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Submitted and Defended by:
Boudina Aya Hibat Allah

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The Role of Collaborative Writing through Peer Feedback in Enhancing

English learners' Writing Production:

The Case of Second Year Students of English at Biskra University.

Board of Examiners:

Titre	1ier membre du jury	Grade	University of Biskra	Chairperson
Dr.	TURQUI BARKAT	Grade	University of Biskra	Supervisor
Titre	3e membre du jury	Grade	University of Biskra	Examiner

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Dedication
In the Name of Allah the Most Merciful

This modest work is dedicated to:

To my dear parents who have always been the major source of inspiration behind all my efforts and achievements. Thank you for always being my best supporters.

*To the sweetest brother ever **Aness Mohamed Abd Elmodjibe**.*

*To my lovely sisters: **Sally, Hadil, Nada, Isra***

*To my lovely cousin **Rihem** .Thank you for every funny text you send me to encourage me in this work.*

To all my family members

*To my bestie **Amina** who has always been a source of motivation, Thank you for standing by my side when times get hard. Thanks for listening to me supporting me and encouraging me. You're a true friend I really appreciate that.*

*To my lovely **Friends Especially Noha.** Thank you my dear**,** I really appreciate your help and encouragement , I'll never forget that.*

*And **Khaoula, Fadila,Fatiha, Fathia, Marwa, Aziza, Mimi, Insaf, Zineb, Soumia**, Sara. Thank you for your support.*

*I'm so lucky that all of you are in my life. **THANK YOU**.*

*Lastly, I'd like to thank **myself**, and give **myself** a big pat on the back.*

Acknowledgements

Abstract

This study sets out to have insights into the importance of collaborative writing and peer feedback on second-year EFL students' writing production. In other words, this research aims to check whether collaborative writing and peer feedback are used in the writing classes, how they are used, and the teachers' and students' perceptions about the importance of integrating these methods in the writing class. This investigation is based on the hypotheses that if EFL teachers apply collaborative writing strategy, it would be helpful for EFL learners to improve writing production. In addition, if students under study receive peer feedback while writing collaboratively, it would reduce their difficulties in their written production. 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 course and second year students of English Department, Biskra University. The main objective of these questionnaires was to gather sufficient information about their attitudes towards importance of collaborative writing and peer feedback in EFL writing classes. The research findings have shown that collaborative writing is an effective technique to improve students' writing achievements. The results also revealed that peer feedback is effective tool in collaborative writing to enhance students' writing proficiency. Therefore, the results of the questionnaires have confirmed the research hypotheses. Consequently, students and teachers have shown positive attitudes toward using collaborative writing and peer feedback to improve students' writing skill and create a comfortable classroom learning atmosphere; where they feel more motivated to practice writing.

List of Abbreviations and Acronyms

&: and

CL: Collaborative learning

CW: Collaborative writing

EFL: English as a foreign language.

ELT: English language Teaching

Et al: et alia (and others)

Etc: et cetera (So on)

i.e.: id est (in other words)

L1: First language

%: Percentage

2nd : Second

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General introduction

Introduction

   English language is regarded as an international language and the most widely spoken language worldwide. Therefore, it is important for Algerian learners to master the English language that is why it has been included in the curriculum of Algerian schools and universities. Generally, teaching English as a foreign language (EFL) requires mastering the language skills, respectively listening, speaking, reading, and writing. It has been observed that the most complicated and difficult skill for students is writing, particularly in EFL contexts. According to Nunan (1999, p.217) who stated that "producing a coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language. It is something most native speaker never master." Therefore, writing is difficult for both native and non-native speakers. Moreover, most of EFL teachers complain about students' weaknesses in writing. Among these difficulties, we may list essentially lack of ideas, lack of vocabulary, grammar, spelling and punctuation. In addition, some students suffer from lack of motivation and anxiety. To minimize such problems in writing, it is important to apply appropriate methods and techniques for teaching this skill. One of the recommended methods in teaching writing is the collaborative writing; it is assumed that when this strategy is implemented properly, it can improve students' writing production. Furthermore, using peer feedback as a model in collaborative writing may lead to foster students' writing, and to improve the quality of the final assignment. This model involves collaborative learning in which students review and evaluate each other's writing and offer each other's with feedback (Paulus, 1999). Accordingly, we think that integrating collaborative writing and peer feedback would help improve second year EFL students' writing.

1. Statement of the Problem

Writing is one of the most challenging and complex task for EFL learners. The students of English at Biskra University face many difficulties, namely writing in terms of vocabulary, grammar, punctuation, and spelling, etc. These difficulties are due to two major reasons: the complexity of writing skills itself and the lack of practice in classroom because of time constraints and the curriculum requirements. There are also other reasons such as lack of motivation, lack of self-esteem, anxiety, and the possible negative feedback from the teacher which make the students apprehend the writing activities. Thus, researchers try to find suitable methods or strategies in order to solve these problems.

2. Research Questions

The present study attempts to answer the following questions:

Q1: What are the major difficulties that face students in their writing production?

Q2: What is the impact of using collaborative writing strategy in EFL classes with regard to the enhancement of students writing?

Q3: Can peer feedback constitute a partial solution to EFL students' writing difficulties and apprehension?

3. Research Hypotheses

- We presuppose that if EFL teachers apply collaborative writing strategy, it would be helpful for EFL learners to improve their writing production.

- We hypothesize that if students adopt peer feedback when they write collaboratively, it would reduce their difficulties in their written production.

4. **Aims of the Study**

- This study aims to investigate the role of collaborative writing in enhancing EFL students' writing production.

- Also, it aims to explore the importance of using peer feedback as collaborative writing tool in improving learners' writing production.

5. **Research Methodology**

The current study aims at investigating the importance of integrating collaborative writing and peer feedback in order to improve students' writing. Therefore, we adopt a qualitative descriptive method to collect and analyse data. It also aims to validate the hypotheses of our research through investigating the relationship between the variables.

5.1. Sample and Population

The population of the present study consists of second year English students at Biskra University during the academic year 2019-2020. There are 339 students divided into eight groups, each group is constituted of nearly 42 students. This population has been chosen due to the fact that second (2nd) year students have already studied the writing skill previously. Additionally, they have experienced collaborative work at least once. Moreover, our sample is constituted of 70 students that have been chosen randomly.

5.2. Data Collection Tools

The data is collected through teachers' and students' questionnaires. Teachers' questionnaire, particularly written expression teachers, determines the role of collaborative writing in the written expression classroom and their beliefs about peer feedback as collaborative writing tool. Students 'questionnaire provides opinions and attitudes toward collaborative writing and peer feedback.

6. Significance of the Study

The present research study intends to highlight the role of collaborative writing to improve learners' writing production, support discussion and sharing ideas between students. It also encourages them to collaborate through peer feedback to facilitate the learning of writing skill.

7. Structure of the Dissertation

The present research is divided into two major parts, a theoretical part which includes two chapters and a practical part which is concerned with the investigation and the analysis of the findings.

7.1. Chapter One

This chapter is devoted to review the literature about writing skill. It discusses different definitions, the importance of writing; besides, the relation of writing and the other skills speaking, reading, and listening. Then, it explores the different writing approaches, and the main steps of the writing process respectively, planning, drafting, editing, and publishing. Additionally, it deals with the main difficulties encountered by learners in terms of grammar, vocabulary, punctuation, spelling, and interference of the native language. It also identifies other problems like anxiety and motivation.

7.2. Chapter Two

This chapter is devoted to review the literature about collaborative writing and peer feedback. It includes different definitions, theoretical perspectives, elements of collaborative learning; it also discusses types of collaborative learning groups. In addition, a general view about collaborative writing, definitions and its different types. Furthermore, throughout this chapter, we try to shed light upon the central pillars of implementing collaborative writing in EFL classes in terms of the formation of groups and the size of groups; in addition, it suggests different strategies represented in round table, think-write-

pair-share and jigsaw strategy. This chapter also presents different concepts about feedback, and focuses mainly on peer feedback and its importance.

7.3. Chapter Three

This last chapter is devoted to analysing and discussing the data obtained from both teachers' questionnaire and students' questionnaire.

Chapter One: Writing Skill

Introduction

In EFL classes, English language Teaching (ELT) focuses on various skills at different stages of learning namely, listening, reading, speaking, and writing. This latter is not an easy task; in fact, it is an important skill for language production. It is considered as a difficult skill, particularly in EFL contexts where students face many challenges in writing because it plays a crucial role in social, cultural, professional and academic contexts. EFL students at Biskra University need the writing skill for most courses such as: written expression, linguistics, didactics, and literature .These courses require written composition, besides; most of tests and evaluation are through writing. In addition, they need this skill in order to communicate using technologies as e-mails or chat messages. Moreover, mastering writing is the prior objective for students who like writing poems and short stories that may express their creativity.

Thus, this chapter discusses some technical aspects related to the writing skill, including different definitions, the importance of writing; besides, the relation of writing and the other skills speaking, reading, and listening .Then, it explores the different writing approaches precisely: product, process and genre approaches. The chapter discusses the main steps of the writing process respectively, planning, drafting, editing, and publishing. Moreover, it deals with the main difficulties encountered by learners in terms of some common problems in relation to grammar, vocabulary, punctuation, spelling, and interference of the native language. There are equally some specific problems of the students themselves like anxiety, motivation, and self-esteem. The aim of discussing those points is to provide an overall view about writing skill in line with some theories about writing in a Foreign Language.

1.1. Definitions of Writing

A large number of researchers have attempted to define writing; however, there is not a specific and clear definition because of the long history of writing and its great importance. In its simplest form, Writing is a collection of graphic symbols which reproduce spoken words in a written form (Pincas, 1992, p.25). These graphic symbols should be well organized and combined considering certain rules to form words, and words into sentences, and sentences into paragraphs. According to Byrne (1993, p.1): "Writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences".

Nevertheless, Writing is more than formulating spoken words into a written form; according to Nunan (2003, p.88) : " Writing is the process of thinking to invent ideas, thinking about how to express into good writing and arranging the ideas into a statement and paragraph clearly". It indicates that writers are required to express their thoughts and order them into a clear composition. In addition, Spratt, Pulverness and Williams (2005, p.26) state that writing is an act of communicating a message using signs on page. They also add that a writer needs a message, someone to communicate it to, and should have the ability to form letters and words, sentences or a series of sentences that are related together to communicate that message.

Furthermore, writing is regarded as a complex and difficult skill to master; it must go through different stages which produce a good piece of writing. Harmer (2007a) states that writing is a process which writer goes through in order to produce something is its final product. Similarly, Jozef (2001, p. 05) affirms "Writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects."

Besides, Flognfeldt (2016) states that writing is a process which ends by product. It is characterized by a structure, certain size, content, style, etc. Based on the definitions above, it can be concluded that writing is a productive process to express ideas, feelings, and to convey messages by producing sentences arranged in particular order according to certain conventions.

1.2. Purposes of Writing

Such a question, why do we write? Might seem not important to some authors. Some write just for the sake of writing to entertain their readers; however, most of them write for one or more purposes, hidden or not. The reasons for writing may be multiple, but generally they are the same among the writers. According to the Common Core Writing Handbook (2010) which shed light on four purposes: to inform, to narrate, to explain, and to persuade. They are summarized as follows:

a) TO INFORM: the purpose for writing to inform is to share facts and other information. Informational texts such as reports make statements that are supported by facts and truthful evidence.

b) TO EXPLAIN: the purpose for writing to explain is to tell what, how, and why about a topic. An example is to explain in writing how to do or make something.

c) TO NARRATE: the purpose of writing to narrate is to tell a story. The story can be made up or truthful. Most forms of narrative writing have a beginning, middle, and end such as fictional stories and personal narratives.

d) TO PERSUADE: Writing that has a purpose to persuade states an opinion or goal and supports it with reasons and supporting details in order to get the audience to agree, take action, or both.

The above purposes are for general writers, while for EFL students the main aim of writing is learning. According to Coffin, Curry, Goodman, Hewings, Lillis and Swann

(2005), the purposes of writing in learning can be seen "as assessment; as an aid to critical thinking; understanding and memory; to extend students' learning beyond lectures and other formal meetings; to improve students communication skills; and to train students as a future professionals in particular disciplines" (p.20). Generally, students are asked to write in order to learn about different topics, show their understanding, express and clarify their thinking. Additionally, it promotes their language and the vocabulary they use.

1.3. Features of Effective Writing

Writing is not just a task of translating ideas into words. It is a complex process which is qualified by certain elements to be followed in order to produce an effective piece of writing. Cali and Bowen (2003) explain five features of effective writing which are focus, organization, support and elaboration, style, and conventions. Firstly, focus is the topic or the subject that the writer should clearly state and identify the central idea and the main points. In addition, organization means the way the ideas are ordered by forming an effective beginning, middle, and end. These ideas should be organized logically, flow smoothly and relate to one another. Another feature is support and elaboration in which the writer should strengthen his ideas by clear and supportive details. Moreover, language should be specific, accurate, and appropriate to the audience, purpose, and material which represent style. Finally, conventions refer to punctuation, spelling, capitalization, and correctness in sentence usage.

Despite the multiple characteristics of effective writing, the students still have difficulties in writing because of certain misconceptions. Checkett and Checkett (2006) state four basic misconceptions about good writing. Firstly, good writing has to be complicated. Secondly, good writing has to be long; in addition, good writing is writing just like speech. The final misconception is good writing means good ideas in which

punctuation has secondary importance. Thus, effective writing should not be complicated or long, but should be simple and concise. When students write clearly and concisely, the piece of writing becomes easier to understand because it aims straight to the point in a way the reader can comprehend without difficulty. Also, students should use appropriate and formal words according to the academic contexts along with the respect of appropriate punctuation.

1.4. Writing and Other Language Skills

Language skills are divided into receptive and productive skills. The receptive skills include listening and reading while the productive ones are speaking and writing. As Harmer (2007b) states:

> "Teachers tend to talk about the way we use language in terms of four skills reading, writing, speaking and listening. They are often divided into two types. Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves" (p.265).

Moreover, Oxford (2001) claims that when a teacher integrates the four language skills with careful reflection and planning, learners can use English effectively for communication. Therefore, it is essential for EFL learners not to learn writing in isolation; however, they should to integrate the four skills, and each skill should be given equal concentration in order to improve each of them.

1.4.1. Writing and Speaking

Writing and speaking, both acts of producing messages, are referred to as productive skills. Golkova and Hubackova (2014) define productive skills as active skills

which transmit the information that a language user produces in either spoken or written form. Speaking is defined as the interpersonal function of language through which meaning is produced and transferred (Hughes, 2013) and "writing is a way to produce language you do naturally when you speak" (Meyers, 2005, p.2). Additionally, oral and written proficiency are the most important objectives that EFL learners and teachers strive for, yet they are also the most challenging and demanding skills to develop and enhance as means of communicative skills. In this regard, Nunan (1989) states that writing is an extremely difficult cognitive activity which requires the learner to have control over various factors. Similarly, Tarone (2005) views speaking as the most complex and difficult skill to master.

Productive skills are also similar in some aspects when preparing a speech and writing a paper. According to Kanar (2014) writing and speaking follow the same steps selecting a topic, determining a purpose, considering the audience, stating the main idea, planning and organizing what is intended to say or write. Regardless of whether the speech is written or spoken, learners should define the topic they will discuss while setting a specific goal. They should also identify, plan, organize and support their ideas with a good start and conclusion. Despite the writing and speaking skills similarities, they are different in certain aspects.

Firstly, Horowitz and Samuels (1987) state "Oral language is typically associated by linguists with conversation that is produced, processed, and then evaluated in the context of face-to-face exchange and grounded in interpersonal relationships that are often clearly established." (p.56). In other words, most conversations take place face to face which enable speakers to get immediate feedback. Speaking also occurs, most of the time, in situations where interlocutors are present

On the other hand Horowitz and Samuels (1987) claims that written language is related with language of books which is formal, academic, and planned. Writing takes place in a text, it is planned and formal unlike speaking which is unplanned and informal, as Foster, Tonkeyn and Wigglesworth (2000, p.368) argue :"During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this." Because of time constraints speaker have difficulty to plan, to organize the message, and to control the language being used.

