with the writers' feelings, views, suggestions, beliefs, etc., that can be positive, negative or unbiased. However, denotation means "the literal meaning of the word". The writer has to select his/her words attentively to avoid any kind of misunderstanding from the reader. They believed that the writer has to be aware of inclusive language, and avoid slang, profanity, and cliché expressions (p. 234). That is, the student writer has to consider both connotative and denotative meanings and to confirm that s/he used the appropriate words that would convey what s/he intends to say and to avoid the use of informal, disrespectful and vulgar language in order not to confuse or offend his/her audience.

1.3.3. Organization

While engaging in the writing process, the first step after generating ideas about the topic is organization. Before delivering the content to the readers, the writer should organize the information in a structured format that shows them how s/he moves smoothly from one idea to another. Organization helps the writer to easily prepare his/her piece of writing, and to guide the readers and convince them in what was written. It also, helps the readers to clearly understand the ideas and the message of the writer, as well as the purpose behind his/her

writing. Starkey (2004) stated that "the direction and purpose you get from organization helps your reader to believe what you are saying and to willingly follow your lead". (p. 2).

Prewriting techniques like mapping and listing can help the writer in organizing and improving the quality of his/her writing work. Using them ensures an effective organization of the written work; as organization makes the piece of writing clear, understandable, and gives it the value of the writing process.

1.3.4. Clarity

Clarity is the most important part in writing; simply because if the writer wants to get response from the reader s/he has to be clear in conveying his/her massage, and to make the information easy to understand. Murray and Hughes (2008) emphasized the importance of clarity as a crucial element in making one's writing easy and accessible for reading. (p. 86). Starkey (2004, pp. 12-15) mentioned four basic elements that make writing easy to read, accurate and evident, they are as follows:

1) *Eliminate ambiguity*: the learner/writer should avoid using ambiguous words or phrases that have more than one meaning or interpretation, s/he also should not use vague expressions that could distract or confuse the reader.

2) *Powerful, precise adjectives and adverbs*: using powerful, specific adjectives and adverbs help the writer to convey his/her message with fewer and more correct words. For example, the word '*Chihuahua*' can replace '*little dog*'; '*exhausted*' can be instead of '*really tired*'; and '*late*' can substitute '*somewhat behind schedule*'.

3) *Be concise*: Learners/writers should get direct to the point, eliminate unnecessary words and phrases, and use the active instead of the passive voice whenever possible.

4) *Avoid unnecessary repetition*: the writer has to avoid wordiness and redundancy of ideas and information.

Following these elements can help learners/writers to produce a clear, readable piece of writing that they are willing to write, and make the readers understand what they mean exactly without any confusion.

1.3.5. Coherence and Cohesion

Coherence and cohesion are very important aspects in the academic writing; they play a significant role in making the writer's ideas clear and logically connected to each other. A good academic writing requires a good combination of cohesive links and coherent features in the text.

Coherence refers to the unity of the text as a whole and it is achieved through the effective arrangement of ideas in a logical order. Paragraphs of the text have to be coherent in a logical way so that the reader may easily follow the development of the writer's ideas and argument. According to Brostoff (1981) "Coherence exists in a sequence of words, sentences, and paragraphs in which the reader can perceive connection… To produce a coherent stretch of discourse, writers use basic thought patterns, or logical patterns, in both simple and complex ways." (p. 279). This means that coherence in writing can be reached through the use of words and through the contextual appearance of sentences in the text.

Furthermore, Murray and Hughes (2008) noticed that efficient writers must "stick their ideas together so that they act as links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structures break down." (p. 45).

Figure 1.2. A sequence of ideas.
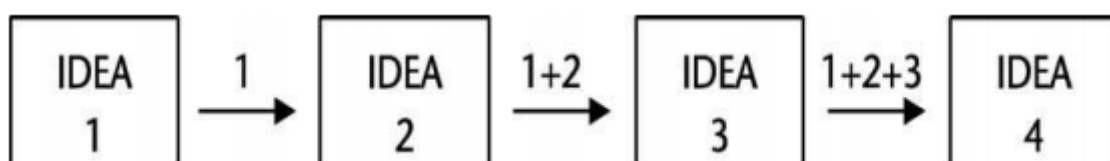
Adopted from: *Writing Up Your University Assignments and Research Projects: A*

Practical Handbook(p. 46) by N. Murray and G. Hughes, 2008,UK: McGraw-Hill Education.

As it is mentioned in figure 2, from the ancient times, an academic piece of writing has to be arranged in a sequence of ideas that makes up its structure. It also explains how the ideas come to the writer's mind where the first idea leads to the second one and the first and second ideas lead to the third idea and so on. This flow of ideas makes the reader able to understand what s/he is reading because the ideas are connected together in a clear and harmonious way.

Cohesion, on the other hand, according to Halliday and Hasan (1976), "refers to the relations of meaning that exist within the text, and its expressed elements in the text is dependent on that of another" (p. 4). In other words, it is the relationship of meaning of one element with another element (being either the preceding or the following element) in the text.

Halliday and Hasan (1976) distinguished two types of cohesion; grammatical cohesion and lexical cohesion. The former refers to the cohesive ties that exist between clauses and sentences that are expressed via the grammatical system of the language such as reference (it, his, their, that …), substitution, ellipsis, and conjunction (and, also, however…). And the latter refers to the relationship between vocabulary items within the text. It includes the use of reiteration (repetition, synonyms, general word), and collocation. (p. 5-6). In this respect, both grammatical and lexical cohesive ties contribute in unifying and structuring the meaning of the text.

1.4. Approaches to Teaching Writing

Over the past decades, a number of different approaches for teaching writing have been emerged in an attempt to provide the best way for learning this skill. Each approach viewed the writing skill from a different perspective. Among these approaches: the product approach, the process approach, the genre approach, the process-genre approach, and the communicative approach. Each of these approaches is going to be discussed throughout this chapter.

1.4.1. The Product Approach

The product approach is also called 'the current-traditional rhetoric' or 'the text-based approach'; it is the traditional approach to teaching writing since it controlled the field till the 1980s (Leki, 1992, p. 51). In this approach, learners are required to imitate or transform a model text which is provided by their teacher to produce a similar product at the end of their writing operation. Consequently, the product approach focuses on the final product of writing which is usually viewed as students' achievement in producing a good written text. It also emphasizes the accuracy and correctness of form, and syntax of the final piece of writing. (Jordan, 1997, 165).

Nunan (1989) stated that in this approach, teachers "will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to the main points, supporting details and so on". (p. 36). This means that, the product approach is concerned with the writers' grammatical correctness and with imitating model texts that help them to learn grammar and vocabulary and use them to write their compositions, then; teachers analyze their writing accuracy and identify the strengths and weaknesses of their final products.

Although the product approach helps learners to use different types of rhetorical patterns like description, narration, persuasion, etc., in addition to how to use appropriate vocabulary, and sentence structures for each type of these patterns, it gives little attention to the audience and the writing purpose because it gives much significance to grammar, syntax, and mechanics (Badger and White, 2000, p. 154). It also neglects the writers' role as the text producers and the various stages of the writing process, in which the teacher focuses only on correcting the final work without giving feedback to students in order to correct their errors. (Li Waishing, 2000, p. 51).

1.4.2. The Process Approach

In the mid-1970s, the teaching of writing was shifted from focusing on the written product to focusing on the process of writing. According to Hayes and Flower (2004) "this approach emerged from researchers' study of the steps that accomplished writers engage in as they write: planning and organizing ideas, translating ideas into text and reviewing and revising the result". (p. 90). Thus, the process approach was the result of researchers' studies about the writing process through analyzing what writers actually do when composing their written works.

For Nunan (1999, p. 312), the process approach is "an approach to writing pedagogy that focuses on the steps involved in drafting and redrafting a piece of work. Learners are taught to produce, reflect on, discuss and rework successive drafts of a text". In other sense, the process approach is defined as an approach to teaching writing that does not limit students' abilities and creativity as the product approach, and it includes the steps of: prewriting or planning, writing multiple drafts, revising, editing for grammatical accuracy and publishing the final text.

By following these stages, learners will be able to improve their writing capacities step by step, because the teacher will guide them and act as a facilitator through the whole process by giving them feedback, enough time and opportunity via peer and teacher review. (Boughey, 1997, p. 128).

In the process approach, teachers can detect the source of difficulty that students face in a particular stage, and learners are aware of the existing interaction between them and the reader which is important in conveying ideas clearly and making the writing process easier (Badger & White, 2000, p. 156). Therefore, the process approach enables students to develop their critical thinking and to learn not to depend only on teachers' feedback.

To sum up, the process approach focuses on the development of good writing that is composed of a variety of procedures that are recursive; in which the writer can move

backwards and forwards till achieving the final composition. According to Hedge (1988), the writing process is recursive rather than linear. (p. 20).

1.4.3. The Genre Approach

The genre approach to teaching writing flourished in the late 1980s; it emerged out of the work of Halliday (1978) which revolves around the theory of Functional Linguistics that underlines the relationship between language and its social function (as cited in Mercer, 1996, p. 132). Thus, students/writers need to use certain genres to fulfill given functions of language and to achieve particular goals within specific social and cultural contexts. Paltridge (2004) mentioned that, this approach focuses on "teaching particular genres that students need control of in order to succeed in particular settings". (p. 1). This involves concentrating on discourse features of the text and the context where this text is produced.

This approach views writing as an attempt to communicate with the reader; Swales (1990) defined genre as "a class of communicative events, the members of which share some set of communicative purposes". (p. 58). That is, for instance, if someone writes a story, a letter, a request or any type of text, s/he must follow certain rules and conventions to communicate his/her message so that the reader can understand the purpose of the text.

The aim of this approach is to make learners aware of the various components of their writing; as the topic, the conventions, and the style of the genre, the context and the audience who are going to read this type of text. Students can recognize these factors by studying typical text models in the genre they are going to write before they engage in their own writing. Students, then, are required to analyze the structural and linguistic features of a particular genre, and to produce similar text that meets with the conventions of that genre. (Miller, 1984, p. 151). In this approach, Hyland (2002) regarded the teacher as a guide to students' work by using a number of similar rhetorical samples. (p. 188).

Shortly, from what have been stated, the genre approach is considered as an extension to the product approach; in that the genre approach views writing as predominantly a linguistic phenomenon. However, the genre approach focuses on the social context in which the text is produced.

1.4.4. The Process-Genre Approach

The process-genre approach combines the use of the process and the genre approaches as a dual model. It has been set to employ the strengths of both approaches by joining the features of the process approach (planning, drafting, revising, editing and publishing) with the features of the genre approach (language and context knowledge). This dual approach makes learners able to recognize the purpose and the context in which language is used as they go through the stages of the writing process. (Badger & White, 2000, p. 158). This, according to them, contributes to the development of their creativity and the assimilation of the different aspects of the target genres.

In this approach, teachers have to be facilitators and guides and have to "work closely with students to encourage them, offering them helpful feedback and suggestions" (Yan, 2005, p. 20). That is, during the writing class, the teacher should take the role of consultant and assistant to students to help them fulfill the written tasks by selecting the appropriate genre and deciding the purpose; as well as, taking the role of the reader to provide them feedback about their written compositions. (Yan, 2005, p. 20).

1.5. Writing and Other Language Skills

Language skills are called the **'LSRW skills'**; i.e., listening, speaking, reading and writing. They are all of them interrelated and affect one another; as there is a fundamental and reciprocal relationship between productive skills (writing and speaking), and receptive skills (reading and listening). Therefore, writing is not an isolated skill, the four language skills contribute to the enhancement of one another (Johnson, 2008, p. 4). In that, listening to

the native speakers of the language enhances one's speaking skill, reading helps learners develop their writing ability, and writing improves reading fluency.

1.5.1. Writing and Reading

Despite the fact that writing and reading are two different skills; i.e. the former is a productive activity and the latter is a receptive or passive activity, they are interdependent and complementary skills, in that reading affects writing and writing affects reading; where one cannot be developed in isolation without the other. Johnson (2008) claimed that reading helps students become better writers (p. 7). Reading helps learners enrich their knowledge, ideas, vocabulary and information. In addition, it makes learners able to grasp grammatical features and language structures that help them improve their style of writing (Tribble, 1996, p. 11). In other words, reading different passages and texts make students familiar with the different aspects of language which enable them to write successfully.

Eisterhold (1999) said that "there is a connection between writing and reading due to this latter represents the proper input to acquire the writing skill" (p. 88). This confirms that reading is the basis of writing; students need to know how to read first in order to learn how to write. Moreover, Stotsky (1983) proved the existing relationship between reading and writing through her survey in first language correlation studies, and she came out with the following results:

1- There are correlations between reading achievement and writing ability. Better writers tend to be better readers.

2- There are correlations between writing quality and reading experience. Better writers read more than poorer writers.

3- There seem to be correlations between reading ability and measures of syntactic complexity in writing. Better readers tend to produce more syntactically mature writing than poorer readers (as cited in Eisterhold, 1990, p. 88).

Indeed, reading and writing are closely related to each other and cannot be separated, because each one of them contributes in the enhancement of the other. Menzo and Menzo (1995, p. 113) described such relationship as "two-way relationship":

Table 1.1. Reading and writing connection.