Furthermore, speaking and writing differ in both context and manner. Oral language is acquired naturally and unconsciously in the first years of life; however, written language is developed consciously, most often at school (Cameron, 2003, p.14 as cited in Pilar). Learners may express and communicate their ideas, feeling, and different opinions in a written form respecting certain rules while in speech they express their thoughts freely without restrictions. Similarly, Raimes (1994) argued that learning to speak first language is without any instruction, while to write in L1 is must be taught due to writing complexity.

Moreover, according to Crystal (2006), speech is defined as time-bound, dynamic and transient; the speaker usually addresses his speech to a particular audience which is present. In contrast, writing is space-bound, static and permanent, with the writer being usually distant from the reader (p.179).Thus, writing tends to be permanent that lasts for long time; the potential readers are not present when writing composition and may be unknown to the writer. On the other hand, speaking is temporary which lasts for short time and it is directed to specific and limited listeners; they also can interact with speaker.

In short, although writing and speaking are different skills in certain aspects; however, both skills are useful in the learning process and should be mastered by students.

On the whole, we can observe that the language skills speaking writing reading and listening are interdependent and inter complementary for EFL learners.

1.4.2. Writing and Reading

The relationship between reading and writing is a significant issue, therefore; it has been explored by a great number of researchers from a variety of perspectives. According to Hiroaki (1998), writing and reading are cognitively similar in that they are both active and recursive processes. First, as active processes, both skills involve three aspects which are: active construction of meaning, interactiveness, and activation of schemata.

➢ Active construction of meaning: In writing process, people do not have their ideas in advance ; however; they write what they think on paper, read their piece of writing to see what it expresses, and then decide whether it is what they intended to say. Writing it down helps to construct its meaning. Readers also construct meaning through active processes by which they comprehend text.

➢ Interactiveness**:** There is an interaction between the text and the writer or the reader. In writing, writers read and react to their writings, whereas in reading readers read and react to another person's writing. The only difference is who wrote the text

➢ Activation of schemata**:** Schemata refer to the background knowledge of the writer or reader; it is essential for both writing and interpretation of the text.

The second key cognitive similarity is writing and reading as recursive processes. In writing learners can revise their writings several times (Hiroaki,1998) , he also indicates" our interpretation is likely to change as we get new frameworks, which means that reading is a recursive process .That is, in addition to being active processes, writing and reading are cognitively similar in that they are both also recursive processes" (p.9).

Furthermore, reading and writing reinforce each other. As Stotsky (1983) states "better writers tend to be better readers, which better writers tend to read more than poorer writers, and that better readers tend to produce more syntactically mature writing than poorer readers."(p.636). That is to say, good writers are good readers and poor writers are poor readers and the lack of reading leads to poor writing production. Similarly, Graves, Juel and Graves (1998) believed that, reading and writing are natural peers, in which both of them construct and reinforce each other.

In addition, Rubin and Hansen (1984) suggest that readers and writers share five types of knowledge when they compose: information, structural, transactional, aesthetic, and process knowledge. Firstly, the information knowledge involves world knowledge, vocabulary and concepts which are required by reader and writer in order to compose messages. The information can be revised by adding or deleting information in writing, and it can be revised when they reread. Also, the information gained in reading benefits writing, and at the same time this information is given and clarified by writing. Secondly, Structural knowledge includes knowledge of discourse, structure, and writing formula such as compare contrast paragraph, cohesion and coherence devices. Generally, writers produce discourse with structure to construct meaning. The third one is transactional knowledge which refers to conceptualization of texts as medium of communication between writer and reader. Another kind of knowledge is aesthetic knowledge which is neglected in cognitive literature; it consists alliterative style, relative length, and stress patterns which may affect reader's and writers' choices. Lastly, Process knowledge is the most important type due to the complexity of reading and writing. Writers who are aware of their writing process able to make decisions about revising; readers as well are able to use rereading strategy.

Briefly, teaching reading and writing correlation can improve EFL classes in learning a language.

1.5. Writing Approaches

In EFL classes, writing is probably the most important and complex skill since it requires a complex mental process. Durai (2017) states: "Writing skill is considered as the important and difficult skill to acquire. In today's information and communication society writing becomes an essential skill for the students and for the professionals."(p782). There are several approaches to teaching writing that have been used by teachers and educators for many years, Chow (2007) specifies three traditional approaches to teaching and learning of writing respectively: product, process, and genre approach.

1.5.1. Product Approach

Product approach is a traditional approach in which students are encouraged to imitate a model (Gabrielatos, 2002). The teacher gives a model of writing a text to students, and the students have to imitate the given model; therefore, the product of writing should be the same as the model. The main concern of this approach is raising students' awareness, especially in grammatical structures; in this regard, Tangkiengsirisin (2006) believes that product approach emphasizes the students' ability to memorize and apply grammar rules. Similarly, Hedge (1988) defines this approach as an approach to writing that focuses on the features of written texts. She declares that product approach may include the skills of getting correct grammar, having a rich vocabulary, using appropriate punctuation, relating ideas and information in order to develop a topic, developing and organizing the content clearly.

In addition, this approach gives the authority to the teacher who evaluates the final product, and there is no room for students to be innovative in their writing. According to Mourssi (2006), product writing approach is a teacher-centered method where there is no

role for the students' discussion or negotiation about their final product. Furthermore, Kroll (1990b) suggests four steps of the product-approach as follows: presenting the rules of writing, analyzing and discussing the text, making students write based on the text model, and finally the teacher corrects the learners' paper.

Moreover, Steel (2004) suggests that product approach consists of four stages before students produce the end-product. It includes familiarization, controlled writing, guided writing, and free writing. In the familiarization stage, students are familiar with certain features of a particular model text given by the teacher; they study the model and highlight its features. In the second stage, controlled writing, students practice the highlighted feature in isolation. Raimes (1983, p.6) explains that in controlled approach "students are first given sentence exercises, then paragraphs to copy or manipulate grammatically". In addition, students organize their ideas in the guided writing stage; the organization of these ideas is more important than the ideas themselves. Finally, free writing stage is the final product of the learning process, in which students use the skills, structures and vocabulary they have been taught and learnt from the model text to produce the product, such as a letter, story or essay.

To sum up, White (1998) represents all what is stated above as following:

Study the model   ⟶   *Manipulate elements*   ⟶   *Produce a parallel text*

Product approach starts with studying the model, then analyzing it from different aspects: structures of grammar, content, sentences, organization, and rhetorical patterns. After manipulating these features, students are given a new topic in order to produce a parallel writing text.

1.5.2. Process approach

The process approach focuses on the creativity of the individual learner, and it stresses mainly on the development of producing effective written products rather than the

products themselves and the imitation of models (Tribble, 1996). Likewise, Kroll (1990a) asserts that process approach emphasizes the development of a personal ability in writing and focuses on a learner-centered classroom. Accordingly, it can be observed that process approach tends to be students-centered, and focuses more on the process than the product, in which students make decisions by themselves such as the choice of topics. Indeed, the teacher gives them responsibility for and ownership of their own writing.

Smith (2000, as cited in Alodwan and Ibnian, 2014) states the main features of the process approach as follows:

- It contains different kinds of writing models, expressive and expository.

- It emphasizes writing conferences in which the teacher sits with the students as they are writing and offers advice on how to progress.

- Writing normally is done through a collection of multiple drafts.

- Writing should be a cooperative task in which students help one another to produce text.

- Students' errors are considered natural and should be corrected in the final stages.

- Teachers judges, ask questions, and provide suggestions to students' drafts

- Grammar is learned in the context of writing for communication.

- This approach emphasizes the revision in which students review, clarify, and reorganize what they have written.

1.5.3. The Steps of Writing Process

Writing is a recursive rather than a linear process, where students plan, revise, draft, and edit their written product; these different stages allow students to develop their writing (Hedge, 1988). Graves (1983) proposes five steps in the writing process which includes pre-writing, drafting, revising, editing, publishing and sharing.

1.5.3.1. Pre-writing (planning)

Students plan what they are going to write before they start writing; they decide what they are going to write about. In this phase, students should focus on three main issues. The first issue is the purpose of writing which influences the type of text selected by students, the used language, and the chosen information. Secondly, they should concentrate on the targeted readers by using formal or informal language. The last issue is the content structure of writing which refers to the students' choice in terms of facts, ideas and arguments (Harmer, 2004). Furthermore, Brown and Hood (1989) suggest techniques to help students in planning before writing. The first technique is brainstorming in which students write down their ideas quickly without paying attention to grammar mistakes or the form of sentences.
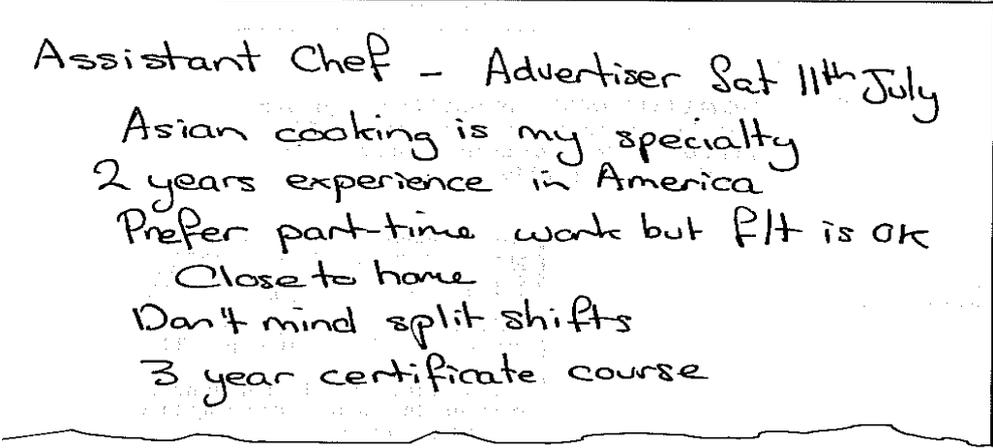
Assistant Chef – Advertiser Sat 11th July
Asian cooking is my specialty
2 years experience in America
Prefer part-time work but F/t is ok
Close to home
Don't mind split shifts
3 year certificate course

Figure 1: Brainstorming in preparation for a job application letter (Brown & Hood, 1989, p.7)

The above figure illustrates a sample of brainstorming technique. It shows that students write what came to their mind without respecting grammar rules, or the structure of sentences. This technique helps students to promote their thinking skills since they are asked to think of all things related to a topic. Secondly, speed writing technique in which students give themselves limited time to write about a topic without considering the neatness and correctness factors. Finally, asking "Wh" questions technique is useful for

students writing because it determines different areas of topic. The figure bellow shows an example of Wh questions technique:

What is the problem?
Who is being affected by it?
Where is the problem worst?
Why is it so bad here?
When is the Council going to do something?
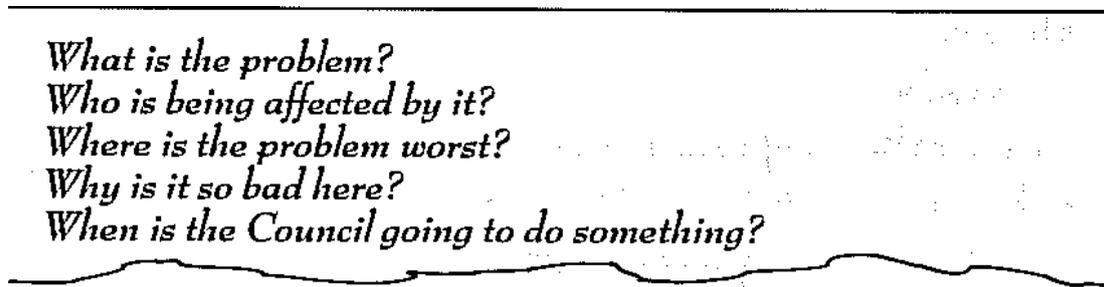
Figure 2: Preparation for a letter to the council about the bad condition of the roads (Brown and Hood, 1989, p.9)

1.5.3.2. Drafting

Drafting is the second stage of the writing process, where the student writes down his/ her ideas and thoughts based on the prewriting phase. At this stage, the student decides what should be included or excluded in his writing, and how it should be organized. He or she writes without paying attention to punctuation, grammar, neatness, capitalization, or paragraph structure (Faraj, 2015). The following sample shows a student's first draft. Peha (1995) explains that the student writes down her first draft; she does not just copy down her pre-writing notes, but she depends on them and adds new ideas. In this draft, she writes on every line instead leaving a line which will make it difficult to modify her work later on.
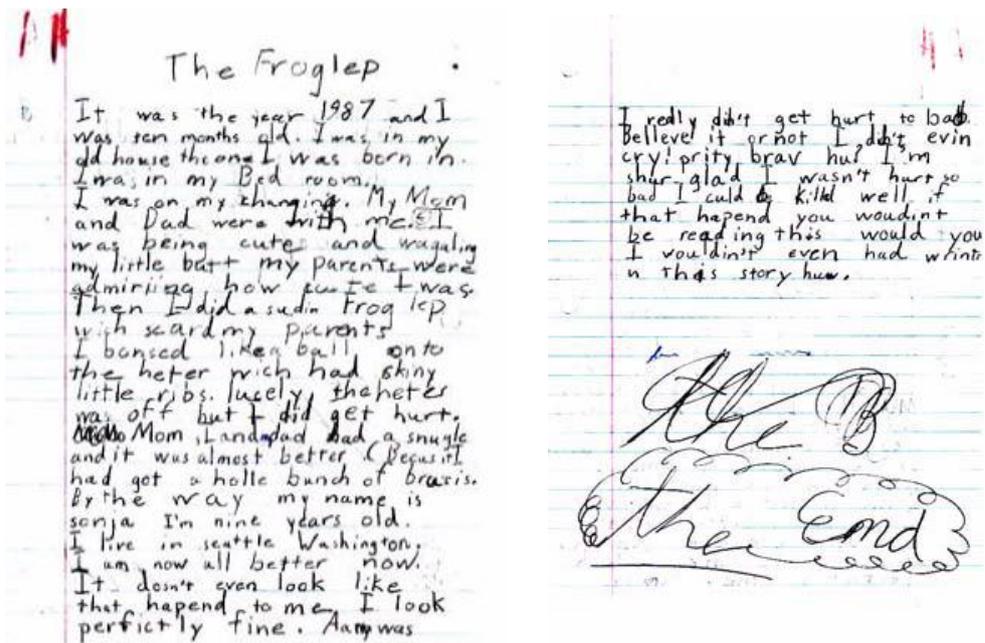
Figure 3: Student's first draft (Peha, 1995, p. 3).

1.5.3.3. Revising

After producing a draft, students are required to revise their piece of writing by adding, deleting, and rearranging ideas. As Tomkins (1994) claims "revision is not just polishing writing; it is meeting of the needs of readers through adding, substituting, deleting, and rearranging materials" (p.83). Sommers (2010) indicates that students may revise their drafts through receiving comments from instructors, peers, and writing center tutors. These comments can help them to re-see their drafts from the readers' point of view and their feedback. When students ask readers for their feedback, revision becomes a social experience, and helps them shape their writing in progress.

1.5.3.4. Editing

In the editing stage, students make a final check to edit their draft. They have to review their writing through proofreading and check grammatical mistakes, capitalization, punctuation (Mather and Juffe, 1899). In addition, Tomkins (2004) states that in this stage, students and teachers work together in order to edit writing; the teacher helps them to

locate and correct their errors and mistakes since it is difficult for them to identify and correct all their errors. He also reports that the key feature of editing is correcting errors which reflect three main questions that covers editing phase "Do students proofread their own papers? Do students help proofread classmate's papers? Do students increasingly identify their mechanical error."(p. 208).