Reading to write	Writing to read
1-Reading increases the knowledge individuals have to write about. 2-Reading instills knowledge of linguistic pattern and form. 3-Reading builds vocabulary and familiarity with writer craft.	1-Understanding of subjects, making subsequent reading easier. 2-Writing helps one to read like a writer, hence, sparking insights into writer mechanism and enhancing comprehension. 3-Revision in writing or making changes at various point in the process, involves many of the same high-order thinking strategies involved in critical reading.

Adopted from: *Teaching children to be literate* (p. 113), by A. V. Menzo and M. C. Menzo, 1995. New York: Harcourt Brace College publisher.

To sum up, reading plays a pivotal role in enhancing the writing skill, in which the reading activity usually precedes the writing activity, and after writing writers need to read and reread their compositions to correct them. Therefore, both of them complete each other and acquiring proficiency in one skill depends on the other one, which helps in building forms and language functions.

1.6. The importance of Feedback in Writing

The term feedback is used to describe the information that comes back from the readers to the writer; Kroll (2003, p. 21) stated that feedback on ESL/EFL students' written assignments is an essential aspect in improving learners' ability in any L2/FL writing course.

Similarly, Myles (2002, p. 1) noted that feedback is of paramount importance to the writing process since sufficient feedback on students' errors will improve their level in writing. i.e. feedback is a vital element in the writing process because it helps writers/ students to develop their writing abilities and to grow as writers.

The more feedback students receive from their teachers and peers, the more their performance becomes better (Sadler, 1989, p. 121). Moreover, Carless (2006) emphasized that students who receive feedback during the writing process have a clearer sense of how well they are performing and what they need to do to improve their writing. In addition, through feedback, students can change their thinking or attitude toward their topic and concentrate on the purpose of their writing (p. 230). When students receive feedback, they can understand why they made mistakes and they will know what parts of their composition need correction; as well as, it will be clear and easy for them to correct their mistakes and increase their achievement. Keh (1990) pointed out that "through feedback, the writer learns where he or she has misled or confused the reader by not supplying enough information, illogical organization, lack of development of ideas, or something like inappropriate word-choice or tense". (p. 295). Feedback enables students/writers to know about what is good and what needs improvement in their writing so that they can accomplish better writing quality and transmit clear message to the reader.

Hyland and Hyland (2006) noted that feedback is a very helpful component for the improvement of FL writing, both for its opportunity for learning and for motivating students to do the best. They claimed that feedback is considered as an effective tool that raises interaction between students and students, and between students and their teachers, which makes a sense of collaboration and communication between them. (p. 83).

From the above stated points, it is worth noting that feedback plays a key role in energizing the learning process among students; with the absence of feedback, students can

become demotivated (Brookhart, 2008, p. 79). They will lose the sense of how they are doing and which aspects of their writing they should pay more attention to.

Feedback on students written compositions can be received from the teacher or peers (classmates); in that teacher feedback can be provided in two ways, one way is to provide written feedback on students' written compositions and the other way is to provide oral feedback through teacher- student conferences. According to Hyland and Hyland (2006) "Despite the increasing emphasis on oral response and the use of peers as sources of feedback, teacher written response continues to play a central role in most L2 and foreign language (FL) classes". (p. 78). Ferris (2003) marked that teacher written feedback helps students to locate and recognize their mistakes where they can correct them easily. (p. 41). That is to say, teachers' written feedback can help learners write more effectively once students take it into account and use it appropriately.

Oral feedback is defined by Hyland and Hyland (2006) as "a dialogue in which meaning and interpretation are constantly being negotiated by participants and as a method that provides both teaching and learning benefits". This proves that teacher oral feedback is an important method to give feedback on students' written products in which a face-to-face conversation takes place to discuss students' writings. However, peer feedback is done in pairs or groups, in which the correction in such circumstances helps students to detect their errors and encourages collaborative learning since two heads are better than one head (Edge, 1989, p. 53).

As far as peer feedback is concerned as another source of feedback, Ferris and Hedgcock (1998) viewed that "feedback from peers has different purposes and effects than feedback from an expert or authority; teacher-student conferences, because they involve primarily spoken interaction, operate under different dynamics and constraints than does written teacher feedback". (p. 159). This indicates that the two sources of feedback are

incomparable because they are taken under different circumstances and involve two different types of feedback (oral and written) as well as they have different purposes. Ferris and Hedgcock (1998) concluded that despite all the circumstances under which feedback is taken, students prefer teacher feedback and see it as the most important and reliable one (p. 160).

Conclusion

From what was stated above, it is obvious that writing is an important skill students should learn and develop for their academic success. However, students; being natives or non-natives, find some difficulties in learning to write effectively. These difficulties have led to the emergence of different approaches that aim to facilitate the teaching of writing skill; whereby each approach looks at writing from a different perspective. Furthermore, to write effectively, students need to follow the stages of the writing process and to respect the components of writing proficiency which contribute in the improvement of any piece of writing. As well as, they need feedback from their teacher and peers to help them know their strengths and weaknesses in writing. Thus, feedback is very important in enhancing learners' composition skills.

<center>**Chapter Two**</center>

<center>**Peer Review (PR) vs. Teacher Feedback (TF)**</center>

Introduction

Feedback is a crucial aspect in the teaching/learning process in general and an essential element in the writing process in particular. Its main goal is to improve students' writing proficiency; in the sense that, it has been a major concern of many areas of inquiry over years in both ESL/EFL contexts. Researchers tried to investigate the effectiveness of peer and teacher feedback in improving ESL/EFL students' achievements in writing. Therefore, this chapter sheds light on the impact of teacher versus peer feedback on the improvement of EFL students' writing skill. It includes then some feedback definitions, its sources (teacher and peers), teachers' as well as students' roles in the process of feedback, advantages and disadvantages of teacher and peer feedback, and lastly a comparison between teacher and peer feedback.

1. Definition of Feedback

The term "feedback" has been widely and differently defined in by many researchers. According to Hattie and Timperley (2007), feedback is an "information provided by an agent (e.g. teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding". (p. 81). That is, feedback is meant to give information to the learner about his/her work's strengths and weaknesses. Furthermore, Drown (2009) provided a general definition of feedback; for him, feedback occurs when "the output of a system becomes an input to the same system causing the system to respond dynamically to its previous products." (p. 407). In other words, the feedback process is made up of a system which includes the source of feedback or producer, the feedback itself and its recipient; via which the feedback producer influences the feedback receiver causing him/her to change or modify his/her prior product.

Elsewhere, Freedman (1987) defined feedback as any reaction addressed to the students' writings; he mentioned that feedback "includes any reaction to writing, formal or informal, written or oral, from teacher or peer to a draft or final version". (p. 5). By this definition, he highlighted the sources of providing feedback and its aspects. However, Harmer viewed feedback as a tool that includes information about whether the writers/students achieved the readers' needs through their written compositions (2004, p.115). Keh (1990) argued that through feedback the student writer can perceive which part of his/her writing made the reader confused (p. 294). This means that, feedback enables students to know where the error is and to correct it. Besides, Nicol and Macfarlane-Dick (2006, p. 205) described feedback as "anything that might strengthen the students' capacity to self-regulate their own performance". For them, good feedback:

1- helps clarify what good performance is (goals, criteria, expected standards);

2- facilitates the development of self-assessment (reflection) in learning;

3- delivers high-quality information to students about their learning;

4- encourages teacher and peer dialogue around learning;

5- encourages positive motivational beliefs and self-esteem;

6- provides opportunities to close the gap between current and desired performance;

7- provides information to teachers that can be used to help shape teaching.

That is to say, feedback helps students to improve their learning abilities via helping teachers to figure out the problems that learners face in their learning; and thus, it helps in finding solutions that facilitate the teaching/learning process.

Moreover, Hyland and Hyland (2006) regarded feedback as a social activity because it includes all the aspects that constitute a communicative act; these aspects are: context (institutional, pedagogical), participants (teacher/learner/peer), medium (conference/written comments), and goal (educational/social). These aspects are very important in determining the

type of feedback, the ways of presenting it and the circumstances under which it is given. (p. 207). Here, they look at feedback as a social element that is based on the relationship between participants and the other aspects.

In addition, Boud and Molloy (2013) claimed that:

Feedback is a process whereby learners obtain information about their work in order to appreciate the similarities and differences between the appropriate standards for any given work, and the qualities of the work itself, in order to generate improved work. (p.6).

To explain, feedback makes students know what they have done correctly that reached the standards and what they have not done correctly that did not reach the appropriate standards of a proper work. Simply put, for Cole (2006) feedback is "any response to a writer that helps him write more, write better, and be happier". (p. 9). Thus, feedback helps students improve their writing abilities.

To sum up, it is worth noting, from the definitions above, that feedback is any information, suggestion, response and ideas from a reader to a writer to help him enhance his writing by making him recognize the committed mistakes and correct them, and clarify the areas of ambiguity in his writing. However, it is very important for students to know that the terms "feedback", "assessment" and "evaluation" are different; Gensee (1996) believed that these terms are often used interchangeably but they are technically different; in the sense that, assessment is the process of gathering information to make a measurement and analysis about student's learning, whereas evaluation goes beyond measurement to put a value on the degree to which a knowledge or a skill has been gained and feedback is the process of providing information about student's learning for future improvement (as cited in Carter and Nunan, 2001, p. 249).

2. Types of Feedback

2.1. Evaluative Feedback

Evaluative feedback implies assessment. It is a means by which teachers assess their pupils' products .Ur (1996) argued that:

in assessment, the learner is simply informed how well or badly he or she informed .A percentage grade on an exam would be one example; or the response 'No' to an attempted answer to a question in class; or a comment such as 'Fair' at the end of a written assignment. Evaluative feedback of a written performance, then, tells the learners about the extent to which they have succeeded or failed in accomplishing the task. (p. 242). This means that evaluative feedback aims at giving a summary of how well the student performed a given written task or assignment.

2.2. Corrective Feedback

According to Profozic (2013) corrective feedback is a term used to indicate to the learner that there is something wrong in the utterance or in the sentence, and some change or correction must be adjusted in order to make it more target-like (p. 13). Research about feedback supports the fact that corrective feedback and error correction are important functions (Moss and Brookhart 2009, p. 44). Panova and Lyster (2002) explained that teacher's corrective feedback in writing classes depends on the idea that if the teacher points out to a student errors or mistakes he has made and provides directly or indirectly, the correct form, the student will then understand the mistakes or errors he has done, learn from them, and their ability to write accurately will be improved. He also added that if teachers do not correct their students' errors "fossilization" will occur and it will become very difficult to eliminate these errors later. (p. 581).

3. Sources of Feedback

In the writing class, feedback could come only from two sources which are teachers and peers (Hyland, 2003, p. 177). These sources are very important in improving students' quality of writing through providing them with explanation about what is correct and what is incorrect in their written productions.

3.1. Teacher Feedback (TF)

Teachers usually provide feedback, in the writing classroom, either orally via teacher-student conferences or via written comments on students' written compositions. (Nicol & Macfarlane-Dick, 2006, p. 198). This means that teachers' responses to students writing may take different forms according to the nature of tasks practiced in the class as well as according to teachers' preferences.

3.1.1. Teacher Oral Feedback

Teachers' oral feedback is one type of feedback that can be given to an individual, to a group or to the whole class (Brookhart, 2008, p. 46). Oral feedback is defined by Hyland and Hyland (2006) as "a dialogue in which meaning and interpretation are constantly being negotiated by participants and as a method that provides both teaching and learning benefits". (p. 5). In this regard, a conversation is to take place between teacher and students to discuss their written products. Harmer (2001) specified oral feedback according to the situation that is used in, for example, if the assignment demands accurate use of the language, teacher feedback should firstly indicate that the answer is incorrect and then should help the student to correct it if needed (p. 104). Hence, oral feedback allows students to have immediate response on their performance.

3.1.2. Teacher Written Feedback

Another way whereby teachers provide feedback to students' written compositions is teacher's written comments/feedback. Therefore, Li Waishing (2000, p. 53) considered written feedback as the most preferred method for both teachers and students because it contributes to the improvement of students' writing capacities both at the form and content levels. Consequently, teacher's responses to students' assignments may take different forms to correct students' errors as they are categorized by Ellis, Loewen, and Erlam: (a) teacher feedback that indicates an error has been committed, (b) teacher feedback that provides the correct form of the target language, and (c) teacher feedback that provides a type of meta-linguistic information about the nature of the error (Ellis, Loewen, & Erlam, 2006, p. 350). Through using such kinds of corrective feedback, students can take advantage from it and can improve their level.