1.5.3.5. Publishing and Sharing

It is the last stage of the writing process where students publish their final versions of writing, and share them with target readers.

1.5.4. Genre Approach

Another approach to writing is the genre approach which is regarded as an extension of product approach in both of them focus is put on the linguistic aspect and language structure. In contrast to product approach, genre approach supports the role of the social environment in writing and its particular purpose (Badger & White, 2000). In other words, genre approach emphasizes different types of writing which carry different purposes such as letters, articles, and reports. Similarly, Thoreau (2006) adds that genre in writing is a kind of writing which is characterized by representative style, particular target of readers, and a specific purpose. In addition, Hyland (2003) states:

Genre implies that students write not just to write but to write something to achieve some purposes such as it is a way of getting something done, to get things done, to tell story, to request an overdraft, to describe a technical process, to report past event, and so on, we follow certain social convention for organizing messages because we want our readers to recognize our purpose (p.18).

In other words, the aim of genre approach is not only to enable the writers to write, but also to follow a certain purpose. In sum, writers need to use a certain social conventions, linguistic features, and rhetoric structure of the text.

1.6. EFL Students' Writing Difficulties

Concerning the problems of EFL learners' in writing, Heaton (1975) stated that writing skill is complex and sometimes it is difficult to teach since it involves a comprehensive knowledge of grammar, suitable vocabulary, writing mechanics in terms of punctuation and capitalization. Simply, writing difficulties refer to a series of challenges and problems encountered by students throughout the writing process.

1.6.1. Linguistic Difficulties

1.6.1.1. Vocabulary

Vocabulary plays an important role in language learning, and it is also an essential skill for students to write. Without sufficient vocabulary, students cannot communicate and express their thoughts in written form effectively. In addition, Raimes (1985) reports that students who encounter problems when they write in a second language do not have enough vocabulary knowledge. EFL learners face serious challenges in writing; the inefficiency seems to be, to some extent, due to the lack of vocabulary knowledge.

Furthermore, Thornbury (2004, p.27) presents some factors that make vocabulary difficult to students. One of the major factors is pronunciation; indeed, the researcher believes that words that are difficult to pronounce are more difficult to learn. In addition, spelling factor involves problems in words that contain silent letters such as foreign, listen, headache, and muscle, etc. Another factor is meaning in which learners are confused by two words overlap in meaning. For instance, "do" and "make" are two verbs which frequently confuse students. You make a choice and make arrangements, but you do

homework and do a questionnaire. Vocabulary issue is one of the main points that students face in writing.

1.6.1.2. Grammar

Every language has a grammar that outlines its conventional or acceptable use in written communication. It is an important element of written language; when learners master grammar, they can easily communicate with others through writing. Harmer (2001) defines grammar as "the description of the ways in which words can change their forms and can be combined into sentences in that language." (p. 12). Grammar rules mainly include different rules such as tenses, prepositions, word class, voice, etc. These rules stand as a problem for many students in writing. According to Ellis (2008, p. 418) grammar difficulties can be divided into two kinds of challenge, firstly, learners' difficulty in understanding and expanding a grammatical feature. The second challenge is the learners' difficulty in internalising a grammatical feature so that they are able to use it fluently and automatically in communication.

Moreover, Hadiani (2017, p.83) indicates three major difficulties that students face in using grammar rules. First, they have difficulties in determining singular and plural noun, for example, some students write the plural form of information by adding the suffix "s" as "informations". This problem is due to the fact that students do not know that the word "information" is an uncountable noun, or they generalize the plural rule to all words without exception. Besides, some students do not know how to use determiner and verbs. Hadiani indicates that some students use the determiner "many" before uncountable nouns, and they conjugate the verbs after modal auxiliary "he can does". Finally, most of students have difficulties in parallelism. Parallelism means a similarity of grammatical form for similar elements of meaning within a sentence or among sentences.

1.6.1.3. Spelling

Spelling is a sub-skill under writing, it is an essential skill of writing that has to be mastered by learners in order to produce effective piece of writing. Generally, spelling is usually described as the correct arrangement of letters to form a word. When students are not able to spell words effectively, they produce a weak piece of writing. Kuiper and Allan (2004) claim that most learners find spelling difficult due to three reasons, begin with interpreting words as sequences of sound segment rather than as continuous streams of sound. Also, the number of letters in the written form of a word and the number of sound segments in the spoken word are not necessarily the same. Lastly, Sometimes the same word can be pronounced with different sequences of sound segment.

1.6.1.4. Punctuation

In speech, students can make a pause between word and phrase, can use gestures, and give emphasis to a word by raising or lowering the voice to help the listener to understand the meaning; however, in writing it is done by punctuation. This latter is considered as a major challenge to EFL learners. Awad (2012, cited in Said, 2018) suggests that the most common errors are as follows: excessive use of commas instead of periods, incorrect use of capital letters, misuse of quotation marks, and misuse of semicolons respectively.

1.6.1.5. Cohesion and Coherence

According to Witte and Faigley (1981), cohesion refers to the mechanisms that link the text together while coherence is the semantic and logical link of that text to be understood and utilised. In other words, coherence makes every sentence flow smoothly and logically by using grammatical links while cohesion makes every sentence stick together by using cohesive devices. Most of EFL learners have problems in writing, especially in producing a coherent and cohesive text. Coherent and cohesive devices are often misused or overused

by learners in their attempt to produce their piece of writing. They are unaware of the mechanics of coherence and cohesion, besides they face problems in generating and organizing ideas.

1.6.2. Psychological Difficulties

1.6.2.1. Lack of Motivation

Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something" (p. 106). Also, Richards and Schmidt (2002, p.343) describe motivation as learner's attitudes, desires, and willingness to learn a second language. In the EFL classroom context, students' motivation constitutes one of the significant backbones of writing process. Deslin (2013) claims that lack of motivation is due to students' low self-confidence and self-esteem. In addition, teachers' negative attitude towards students and non-supportive classroom environments damage students' willingness towards lesson. Thus, lack of motivation constitutes a serious problem for both teachers and students in language classrooms.

1.6.2.2. Anxiety

Most EFL students face some kind of problems while trying to write; they feel stressed, anxious and they even quit writing. In its simplest form, anxiety is defined as "the feeling of being very worried about something" in the Longman Dictionary of Contemporary English Online. In the EFL context, anxiety refers to the feeling of being very worried about the new language which is being learnt. According to Rezaei and Jafari (2014) who claims that causes of writing anxiety among EFL students is because of teachers' negative feedback, high expectations, low self-confidence, and lack of adequate linguistic knowledge. Furthermore, Liu and Ni (2015) state: "writing anxiety has a significant negative effect on student performance when practicing a foreign language" (p. 46).

Conclusion

In summation, we consider that writing is an essential skill especially within higher education contexts since it is employed as a means for students' examinations, assignments, and dissertations. It is also considered to be the most difficult skill to master. Throughout this chapter, we have presented a general overview of the writing skill. In fact, we have discussed different definitions of writing, its purpose and the main features of effective writing. We have demonstrated the relationship between writing and other skills. Indeed, we have explained the approaches of writing as a product, process and genre, along with the steps of the writing process. Lastly, we have stated two types of EFL writing difficulties mainly linguistic and psychological difficulties. The following chapter deals with collaborative writing and peer feedback.

Chapter Two: Collaborative Writing and Peer Feedback

Introduction

Writing has always been seen as an important skill in EFL classes. It is the area in which learners are expected to offer adequate time to improve their writing skill. Therefore, it needs a lot of efforts on making the students write better. Recently, there were many educational changes worldwide; the most significant change is the shift from teacher-centered methods to learner-centered methods. There are several different instructional methods that can include the learner-centered method; one of these methods is collaborative writing. Collaborative writing strategy is a teaching writing strategy in which students are asked to work together in pair or group on a writing task. This strategy requires students to write a text with their peers; therefore, writing is no longer an individual activity but an interactive process in which social abilities of learners are reinforced. Moreover, when students write collaboratively, they check each other's work, behaviors and performance and then give comments to their partners. These comments are labeled "peer feedback". It can be in form of corrections, opinions, suggestions, or ideas to each other. Ideally, peer feedback is a two-way process in which one collaborates with another to review a task or a project. This chapter displays an overview of collaborative learning, different definitions, theoretical perspectives, elements of collaborative learning; it also discusses types of collaborative learning groups. Besides, a general view about collaborative writing, definitions and its different types. Furthermore, throughout this chapter, we try to shed light upon the central pillars of implementing collaborative writing in EFL classes in terms of the formation and the size of groups; in addition to, different strategies represented in round table, think-write-pair-share and jigsaw strategy. This chapter also presents different concepts about feedback in the writing classroom with a focus mainly on peer feedback and its importance.

2.1. Collaborative Learning Definition

The general meaning of the term collaborative learning (CL) is that it stands for learners working together to reach a shared goal. Considering the number of different conceptions on collaborative learning, it is challenging for researchers to define what is exactly meant by the term. Zhang (2012) defines collaborative learning as an instruction method in which group of students work together to achieve an academic aim, such as solving a problem, creating a project, and acquire knowledge. Generally, CL encourages learners to gather their resources and complete specific tasks which they are not able of completing alone. In addition, Gokhale (1995) believes that in a CL environment, the success of a person in the group will support the other members to succeed together. That is to say, students are divided into groups to learn together, each group member is responsible for his own progress and the progress of other members in the group to achieve a common goal.

Furthermore, to understand CL, it is necessary to understand a minor controversy among researchers about the collaborative learning and cooperative learning. Both terms are forms of group work which support small-group active student engagement over inactive, and require specific tasks to be accomplished. Laal and Laal (2012) use CL interchangeably with cooperative learning. Moreover, Rockwood (1995) differentiates these methods in accordance with the role of the teacher. In cooperative learning, the teacher is the central authority in the class, in which group tasks are commonly more closed-ended and sometimes having explicit answers. In contrast, in the collaborative learning setting, the teacher leaves his or her power and authorizes the small groups by giving more open-ended and multifaceted tasks.

On the other hand, cooperative learning is highly structured, relates to more well-structured tasks for limited solutions, and requires the acquisition of a well-defined domain

of knowledge and skills. In contrast, CL is less structured, relates to unstructured tasks for open and flexible solutions, and requires the acquisition of an undefined domain of knowledge and skills (Joung & Keller, 2004). Additionally, Myers (1991, as cited in Pantiz, 1996) argues that cooperation focuses on the end-product rather than the processes that learners go through; however, collaboration emphasizes on group processing rather than the product its self. Despite these slight differences, both cooperation and collaboration are used interchangeably, and seek to enable learners to work in groups to accomplish shared learning objectives. In the present study, we opted for the term collaboration since it includes the entire process of learning to achieve shared goals.

2.2. Four Major Theoretical Perspectives on Collaborative Learning

There are four major theoretical traditions that attempt to explain why collaborative learning should improve student learning. Each one of them envisions and recommends different forms of collaborative learning. Slavin (1995) identified four major theoretical perspectives on the achievement effects of collaborative learning respectively: motivationalist, social cohesion, cognitive-developmental and cognitive-elaboration.

2.2.1. Motivational Perspective

Motivational perspectives on collaborative learning presume that motivation is the most important part of the learning process. From a motivationalist perspective, scholars focus primarily on the reward or goal structures of the students (Salvin, 1995). It is assumed that learners do not help their classmates or work toward a common goal; therefore, collaborative efforts are designed to provide incentives for the members of the group to participate in a group effort. As Mandal (2009) states that students will be motivated to help each other to master academic materiel, only if the group members are rewarded. Indistinguishably, Dörnyei and Ushioda (2011) claim:

In a cooperatively organized classroom, students work in small groups in which each member shares responsibility for the outcome and is equally rewarded (which can be contrasted to a 'competitive' structure in which students work against each other and only the best ones are rewarded). In many ways, cooperative learning can also be seen as a philosophy that maximizes student collaboration, and investigations have almost invariably proved that this approach is superior to most traditional forms of instruction in terms of producing learning gains and student achievement. Cooperative learning has been shown to generate a powerful motivational system to energise learning (p. 27-28).

In addition, the student should care not only to his/her efforts, but also to the group members' efforts. Accordingly, in order to achieve personal goals, group members should help their peers to do whatever qualifies the group to succeed, and to encourage them to do maximum efforts. Similarly, Dörnyei (2001, p.101) indicates "cooperation is motivating because the knowledge that one's unique contribution is required for the group to succeed increases one's effort." In a traditional classroom, the motivational theorists argue that competitive grading and informal reward systems discourage students and lead them to wish for their peers' failure. In contrast, when students work collaboratively toward a common goal, they may be motivated to learning (Salvin, Hurley & Chamberlain, 2003).

2.2.2. Social Cohesion Perspective

Social cohesion perspective (also called social interdependence theory) is related to the motivational theory for the instructional effectiveness of collaborative learning. There is, however, an important difference. In motivational theory, students help their group members learn because it is rewarded and it serves their own interests. In contrast, social

cohesion theory stresses on the idea that students help their peers learn because they care about the group and its members (Hertz-Lazarowitz & Miller, 1992). Furthermore, Salvin et al (2003, as cited in Altebarmakian and Alterman, 2017) describe social cohesion as the idea that students engage in a task and help each other learn because they care about the group and want one another to succeed.

2.2.3. Cognitive-developmental Perspective

A third major perspective on collaborative learning is cognitive-developmental theories, which is based on theories of Piaget and Vygotsky. Piaget (1926 as cited in Szücs, Tait, Vidal, and Bernath, 2009) argues that knowledge, values, morals and systems of symbols may only be learned effectively through interaction among participants; he believes that cognitive development occurs from social interaction. In addition, Vygotsky's view emphasizes the importance of collaborative activities and argues that the development of children is promoted by collaborative activities (Sills, Rowse, and Emerson, 2016).

2.2.4. Cognitive-elaboration Perspective

Elaboration occurs when peers provide examples of a topic, explain a concept, or supply specific argumentation. This process involves comparison of different perspectives, the development of shared meaning, and the joint construction of new knowledge via the resolution of conflicting viewpoints (Denessen, Veenman, Dobbelsteen & Schilt, 2008). Moreover, one of the most effective means of elaboration is explaining the material to another person. This perspective encourages students to take roles as recaller and listener in which they read a part of text. The recaller summarizes the information while the listener corrects errors and mistakes, fills in any omitted material, and writes down the

main ideas. They switch roles on the next part of text (Salvin, Hurley & Chamberlain, 2003).

2.3. The Five Elements of Collaborative Learning

A large number of teachers believe that they are implementing collaborative learning; nevertheless, they miss its essence. They think collaboration is just putting students side by side at the same table to learn. Johnson and Johnson (1999) state that in order to make a collaborative lesson, five basic elements are essential and should be included.

2.3.1. Positive Interdependence

Positive Interdependence is a basic element of Collaborative Learning. Johnson, Johnson and Smith (1998a, p.7) define Positive Interdependence as: "Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences." In a CL environment, each student's effort is necessary and required for the success of the group. They should believe that they succeed only if the group succeeds. Furthermore, Johnson, Johnson, and Holubec (1998) indicate two steps to create positive interdependence among members of a group. Firstly, group members should establish positive goal interdependence. They should direct their efforts more to their common goals instead to their individual goals. The second step is the supplement of positive goal interdependence by giving the whole group members some motivators such as reward, celebration, role, resource, and intergroup.

2.3.2. Individual Accountability

This element specifies that each student in a group has to make a considerable contribution to complete their common goal. In collaborative learning situation, individual accountability means every individual in the group is accountable for his or her

performance and should share what they have learned or mastered in front of their group members (Kagan & Kagan, 2009). In addition, Jacobs (2006) defines individual accountability as "the team's success depends on the individual learning of all team members" (p.5). Accordingly, Graham (2005) states that individual accountability is an important element since it help the group members to identify each other and the areas in which they need additional assistance. One of the main goals of collaborative learning is to support and strengthen each and every learner in the group.