Furthermore, Hyland (2003) introduced six main focuses of teacher written feedback which are: (1) focus on language structure; (2) focus on text functions; (3) focus on writing process; (4) focus on creative expression; (5) focus on genre; and (6) focus on content (pp. 3-18);i.e., teachers should concentrate on these aspects of language to comment on their students' writing. However, Harmer (2001) distinguished two types of written feedback which are: responding and coding. In responding, the teacher spends time in reviewing the written text and writes his/her impression about it; where the main concern of this type is in the content and design of students' writing. But in coding, the teacher tends to be more formal and focuses mainly on errors for which he/she uses certain codes (symbols), for various errors and other problems in the text, that make correction for students easier if all the codes are clarified in earlier sessions (pp. 110-111). Additionally, Ferris (2011) claimed that when the teacher gave a written correction for a student (i.e. correcting a word, a morpheme, a phrase, a rewritten sentence, deleting words, or morphemes); it is called *direct feedback* (p. 31). By

contrast, in *indirect feedback*, the teacher "…leaves it to the student writer to solve the problem and correct the error". (Ferris, 2011, p.32). This denotes instances where the writing teacher shows that something about the students' writing is problematic (the occurrence of errors). In this respect, Byrne (1988, p. 125) provided the following table that presents some abbreviations for some corrective codes (symbols):

Table 2.2. Correction Symbols

SYMBOL	MEANING	EXAMPLE
S	Incorrect spelling	S S I re<u>ci</u>eved <u>j</u>our letter.
W.O	Wrong word order.	W. O. We know <u>well</u> this city. W. O. <u>Always</u> I am happy here.
T	Wrong tense	T If he <u>will come</u>, it will be too late.
C	Concord. Subject and verb do not agree	C Two police<u>men has</u> come. C The <u>news are</u> bad today.
WF	Wrong form	WF We <u>want that</u> you come. WF That table is <u>our</u>.
S/P	Singular or plural form wrong	S We need more informati<u>ons</u>.
[]	Something is not necessary	[] It was too much difficult.
L	Something has been left out	L They <u>said was</u> wrong. L He hit me <u>on shoulder</u>.
? M	Meaning is not clear	? M Come and rest with us for a week. ? M The view from here is very suggestive.
NA	The usage is not appropriate	N A He <u>requested</u> to sit down.
P	Punctuation wrong	P P What<u>s</u> your nam<u>e</u> P He asked me what I wante<u>d?</u>

Adopted from: *Teaching writing skills* (p. 125), by D. Byrne, 1988. London: Longman.

In sum, both types of teacher feedback written (including direct and indirect feedback) and oral feedback are proved by many studies to be useful and helpful to students' writing improvement (Ferris, 2003; Ellis, 2009).

3.2. Peer Review/Feedback (PR/PF)

Peer review is also known as peer feedback, peer response, peer evaluation, peer editing and peer critiquing (Keh, 1990, p. 296). It can be defined as:

The use of learners as sources of information and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing. (Liu & Hansen, 2002, p.1).

It means that, in the writing process students interact and exchange information and roles with each reading his/her peers' paper and making oral/written responses on it as readers, editors, or reviewers. Similarly, Nation (2009) argued that the process of peer feedback includes students working together in pairs or in groups, and receiving commentaries from each other on their written drafts. (p. 143).

According to Arndt (1993), it is important to distinguish between peer feedback in cooperative or collaborative writing and the traditional concept of peer feedback. For him, in team writing all the group members have mutual interest in the production of the text from its inception to its completion, while in the traditional concept of peer feedback, each individual student writes his/her own composition and then gives it to one of his/her peers to provide him/her with feedback on it (p. 101). Here, Arndt differentiates between when students work together on one assignment where they have the same purpose of writing and discussing each

idea in the text, and when each student writes the assignment according to his/her purpose and point of view.

Mendonça and Johnson (1994) emphasized that writing teachers should give their students more chances to discuss their essays with their peers because peer review enables them to work out their ideas and to have audience (p. 764). In this sense, they highlighted that it is important for teachers to make their students review each other's writing since it helps in improving their writing achievements. Finally, Rollinson (1998) viewed peer feedback as a helpful tool for students' collaboration and communication because the two parts of feedback (writer and reader) can interact together and negotiate meaning to accomplish the writing task (p. 83).

3. Teachers' Role in the Process of Feedback

In his book '*How to Teach Writing'*, Harmer (2004) identified five different roles for writing teachers in the classroom: teacher as assistant, teacher as examiner, teacher as evaluator, teacher as editor and teacher as audience. According to him, the teacher plays the role of assistant when he/she helps students via answering their questions and offering interventions and suggestions for the problems they face in writing. The teacher is often seen as examiner and evaluator when he/she checks their level of achievement and grades them. In addition, the teacher is the editor of students' works when he/she checks their mistakes and comments on them orally or in written form; besides to being their audience, especially when they perform and show their knowledge in the classroom, where he/she observes them and then provides them with feedback (pp. 57-67). In other words, Harmer's division of roles proves the multiple roles that the single teacher should play during the writing class and that help him/her to provide different types of feedback. Moreover, Reid and Kroll (1995) pointed out that "teachers often play several roles, among them coach, judge, facilitator, expert,

respondent, and evaluator as they offer more response and more intervention than an ordinary reader". (p. 18). In this respect, Reid and Kroll clarified the complex nature of teacher's roles towards students' writing; and by adopting them the teacher will give more responses to students' productions.

Surakka (2007) studied the different ways where the teacher used corrective feedback in an EFL classroom, and she found that teachers use both verbal and non-verbal feedback as they use exceptionally direct feedback when abandoning students' answers as wrong (p.125). Moreover, Gurzynski-Weiss and Révész (2012) examined the role of teachers' feedback in the classroom in the University of United States, and their results showed that whenever the task/activity changes, the role of the teacher changes; hence, the way and amount of feedback differs , for instance, in writing assignments teachers tend to give more written corrective feedback using different codes (p. 851).

4. Students' Role in the Process of Feedback

Askew and Lodge (2000) argued that students' views and their feedback to teachers and to each other should be taken into account in every class (p. 95); that is, the teacher should take students' ideas and responses in the classroom into consideration. Reitbauer and Mercer (2013) stated that with the help of students' feedback, teachers can meet their needs and change their ways of teaching if necessary (p. 31). In fact, there is an emerging realization that when students provide feedback to each other, they get to understand a text from a reader's perspective, they engage with problem solving, suggest improvements, and they learn from explaining what makes a good text. In addition, engaging students in the feedback process implies developing their cognitive processes in which they compare others' work with their own and get new ideas on the treated subject that develop their critical thinking and reflective capabilities (Cowan, 2010, p. 324).

According to Meyers and Jones (1993), in the feedback process, students should talk, listen, write, read meaningfully, and reflect on content, ideas, issues, and concerns of an academic subject (p. 6). For them, these are the roles that students should play when they engage in the feedback process. When Tsui and Ng (2000) investigated about the role played by peer feedback, they found that peer feedback enhances a sense of audience, raises awareness of own problems through reading peers' writing, encourages collaborative learning; where students can clarify and convey their meaning, fosters the ownership of text so that they could rely less on teachers and be more confident in themselves with their writing. (p. 150). They stressed the role and value of peer feedback and suggested the integration of peer feedback into writing instructions.

Mutch (2003) concluded that to promote change in the learning process, students must be viewed as agents in the social practice of feedback emphasizing the nature of feedback and the means by which the feedback is produced, distributed, and received (p. 38).

5. Advantages and Disadvantages of Teacher feedback

Giving effective feedback is one of the fundamental approaches that has been extensively studied; especially the one that is provided by writing teachers (Truscott, 1996, p. 327). Henceforth, a number of researches have been conducted to determine the usefulness of teacher feedback (Ellis et al., 2006; Ferris & Robert, 2001; Bitchener, 2008; Ohta, 2001). These studies indicated that both types of teacher feedback (written and oral) benefit student writers' writing development.

5.1. Advantages

Ellis, Loewen and Erlam (2006) indicated that written corrective feedback benefits EFL writers' writing performance in both short and long term achievements (p. 375). That is, written corrective feedback does not only help students to correct their drafts and fulfill the

written assignment, but also helps them to learn the basic aspects of writing that they can use effectively in their future writings. Sarvestani and Pishkar (2015) pointed out that written feedback type assists students to accurately use the English language (p. 2046). For example, it helps them to learn grammar rules and form correct structures of the language which enables them to express themselves appropriately. According to Hyland and Hyland (2001, p. 185), forms like praise, criticism, and suggestions make teacher feedback more beneficial and useful, in which sincere praise is normally used to soften criticism and suggestions as it can also enhance students' motivation and a good relationship between teachers and students in a writing class. Similarly, Razali and Jupri (2014, p. 64) stated that if these forms of feedback are used appropriately, they can result in a satisfying improvement in students' writing assignments. That is, teachers' written feedback includes praise, criticism or suggestions which help students in enhancing their writing achievements. Iseni (2011, p. 96) determined that some functions of teachers' feedback on students' written assignment contribute to help teachers themselves in improving their teaching process, to focus attention on accuracy and content, to help both teacher and students together correct the written work and the oral work and to help teachers not only correct spelling, grammar, lexical and other mistakes, but also these corrections could be followed by certain comments on the content of the written work to show students where the work was effective and where it was not.

Previous studies (Cepni, 2016; William, 2003) indicated that oral feedback makes corrective feedback, given by a teacher, more advantageous because it gives an opportunity to both teachers and students to clarify their concerns. Erlam, Ellis and Batstone (2013) confirmed that oral corrective feedback can help promote students' self-correction of past tense verb forms and articles (p. 260). For instance, when students are performing on a certain task orally and make mistakes in forming correct verb tenses, the teacher gives comments or corrects them; this makes them remember the remarks given by the teacher and correct

themselves later on. Sobhani and Tayebipous (2015, p. 1610) found that oral feedback reduces students' grammatical errors, and to be more beneficial, it should be accompanied with written feedback. Additionally, Hamidun et al. (2012) mentioned that oral praise can be given to students to boost up their confidence in writing (p. 592). That is to say, oral feedback also plays an important role in enhancing students' writing ability; it is normally employed with written feedback to guarantee that students understand what teachers want to communicate to them.

5.2. Disadvantages

However, teacher written comments on content were criticized for being too general or too specific; comments like "Good", "Good point" are problematic and confusing students leaving them without an appropriate answer (Bitchener, Young and Cameron, 2005, 193). They added that if the advice is too detailed, it will hinder students' creativity and they cannot use it in subsequent writing. Hyland and Hyland (2001, p. 187) indicated that indirectness of teacher feedback can lead to incomprehension and miscommunication between teachers and students.

6. Advantages and Disadvantages of Peer Review/Feedback

6.1. Advantages

Many studies found that peer review is an effective activity with many benefits for ESL/EFL writing students (Rollinson, 2005; Hyland and Hyland, 2006; Zhang, 1995; Min, 2008). Hyland (2000), for example, highlighted that peer feedback encourages students to participate more in the classroom, gives them more control and makes them less dependent on the teacher (p. 198). Ferris (2003) explained that peer feedback helps learners become more self-aware in which it enables them to notice the gap between how they and others perceive their writing; which makes them develop their critical reading, writing skills along with

analysis skills, enhances self-reflection and self-expression, promotes a sense of co-ownership, and hence encourages students to contribute in decision making and fosters reflective thinking (p.93). This means that, peer review is a helpful tool that promotes interaction between students, makes them exchange ideas and views and thus can enhance their language skills.

Peterson (2010, p. 2) stated that peer feedback helps the writer to get new ideas from his/her peers when she/he is stuck to move forward in writing, and enables him/her to ask his/her peers for clarification when he/she is confused about something. Additionally, Ur (1996) believed that peer feedback is a solution to minimize the errors that students make in their writing before they submit their writing draft to the teacher (p. 172).Yarrow and Topping (2001) confirmed that peer feedback plays a significant role in "increased engagement and time spent on-task, immediacy and individualization of help, goal specification, explaining, prevention of information processing overload, prompting, modeling and reinforcement." (p. 262). In other words, peer feedback can establish social interaction among students and makes them engaged in different tasks which raise their motivation towards learning and help them to practice and develop different language skills. More significantly, peer feedback develops the notion of 'audience' in students' minds because they will have different and more realistic readers to their written compositions than their teacher (Lundstorm& Baker, 2009, p. 36). They added that peer feedback is not only beneficial for the writers, but also for the reviewers themselves.

6.2. Disadvantages

Nevertheless, many problems may appear while implementing peer review/feedback activity (Hyland, 2003; Harmer, 2004, Rollinson, 2005). Hyland (2003) found that students prefer their teachers' response and tend to doubt their peers comments (p. 198). In this sense,

Rollinson (2005) maintained that students may not understand the value of receiving feedback from a peer since he/she is a language learner of a similar level, and may consider the quality of peer feedback as inferior to that of the teacher (p. 24). That is; some students may not believe that peer review is as beneficial as teacher feedback. Moreover, Min (2008) claimed that peer feedback makes only marginal difference in students' writing (p. 286). This denotes that it does not make a lot of improvement in students' writing compositions. Hyland (2003) indicated that peer feedback includes many cross-cultural issues, particularly when students are from a large variety of cultural and educational backgrounds; which creates conflict and feeling of discomfort among the peer feedback group. She further summarized the advantages and disadvantages of peer feedback in the following table:

Table 2.3. Potential Pros and Cons of Peer Feedback

Advantages	Disadvantages
• Active learner participation	• Tendency to focus on surface forms
• Authentic communicative context	• Potential for overtly critical comments
• Nonjudgmental environment	• Cultural reluctance to criticize and judge
• Alternative and authentic audience	• Students unconvinced of comments' value
• Writer gains understanding of reader needs	• Weakness of readers' knowledge
• Reduced apprehension about writing	• Students may not use feedback in revisions
• Development of critical reading skills	• Students may prefer teacher feedback
• Reduces teacher's workload	

Adopted from: *Second Language Writing* (p. 199), by K. Hyland, 2003. Cambridge: Cambridge University Press.

Through this table, Hyland concluded that peer feedback can be advantageous and help students to acquire different language skills, but also it can have drawbacks which may negatively affect their learning outcomes.

7. Teacher Feedback versus Peer Review

Although both sources of feedback (teacher and peers) have been proved to be helpful, beneficial and effective in enhancing EFL students' writing quality and proficiency (Ellis et al., 2006; Hyland & Hyland, 2001; Rollinson, 2005; Ferris, 2003), another line of research emerged to differentiate and compare between these two sources of feedback and explore which one of them is more effective and reliable than the other (Zhang, 1995; Jacobs, Curtis, Braine, & Huang, 1998; Yang, Badger, & Yu, 2006). For example, Ferris and Hedgcock (1997) viewed that feedback from peers has different purposes and effects than feedback from teacher or expert (p. 159). However, in their study that was conducted in two US colleges, Zhang (1995) asked students to choose between self, teacher or peer feedback, the majority preferred teacher feedback over peer and self-feedback. (p. 215). Similarly, Jacobs and his colleagues (1998) conducted the same study in Chinese college in which the findings indicated that students preferred teacher feedback over peer feedback (p. 311). This shows that though the studies were conducted in two different contexts, they suggested a convergence in the results; where the students highly valued teacher feedback.

A Chinese study in a university by Miao et al. (2006) investigated the differences between peer feedback and teacher feedback. They followed two groups of students for a period of time. The students wrote essays in English on the same topic. One group received teacher feedback, while the other group received peer feedback. The results showed that students favored peer feedback than teacher feedback because peer feedback revisions were more successful than teacher feedback revisions, also because peers gave more feedback on

content than teachers (p. 192). In other words, when students are engaged in peer revision in many sessions, they will be able to provide a constructive feedback for their peers. According to Yang et al. (2006, p. 189), the teacher provided more written feedback than the peer reviewers and that peer feedback was more on content as opposed to teacher feedback which was balanced both on surface level (grammar, vocabulary and sentence structure) and on content level. Thus, it can be said that peer feedback and teacher feedback complement each other.

Conclusion

From the above insights, it is important to note that teacher feedback differs from peer feedback in many points: first, in that teacher feedback focuses more on providing written corrective feedback either by correcting the error directly or indicating it by using certain codes and symbols to make the students correct it; whereas, peers tend to provide oral feedback on each other's compositions. Second, it is necessary to note that both sources of feedback have benefits on developing students' writing; as well as, they have drawbacks that harm students' progression in writing. Finally, the comparison between teacher and peer feedback showed that each is preferred in a particular context; the fact that proves that both types are beneficial, helpful and complement each other.

<div align="center">**Chapter Three**</div>

<div align="center">**Field Investigation**</div>

Introduction

After achieving the theoretical part; i.e., the research relevant literature review; this second one, chapter three, represents the practical part. It is then devoted to the description, analysis and interpretation of the collected data and ended up with a summary of the research findings. To achieve this aim, two questionnaires were administered to students of Master one and teachers of Written Expression module, at the English Department, University of Guelma. The questionnaires aimed at gathering different data about the impact of teacher feedback versus peer review on enhancing EFL students' writing proficiency.

3.1. Methodology and Research Tools

A research method is defined by Cohen, Manion, and Morrison (2005) as" a range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction". (p. 44). In other words, it is a systematic plan for conducting research that may include quantitative or qualitative method or both; hence, Burns and Grove (2001) stated that quantitative method includes collecting numerical data that are analyzed using statistics, and qualitative method includes detailed description of a certain topic including the context, events and circumstances (p. 248). However, research tools are the means or devices that are used in the research to collect quantitative and qualitative data for the researcher's study; such as questionnaires, observations and interviews. (Biggam, 2008, p. 82).

In this study, a quantitative descriptive method is chosen to undergo this research because of time constraints and because it is an appropriate method for investigating the research hypothesis; via giving the sample students and teachers of English Department at

Guelma University an opportunity to express their ideas and opinions about the research topic by using two questionnaires. These questionnaires consist of different set of questions including open-ended and closed-ended questions, each type of these questions includes a particular type of response; in the open-ended questions the respondents were asked to formulate their own answer whereas the closed-ended questions contain two types of responses:

- Dichotomous: where the respondents are asked to answer with 'yes' or 'no' or have two options.

- Polytomous: where the respondents have more than two options. In addition to these types, follow up questions are used to explain and elucidate the answer like "please, explain" or "please, justify" to have clearer responses and avoid ambiguities. (Mellenbergh, 2008, p.211).

3.2. Students' Questionnaire

3.2.1. The Choice of the Sample

The population of this study included 66 Master one students at the Department of English, Guelma University for the academic year 2017/2018. The sample was randomly chosen relying on survey monkey sample calculator (https://www.surveymonkey.com/mp/sample-size-calculator/); which is a website made by experts to help researchers calculate easily the right sample for their research. Thus, the sample under investigation consisted of (56) students; representing (95%) of the whole population as a confidence level. This sample was selected for the reason that Master one students are most of the time engaged in pair or group works to present lessons either orally only or by providing the written form too; thus, students usually receive feedback from their peers and teachers either about their oral performance and/ or written compositions.

The Sample comprises of two groups of English Master One students at the Department of English, University of 08 Mai 1945, Guelma. The questionnaire was handed out to (29) students from group two on April 23rd, 2018 and to (27) students from group one on April 25th, 2018. This number of students constituted a total of (56) handed questionnaires. Throughout the administration, we provided explanations and clarifications whenever necessary to ensure that they have understood all the questions.

3.2.2. Description and Administration of Students' Questionnaire

The questionnaire consists of **(22)** questions, including only one open-ended question and most of the questions are closed-ended questions, where students are invited to tick an answer. It also contains some follow up questions that require students to clarify their answer by justifying or choosing other answers related to the main question. This questionnaire is divided into three different sections:

Section One: General Information (Q1 to Q3)

The first section served as an introductory phase to the up-coming questions; it aimed at setting some profile for the sample under study. It contained three questions; **(Q1)** seeks to identify the respondents' gender, **(Q2)** is about students' English language study experience, and **(Q3)** is about having information about students' level in English.

Section Two: The Writing Skill (Q4 to Q9)

This section, a sum of six questions, is devoted to the synthesis of the literature review relevant to the writing skill. Thus, **(Q4)** seeks to know about if the sample students consider the module of written expression as enough for their writing development. **(Q5)** is about students' feeling during writing, **(Q6)** is related to the fifth question; if they answered "yes" they have to clarify why by ticking another choice(s). **(Q7)** is posed to know how students

judge their level in writing. **(Q8)** aims to figure out which of the writing components is difficult for students, finally **(Q9)** is about knowing whether applying the writing process stages improves their writing ability or not.

Section Three: Teacher Feedback vs. Peer Review (Q10 to Q22)

This section encompasses thirteen questions that aim to elicit students' views about teacher's and peer's feedback; **(Q10)** highlights how students prefer to work in class (individually, in pairs or in groups) followed by their justifications, **(Q11)** investigates teacher's frequency in organizing students in group works, **(Q12)** is about students' reactions toward peer review; followed by clarifications of their answers, **(Q13)** seeks to know which source of feedback students prefer (teacher or peers), **(Q14)** asks about whether teachers encourage peer revision in their classes or not and whether it is useful or not**(Q15)**, **(Q16)** attempts to know whether peer review was given orally or written, **(Q17)** seeks to know if peer feedback can improve students' writing proficiency; followed by their answers' justifications. **(Q18)** is about students' perceptions about teacher feedback, **(Q19)** aims at knowing whether students want to have feedback on form, content or both, **(Q20)** focuses on the way a teacher corrects his/her students' errors, **(Q21)** looks for students' opinions toward teacher feedback, followed by their explanations, **(Q22)** questions which source of feedback is regarded more likely to improve students' writing proficiency; followed by their justifications.

3.2.3. Analysis and Interpretation of Students' Questionnaire Results

Section One: General Information

Q1. Specify your gender, please.

Table 3. 4

Students' Gender

	Number	Percentage
Male	4	7.14%
Female	52	92.85%
Total	56	100%

From students' responses, it can be noticed that the majority of students were females in that they represent (92.85%) of the whole sample, whereas, males represent only (7.18%) of the whole sample. This can mean that females are more interested in learning English language than males.

Q2. How long have you been studying English?

Table 3. 5

Years of Studying English

	Number	Percentage
11 years	51	91.07%
12 years	5	8.92%
Total	56	100%

This question is an open-ended question that seeks to know about sample students' English study background. As a result, (91.07%) of the whole sample answered that they have studied English for (11) years, and only (8.92%) of them assumed that they have studied it for (12) years. This shows that all the sample students are familiar with the English language, and may have a large and good amount of knowledge that allows them to communicate easily via it.

Q3. How do you describe your level in English?

Table 3. 6

Students' Self-Evaluation of their English Mastery Level

	Number	Percentage
Very good	6	10.71%
Good	28	50%
Average	22	39.28%
Bad	0	0%
Total	56	100%

The results in table (6) indicates that only (10.71%) judge their level as being very good; which means that they do not face problems in learning English and they find it easy to learn or communicate via it. However, half of the participants (50%) confess to have a good level; which can mean that they have acquired a good structural knowledge of English and then have a good command of it. Besides, (39.28%) describe their level as being average; which implies that they have some deficits concerning the mastery of the English language and thus should work on to improve it.

Section Two: The Writing Skill

Q4. Do you find the program of "Advanced Writing" sufficient to improve your writing proficiency?

Table 3. 7

Students' Opinions about the Program of "Advanced Writing"

	Number	Percentage
Yes	50	89.28%
No	6	10.71%
Total	56	100%

As it is mentioned in table (3. 7), the overwhelming majority (89.28%) of the respondents consider the program of "advanced writing" enough to improve their level in writing proficiency and only (10.71%) of them said that it is insufficient. However, only half of those who answered with "No" (10.71%) explain that it is insufficient to improve their writing proficiency because time is not enough to cover all the lessons; and hence they do not have much time for classroom practice. They said that they need more activities, new helpful methods and writing strategies that help them improve their writing in general.

Q5. Do you feel anxious to write?

Table 3. 8

Students' Anxiety in Writing

	Number	Percentage
Yes	23	41.07%
No	33	58.92%
Total	56	100%

These results indicate that most of students (58.92%) do not feel anxious while writing. (41.07%) of the respondents feel anxious to write which reveals that the writing skill may be

difficult to practice. The following question investigates the reasons behind students' fear in writing.

Q6. If "Yes", is it because of:

Table 3. 9

Reasons behind Students' Anxiety when Writing

	Number	Percentage
Making grammatical mistakes	15	65.21%
Do not have rich vocabulary	4	17.39 %
The fear of teacher's negative feedback	4	17.39%
Total	23	100%

The results show that (65.21%) of those who answered "yes" feel anxious to write because they feel afraid of making grammatical mistakes. The same number of students (17.39%) opt equally for not having rich vocabulary and because they feel afraid of teachers' negative feedback. This implies that the majority of students commit grammatical mistakes when they write; that is why, they worry when they have a writing assignment. In addition, lack of vocabulary and teachers' negative feedback make students upset and do not want to write.

Q7. How would you evaluate your writing compositions?

Table 3. 10

Students' Self-Evaluation of their Written Compositions

	Number	Percentage
Good	13	65.21%
Average	42	75%
Below average	1	1.78%
Total	56	100%

Table (10) indicates that the majority of the informants (75%) judge their written compositions as average; that is, they are aware about their mistakes and that they do not produce perfect written works. Thus, they need to improve their writing level via enriching their vocabulary and practicing more writing tasks. Only one participant (1.78%) confess that his/her level is below average; i.e., of weak level. However, (65.21%) believe that their written compositions are good; which denotes that they have good knowledge of grammar rules, mechanics of writing and know how to organize their ideas to produce a well-formed piece of writing. Generally speaking, these results revealed that students are conscious of their level in writing.

Q8. In writing, what is the most difficult component for you?

Table 3. 11

Students' Opinions about the most Difficult Components of Writing

	Number	Percentage
Ideas Organization	29	51.78%
Clarity	4	7.14%
Grammar mastery	16	28.57%
Punctuation	7	12.50%
Total	56	100%

According to the results above, (51.78%) of the respondents' ideas organization is the most difficult component in writing; i.e., the problematic aspect of writing for them. (28.57%) opted for grammar mastery; it is difficult for them to correctly apply grammar rules throughout their written compositions. (12.5%) had selected punctuation, and few numbers of participants (7.14%) chose clarity. These results display that students are aware of their writing deficiencies and lacks.

Q9. Do you think that following the writing process stages, prewriting, drafting, revising, and editing help you produce better compositions?

Table 3. 12

Students' Views about Following the Stages of the Writing Process

	Number	Percentage
Yes	52	92.85%
No	4	7.14%
Total	56	100%

The overwhelming majority of respondents (92.85%) demonstrated that they knew what steps they should follow in order to achieve better written compositions, while a few number (7.14%) believed that following these stages do not help them in producing better compositions. Then, this can imply that these respondents neglect or ignore the benefits of the writing process in improving students' writing abilities.

Justifications

(78.84%) of those who answered "yes" justified their response as follows:

- "They help us to organize our ideas, commit fewer mistakes and write better".

- "Those stages help us to collect ideas, organize our work in an appropriate way, check our errors and correct them".

- "While going through these stages you will find missing points, grammatical and spelling mistakes".

- "These stages help to reach a good final draft".

- "They make writing easier".