2.3.3. Face-to-face Promotive Interaction

In this element, students arrange themselves so that they are placed to face each other for direct eye-to-eye contact and face to face conversation (Johnson &Johnson, 1999). They define face-to-face promotive interaction as a kind of social interaction. It encourages students to participate and contribute in a group work while they are supporting, encouraging and praising each other's efforts to perform their mutual task.

2.3.4. Group processing

Group processing is essential element when implementing collaborative learning. It helps group members consider on behaviors that obstruct or authorize group work. In group processing, students are able to understand of their own personal and social development by negotiating their conflict, working together to overcome struggles, and developed a new understanding of their group members (Sutherland, Stuhr, Ressler, Smith & Wiggin, 2019). According to Johnson, Johnson, Stanne and Garibaldi (1990), group processing refers to a group meeting in order to identify whether the actions of group members are helpful or unhelpful, and make decisions about which actions should be continued or changed. The main aim of group processing is to clarify and improve the efficiency of the members in participating to the collaborative efforts to learn.

2.3.5. Interpersonal Skills (or social skills) and Small-group Skills

The final essential element of collaborative learning is the appropriate use of interpersonal and small-group skills. This element means students need to engage in such interactive abilities as leadership, trust-building, conflict-management, constructive criticism, encouragement, compromise, negotiation, and clarifying (Johnson, Johnson, & Holubec, 1993). Gillies (2016) states that social skills facilitate students' interactions during discussions with their peers through actively listening to each other, sharing ideas and resources, commenting constructively on others' ideas, accepting responsibility for one's behaviors, making decisions democratically.

To sum up, each of these five elements helps students transmit and receive information, clarify, organize, receive feedback, estimate different perspectives, test ideas, and see connections with their peers.

2.4. Types of Collaborative Learning Groups

Johnson, Johnson, & Holubec (1998b) identify three different kinds of collaborative learning groups. Each type of group has its own purpose and application.

2.4.1. Informal Collaborative Learning Groups

Informal CL encompasses the creation of small, ad-hoc groups so students can work together for shorter periods of time, usually one lesson (Smith, Douglas & Cox, 2009). In other words, this type requires few minutes to an entire class period. Its main purpose is to increase student involvement in the learning process; they shift from being passive learners to active ones (Johnson, Johnson & Holubec, 1994). Correspondingly, Williams (1995, p.82) states: "The informal cooperative learning group is used to break up or supplement a lecture or to focus student attention on a particular aspect of course work. This type of group is short term and less structured than the other choices."

2.4.2.   Formal Collaborative Learning Groups

In formal collaborative groups, students work with each other for a long period of time from one period to several weeks. It aims to achieve certain mutual goals and supplement specific tasks such as writing a report, conduct an experiment, solve a problem (Johnson, Johnson, & Holubec, 2008). Johnson and Johnson (1994) claim that in formal collaborative learning, the teacher design lessons to determine various pre-instructional goals such as grouping students in triads, heterogeneous groups, and shared tasks among group members. The teacher is the responsible of grouping his students to ensure diversity throughout the group

2.4.3.   Base collaborative Learning Groups

Base collaborative learning groups are longer-term groups that last for at least a semester with stable membership. The main responsibility is to provide each student the support and encouragement in order to make academic progress and to complete the courses successfully (Johnson, Johnson, and Smith, 1998). In addition, when students get support and help from their peers within collaborative base groups, they more probably attend their classes, complete assignments, and learn more effectively (Johnson, Johnson, and Smith, 1991).

Briefly, collaborative learning may be applied into courses through the use of: informal learning groups which are short-term and not very structured; formal collaborative learning groups, which are more structured and keep working together until the task is done; and collaborative base groups, which are long-term groups which aim for peer support and long-term accountability. These three types of collaborative learning may be used together (Johnson, Johnson, & Holubec, 2008).

2.5. Definition of Collaborative Writing

There are a variety of definitions of the term "collaborative writing". In its simplest definition, collaborative writing (CW) refers to students write together in pairs or group to produce a text; accordingly, Storch (2011, p. 275) defines collaborative writing as" the joint production or the co-authoring of a text by two or more writers". Each student contributes at each stage of the writing process: brainstorming ideas; gathering and organizing information; and drafting, revising, and editing the writing (Barkley, Croos & Major, 2005). In a similar way, Rice and Huguley (1994) report that CW is a unique practice in which multiple students work together to produce written works, and each member of group has almost equal ability to add, edit, or remove apart from the written production. That is, students need to be equal contributors to the task and mutually discuss their ideas in order to construct knowledge.

Furthermore, Murray (1992) states that in collaborative writing tasks, students use a range of social skills which may help enhance a sense of accountability, collaboration and community. In this activity, students are required to participate and share their ideas collaboratively. Therefore, they do not only have responsibility to understand the materials but also help their mates to understand it. In accordance with Moreillon (2007, p.4), "collaboration describes how people work together rather than what they do."

From the definitions above, it can be concluded that collaborative writing aims to support the exchange of opinions and ideas among group members, and to improve their ability to make decisions together and take responsibility in order to improve their writing.

2.6. Types of Collaborative Writing

A number of teachers have implemented collaborative writing in their writing class by using different kinds of this strategy. Lowry, Curtis and Lowry (2004, 74 -81) propose five

types of collaborative writing strategy. Firstly, group single-author writing; it occurs when one student writes to represent his or her entire group; it is commonly implemented when the writing task is simple. Although it is conducted by one student, it is still a kind of CW strategy since group members agree consensus on the same idea. Secondly, sequential single writing; it means that each member of group is responsible of writing in a numerical sequence. That is to say, one student writes at a time; each team member is assigned a part of text, writes his or her part and then pass on to the next member.

The third type of CW strategy is parallel writing. It occurs when a text or assignment is separated into several portions and each student writes their own part at the same time. There are two kinds of parallel writing, horizontal division parallel writing which can be applied if group members divide the task into parts, and each student take the responsibility for the development of his or her assigned part. The second one is stratified division parallel writing where the team members involved in the writing process are assigned by different roles such as author, editor, facilitator, or team leader.

Reactive writing is another type of CW strategy. It occurs when group members collaborate to develop their writing; they react to and adjust each other's contributions, changes and additions. Finally, the mixed mode of writing, it means when two or more of the collaborative writing strategies described previously are incorporated into the writing process.

In sum, each kind mentioned above has inherent advantages and disadvantages, so the teacher should consider them and choose carefully the type that serves the assignment.

2.7. Implementing Collaborative Writing in EFL Classroom

2.7.1. Forming Collaborative Writing Groups

Collaborative writing requires careful planning, assigning a task at the correct challenge level, and deciding how to select groups for the activity. Several researchers believe that group formation is an important step to design effective CW activities in which the appropriate selection of students to a group may create an environment that reinforces students' writing skills.

2.7.1.1. Proximity-based Groups

Proximity-based group is probably the most common way to form groups especially for large classes. It refers to the physical distance between students; in other words, it refers to their seating arrangements at a table. Proximity among students may have beneficial effects on interpersonal relations and group functioning since students in most situations sit next to the ones whom close to and make them feel comfortable. In addition, forming a group with students sitting next to each other is the least time-consuming method and requires little movement around the classroom (Kiesler & Cummings, 2002).

2.7.1.2. Student-Selected Groups (Or Self-Selected Groups)

In student-selected groups, students choose their peers by themselves without intervention of educators. The teachers usually suggest the required number of students in one group and give the opportunity to the students to form the group accordingly. Generally, students who prefer student-selected groups are high achieving and have had prior social or academic interactions with one another (Swanson, Gross & Kramer 1998). According to Chapman, Meuter, Toy, and Wright (2006, p. 560), student-selected groups refers to

> The self-selection method of group assignment allows students to choose their own group members. Students appear to first select friends to work with and then, if necessary, make additions to the group based on someone's seating

proximity or by adding students who are known as "good" group members. The self-selection method is quite easy for the instructor to administer.

2.7.1.3. Randomly-Assigned Groups

Randomly-assigned groups are groups in which the members are selected randomly. According to Sharan and Sharan (1992), randomly-assigned groups encourage students to discover their colleagues in class who can contribute to their learning.

2.7.1.4. Homogeneously-Assigned Groups and Heterogeneously-Assigned Groups

Baer (2003) suggests two ways to group students in CW which are called homogeneous and heterogeneous groupings. In homogeneous groups, students are grouped according to their shared abilities, genders, and races. While in heterogeneous grouping, students are distributed into groups with different ability levels, talents, and interests to complete a single activity. Likewise, Lejk, Wyvill, and Farrow (1999) state that in homogeneous grouping, the instructor is responsible of forming groups with clear goal of creating groups where each member is similar in ability, skills, or other characteristics. Generally, heterogeneous groups are learners with different abilities, learning styles, background knowledge, and attitude towards language, interests, and learning needs. In contrast, homogeneous groups are the groups where students' levels, knowledge, learning ability are assumed to be similar.

Briefly, when assigning collaborate work, instructors should decide whether to allow students to form their own groups or whether to place students in groups through either a random, homogeneous or heterogeneous processes.

2.7.2. Group Size

There are no clear rules for the size of an effective small group in CW activities. The decisions upon group size remain the responsibility of the teachers; they commonly use

small group work in order to run the writing class smoothly and achieve their intended objectives. According to Beebe and Masterson (2003), a small group usually consists of three or more students. Similarly, Mellor (2009) suggests that an ideal group size would be a balance between three to seven members; he indicates that class size, topic to work on and the nature of task may dictate the size of the group.

Additionally, Babin (1993, p. 44) states " I usually expect to have between 40 to 50 students enrolled in a typical Labor- Management Relations class, so therefore I usually place a four-person limit on group size. Those faculties with considerably smaller class sizes may be able to set limits of two or three." That is to say, the smaller the number of students, the smaller the group size, and it may have two students in a group. In sum, collaborative writing activities require keeping the size of the groups as small as possible.

2.7.3. Collaborative Writing Strategies

Collaborative writing refers to the process which provides group members the opportunity to explore, discuss, cooperate and develop learning capabilities (Dobao, 2012). In EFL classrooms, several teachers apply different collaborative writing strategies in which each strategy has its criteria that reveal different ways for students to reach their academic goals.

2.7.3.1. Roundtable Strategy

Roundtable Strategy is one of the effective strategies in CW since it makes the writing process becoming easier and builds team spirit of the students. Barkley, Cross and Major (2005) define roundtable as a technique in which students take turn, in sequence, writing ideas for an issue or task by passing the paper along to others who do the same, and then may reenter the round when they have additional thoughts. Likewise, Kagan and Kagan (2009) state that roundtable strategy follows some steps. Firstly, teacher assigns a

task, and provides enough time to think about it. Next, students take turns to write responses; they write down their ideas and then pass the notebook with pen to their peer and goes on until the cycle completes. Finally, after collecting enough a wide range of ideas, the students start the actual writing of the assigned topic.

Round Table can be beneficial for students to explore their writing skills. Accordingly, Mandal (2009) states that round table strategy is useful for brainstorming since each student in the group has chance, in turns, stating their ideas and opinions which can be used to develop a piece of writing. In addition, Stenlev and Siemund (2011, p. 4) state

In Roundtable, the multiple answers encourage creativity and deeper thinking. This activity builds positive interdependence among team members because of the shared writing surface, but more importantly, it builds team cohesion and reinforces the power of teamwork because students see in action the value of multiple viewpoints and ideas.

2.7.3.2. Think-Write-Pair-Share Strategy

Think-Write-Pair-Share is an effective learning technique which provides students an opportunity to work collaboratively with their peers in order to construct their ability in writing. In this strategy, the teacher assigns a topic, and gives students enough time to think carefully about it. After that, they write down their thoughts individually, and then each student collaborates with a partner to share and discuss what they have written (Pyke 2009, as cited in Haslan, 2017).

2.7.3.3. Jigsaw Strategy

Jigsaw is a collaborative learning technique invented by social psychologist Elliot Aronson in 1971. In this strategy, the teacher assigns a subject to be written, and divides it into small portions to handle it. In addition, students are also divided into collaborative groups which referred to as home groups. Each group is responsible for segment of study, thus they become experts for their own segment. After that, members of each group separate to work with the experts from other groups to exchange their ideas about their portions, and discuss the differences of the subject with each other. Finally, they return to their home groups in the role of instructor to teach their peers (Garcia, Abrego, & Robert, 2017).

Similarly, Tewksbury (1995, p. 322) presents the following description of the jigsaw method:

> Teams of students are assigned to investigate different aspects of the same problem or issue. Each team, might, for example, analyze a different but related data set or read an article on different aspects or viewpoints on the same topic. Once each team member thoroughly understands his/her team's aspect of the problem, new groups are formed, with at least one representative from each original team. Each individual then explains his/her team's aspect of the problem to the new group. In this way, every student learns every aspect of the problem. Each group then uses the combined information to evaluate a summary issue.

2.8. Feedback Definition

Feedback is a key process in language learning. Sadler (1989, as cited in Wambia, Gachari, Kinuthia, 2020) states that feedback is information provided to learners to reduce

the gap between performance and desired goal. Wang (2006, p.42, as cited in Klimova, 2015) also defines feedback as "the information about current performance that can be used to improve future performance." That is to say, feedback is designed to provide an understanding of performance through offering guidance on the knowledge that they possess. In addition, feedback can be defined as information that students receive about their opinions or answers during or after an activity, assessment or evaluation item (Vardi, 2012).

Furthermore, giving feedback in the process of writing is important to improve students' writing quality (Brown, 2001, p. 335). It can be defined as input from a reader to a writer with the effect of providing information to the writer for revision. In other words, reader (teacher or peer) gives comments, questions, and suggestions to writer (student) to learn where he or she has confused the reader by not providing enough information, illogical organization, incomprehensible ideas, inappropriate word-choice or tenses (Keh, 1990, p.294-295). From these definitions, it is clear that feedback is considered a fundamental element in writing classes. It refers to information students receive both during the writing process and after they have completed a piece of writing.

2.9. Sources of Feedback

In writing classes, students receive feedback from two sources which are teachers and peers (Hyland, 2003, p. 177). These sources are useful for indicating when things are going in the right direction or for redirecting problem performance in their written productions.

2.9.1. Teacher Feedback

When teaching EFL, teachers use feedback in order to help students to improve their writing skills. Ferris and Hedgcock (2014, p. 237) state that teacher feedback on student writing is a critical part of writing instruction and can have a great influence on student writing. They can use both oral and written feedback to encourage students to make progress.

2.9.2. Peer Feedback

There are a number of terms that are used interchangeably and refer to peer feedback as peer review, peer response, peer evaluation, peer editing and peer critiquing (Keh, 1990, p. 296). According to Liu and Hansen (2002, p.1), peer feedback is

> 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."

In other words, students interact and comment or critique their peers' drafts orally or in the written form; they act as if they were a teacher or an editor.

Moreover, in the writing process, peer feedback is defined as collaborative task in which students give and receive constructive and respectful feedback. It provides information to support learning so that students may gather insight about their writing, take feedback into account and improve their written works (Ministry of Education, Higher Education and Research, 2015). It refers to suggestions, comments, questions or inquiries that learners provide each other after reading any piece of writing (Flower, 1979). To sum up, peer feedback is a reciprocal process whereby students produce feedback reviews on the work of peers and receive feedback reviews from peers on their own work.

2.9.3. The Importance of Peer Feedback

Peer Feedback as collaborative learning task enables students to review and evaluate each other's writing and offer each other's with feedback. This task has a number of benefits since a large number of studies have shown that peer feedback plays a positive role in teaching and learning writing skills. First, peer feedback encourages student to participate in different activities, enhancing their sense of self-control and make them less passively teacher-dependent (Hyland, 2000). Additionally, Yang, Badger, and Yu (2006) claim that peer feedback can develop critical thinking, enhance learner autonomy and social interaction among students. Similarly, Wakabayashi (2013) reports that through peer feedback, learners depend on critical evaluation of text in order to exchange help for revision. That is to say, students interact with each other by giving and receiving feedback related to writing and revision. In which readers benefit from reading the texts of their peers and think critically about the text in order to offer suggestions for revision, while writers benefit from their peers' suggestions for revision.