We can notice that most of the students agree that these stages help in organizing their ideas, avoiding grammatical or structural errors and helping them in producing a well-planned and coherent composition. However, the explanation of (3) students, who resemble (75%) of those who responded with "No", was that these stages are time consuming and that they do not have enough time to go through all the stages, and one of the informants thinks that only drafting and revising help to produce good written compositions.

Section Three: Teacher Feedback vs. Peer Review

Q10. How do you prefer to work in the writing class?

Table 3. 13

Students' Preference of the Way of Classroom Working in Writing

	Number	Percentage
Individually	32	57.14%
in pairs	18	32.14%
in groups	6	10.71%
Total	56	100%

As demonstrated in table (13), the majority of informants (57.14%) prefer to work individually; they explained this choice by stating that working individually enables them to

concentrate more on the topic they are writing about, and that working with others takes time to agree on the ideas and organize them claiming that they feel more comfortable and free in expressing their thoughts effectively when they work individually. Some others stated that when they work with their peers, they do not agree on ideas, which may create conflicts and misunderstandings. Consequently, they prefer to work alone to receive judgment only about their own creativity without taking the responsibility of others' mistakes.

By contrast, those who prefer to work in pairs represented an acceptable number (32.14%) of the whole respondents. Therefore, they justified their option by stating that they can exchange and discuss information together, which helps in creating a proper work. Others claimed that working with one colleague is better than working with a group because they can express their ideas freely and avoid noise and disagreement. Other participants believed that working with one colleague helps them organize their ideas and correct the committed mistakes as it exposes them to new information, vocabulary and then enhances their writing proficiency.

Although those who prefer group work represented just (10.71%) from the whole sample, they agreed that it helps them exchange and discuss ideas and have the opportunity to correct their mistakes on the basis of their peers' feedback to increase their motivation to write more and better.

From these results, one can conclude that most of the sample students prefer to work individually because they have negative attitude towards peer work, but this does not mean that peer work does not have advantages in enhancing their writing proficiency, because an acceptable proportion of them believed that pair and group work are beneficial and helpful.

Q11. How often does your teacher ask to work in groups?

Table 3. 14

Teachers' Frequency of Using Group Work

	Number	Percentage
Always	3	5.35%
Sometimes	50	89.28%
Never	3	5.35%
Total	56	100%

Table (3.14) shows that more than half of the sample (89.28%) maintain that teachers sometimes ask them to work in groups; depending on the nature and type of the activity because it does not suit all the activities. However, fewer number of respondents (5.35%) choose "always", which indicates that some modules depend on group work; that is why the teacher uses always this technique, and the same percentage of the respondents (5.35%) opt for "never" which clarifies that some teachers neglect or hate to set peer work because of its disadvantages.

Q12. When your teacher asks you to work with your peers, do you feel?

Table 3. 15

Students' Reaction towards Peer Work

	Number	Percentage
Motivated	37	66.07%
Not motivated	19	33.92%
Total	56	100%

As illustrated in table (3.15), most of the respondents (66.07%) ensure that they feel motivated when they work with their peers, however (33.92%) of the respondents feel

demotivated to work with their peers. These choices were justified by the respondents by choosing other options to clarify their answer:

-If "Motivated", is it because peer work?

Table 3. 16

Reasons behind Students' Motivation while Working with their Peers

	Number	Percentage
Creates more relaxed and enjoyable atmosphere	21	56.75%
Enhances communication skills	8	21.62%
Helps you learn to respect others' views and ideas	9	24.32%
Helps you improve your writing performance	15	40.54%

Table (3. 16) shows the results of the respondents' justifications; hence, they opt for more than one choice; the results indicate that (56.75%) participants out of (66.07%) answer that they feel motivated when they work with their peers because it creates more relaxed and enjoyable atmosphere. Thus, they feel comfortable to express their ideas. (40.54%) claim that peer work enhances their writing performance through the exchange of knowledge. (24.32%) of the participants thought that it helps them learn to respect others' opinions and ideas; that is to accept others' criticism and learn to be tolerant. (21.62%) of the informants agree that it enhances their communication skills through dealing with different personalities and interacting with them. These results reveal that peer work is beneficial not only in learning to write, but also in learning other social skills.

-If "Not motivated", is it because writing with peers?

Table 3. 17

Reasons behind Students' Demotivation While Working with their Peers

	Number	Percentage
Wastes your time	10	52.63%
Makes you have difficulty to express your ideas clearly	11	57.89%
You dislike someone to correct your mistakes	0	0%
You feel anxious with others comments	2	10.52%

Statistics of table (3. 17) indicate that there are varied reasons behind making research participants feel unmotivated when they work with their peers; hence, they have selected more than one reason. The majority of respondents (57.89%) out of (33.92%) explained that the cause behind their demotivation is that peer work makes them have difficulty in expressing their ideas clearly; i.e., they may be shy or introvert students. Other participants (52.63%) think that peer work wastes their time mainly because discussion of ideas is time consuming. However, only (10.52%) of respondents (10.52%) mention that they feel anxious with other students' comments; since students have different personalities and also they are from different cultural backgrounds. So far, no one opts for disliking someone to correct their mistakes; that is, they do not have problems with getting corrected by some classmates.

To conclude, the results of table (15) and table (16) illustrate the advantages and disadvantages of peer work and we can say that students' preference to work with peers

depend on the type of personality they have and also on the experiences they share with their peers.

Q13. Would you like to receive feedback from?

Table 3. 18

Students' Favored Source of Feedback

	Number	Percentage
Your teacher	48	85.71%
Your peers (classmates)	8	14.28%
Total	56	100%

When participants were asked about their favored source of feedback, (85.71%) of them respond by preferring their teacher feedback and only (14.28%) answer by favoring peer feedback over teacher feedback. The explanation of students who prefer teacher feedback represents (81.25%) and the explanation of students who prefer peer feedback represents (62.50%) out of these clarifications can be summed up in the following points:

Students who advocated teacher feedback claimed that:

- "Teacher feedback (TF) is more constructive, reliable and effective than peer review (PF)".

- "The teacher is experienced and knows our deficiencies in writing; therefore, he/she knows how to give us the appropriate feedback".

- "The teacher knows better than our classmates".

- "I trust my teacher than my peers".

- "TF is clearer and detailed than that of peers".

- "The teacher is more knowledgeable, objective and fair".

- "I dislike peers' criticism".

- "The teacher is the source of reliable information and his/her comments are constructive ones, I hate that one has the same level as me and comments on my work".

- "I like to receive feedback from my teacher because my classmates exaggerate in correcting mistakes; they make it something funny".

Students are more likely to prefer receiving feedback from their teachers mainly because he/she is experienced, trust worthy, and proficient than peers. Students also do not like to receive feedback from their classmates who has the same level as theirs; besides, they feel embarrassed when their peers judge their work in a funny way.

Students who advocate peer feedback claim that:

- "I feel shy to ask the teacher but I do not feel shy to ask my classmate because we are of the same age and we can learn from each other".

- "Feedback from peers enables me to rewrite my draft and correct my mistakes".

- "My peers are more helpful than my teacher".

- "With peers I feel more comfortable when I discuss my ideas".

This reveals that students like to receive feedback from their peers because they feel at ease with them and because they are closer in age and experience.

Q14. Does your teacher encourage and control peer reviewing when working in groups?

Table 3. 19

Teachers' Encouragement and Control of Peer Review in Group Work

	Number	Percentage
Yes	45	80.35%
No	11	19.64%
Total	56	100%

This question aims to investigate whether teachers encourage their students to review each other's works while working in groups or not. The results show that the great majority of the participants (80.35%) answer that teachers encourage and control peer review while they work in groups. That is, teachers implement the technique of peer review in writing to make students exchange ideas and learn from each other. However, (19.64%) answer that teachers do not encourage and control peer review in group work; which reveals that some teachers do not implement this technique in their classes.

Q15. If "yes", was peer review/feedback useful in revising your writing?

Table 3. 20

Students' Perception of the Usefulness of Peer Revision in Writing

	Number	Percentage
Very useful	7	15.55%
Useful	32	71.11%
Not useful	6	13.33%
Total	45	100%

This question is related to the previous one (Q14) because it aims at checking whether peer revision used in group work was useful in enhancing students' writing or not. More than half of the participants (71.11%) perceive their peer feedback as useful. (15.55%) of them

considered it as very useful in enhancing their writing capacities, whereas (13.33%) described it as not useful. These findings express that the majority of participants find PR as useful and helpful technique that assist them to improve their writing proficiency.

Q16. Which form of feedback your peer review takes?

Table 3. 21

The Form of Feedback Taken in Peer Review(PR)

	Number	Percentage
Oral	36	64.28%
Written	20	35.71%
Total	56	100%

The results in table (3. 21) designated that most of the participants (64.28%) claimed that they have received oral feedback from their peers; however, a considerable number of participants (35.71%) said that they have got written feedback on their written work. This connotes that both forms of feedback have been received and that students are able to provide both written and oral feedback to benefit each other and enhance their writing skills.

Q17. Do you think that peer feedback can help you improve your writing proficiency?

Table 3. 22

Students' Views about Peer Feedback role in Improving their Writing Proficiency

	Number	Percentage
Yes	41	73.21%
No	15	26.78%
Total	56	100%

The objective of this question was to clarify whether PF helps in developing students' writing competence or not. Table (21) demonstrated that PF helps greater part of our respondents, who represent (73.21%) of our sample to develop their writing capacities. In addition, (26.78%) of the respondents considered PF as not helpful in developing their writing skills. In other words, the former view respondents justified that PR is a motivating, helpful, and effective technique that boosts them to ameliorate their level in writing. While the latter thought that PF is not a helpful technique for improving their writing because they may prefer to work individually and independently.

Q18. How do you perceive your teachers' feedback on your writing?

Table 3. 23

Students' Perceptions to their Teachers Feedback (TF)

	Number	Percentage
Very useful	35	62.50%
Sometimes useful	21	37.50%
Not useful	0	0%
Total	56	100%

(35%) of the questioned students respond that TF is very useful for their writing achievement, and (37.50%) of them consider it as sometimes useful, but none of them find it useless; which highlights that TF is a vital aspect in enhancing students' writing and the majority of students appreciated it and perceived it as a necessary component in the writing process.

Q19. Would you prefer your teacher to provide feedback on?

Table 3. 24

Students' Feedback Preferences

	Number	Percentage
Form (grammar and mechanics)	5	8.92%
Content (ideas organization, details)	8	14.28%
Both content and form	43	76.78%
Total	56	100%

As table (3. 24) illustrates, a big number of participants (76.78%) prefer their TF to be on both content and form. (14.28%) of them favor content; only fewer number (8.92%) like to receive feedback on form alone. These findings revealed that the majority of participants were aware of the importance of getting TF both on form and content because both types are necessary for the improvement of their writing and both of them complement each other.

Q20. How does your teacher correct your writing compositions?

Table 3. 25

Teacher Correction of Students' Writing

	Number	Percentage
Rewrites the sentence, the phrase or the word correctly	4	7.14%
Shows where the error is and gives you a hint to correct	36	64.28%
Only shows where the error is	16	28.57%
Total	56	100%

Table (3. 25) reveals that (64.28%) of respondents opt for the second choice; that the teacher shows where the error is and gives them a hint to know how to correct it. (28.57%) of them respond that the teacher only shows where the error is; which means that, he/she uses codes/symbols to mention the error and allow the students to discover how to correct it by themselves. Whereas (7.14%) answer that the teacher rewrites the sentence, the phrase or the word correctly. Through these results we can notice that teachers' correction techniques differ from one teacher to another and each one has his preferred way of correcting his/her students' written assignments that better helps his/her learners improve their level.

Q21. Do you think that teachers' feedback is a helpful tool to enhance your writing production?

Table 3. 26

Students' Views about their Teachers' Feedback

	Number	Percentage
Yes	56	100%
No	0	0%
Total	56	100%

In this question, all the respondents agree that TF is a helpful technique to enhance their written production; which again reveal that TF is of paramount importance for students' writing improvements.

Q22. Based on the experience you have about feedback, which one of the following can improve your writing proficiency more?

Table 3. 27

Students' Views about the Most Effective Source of Feedback

	Number	Percentage
Teachers' feedback	49	87.50%
Peer review/feedback	7	12.50%
Total	56	100%

This question aims at investigating which source of feedback can improve students' writing proficiency/skill more than the other, the overwhelming majority of our participants (87.50%) chose teachers' feedback, and very small number of them (12.50%) selected peer review. This indicates that most of Master One students, in the department of English of Guelma University, like to receive Feedback from their teachers because they are reliable, proficient and more experienced than peers as indicated in (Q13).

3.4. Summary of the Findings of Students' Questionnaire

The results of the students' questionnaire revealed that girls (92.85%) are more than boys (7.14%) in the Department of English, University of Guelma; which means that females are more interested in learning this language more than males. They also show that the majority of respondents (91.07%) have been studying English for (11) years and more which enable them to acquire a considerable amount of knowledge about the language skills, aspects, and grammatical rules, etc., that makes most of them describe their level as good.

The findings in the section related to the writing skill displayed that (89.28%) of the informants consider the program of "Advanced Writing" as sufficient to enhance their writing, while half of the respondents judged that the program is not sufficient; that time is not enough for practice. Therefore, (41.07%) of the informants claimed that they felt anxious to write and (65.21%) of them explained that this anxiety is mainly due to making

grammatical mistakes in writing assignments. This indicates that the writing skill is difficult to practice; especially when expressing ideas with correct grammar. That is why, (75%) of the participants evaluated their written compositions as average; that is they need more practice and more activities that help them improve their style, grammar, ideas, etc. However, students can overcome these difficulties through following the stages of the writing process. overwhelming majority (92.85%) believed that these stages help them to produce better compositions; i.e., they are aware that the process approach is helpful in improving their writing proficiency by claiming that it enables them to collect ideas and organize them, to check for errors and correct them as it makes writing easier.

The analysis of the last section revealed important results related to the impact of teacher feedback versus peer review on enhancing students' writing proficiency. These findings indicated that despite the fact that most of the respondents preferred to work individually (Q10), the majority of them (66.07%) felt motivated when their teacher asks them to work with their peers; since it creates more relaxed and enjoyable atmosphere, enhances communication skills, helps them learn to respect other's views and ideas as well as helping them to improve their writing performance. That is; the majority of participants are aware that peer work is beneficial and helpful in enhancing their writing proficiency. Moreover, it is revealed that teachers encourage students to review each other's works to assist them to cooperate and learn from each other and to make them realize the benefits of revision with peers. Indeed, students find peer review useful and helpful and considered it as an effective technique that boosts them to enhance their level in writing.

However, when asked about their preferred source of feedback, most of them (76.78%) preferred to receive teacher feedback over peer feedback; justifying that the teacher is more reliable, experienced, trustworthy and proficient in giving feedback than peers who may be biased, careless, less experienced and not serious.

From the analysis of students' responses, it is worth noting that students considered both teacher and peer feedback useful and helpful on enhancing their writing proficiency but the great majority of them (87.50%) believe that teacher feedback can improve their writing more than their peers.

4. Teachers' Questionnaire

4.2. Description and Administration of Teachers' Questionnaire

This questionnaire, a sum of (18) questions, is organized in three sections, addressed to written expression teacher of English, at the Department of English, University of Guelma, during the academic year 2017/2018; to get general information about teachers' views about the research theme. The questions' types vary from open-ended to close-ended questions along with follow-up questions to get clear and complete responses. The questionnaire was administered to (15) teachers of "Written Expression" of all levels in the Department of English, University of 08 May 1945, Guelma, because they are aware of students' needs and the problems they face in writing. It aims at gathering information about the impact of teacher feedback versus peer review on enhancing EFL students' writing proficiency. Of the total number of (15) questionnaires, only (12) were handed back. Some of them were collected the same day and others the days later due to teachers lack of time.

Section One: General Information (Q1 to Q3)

This section tends to collect general information about teachers. It comprises three questions;**(Q1)** covers the degree they hold, **(Q2)** seeks to know about their teaching experience as English language teachers in general, and as teachers of the module of "Written Expression" in particular **(Q3)**.

Section Two: The Writing Skill (Q4 to Q9)

This section deals with the different difficulties students face in their written compositions, as it allows us to know about teachers' views and the methods they use to enhance their students' writing. It includes nine questions; **(Q4)** is about knowing whether the program designed for "Written Expression" course is sufficient to enhance students' writing achievements or not. **(Q5)** seeks to investigate which approach (es) teachers apply in teaching writing. **(Q6)** highlighted the aspects that their students have problems with. **(Q7)** questions about students' level in writing. **(Q8)** is about what role a teacher plays in the writing class. **(Q9)** is posed to find out their opinions about the appropriate technique for teaching writing and that helps to solve students' problems.

Section Three: Teacher Feedback vs. Peer Review (Q10 to Q18)

This section looks at teachers' perceptions of the usefulness of their and peers feedback for developing students' writing. It contains (9) questions as the second section; **(Q10)** is an open-ended question which aims at determining the precise meaning of feedback according to teachers. **(Q11)** questions the importance of feedback on enhancing students' writing capacities. **(Q12)** checks whether teachers rely on other types of feedback besides to theirs or not. **(Q13)** elicits whether students' writing improved after receiving feedback on the revision stage. **(Q14)** seeks to know about which aspect (s) of writing teachers focus on when giving feedback about students' written assignments. **(Q15)** is posed to know whether they implement peer review technique in their writing classes. **(Q16)** is about the effectiveness of peer revision in enhancing students' writing skill. **(Q17)** is asked to figure out whether peer review benefits the writer or the reviewer or both. **(Q18)** is devoted to know which source of feedback is more constructive and helpful (teachers or peers).

Analysis of the Results of Teachers' Questionnaire

Section One: General Information

Q1. What degree do you hold?

Table 3. 28

Teachers' Qualifications

	Number	Percentage
PH.D	0	0%
Magister	12	100%
Master	0	0%
License	0	0%
Total	12	100%

From table (3. 28) above, we can notice that all the teachers of our sample (100%) hold a Magister degree which implies that teachers are competent and good enough to teach students the English language.

Q2. How long have you been teaching English?

…………………year(s)

Table 3. 29

Teachers Years of Teaching English

	Number	Percentage
1-5 years	1	8.33%
5-10 years	6	50%
10-15 years	5	41.66%
Total	12	100%

The results of this question show that the surveyed teachers have been teaching English from (5-15) years in which (50%) of them have an experience of (5-6-8) years in teaching English, (8.33%) have on one year of experience, (33.33%) have an experience of ten years, and only one teacher among (12) (8.33%) teachers has been teaching English for thirteen years. This denotes that in the Department of English, University of Guelma, we have novice teachers and experienced teachers.

Q3. How long have you been teaching the module of "Written Expression"?

………………….year(s)

Table 3. 30

Teachers Years of Experience in Teaching "Written Expression"

	Number	Percentage
1-3 years	5	41.66%
3-7 years	7	58.33
Total	12	100%

Teachers' responses indicate that they have varied experiences in teaching "Written Expression". (41.66%) of them have taught it for (1) year, (58.33%) of them have taught it for (3-4-7) years. These results imply that the questioned teachers do not have much experience in teaching writing that is why they need to acquire more experience in teaching this module in order to efficiently improve their students' writing capacities.

Section Two: The Writing Skill

Q4. Do you think that the "Written Expression" syllabus you are/have been teaching is enough to improve your students' level in writing?

Table 3. 31

Teachers' 0pinion about "Written Expression" Syllabus

	Number	Percentage
Yes	5	41.66%
No	7	58.33%
Total	12	100%

Table (31) displayed that (41.66%) of the respondents think that the syllabus designed for "Written Expression" is sufficient to improve students' level in writing; however, the majority (58.33%) of them think that the syllabus designed for "Written Expression" is not sufficient to improve their students' level in writing and they justify their answer as follows:

- "The content of the syllabus does not go with the objective of the course".

- "The syllabus is not well designed because it misses too much practice".

- "It was all about grammar lessons".

- "It focuses on theoretical parts".

Therefore, the syllabus of "Written Expression" should be reviewed in terms of content and practice in order to enable students cover what they need to learn for producing a good piece of writing.

Q5. Which of the following teaching writing approaches do you follow?

Table 3. 32

The Approaches Teachers' Use in Teaching Writing

	Number	Percentage
The product approach	4	33.33%
The process approach	7	58.33%
The genre approach	0	0%
The process-genre approach	1	8.33%
Total	12	100%

The results in table (3. 32) reveal that a considerable number of teachers (33.33%) use the product approach to teach writing, (58.33%) of them use the process approach, and only (8.33%) of them use the process-genre approach, whereas none of them opt for the genre approach. In other words, the teachers who use the product approach to teach writing means that they emphasize the final draft that the student writer submits as a proper work. While the majority of teachers prefer to teach writing using the process approach in order to give their students the opportunity to make a number of revisions in their essays and to allow time for the provision of feedback; other teacher (8.33%) prefers to use the process-genre approach to make students follow the stages of the writing process and to focus on the form, the textual conventions, and on rhetorical purposes of the written text. These results prove that teachers use different approaches in teaching writing skill for different purposes and mainly to help learners produce better written compositions.

Q6. What are the most common writing problems you noticed in your students' writing?

Table 3. 33

The Most Common Problems in Students' Writing

	Number	Percentage
Grammar mistakes	1	8.33%
Poor content/ideas	6	50%
Poor organization of ideas	9	75%
Interference of the mother tongue	9	75%
Poor vocabulary	11	91.66%
Mechanics	8	66.66%

In response to this question, teachers opt for more than one choice because students may have different problems. As shown in table (3. 30), most of teachers (91.66%) select poor vocabulary as the most common problem that students face in writing, followed by the same number (75%) of them opt for poor organization of ideas and interference of the mother tongue. (66.66%) of them assume mechanics as the most common problem in students' writing, and only (8.33%) of them notice that they suffer from grammar mistakes. These findings clearly reveal that teaching writing is a difficult and demanding task; since it requires teachers to deal with too many problems in order to help them overcome these errors and develop adequate composition skills, these latters can be achieved through frequent teachers' feedback on students' writing assignments.

Q7. How do you describe your students' writing level?

Table 3. 34

Teachers' Evaluation of Students' Writing Level

	Number	Percentage
Above average	0	0%
Average	7	58.33%
Below average	5	41.66%
Total	12	100%

As we can see in table (3. 34), teachers describe their students' level as ranging from "average" (58.33%) to "below average" (41.33%) and none of them opt for "above average". (33.33%) out of (41.66%) explained that students' level is "below average" may be because of lack of reading, interest and practice; lack of mastery of language; students' inability to transmit clear and comprehensive ideas in a coherent and cohesive way.

Q8. According to you, which of the following roles do you play to encourage your students to write?

Table 3. 35

Teachers' Roles

	Number	Percentage
controller	4	33.33%
assessor	7	58.33%
participant	7	58.33%
organizer	6	50%
prompter	9	75%

To answer this question, teachers ticked more than one choice because in the writing class and during one session, a teacher can play more than one role to help students produce a good piece of writing. Therefore, table 32 results' show that most (75%) of teachers play the

role of prompter, (58.33%) of them play the roles of participant and assessor, half of them (50%) tend to be organizers, and (33.33%) act as controllers in their writing class.

Q9. Do you think that cooperative writing tasks are better than individual working in a writing class?

Table 3. 36

Teachers' Views about Cooperative Writing Tasks

	Number	Percentage
Yes	10	83.33%
No	2	16.66%
Total	12	100%

Teachers' answers demonstrate that the great majority of them (83.33%) think that cooperative tasks are better than individual work in the writing class; however, (16.66%) of teachers prefer individual working. Teachers' explanations of their answers can be summed up as follows:

Teachers who advocated cooperative work claimed that:

- "Cooperative writing tasks foster peer review; they can detect each other's mistakes and learn from them".

- "When the students work in groups, they will review and add more comments to each other; thus, they will better understand the topic they are writing about".

- "Cooperative writing makes learners assess and help each other".

- "It allows students to share ideas, vocabulary, and to explain for each other grammar rules".

- "It is more motivating to students because they exchange help".

- "Cooperative writing can help the students to share information, exchange ideas and it may also enhance peer reviewing with the teachers' guidance".

Teachers who advocated individual work assumed that:

- "In individual work, students are depending on their own grammatical and linguistic capacities through which I can assess their improvements, but if they work in groups, I cannot assess their writing abilities".
- "Since the objective of the "Written Expression" course is to develop students' writing composition skills, individual work is better to meet the course objective".

Section Three: Teacher Feedback vs. Peer Review

Q10. How can you define "feedback"?

The first question in section three was an open-ended question given to teachers to provide a definition of feedback according to their different perspectives. Hence all (100%) of the questioned teachers give us various definitions as shown in the following:

1. "It is the comments that a teacher or sometimes students give to others about their work".
2. "It is a kind of assessment given by the teacher to his/her students so they could be able to check their comprehension".
3. "Feedback can be defined as a teacher's motivation to push his students to achieve better".
4. "Teachers' evaluation of students' written/oral performance".
5. "It is the assessment and the set of corrections provided by a teacher to a learner".
6. "Teacher's evaluation and remarks as regard the student's work".
7. "It is the critical assessment of an activity/task/exercise, etc".

8. "The output given by a teacher to his/her student; this output can take the form of oral or written feedback, and both are equally important".

9. "The information provided before/after a student has accomplished a given task that point out to his strengths and weaknesses".

10. "A kind of reaction towards students' written compositions".

11. "The process of "feedback" starts from the beginning of the explanation of the course, then the teacher gives activities with analysis to be later reanalyzed by students in other types of activities".

12. "It is the process of transmitting information from the teacher to the student about his/her performance".

These definitions revealed that teachers identified feedback as a kind of assessment, evaluation, reaction, remarks, output about students' work; which means that, they are aware of what feedback means because they always provide it in their classrooms.

Q11. Do you believe that feedback is a vital element to enhance students' general writing capacities?

Table 3. 37

Teachers' Opinions about the Importance of Feedback on Enhancing Students' Writing Level

	Number	Percentage
Yes	12	100%
No	0	0%
Total	12	100%

The results of this table indicated that all teachers (100%) agreed that feedback is a vital element to improve students' writing abilities. Most of the teachers explained that feedback encourages the student to seek out his/her limitations to improve them; others claimed that it

spots light on the weaknesses and mistakes that they should avoid and helps them to get over them.

Q12. On which type of feedback do you rely more in your classes?