Furthermore, Ur (1996, p.172) states that peer feedback can be "time-saving and useful technique; also, critical reading for style, content and language accuracy is a valuable task in itself." Students can work with each other on their first drafts by exchanging feedback on content, language and organization before submit it to the teacher. Moreover, Peterson (2010, p.2) states "peer feedback has the greatest impact in writing." She states that the writer and her or his peers exchange their ideas to move the writing forward when the writer faces difficulties. They ask for clarification about something that is confusing or about missing information, talk about their intentions and identify parts that they felt were strong or weak. Peers also give their emotional response to the writing by praising or criticizing them.

Conclusion

To conclude, collaborative writing is a teaching writing method which requires students writing in groups, reading and talking about writing, and giving evaluation to the writing. Students can also benefit from peer feedback when they write collaboratively, as matter of fact, they interact, share, suggest, and evaluate each other's work. Therefore, it is expected that when students write collaboratively and provide feedback to their peers, they will improve their ability in writing. On the whole, an overview regarding collaborative learning, collaborative writing, peer feedback and the interplay between these concepts to learn writing has been provided in this chapter.

Chapter Three: Fieldwork and Data Analysis

Introduction

The current chapter is devoted to the fieldwork that aims to investigate practically the role of collaborative writing through peer feedback in improving students' writing. In other words, how collaborative writing and peer feedback can help the students to improve their writing skill. In this chapter, a qualitative descriptive study has been adopted because it is the most appropriate to our study. Therefore, we have gathered data with help of questionnaire - to students and teachers- as a research tool. The main purpose of this chapter is to confirm the validity of the research hypothesis and to find solutions to students' writing problems. Hence, to improve their writing skill through collaborative writing and peer feedback.

3.1. Teachers' Questionnaire

The main objective behind conducting a teachers' questionnaire is to verify the hypothesis and draw some conclusions about the importance of collaborative writing and peer feedback in enhancing their students' writing. Therefore, the researchers gathered data about different attitudes and opinions of written expression teachers at Biskra University.

3.1.1. Description of Teachers' Questionnaire

The current questionnaire is designed to teachers at the department of English who teach written expression course at Biskra University. It includes different kinds of questions, numeric questions, close ended and open ended questions. Firstly, in numeric questions teachers' answers require a specific numerical and short-answer (like number of years). Moreover, in close ended questions, researchers ask respondents to choose from a set of pre-defined responses, such as yes/no, set

multiple choice questions or indicate frequency. In addition, unlike close ended questions, open ended questions are not limited to a set of options; they are used to unveil the teachers' opinions and attitudes towards the subjects under study. This questionnaire consists of twenty nine questions organized in four sections which are related directly or indirectly to one of the aspects discussed in the research.

Section One: General Information

This section is devoted mainly to gather data about teachers' experience in teaching 'written expression' course, and different views about this course.

Section Two: Writing Skill

This section is concerned with teachers' concept of good writing, their students' actual level and their difficulties in writing, and the challenges they face when teaching writing.

Section Three: Collaborative Writing

This section deals with teachers' understanding and use of collaborative writing, their attitudes toward this strategy to enhance students' writing skills and their evaluation of such strategy.

Section Four: Peer Feedback

This section reports the teachers' perceptions of the usefulness of peer feedback for students' writing and collaborative writing.

3.1.2. Administration of Teachers' Questionnaire

The present questionnaire has been distributed to ten teachers of written expression course at Biskra University who have the adequate experience that makes

their suggestions and observations valuable for this research. However, only five questionnaires were handed back to the researcher representing our sample in this study.

3.1.3. Analysis of Teachers' Questionnaire

3.1.3.1.Section One : General Information

Question 01: How long have you been teaching the course of "written expression"?

Number of years	Participants	Percentage%
Less than or 5 years	2	40%
More than 5 years	3	60%
Total	5	100%

Table 1 : Teachers' Experince in Teaching "Written Expression"
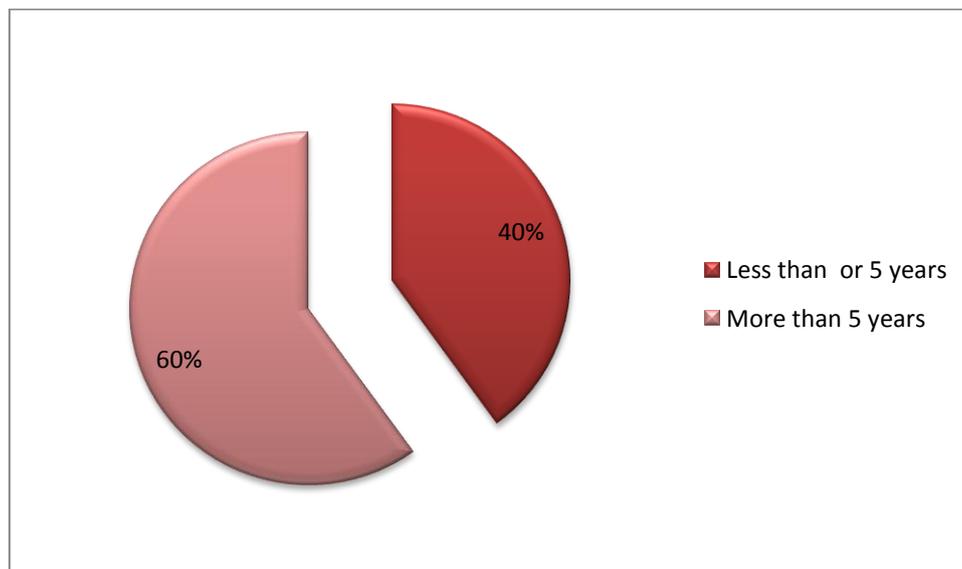
Figure 4: Teachers' Experience in Teaching "Written Expression".

Teachers' responses indicate that they have varied experiences in teaching "Written Expression". As it was reported in the questionnaire, three teachers have been teaching written expression for more than five years while two teachers have been teaching less than five years. The majority of teachers (60%) have spent five to ten years teaching, and (40%) teachers have been instructing from one to five years. Accordingly, we can deduce that this period of experience is largely sufficient to provide us with valuable responses.

Question 02: Do you think the programmed number of sessions per week is enough for the "written expression" course?

	Yes	No	Total
Participants	1	4	5
%	20%	80%	100%

Table 2 : Written Expression Programmed Sessions
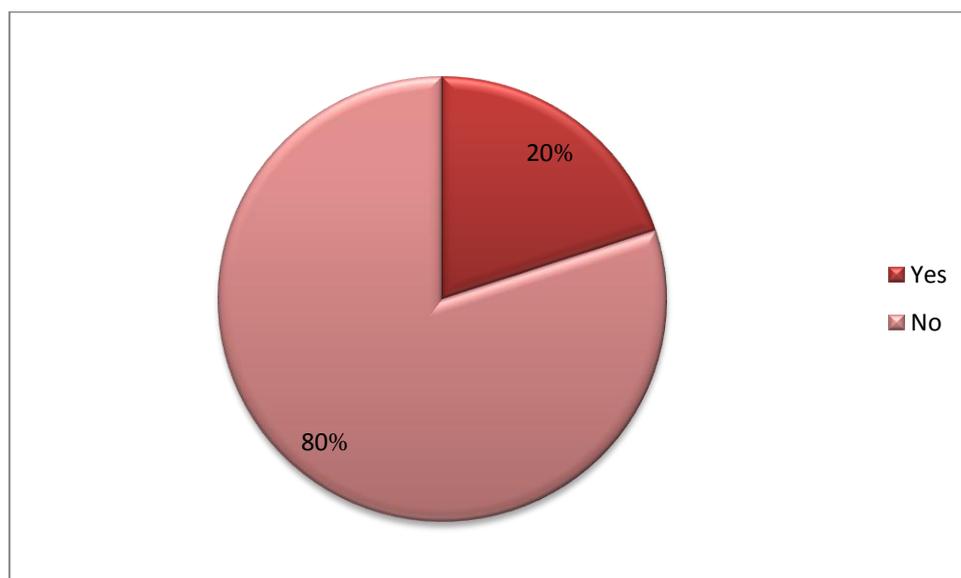
Figure 5: Written Expression Programmed Sessions.

Based on the data obtained from the teachers' responses, the results show that most teachers (80%) believe that the programmed sessions of "Written Expression" they are teaching are not enough to improve students' writing. However, one teacher (20%) disagrees; s/he thinks that written expression sessions per week are enough. The majority of teachers agree that the time is not sufficient to practice writing or to fully develop the writing skill since they cannot cover all aspects of writing.

Question 03: Do you think the "written expression" syllabus you teach is enough for learners to achieve a satisfactory level in writing? If No, please explain.

	Yes	**No**	**Total**
Participants	3	2	5
%	60%	40%	100%

Table 3: Teachers' Attitudes toward "Written Expression" Syllabus.
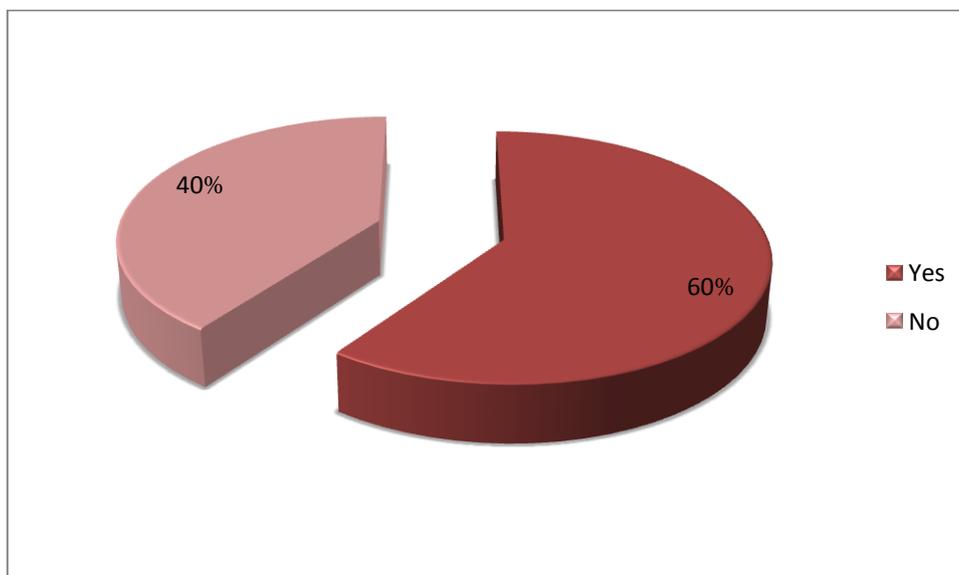
Figure 6: Teachers' Attitudes toward "Written Expression" Syllabus.

The current question aims to consider teachers' attitudes toward the written expression syllabus. The results show that (60%) of teachers believe that the written expression syllabus they are dealing with is enough and adequate to improve the writing level. While (40%) of them think that the syllabus is not sufficient to enhance students' level in writing. This leads to think that the syllabus should be reviewed in terms of contents and approaches. Teachers who answered "No" insist that the syllabus in the written expression course needs more practice sessions and workshops.

3.2. Section Two: Writing Skill

Question 01: In your opinion, good writing means:

Good writing means	Correct Grammar	Good Ideas	Clarity, Coherence and Focus	Spelling and Punctuation	Specific Vocabulary	All of Them
N	0	0	0	0	0	5
%	0%	0%	0%	0%	0%	100%

Table 4: Teachers' Beliefs about Good Writing
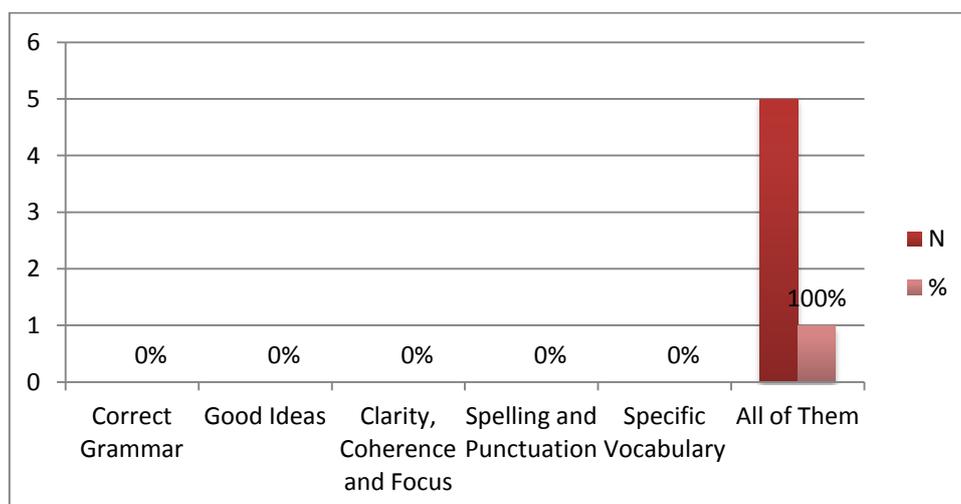
Figure 7: Teachers' Beliefs about Good Writing.

This question intends to reveal teachers' perceptions toward good writing. All the teachers (100%) agree that good writing includes all of correct grammar, good ideas, clarity, coherence and focus in addition to spelling, punctuation and specific vocabulary. None of them chose an aspect individually to represent good writing; therefore, to write effectively all aspects of writing should be taken into consideration.

Question 02: What is your students' actual level of writing?

Students' level	Participants	%
Most are above average	0	0%
Most are average	5	100%
Most are below average	0	0%
Total	5	100%

Table 5: Teachers' Opinion about Students' Levels in Writing.
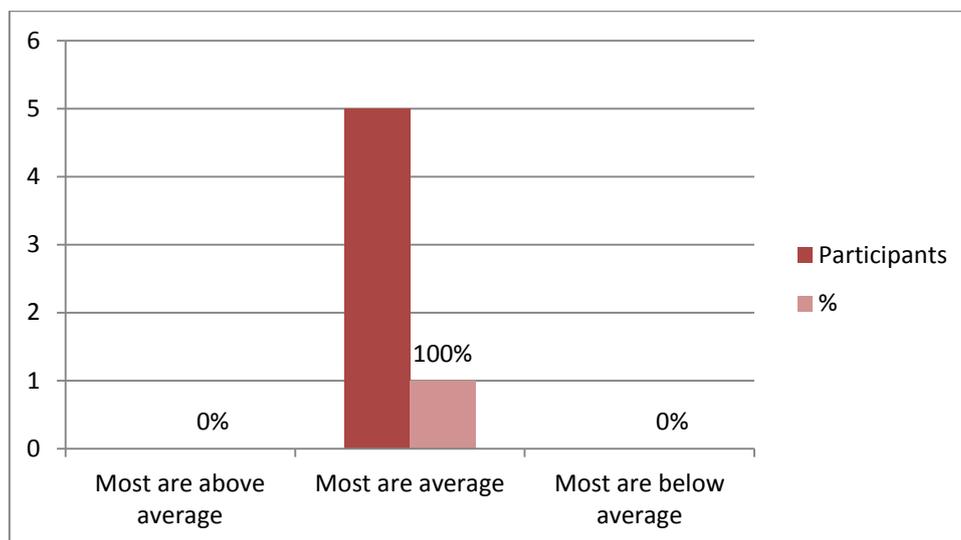
Figure 8: Teachers' Opinion about Students' Level in Writing.