Table 3. 38

The Type of Classroom Feedback the Teacher Relies on

	Number	Percentage
Teacher feedback	6	50%
Peer review	0	0%
Both	6	50%
Total	12	100%

From table (3. 38), we can notice that half of the teachers (50%) ensure that they only rely on their feedback in their classes. However, the other half (50%) of teachers assume to rely on both teacher and peer feedback. Thus, the results confirm that none of the teachers rely on peer feedback alone in their classes; which implies that when peers provide feedback to each other, teachers intervene to assist them in building constructive feedback that can help their peers improve their composition skills.

Q13. Do you believe that your feedback affects students' revision stage and improves their writing quality?

Table 3. 39

The Effect of Teacher Feedback on Students' Revision

	Number	Percentage
Yes	10	83.33%
No	2	16.66%
Total	12	100%

Table (3. 39) signifies that the great majority of teachers (83.33%) believe that the feedback they provide affects students' revision of their drafts and helps them improve their writing quality; claiming that because it helps them to edit their grammar, mechanics and review their style, ideas and content. Consequently, it makes them discover their mistakes and learn from them to improve their writing. However, (16.66%) of them believe that their feedback does not affect students revision of drafts and does not help them improve their writing quality because their students do not take their comments into account; hence, the same mistakes, the same writing issues occur whenever practice takes place.

Q14. What is your feedback usually about?

Table 3. 40

Areas that Teachers Focus on while Providing Feedback

	Number	Percentage
Grammar and writing mechanics	1	8.33%
Content	0	0%
Both	11	91.66%
Total	12	100%

Teachers responses in table (3. 40) show that (91.66%) of them provide feedback on grammar and writing mechanics and on content; that is , they pay attention to both of them to

serve students' needs and develop their general writing capacities. Whereas only one teacher (8.33%) confirmed his focus only on grammar and writing mechanics; neglecting the content which means that s/he emphasizes language accuracy or the form of writing and neglects details and ideas' organization.

Q15. Do you encourage students and give them an opportunity for providing peer feedback / review?

Table 3. 41

Teachers' Encouragement for Students' Peer Review Practice

	Number	Percentage
Yes	9	75%
No	3	25%
Total	12	100%

This question was related to the use of peer feedback in writing classes. The results then demonstrate that most of the teachers (75%) encourage students to provide feedback to each other due to the following reasons:

- "To enhance their proficiency in writing".

- "To be able to correct themselves through others' mistakes".

- "To have the feeling of a teacher".

- "It helps the teacher because s/he cannot check all the students' mistakes especially during the class time".

- "Sometimes the information is better transmitted through students themselves".

- "It helps in opening their minds towards being more tolerant to critics received from their peers".

- "It enables students to detect each other's strengths and weaknesses and learn from them".

Teachers' explanations reveal that they are aware of the benefits of peer feedback and they use it in their classrooms to complement their feedback. Moreover, the rest (25%) of teachers does not encourage students to practice peer review in their classes because they see that not all students are able to provide feedback, some students may feel shy if their peers are going to give them feedback, and it wastes time.

Q16. Do you think that peer review technique can enhance your students' writing skill?

Table 3. 42

Teachers' Opinions about the Effectiveness of Peer Review on Enhancing Students' Writing

	Number	Percentage
Yes	8	66.66%
No	0	0%
Somehow	4	33.33%
Total	12	100%

(66.66%) of teachers believe that peer review helps students enhance their writing skill because of the advantages that they highlighted in the previous answer, and (33.33%) believe that peer review can somehow enhance students' writing skill; since according to them it depends on the students' level in writing; the more advanced the students are, the more their feedback will be beneficial and helpful.

Q17. Is peer review advantageous for?

Table 3. 43

Teachers' Views about Who Takes the Advantage of Peer Review

	Number	Percentage
Writer	6	50%
Reviewer	1	8.33%
Both	5	41.66%
Total	12	100%

From the results of table (3. 43) , we can notice that half (50%) of the teachers claim that peer review is advantageous for the writer more and they justified their answers saying that: the writer is the one who commits the mistakes and the reviewer corrects him/her; hence, the writer is going to benefit more by improving his/her writing skill. In addition, (41.66%) of them see that peer review is beneficial for both the writer and the reviewer by explaining that the writer takes the benefit of sharing his/her writing and improving it and the reviewer takes the benefit of reading more examples of writing; reading paragraphs and essays can give him/her good ideas to be used in the future. While only one teacher (8.33%) view that peer review is advantageous for the reviewer because it develops his/her critical thinking. These results indicate that peer review is not advantageous only for the writer, it is also beneficial for the reviewer; therefore, the two sides can benefit from peer review.

Q18. Do you believe that peer review helps providing students with more detailed and constructive feedback than teachers' feedback?

Table 3. 44

Teachers' Perceptions about Peer Review vs. Teacher Feedback

	Number	Percentage
Yes	0	0%
No	8	66.66%
Somehow	4	33.33%
Total	12	100%

Results of the last question reveal that none of the teachers believe that peer review helps providing students with more detailed and constructive feedback than theirs. However, those (66.66%) who think that peer review does not help in giving more constructive and detailed feedback than theirs argued that the teacher is well equipped in terms of skills and competences in comparison to his/her learners, and that peer comments can be wrong and mislead the student writer. The rest (33.33%) of teachers believe that students can somehow provide their peers with more detailed and constructive feedback than theirs in that they claimed that there are some students who are excellent and can notice things or give remarks that the teachers do not pay attention to while giving feedback to their students. These results imply that teachers use peer feedback as a kind of help for developing students' writing but it cannot be (100%) constructive and detailed more than the feedback given by them.

4.3. Summary of the Findings of Teachers' Questionnaire

The analysis of teachers' responses revealed significant data about teachers' views, attitudes, beliefs and practices in teaching writing skills in EFL classrooms. The results achieved in the general information section showed that all the surveyed teachers of Guelma University at the Department of English hold a Magister degree, besides all of them have been teaching English for more than five years and all of them have been teaching the module of "Written Expression" from one to seven years.

In the second section, the writing skill, the findings indicated that the majority of teachers (58.33%) considered the syllabus designed for "Written Expression" as insufficient to improve their students' writing skill; they claimed that it misses too much practice; it focuses on grammar lessons and theoretical parts. Therefore, it needs to be elaborated to meet students' needs and enhance their writing level. Also, this section results' revealed that the majority of teachers (58.33%) used the process approach to teach writing to make students aware of the importance of the writing process stages and to enable them provide feedback to each other and produce better written compositions, but (33.33%) of them used the product approach to teaching writing; in which they emphasize dealing only with the final piece of writing. Moreover, (58.33%) of the informants described their students' level in writing as "average" and (41.66%) of them described it as "below average" because students have many deficiencies; such as poor vocabulary, poor organization of ideas, grammar mistakes, etc. That is why teachers work hard to make their students overcome these problems; through playing different roles like prompter, participant, assessor, organizer, and controller. In addition, most of our respondents (83.33%) agreed that cooperative writing tasks are better than individual working since they make students help and assess each other, share ideas, and learn from each other's mistakes.

The analysis of the last section, the impact of teacher feedback versus peer review on enhancing students' writing skills, demonstrated that all the teachers (100%) are enlightened about what feedback means and all of them gave various definitions for the term "feedback"; in addition, all of them agreed that it is a vital element to enhance students' writing proficiency because it helps them to overcome their weaknesses. Furthermore, most of our informants (83.33%) believed that their feedback affects positively students' revision of their writing due to (91.66%) of them give feedback on form (grammar and mechanics) and on content (ideas' organization, details, etc.) in a serious attempt to help students improve the

overall writing skills. Although, (66.66%) of them admitted that peer review enhances students' writing proficiency; since it is beneficial for the writer and reviewer, teachers tend to rely more on their feedback because it is more constructive, detailed and students take it into consideration more than their peers feedback.

To sum up, the above results indicated that the majority of teachers believed that peer review can enhance their students' writing capacities but it cannot be more detailed and constructive than theirs, they believed that peer review can complement teacher feedback.

Conclusion

After analyzing the questionnaires addressed to EFL students and teachers of English Department, at Guelma University, we conclude that participants were helpful through their contribution in responding to the various asked questions and for showing interest throughout the completion of the questionnaires. The obtained results show that teachers of "Written Expression" are aware of students' problems in all the aspects of writing; that is why, they believed in the effectiveness of feedback as an instructional tool in improving students' level of writing proficiency because it helps them overcome these problems. In addition, both teachers and sample students showed positive attitudes towards peer review technique in that (66.66%) of teachers and (73.21%) of students agree that peer review enhances students' writing proficiency; since it helps them in discovering their mistakes, correcting them, and developing their critical skills too.

The results obtained from both questionnaires answer the research the first and the last research questions that both teachers and students consider peer review as useful technique to enhance their writing achievements, and that peer review and teacher feedback have different impacts on students' writing accomplishments because the majority of teachers (66.66%) of teachers and (76.78%) of students view teacher feedback as more reliable, detailed,

constructive and beneficial than peer feedback, but also they believe that peer feedback can be reliable if it is guided by the teacher. Consequently, these findings confirmed the second research hypothesis that when students receive both teacher and peer feedback, their writing achievements would be enhanced.

General Conclusion

1. Concluding Remarks

This research is based on investigating teachers' and students' attitudes towards teacher feedback versus peer review in enhancing EFL students' writing proficiency at the Department of English, University of Guelma. This research is divided into two main parts: a theoretical part; which is divided by its turn into two chapters; the first is devoted to the revision of the literature relevant to writing skill, and the second has investigated the impact of teacher feedback versus peer review on enhancing EFL students' writing proficiency. In addition, a practical part, chapter three, of this study entitled 'field investigation' of two questionnaires administered to English Master one students and written expression teachers at the English Department, Guelma University, for the academic year 2017/2018.

The first chapter of this study deals with the writing skill. It includes different issues related to writing as a skill and a process; as definitions of writing, different stages of the writing process, components that build up an effective piece of writing, main teaching writing approaches, writing-reading relationship, in addition to importance of feedback in improving students' writing proficiency.

The second chapter concerns the impact of teacher feedback vs. peer review on enhancing students' writing proficiency. It includes various definitions of feedback, its types, sources of providing feedback (teacher and peers), teachers' and students' roles in the feedback process, advantages and disadvantages of teacher and peer review/feedback, and ends up by a comparison between teacher and peer feedback.

The third chapter or the practical part of this study involves the analysis of students' and teachers' questionnaires. The results revealed that most of Master one students face difficulties in writing, and that they can overcome these difficulties through receiving

teachers' and peers' feedback. Therefore, both teachers and students believe that teacher and peer feedback can enhance students' writing skill or proficiency; however, both of them prefer to rely more on teacher feedback and in the case of peer feedback it is preferred to be guided or followed by teacher's one. Finally, to achieve better outcomes in the teaching and learning process, some pedagogical implications and recommendations are highlighted concerning the implementation of teacher and peer feedback in the English writing classes; in addition to some encountered research limitations.

2. Pedagogical Implications and Recommendations

In the light of the literature review discussed in the theoretical part and the results obtained from students' and teachers' questionnaires, some pedagogical implications and recommendations are highlighted to be considered in the Algerian EFL context; regarding the implementation of peer and teacher feedback as being fruitful and important in developing students' writing skills.

First of all, teachers should use the process approach in their writing classes instead of evaluating the produced paper as a final draft. Thus, teachers can evaluate multiple drafts and provide feedback on both form and content which help the student to refine his/her draft gradually and learn from the committed mistakes. Second, teachers must have certain characteristics to be productive and practical because they usually provide feedback according to their teaching experiences without any training or reading about strategies of providing feedback. That is to say, it would be better if they have certain training about the main principles of successful feedback provision. Moreover, teachers have to be well trained and informed about peer work; in order to ensure successful implementation of this social strategy which fosters interaction and ensures good relationship between students because, as the results of students' questionnaire showed, a considerable number of students prefer to work

individually since they have negative attitudes towards peer work. Also, teachers have to ensure that the provided feedback is accurate, readable and understandable. Therefore, it would be better if the written feedback would be followed by an oral feedback to clarify any ambiguity.

Furthermore, as it is mentioned in chapter two, peer feedback engages students in critical reading; which makes them know what forms a good piece of writing. Hence, this technique needs full attention from the part of the teacher, because students need clear guidance and need to be taught the skills necessary for providing valuable and constructive feedback; such as including how to read a piece of writing critically, how to detect errors using coded corrective feedback, and how to justify the provided comments and suggestions with convinced reasons. It is also worth mentioning that teachers have to take into account their students' perceptions towards writing with peers. In other words, teachers have to know about what their students' like and what they dislike so that to implement it according to what fits their needs and abilities and to avoid misunderstanding and conflict between members of the group which may increase their academic writing achievements.

Additionally, students should change their attitudes towards pair and group work and look at it from a positive perspective, via trying to use exercises and strategies that help them enhance their writing skills, like making muse clubs in university where they can engage in portfolio activities through writing poems, creative prose, etc., and share them with their friends, and presenting orally what they have written. This does not only enhances their writing proficiency, but also helps them to improve their oral performance and increases their self- confidence because they will receive feedback from their peers that would raise their awareness towards their weaknesses and assist them to work harder in order to overcome these deficiencies. Not only that, good students should help average students and encourage

them to engage with them in these activities to exchange different ideas and look for better solutions that helps them promote their learning.