The purpose of the present item is to know the students' level in writing from teachers' perspective. The statistics have shown that the whole percentage of the

teachers (100%) describe their students' level in writing as being "average". Yet, none of the teachers who answered the questionnaire stated that their students' level of writing was above or below average. Accordingly, even though the majority of students have an average level in writing in English; their level varies from one student to the other. We can deduce that the majority of students do not have a high level in writing in English, probably, because they face some specific difficulties, they are not interested in writing in English, or they are not motivated.

Question 03: Do your students find difficulties when writing?

	Yes	**No**	**Total**
Participants	5	0	5
%	100%	0%	100%

Table 6 : Teachers' Opinion about Students' Writing Difficulties.
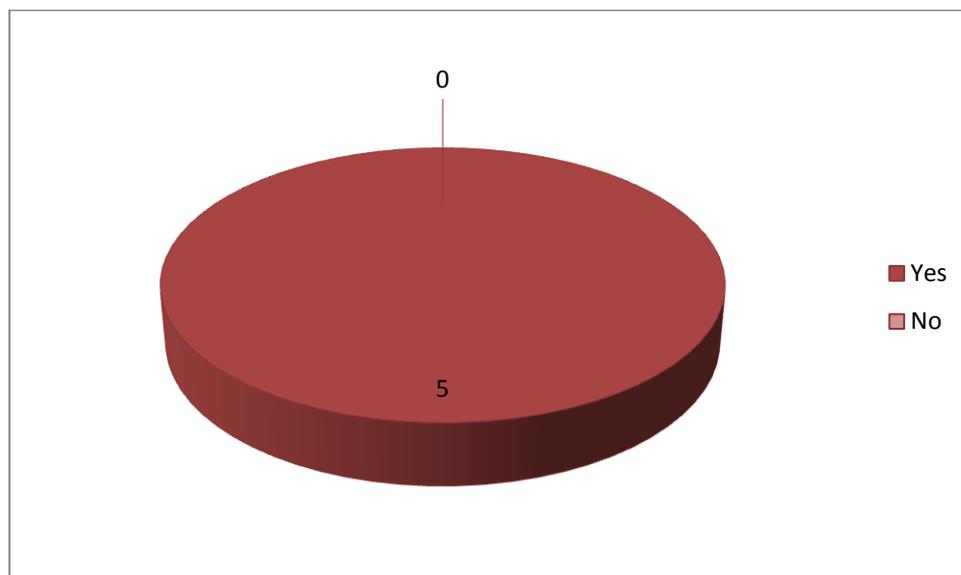
Figure 9: Teachers' Opinion about Students' Writing Difficulties.

It is obvious from the results that all teachers (100%) agree that their students have difficulties when writing. None of them has selected "No" answer; therefore, we can deduce that teachers are not satisfied with their learners' writing.

If yes, these difficulties are due to :(you can select more than one option)

Difficulties	Participants	%
a. Teacher	0	0%
b. Lack of an appropriate approach to teach writing.	0	0%
c. Learners	0	0%
d. Lack of motivation to writing	0	0%
e. Influence of L1 in writing in English	0	0%
f. Others	2	40%
All of them	1	20%
d+e	1	20%
e+ f	1	20%
Total	5	100%

Table 7: Teachers' Opinion about Students' Writing Difficulties.
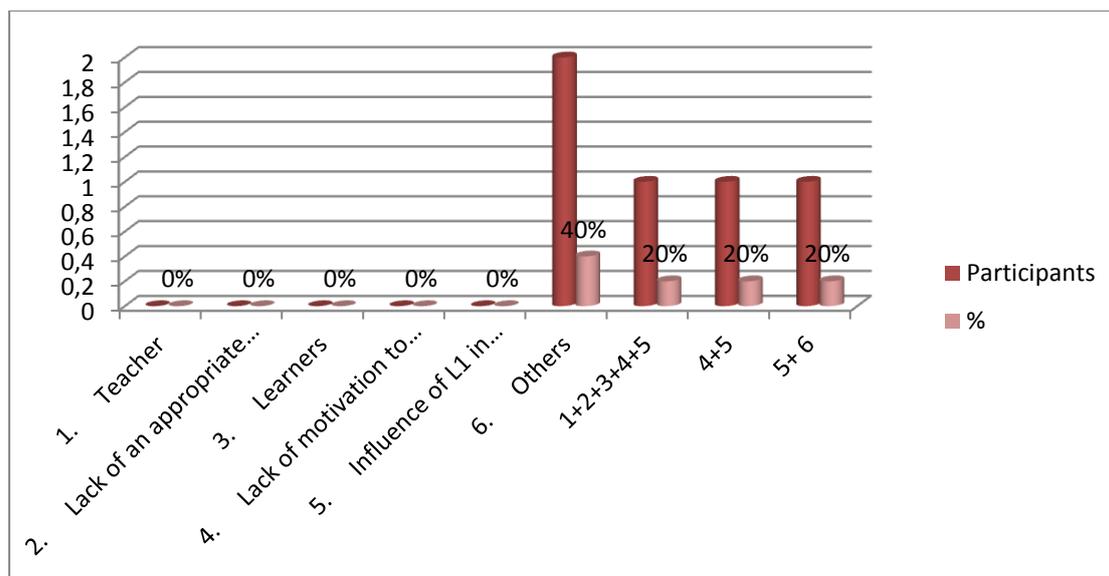
Figure 10: Teachers' Opinion about Students Writing Difficulties

The aim of this question is to find out the main reasons of the difficulties that students face in their writing from the teachers' perspectives. The statistics have shown that 20% of teachers agree that all the options are the reasons of students' difficulties in writing. However, 20% affirm that students have difficulties due to lack of motivation to writing and the influence of L1 in writing in English. 20% of teachers recognize the influence of L1 in hindering students' writing; this percentage adds further comment which is lack of training in different aspects of writing. 40% of teachers suggest further options which are represented in lack of background knowledge about the topic to write and lack of practice outside the classroom.

Question 05: Is it possible to overcome these difficulties?

	Participants	**%**
Yes	5	100%
No	0	0%

Table 8: The Possibility of Overcoming Students' Difficulties
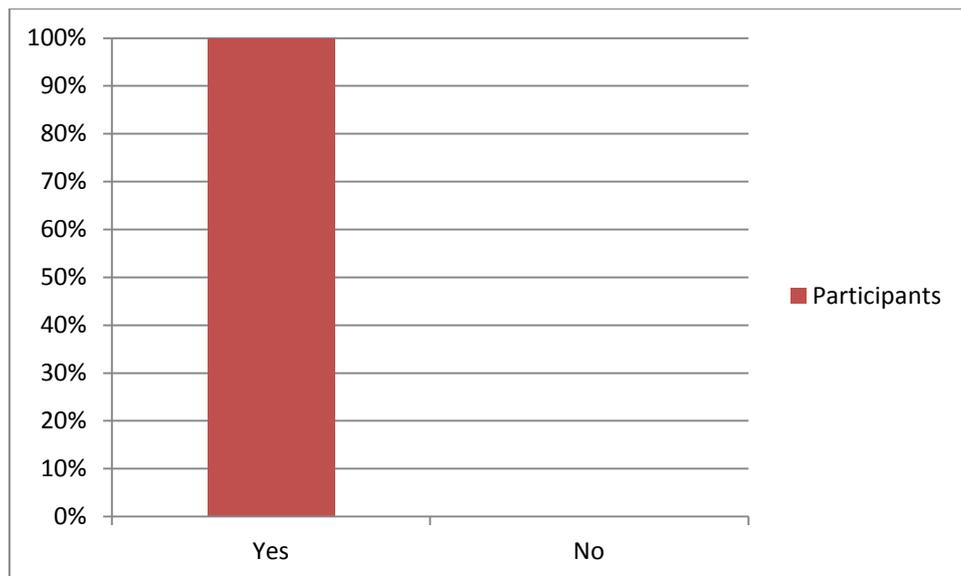
Figure 11: The Possibility of Overcoming Students' Difficulties.

Both the table and the figure above show that 100% of the informants responded by yes. All the teachers, who reported that their students have difficulties in writing, claimed that they try to solve the problems by helping them engage in writing with pleasure. The answers clearly show teachers' awareness of these obstacles; consequently, they make efforts to teach writing in the most effective way to fit their students. The way they proceed in is carefully considered in the following question.

Whatever your answer, please explain

The teachers expressed their opinions by providing the following techniques

- Integrating reading sessions in writing courses and organizing intensive writing workshops and tutorials, which has to be followed by frequent feedback and assessment.

- It is important to collaborate to enhance the teaching quality. The administration must take into consideration the teachers' demands and

suggestions to help rise learners' motivation. Accordingly, learners must assume their responsibility when it comes to their learning as well.

- Motivate learners to read and write.

- Through more practice inside and outside class, encourage extensive reading, organize group work for learners to help one another and overcome their anxiety, and provide effective feedback.

Question 06: What challenges/ difficulties do you face when teaching writing?

The reason behind asking this question was to explore what are the problems teacher faces when teaching writing. The five respondents stated the challenges and difficulties they face respectively as follows:

- Lack of students' linguistic competence and poor mechanics of writing. Overcrowded classes and the inability to give feedback to all learners.

- Not enough time for feedback and large piles of papers to be corrected.

- Overcrowded class and insufficient time

- Students keep repeating the same mistakes and tend to ignore (consciously or unconsciously) the teacher's feedback and remarks- large classes to provide correction and good feedback for everyone- lack of time for students to practice writing in class

- Writing is a complex process; it is very demanding from both the teacher and the learner. Thus, it requires constant writing and supervision, but unfortunately there are many obstacles such as overcrowded classes; lack of materials and the time allocated to this skill is not sufficient.

If we consider the arguments provided by the teachers, we can draw the following conclusion that students do not easily assimilate the writing skill during their written

expression courses. Therefore, both teachers and students should invest their time and effort to improve the writing proficiency by emphasizing what is beneficial and finding suitable strategies which facilitate students writing, taking into account their strengths and weaknesses.

3.3. Section Three: Collaborative Writing

Question 01: Have you ever used "Collaborative Strategy" in your writing courses?

	Participants	%
Yes	5	100%
No	0	0%
Total	5	100%

Table 9: Teachers' Opinion about the Usage of Collaborative Writing.
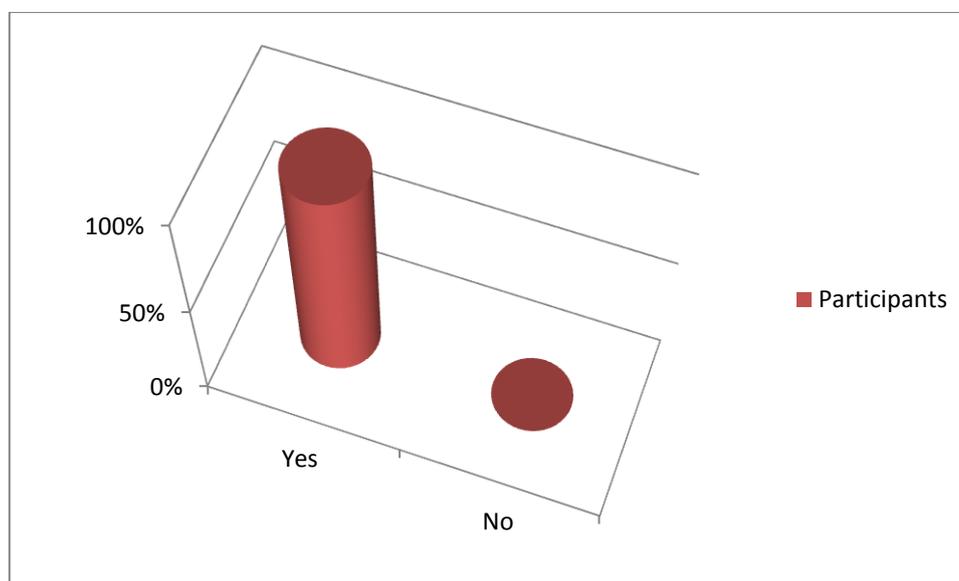
Figure 12: Teachers' Opinion about the Usage of Collaborative Writing.

As shown in the table and figure above, all the respondents (100%) report that they have used collaborative strategy in their written expression classes. This

indicates that in the first place, they are aware and familiar with this strategy. However, we have to bear in mind that this type of work has to be highly structured, carefully planned and smartly used in order to obtain useful results. For this reason, the next few questions investigate the way teachers put this technique into practice.

If yes how?

As researchers, through this question, we wanted to know how teachers apply collaborative writing in their classes. Their responses were in the following

- Pair work and group work

- By organizing small groups to practice doing the steps/ stages of the writing process. E.g. groups are given limited time to brainstorm about a topic then additional time to write a draft then revise....organizing peer work by doing peer assessment and providing peer feedback

- Asking learners to work in groups

- Help learners collaborate in terms of constructing a piece of writing or to provide feedback for one another.

- By dividing the class into small groups; each group has to write an essay.

What is clear from the responses above is that teachers apply the general concept of collaborative writing which consists of forming small groups to write a piece of writing. However, collaborative writing is more than putting students side by side at the same table to write. One of the respondents explains his or her manner of using collaborative writing by practicing and giving enough time to the writing process drafting, brainstorming and revising.

If no, why?

Since all the respondents use collaborative writing strategy, there is no answer to this question.

Question 02: How do you prefer setting the students in groups?

Forming the groups	Participants	%
At random	0	0%
According to students' choice	3	60%
According to students' ability	1	20%
According to students' seating	1	20%
Total	5	100%

Table 10: Teachers' Opinion about Forming Groups.
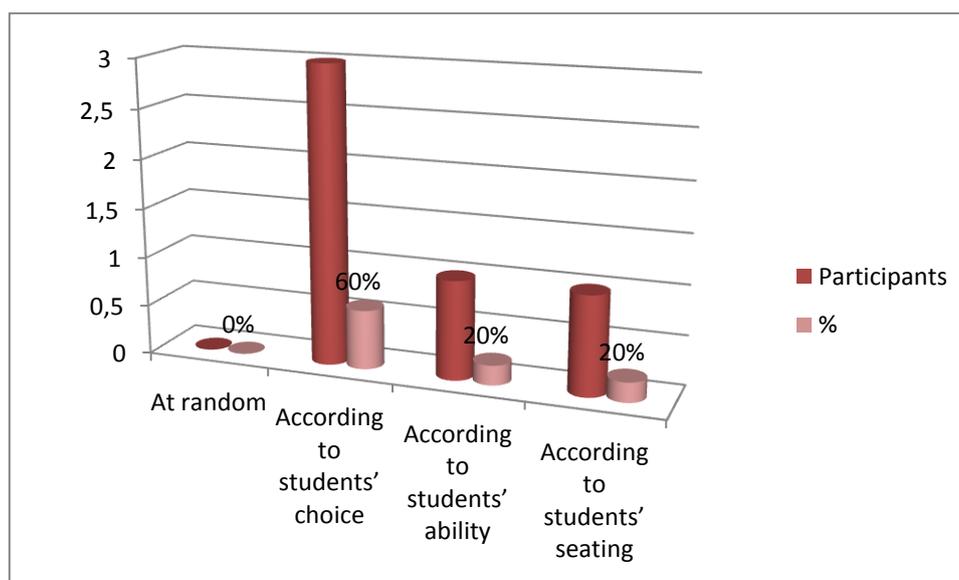
Figure 13: Teachers' Opinion about Forming Groups.

This question aims to explore how the teachers form groups in their writing course. 60 % of the teachers say that they assign the groups according to the students' choice; they give their students the freedom of choosing their group members who prefer to work with. These teachers aim at establishing a relaxed context so that their peers would feel at ease when they write together. 20% assign them according to their

ability. By students' ability, we mean that more proficient students work with less proficient ones to make balance in their abilities. Therefore, low-achieving students would benefit from their peers and would be motivated to learn; high achieving students would benefit also by learning to take the responsibility and practice more with the others. However, 20% of the teachers claimed that they grouped their students according to their seating; they may find it easy and do it without a pre-plan. Moreover, random grouping seems not to be considered at all by teachers when they form the groups. In essence, the most effective way of grouping students is still controversial, but teachers have to group their students on certain principles with clear objectives in order to improve students' learning.

Question 03: When students write collaboratively, how do they appear?

Students' state	Participants	%
Highly motivated	0	0%
Motivated	5	100%
Not motivated	0	0%
Total	5	100%

Table 11: Students' Motivation when Writing Collaboratively.
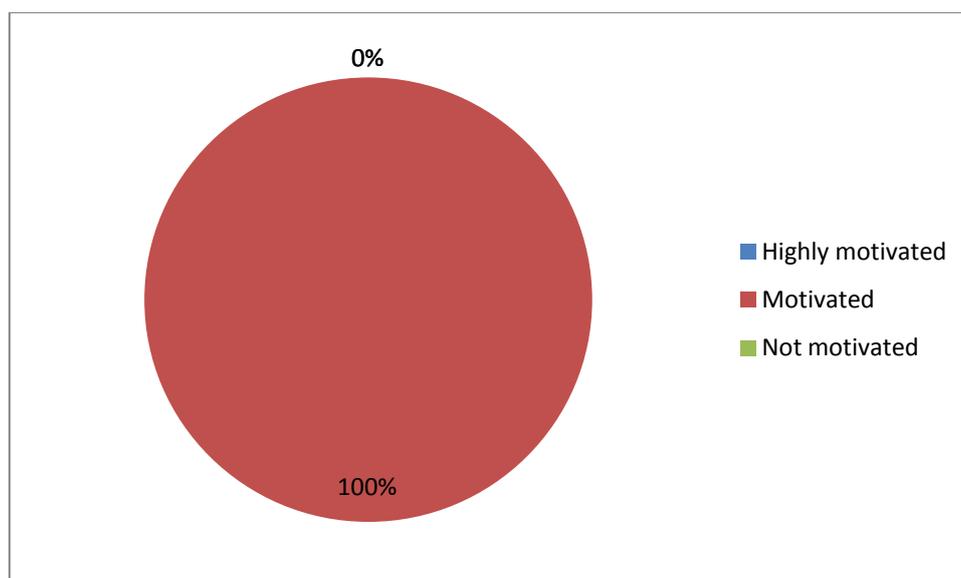
Figure 14: Students' Motivation when Writing Collaboratively.

The current question sought to probe the teachers' perceptions about the attitudes of their students when writing collaboratively. All teachers (100%) opted for the second choice; they said that their students were motivated when writing together. The results have shown that most students, in writing classes, like to work in groups and they are motivated in a collaborative atmosphere. That is to say, most of teachers consider collaborative writing as a useful strategy to motivate students to work together and benefit from each other.

Question 04: Do you think "collaborative writing" is beneficial to your time-wise?

Time wise	Participants	%
Extremely time consuming	0	0%
Time consuming	0	0%
Neither time consuming nor time saving	1	20%
Time saving	4	80%
Extremely time saving	0	0%
Total	5	100%

Table 12: Teachers' Beliefs about Collaborative Writing with regard to Time-wise.
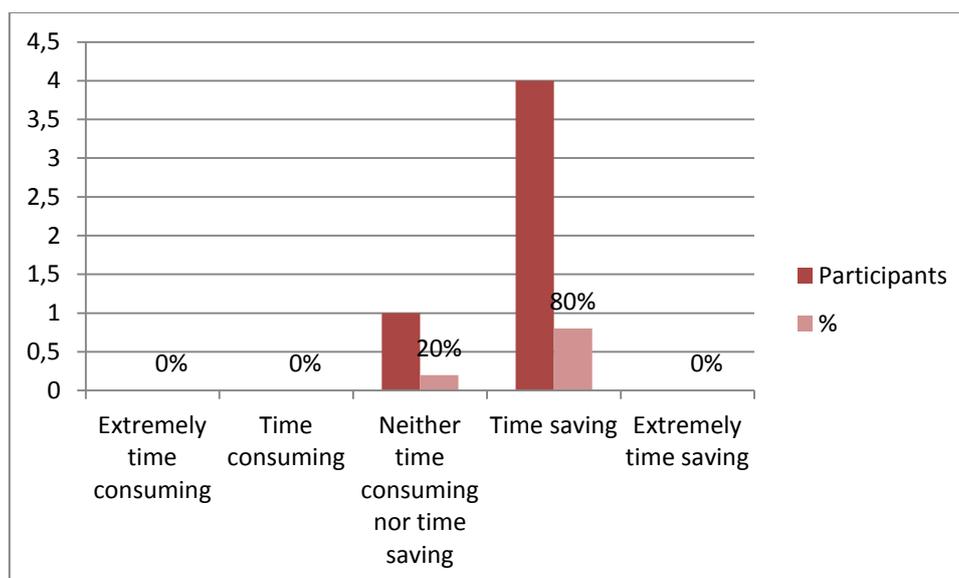
Figure 15: Teachers' Beliefs about Collaborative Writing with regard to Time-wise.

As we can notice in the results above, the largest percentage of the respondents (80%) agree that collaborative writing saves time, whereas 20% of them believe that this strategy does not consume time nor save time. None of them report that collaborative writing is extremely time consuming; time consuming or extremely time saving. Unsurprisingly, most teachers reported collaborative writing as "time saving" since there is much more time to negotiate the task and effort expended.

Question 05: Do your students have problems when working together?

	Participants	**%**
Yes	5	100%
No	0	0 %
Total	5	100%

Table 13: Teachers' Opinion about Students' Problems when Working Together.
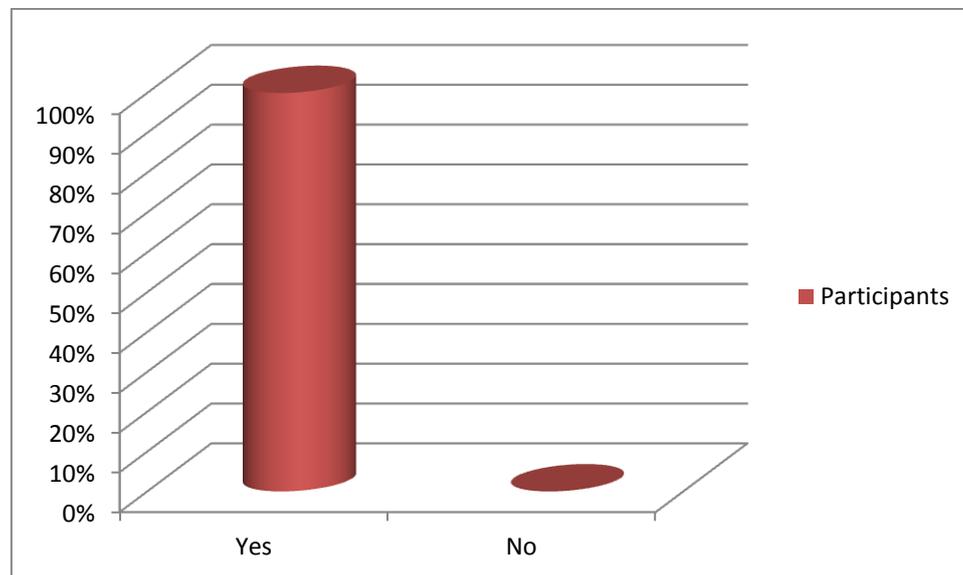
Figure 16: Teachers' Opinion about Students Problem when Working Together.

The respondents are asked if their students have problems when working collaboratively. All teachers (100 %) answered "yes" indicating that their students have problems when working together which can be a result of misunderstandings

between some students. This is absolutely natural because of differences between them.

Please, explain:

Later in this question, teachers were asked to explain their response. The teachers explain their students' problems when they work collaboratively as follows:

- Dominance of some students over others, disagreement and conflicts in ideas, differences in academic level.

- In many cases, a leader in the group tends to control everything and imposes his/ her ideas. Sometimes, many students in the group are not motivated to work; they keep chatting and leave one or two elements do the job for all of them. There is also the problem of students' level in one group; we may find many weak students who cannot help one another, or few excellent students. The weak students feel frustrated and would not participate in the task from fear of making mistakes or not providing good ideas, so they tend to keep silent.

- Some students feel uncomfortable when they are in a group.

- A group might rely on only few members.

- There are students who impose their ideas forcibly without taking their peers' opinions into consideration. Another problem is that some students seize the occasion of group work just to chat and waste their friends' time along with noise they make which disturbs those who work seriously.

Indeed, these problems are expected in any kind of collaborative work, and they are quite natural since students have various opinions different personalities and different writing styles. However, it is the teachers' responsibility to reduce these problems by

the successful implementation of each element of collaborative learning and encouraging social skills such as trust-building, leadership and decision making.

Question 06: Do you think that "collaborative writing" strategy is an effective strategy to improve students' writing?

	Participants	**%**
Yes	4	80 %
No	1	20%
Total	5	100%

Table 14: Teachers' Opinion about Collaborative Writing in the Enhancement of Writing.
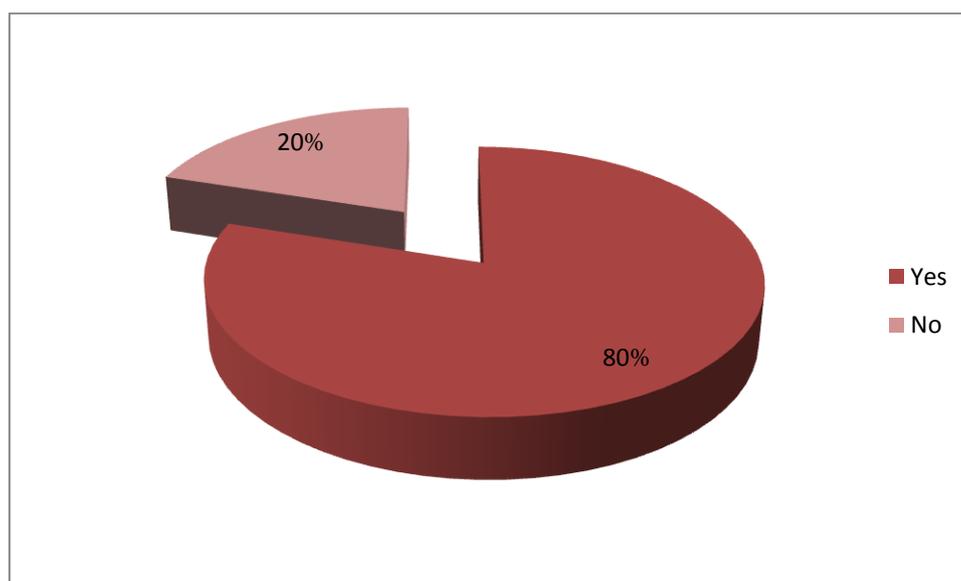
Figure 17: Teachers' Opinion about Collaborative Writing in the Enhancement of Writing.

The above question is aimed at determining the teachers' attitudes and opinions towards the effectiveness of collaborative writing in students' writing. 80 % of the teachers consider collaborative writing as beneficial to learners' improvement in writing, while 20% claim that collaborative writing has no advantages in the writing class.

Please, justify

A follow up question required teachers to justify their choices. Notably, 80% of teachers who agreed that collaborative writing is an effective strategy to enhance students' writing presented different reasons. Firstly, this strategy is an opportunity to facilitate writing through exchanging ideas and opinions about different topics. Other informants admitted that by writing collaboratively, students' anxiety is reduced and their self-confidence and motivation are enhanced as they feel they are all the same doing together one job. Students would feel free to ask questions, ask for help and clarification and would not generally be afraid to share ideas and comment on others. In addition, students help correcting each other and work to improve their writing. It creates a good relationship on the one hand and improves challenge and competition on the other which makes learners want to show their abilities. Finally, it helps to improve their autonomy in writing as the teacher's role is limited to guiding and facilitating.

The teachers (20 %) who asserted that their students do not benefit from collaborative writing claimed "Many students prefer to write alone to see their weaknesses and strengths and receive individual feedback from their teachers. Some students are passive and dependent while writing collaboratively (they do not contribute much to the final product)."

Question 07: Please, add any further comments/ suggestions about collaborative writing in improving students' writing?

The last question in this section gives the teachers an opportunity to add any suggestions or recommendations about the use of collaborative writing in the writing

course. The teachers who answered the final question are three representing 60% of the population. Among their suggestions,

- Collaborative writing suits advanced learners who are competent enough to write the basic academic pieces and they are willing to improve their level.

- The teacher should supervise the collaborative writing by giving advice and directions

- I wanted to shed the light on the notion of autonomy. With collaborative writing, the class is more learner-centered: the teacher's role is much restricted to the one of guide. Students have to rely on one another critical thinking and problem solving. It is related also to the notion of peer assessment and peer feedback.

We noticed in the last suggestion of one of the respondents that he or she encourages the inclusion of peer feedback in collaborative writing. The following section principally seeks to investigate teachers' attitudes and beliefs about peer feedback.

3.4. Section four: Peer Feedback

Question01: Do you believe that feedback is a vital element to enhance students' writing skill?

	Participants	%
Yes	5	100%
No	0	0%
Total	5	100%

Table 15: Teachers' Beliefs about Feedback.
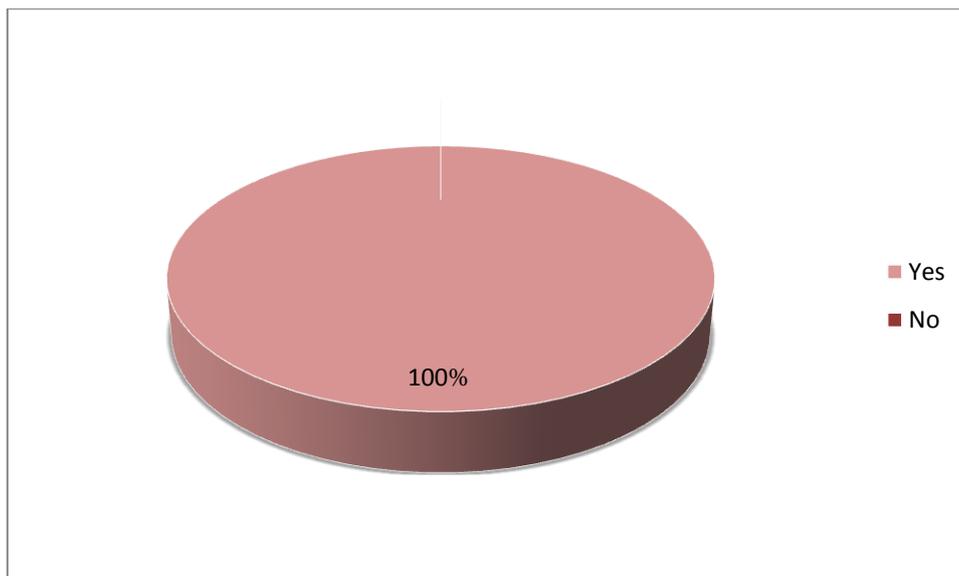
Figure 18: Teachers' Beliefs about Feedback.

As far as this question is concerned, it was asked in order to determine teachers'
beliefs about feedback. The percentage reveals that all teachers (100%) agree that
feedback is a vital element to improve students' writing skill. On the other hand, none
of them (00%) neglect the importance of feedback in writing classes. This finding
reveals that all of the teachers use feedback, and they are aware of its importance in
their students' writing.

If yes, explain how

The importance of feedback during the writing process cannot be denied this is
clear from teachers' comments as follows:

- It allows students to know their level and try to improve it.

- To shed light on the mistakes

- Through feedback, students can know their strengths and weaknesses. They
  would know which point has to be improved and which mistakes have to be
  corrected.

- Feedback encourages students to think critically about their work and to reflect on what they need to do to improve it.

- It is an effective way to help students review their mistakes.

Question02: Which type of feedback you rely more in your written expression class?