3. Limitations of the Study

In fact, some serious difficulties and research limitations have been encountered throughout the accomplishment of this study. First is time limitation; the period devoted to conduct this study was too short and limited; in that it does not allow us to deal with many intended important and supporting issues. Second, because of time limitation, we have decided to use both quantitative and qualitative methods, but unfortunately we have decided to just carry out a quantitative research in the form of two questionnaires; given to Master one students and written expression. Third; teachers' questionnaire took a lot of time to be handed back because some teachers refused to answer it and some others did not give it back as soon as possible or have answered just some secondary questions leaving the major question unanswered; which makes us waste time in gathering their questionnaires.

Moreover, the results of this study cannot be generalized because the number of the sample was limited especially the number of teachers of "written expression", but these results can be further investigated by new research works where both the sample can be widened to include different levels, and the research tools too can be varied to include testing or qualitative and quantitative methods. Another limitation that should be included in this section, is the limited number of sources that are dealing with teacher and peer feedback/review which makes the researcher taking a lot of time to gather the necessary data about the topic.

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APPENDICES

Appendix One

Students' Questionnaire

Dear students,

This questionnaire is designed to investigate about the impact of teachers' feedback versus peer review on enhancing EFL students' writing skill. You are kindly requested to answer the following questions by marking a tick (√) in the corresponding box (es), or filling in the blank space with information when necessary. The information you give are very important for the validity of our research. Therefore, we hope that you will give us your full attention and interest. Thank you in advance for your collaboration and the time devoted to answer the questionnaire.

Name: BOUAMINE Dallel

Level: Master II; L.M.D

Department of English

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Section One: General Information

1. Specify your gender, please.

Male ☐   Female ☐

2. How long have you been studying English?

…………………………..years

3. How do you describe your level in English?

Very good ☐   Good ☐

Average ☐   Bad ☐

Section Two: Writing Skill

4. Do you find the program of "Advanced Writing" sufficient to improve your writing proficiency?

Yes ☐   No ☐

-If "No", please, explain why?

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………

………

5. Do you feel anxious to write?

Yes ☐   No ☐

6. If "Yes", is it because of:

a- Making grammatical mistakes ☐

b- Do not have rich vocabulary ☐

c- The fear of teacher's negative feedback ☐

7. How would you evaluate your writing compositions?

Good ☐   Average ☐   Below average ☐

8. In writing, what is the most difficult component for you?

a- Ideas Organization ☐   **c-** Grammar mastery ☐

b- Clarity ☐   **d-** Punctuation ☐

9. Do you think that following the writing process stages, prewriting, drafting, revising, editing, help you produce better compositions?

Yes ☐   No ☐

Please, justify your answer

…………………………………………………………………………………………………

………………………………………………………………………………………………….

Section Three: The Impact of Teacher Feedback Vs Peer Review on Enhancing

Students' Writing Proficiency

10. How do you prefer to work in the writing class?

Individually ☐   in pairs ☐   in groups ☐

-Please, justify your answer

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…………………………………………………………………………………………………

………………………………………………………………………………………………….

11. How often does your teacher ask to work in groups?

Always ☐ Sometimes ☐ Never ☐

12. When your teacher asks you to work with your peers, do you feel?

Motivated ☐ Not motivated ☐

-If "Motivated", is it because peer work?

a- Creates more relaxed and enjoyable atmosphere ☐

b- Enhances communication skills ☐

c- Helps you learn to respect others' views and ideas ☐

d- Helps you improve your writing performance ☐

-If "Not motivated", is it because writing with peers?

a- Wastes your time ☐

b- Makes you have difficulty to express your ideas clearly ☐

c- You dislike someone to correct your mistakes ☐

d- You feel anxious with others comments ☐

13. Would you like to receive feedback from? (please, justify your answer)

Your teacher ☐ Your peers (classmates) ☐

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……………………………………………………………………………………………………

……………………………………………………………………………………………………

14. Does your teacher encourage and control peer reviewing when working in groups?

Yes ☐ No ☐

15. If "yes", was peer review/feedback useful in revising your writing?

Very useful ☐   Useful ☐   Not useful ☐

16. Which form of feedback your peer review takes?

    a- Oral ☐

    b- written ☐

17. Do you think that peer feedback can help you improve your writing proficiency?

Yes ☐   No ☐

Please, justify your answer

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………………………………………………………………………………………………………

……………………………………………………………………………………………………….

18. How do you perceive your teachers' feedback on your writing?

Very useful ☐   Sometimes useful ☐   Not useful ☐

19. Would you prefer your teacher to provide feedback on?

Form (grammar and mechanics) ☐   Content (ideas organization, details) ☐

Both content and form ☐

20. How does your teacher correct your writing compositions?

a- Rewrites the sentence, the phrase or the word correctly ☐

b- Shows where the error is and gives you a hint to correct ☐

c- Only shows where the error is ☐

21. Do you think that teachers' feedback is a helpful tool to enhance your writing production?

Yes ☐   No ☐

-If "No", please, explain why?

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……………………………………………………………………………………………………

22. Based on the experience you have about feedback, which one of the following can improve your writing proficiency more?

Teachers' feedback ☐   Peer review/feedback ☐

Please, justify your answer

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……………………………………………………………………………………………………

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Thank you for your patience and collaboration

Dear teacher,

I will be very grateful if you take few minutes to complete this questionnaire whose aim is to gather information about the impact of peer review on EFL students' writing skill achievements in comparison to teachers' feedback/review.

Your input is very important and greatly appreciated. Will you please tick (√) the appropriate box (es) or fill in the blank space when necessary. Thank you in advance for taking the time to share your ideas and experiences.

BOUAMINE Dallel

Master II L.M.D

Department of English

Faculty of letters and languages

University of 8 May 1945 –Guelma-

Section One: General Information

1. What degree do you hold?

PH.D ☐   Magister ☐

Master ☐   License ☐

2. How long have you been teaching English?

…………………year(s)

3. How long have you been teaching the module of "Written Expression"?

…………………year(s)

Section two: The Writing Skill

4. Do you think that the "Written Expression" syllabus you are/have been teaching is enough to improve your students' level in writing?

Yes ☐   No ☐

- If "No", please, explain why?

……….

………

5. Which of the following teaching writing approaches do you follow?

a- The product approach ☐   **b-** The process approach ☐

c- The genre approach ☐   **d-** The process-genre approach ☐

Please, justify your answer

…………………………………………………………………………………………………

…………………………………………………………………………………………………

6. What are the most common writing problems you noticed in your students' writing?

(you can choose more than one box)

a- Grammar mistakes ☐   **d-** Interference of the mother tongue ☐

b- Poor content/ideas ☐   **e-** Poor vocabulary ☐

c- Poor organization of ideas ☐   **f-** Mechanics ☐

7. How you describe your students' writing level?

a- Above average ☐   **b-** Average ☐   **c-** Below average ☐

-If'' below average", please, explain why?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

8. According to you, which of the following roles do you play to encourage your students to write?

a- controller ☐   **d-** organizer ☐

b- assessor ☐   **e-** prompter ☐

c- participant ☐

9. Do you think that cooperative writing tasks are better than individual working in a writing class?

Yes ☐   No ☐

-Please, explain why?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Section Three: The Impact of Teacher Feedback Vs. Peer Review on Enhancing

Students' Writing Proficiency

10. How can you define "feedback"?

…………………………………………………………………………………………

…………………………………………………………………………………………

11. Do you believe that feedback is a vital element to enhance students' general writing

capacities?

Yes ☐   No ☐

-If "yes", please explain how?

……………………………………………………………………………………………………

…………………………………………………………………………………………………

12. On which type of feedback do you rely more in your classes?

a- Teacher feedback ☐   **b-** peer review ☐   **c-** both ☐

13. Do you believe that your feedback affects students' revision stage and improves their

writing quality?

Yes ☐   No ☐

Please, explain how?

……………………………………………………………………………………………………

………………………………………………………………………….................................

14. What is your feedback usually about:

a- Grammar and writing mechanics ⬜   **b-** Content ⬜   **c-**   Both ⬜

15. Do you encourage students and give them an opportunity for providing peer feedback / review?

Yes ⬜   No ⬜

-Whatever your answer, please, explain why?

……

……

……

16. Do you think that peer review technique can enhance your students' writing skill?

Yes ⬜   No ⬜   Somehow ⬜

-Please, justify your answer

……

……

……

17. Is peer review advantageous for?

   a- Writer ⬜   **b-** Reviewer ⬜   **c-** Both ⬜

   -   Whatever your answer is, please justify

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

18. Do you believe that peer review helps providing students with more detailed and constructive feedback than teachers' feedback?

Yes ☐   No ☐   Somehow ☐

-Please, explain why?

……

……

……

Thank you for your collaboration

Résumé

La présente étude vise à étudier l'attitude de la rétroaction sur l'évaluation des enseignants par rapport à l'évaluation par les pairs sur l'amélioration de la compétence en écriture des élèves de l'EFL, au département d'anglais de l'Université Guelma. En conséquence, il est supposé que se fier uniquement à l'évaluation par les pairs améliorera les compétences en écriture des élèves de EFL et que recevoir des commentaires / évaluations par les pairs et les enseignants améliorera l'écriture des compétences des élèves de EFL. Pour vérifier la validité de ces hypothèses, une méthode descriptive a été réalisée et deux questionnaires, pour les enseignants du module "Expression écrite" et les étudiants en Master 1 du Département d'anglais de l'Université de Guelma; qui ont été considérés comme la source des données recueillies, ont été administrés. Ainsi, le but de ces questionnaires était de recueillir des données suffisantes et adéquates sur leurs attitudes, perceptions et points de vue sur l'importance et l'efficacité de la rétroaction des enseignants et des pairs dans le renforcement de leurs capacités d'écriture; pour tester les hypothèses précédemment mentionnées à travers l'analyse des données collectées. Par conséquent, les résultats obtenus ont montré que l'évaluation par les pairs et la rétroaction des enseignants sont des outils efficaces pour améliorer la compétence en écriture des élèves et que les élèves préfèrent recevoir des commentaires de leurs enseignants et de leurs pairs. Cependant, ils favorisent la rétroaction de leurs pairs pour être guidés par l'enseignant et ils ne reçoivent pas directement les commentaires de leurs pairs. Les résultats ont également révélé que les enseignants ont une attitude positive à l'égard de l'évaluation par les pairs et ils croient que si les élèves reçoivent des commentaires de leurs pairs ainsi que les commentaires de leurs enseignants, leur niveau d'écriture sera amélioré. Par conséquent, ces résultats confirment la deuxième hypothèse: recevoir des commentaires des enseignants et des pairs améliore la compétence en écriture des

élèves de l'EFL et rejettent la première hypothèse selon laquelle l'évaluation par les pairs améliore à elle seule l'écriture des élèves.

الملخص

تهدف هذه الدراسة إلى دراسة مواقف اساتذة و طلبة اللغة الإنجليزية حول تعليقات المعلم مقابل تعليقات الاقران في تعزيز كفاءة الكتابة لدى طلاب اللغة الإنجليزية كلغة أجنبية ، في قسم اللغة الإنجليزية بجامعة قالمة. وبناءً على ذلك ، يُفترض أن الاعتماد على مراجعة الاقران فقط سيؤدي إلى تحسين إنجازات مهارة الكتابة لدى طلاب اللغة الإنجليزية كلغة أجنبية ، وأن تلقي مراجعة / تقييم كل من الزملاء والمدرسين قد يعزز تحصيل مهارة الكتابة لدى طلاب اللغة الإنجليزية كلغة أجنبية. للتحقق من صحة هذه الفرضيات ، تم الاعتماد على استبيانين، لكل من معلمي وحدة التعبير الكتابي وطلاب السنة الاولى ماستر في قسم اللغة الإنجليزية بجامعة قالمة والذين يعتبرون مصدر البيانات و النتائج التي تم جمعها. ولهذا، كان الهدف من وراء هذين الاستبيانين جمع بيانات كافية وملائمة حول مواقفهم وتصوراتهم وآرائهم تجاه أهمية وفعالية التغذية الراجعة للمعلمين والزملاء في تعزيز قدراتهم على الكتابة؛ من أجل اختبار الفرضيات المذكورة سابقًا من خلال تحليل البيانات المجمعة. أظهرت النتائج التي تم الحصول عليها أن مراجعة الزملاء وتعليقات المدرسين هي أدوات فعالة لتعزيز كفاءة الطلاب في الكتابة ، وأن الطلاب يفضلون تلقي التعليقات من معلميهم وأقرانهم على حد سواء ؛ ومع ذلك ، فهم يفضلون ملاحظات الزملاء التي يوجهونها من قبل المعلم ، ولا يتلقون ملاحظات نظرائهم بشكل مباشر. كما كشفت النتائج أيضا أن المعلمين لديهم مواقف إيجابية تجاه مراجعة النظراء ويعتقدون أنه إذا تلقى الطلاب ردود فعل من أقرانهم جنبا إلى جنب مع ردود فعل من المعلمين، سيتم تحسين مستوى كتابتهم. لذلك ، أكدت نتائج البحث الفرضية الثانية والتي تتمثل في ان تلقي استجابات المعلمين والأقران يحسّن من كفاءة الكتابة لدى طلاب اللغة الإنجليزية كلغة أجنبية ، و تم رفض الفرضية الأولى بأن مراجعة الأقران وحدها تعزز الانجازات الكتابية لدى طلاب قسم اللغة الانجليزية بجامعة الثامن ماي 1945 بقالمة.

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