Feedback	participants	%
Teacher feedback	0	0%
Peer feedback	0	0%
Both	5	100%

Table 16: Teachers' Usage of Kinds of Feedback.
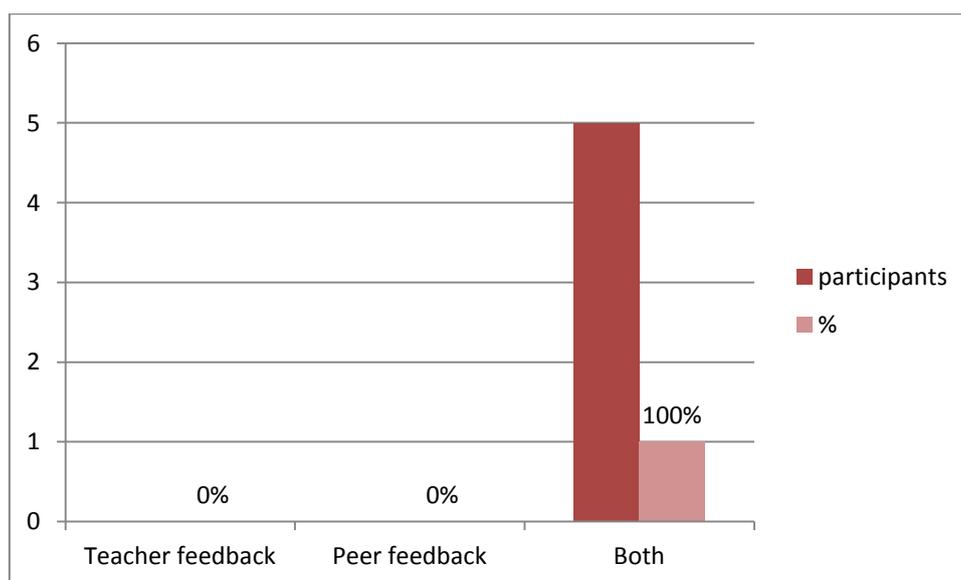
Figure 19: Teachers Usage of Kinds of Feedback.

All teachers (100%) ensure that they rely on both teacher and peer feedback. In other words, students receive feedback from their teachers and their colleagues which may enhance their writing skills.

Question 03: Do you believe that peer feedback improves students' writing production?

	Participants	%
Yes	4	80%
No	1	20%
Total	5	100%

Table 17: Teachers' Perception about Peer Feedback in Improving Writing Production.
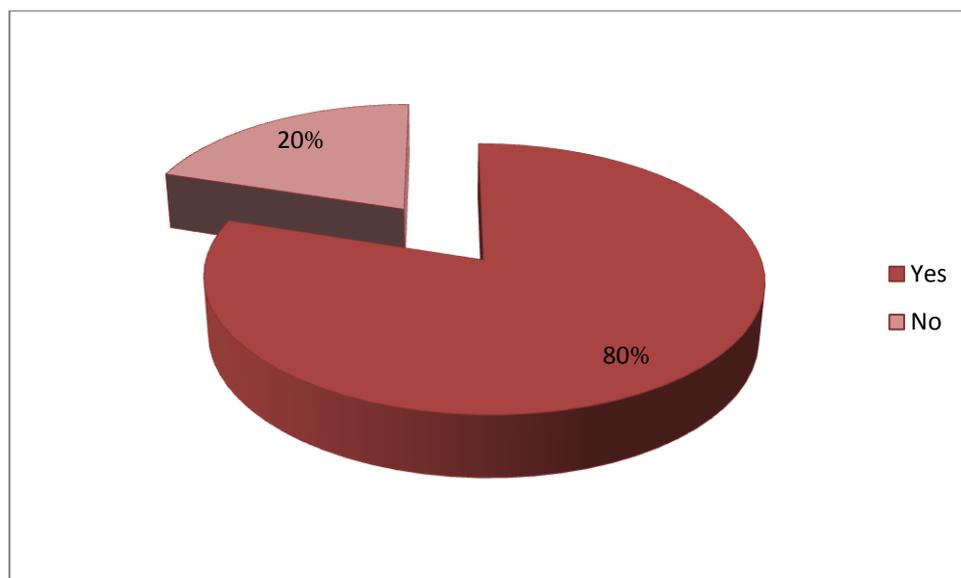
Figure 20: Teachers' Perception about Peer Feedback in improving writing production.

The table and figure above indicate that the great majority of teachers (80%) agree that peer feedback that students receive from their colleagues helps them improve their writing quality. However, (20%) of them believe that peer feedback does not help them enhance their writing skill; this may be because students do not take their peers' comments into account.

Please, justify

The results demonstrate that most of the teachers encourage students to provide feedback to each other due to the following reasons:

- Sometimes students provide a more comprehensive feedback for their peers.

- Peer feedback is motivating to learners.

- Generally, even if students see their teacher as a model, his/ her feedback is not always welcomed and considered. Maybe because students did not understand its content or purpose. However, they tend to appreciate their classmates' opinion as it is delivered simply and easily. No stress is felt and no pression is made. Students will then be motivated to listen to their peer's feedback as long as the one who delivers it is skillful and good performer.

- Peer feedback is a useful technique for learners and teachers as well, since this latter cannot check all the students' mistakes especially during the class time; hence, students correct themselves through others' mistakes.

Teachers' justifications 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 (20%) of teachers does not encourage students to practice peer feedback in their writing classes as they illustrate "Students often do not trust their peers for assessment as they believe they are equal and have similar competencies."

Question 04: Do you think that peer feedback is a useful technique for collaborative writing in enhancing students' writing?

	Participants	**%**
Yes	4	80%
No	1	20%
Total	5	100%

Table 18: Teachers' Perception about Peer Feedback as Collaborative Writing Tool.
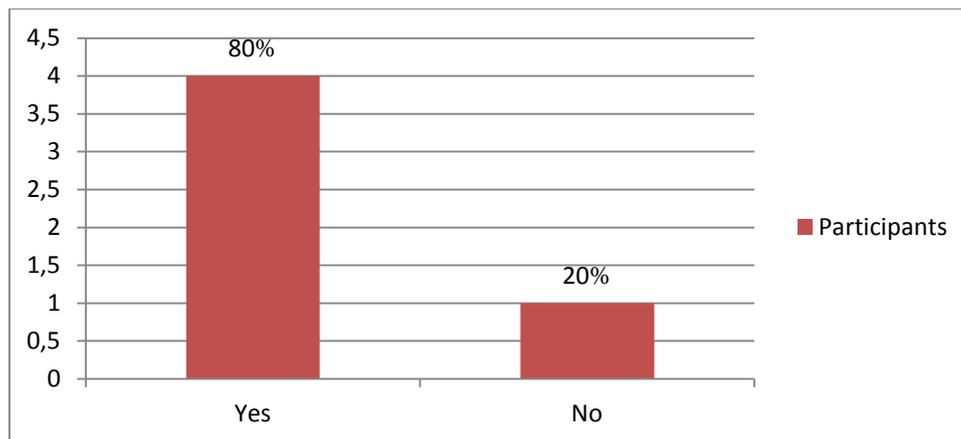
Figure 21: Teachers' Perceptions about Peer Feedback as Collaborative Writing Tool.

This question is related to the use of peer feedback while writing collaboratively in the writing class. The results show that 80% of the respondents agreed that peer feedback is a useful technique for collaborative writing in enhancing students' writing. The rest of the respondents (20 %) do not encourage peer feedback technique when their students write collaboratively.

Whatever your answer, please, explain

Teachers' explanations of their answers can be summed up as follows:

The teachers (80%) who advocated peer feedback as a useful technique for collaborative writing claimed that:

- Students can benefit from their peer feedback more than the teacher feedback

- When writing cooperatively, peer feedback helps with motivation but we must create a variety of techniques and all of them must be guided by the teacher.

- The fact of helping one another with corrections and advice will boost confidence but also will make student's work harder to achieve better and be as good as the peer who provided feedback. In a way, the students who receive feedback from his classmate will manage to consider the remarks, make the

necessary changes but also to prove that he can do as well as his classmate. All in all, learners who work cooperatively in writing learn from one another and see their performance improved.

- Collaborative writing tasks foster peer review; they can detect each other's mistakes, share ideas, vocabulary, and to explain for each other grammars rules and learn from them.

The rest of teachers (20%) reject the role of peer feedback in collaborative writing; they stated "Unfortunately, some students are egoist and don't welcome peers' remarks." These results imply that teachers consider peer feedback as a kind of help for developing students' writing when they are working collaboratively.

3.1.4. Discussion of the Findings of Teachers' Questionnaire

The data analysis of the teachers' questionnaire reveals some facts and insights concerning teachers' attitudes towards implementing collaborative writing and peer feedback in their writing courses. Initially, the first section deals with general information of written expression teachers. The findings reveals that the majority of teachers agree that the programmed sessions of "Written Expression" they teach are not enough to improve students' writing. In other words, students do not have sufficient time to practice writing effectively; therefore, teachers should adopt a strategy that saves time and improves their students' writing at the same time. In addition, teachers' beliefs about "written expression" syllabus are varied from one teacher to another. Some agree that the written expression syllabus is enough and appropriate to improve students' writing level, while others think it needs more improvement.

The second section portrays teachers' attitudes concerning the writing skill in general and difficulties of students' writing in particular. All the teachers agree that good writing means correct grammar, good ideas, clarity, coherence and focus in addition to spelling, punctuation and specific vocabulary. That is to say, students should integrate these aspects in order to write effectively. They have to learn the art of good writing which is essential for all of them in order to accomplish their educational and professional requirements.

Furthermore, the respondents state that most of their students have an average level because they face difficulties when writing. Some teachers agree that teachers' feedback may be an obstacle for students' writing. In other words, if a teacher relies most of the time on criticism and negative comments as a feedback, this will affect in one way or another students' writing. Byrne (1988, p.29) states some teachers look just at what the learners have failed to achieve rather than at what they actually succeeded in doing. This might affect negatively students' writing, and they may ignore their teachers' comments. Another reason for students' writing difficulties is the lack of an appropriate approach to teach writing, while other teachers considered lack of motivation to be the main reason that hinders students' writing. Therefore, teachers should take into account the learners' purposes, concerns and interests for writing to motivate them.

In addition, students still encounter another obstacle that hinders them from writing which is the influence of first language in writing in English. In this regard, Blanchard and Root (2004, p. 204) "writing remains a difficult skill to acquire and each language has its own writing conventions that the writer needs to learn them without interfering with other language or languages". Finally according to some teachers, lack of practice writing may weaken students' ability in writing. Therefore,

teachers stress the importance of practice as Hedge (1988, p.11) states "…my own experience tells me that in order to become a good writer, a student needs to write a lot."The teachers have provided their own perceptions of what help students solve their writing difficulties; they have suggested free extensive reading, feedback and cooperative learning.

In the third section, the finding revealed that all the questioned teachers have used collaborative strategy in their written expression classes. This indicates that they are familiar with this strategy. Moreover, the vast majority of them support the use of collaborative writing in their writing classes. They believe that collaborative writing is effective in improving accuracy of student writing and critical thinking, increasing their confidence to write, lowering anxiety and prejudice, increasing time on task. It also encourages shyest students to participate more frequently. Yet, there are some challenges that students face such as having unproductive group members, conflicting opinions, and having dominant group members. Nevertheless, these problems are expected in any kind of collaborative work due to various opinions and different writing styles among students. Hence, teachers should reduce these problems by the successful implementation of each element of collaborative learning and encouraging social skills as trust-building, leadership and decision making.

As far as the fourth section of teachers' questionnaire is concerned, its aim was to explore the importance of using peer feedback as a collaborative writing tool in improving learners' writing production. The results indicated that all teachers rely on both teachers' and peer feedback in their writing classes; it also revealed that most of them have positive viewpoints on peer feedback. They believe that peer feedback is beneficial to their students, and they encourage them to provide feedback to each other. According to their perspectives, peer feedback encourages students to be more

involved in the activity by giving and receiving feedback. In addition, this strategy has positive effects in terms of increasing self-motivation and improving self-confidence from their peers' comments. Furthermore, collaborative writing tasks foster peer review. Students detect each other's mistakes, share ideas, and explain to each other and learn from them. The results also imply that teachers consider peer feedback as a kind of help for developing students' writing when they work collaboratively.

To conclude, the majority of teachers believe that implementing both collaborative writing and peer feedback is effective to reduce students' difficulties, and improve their writing production.

3.2. Students' Questionnaire

3.2.1. Description of Students' Questionnaire

This questionnaire is a data collection tool designed for second year university students of English. Its main purpose is to investigate the students' awareness about their writing difficulties and to gather data about their attitudes towards collaborative writing and peer feedback in improving their writing. The structure of the questionnaire was arranged from general to specific in order to make students familiarize with the topic of the research. This questionnaire includes 20 questions; there are two kinds of questions; the first one is close ended questions which are yes /no questions or to provide answers from different options .The second one is the open-ended questions require students to justify their choices, or asking them to present their opinions or ideas. This data tool is divided into four sections:

Section One: General Information

This section targets students' general information in terms of gender, choice of English major and their level.

Section Two: Writing Skill

This section is concerned mainly with exploring students' views towards the difficulty of the writing skill, their level in the writing skill, and the reason behind their weaknesses in writing.

Section Three: Collaborative Writing

This section was designed to capture students' perceptions towards collaborative writing. It deals with their preferences for setting the groups, their personality and how does it affect CW; in addition to the influence of this strategy on their confidence.

Section Four: Peer Feedback

The last section of students' questionnaire discusses students' preferences, perceptions, and attitudes towards peers' feedback.

3.2.2. Administration of Students' Questionnaire

The questionnaire was administered to seventy second year students of English who were chosen randomly at Biskra University. However, it was submitted to the sample students for a second time using an online questionnaire due to circumstances beyond our control (Coronavirus).

3.2.3. Analysis of Students' Questionnaire

3.2.3.1. Section One: General Information

Question01: Would you specify your gender please?

Gender	Participants	Percentage
Male	12	17.1%
Female	58	82.9%
Total	70	100%

Table 19: Students' Gender
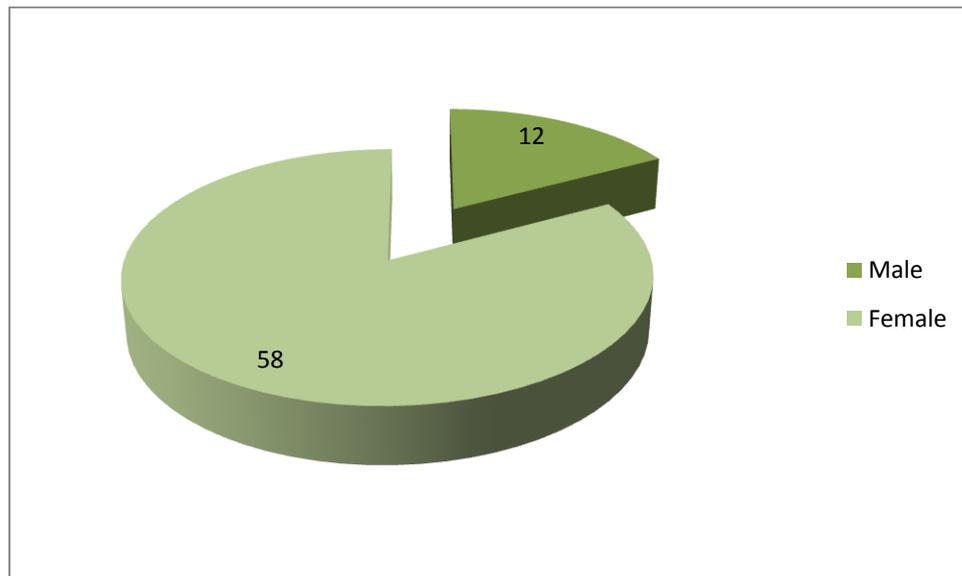
Figure 22: Students' Gender.

This question is meant to determine the participants' dominant gender during the writing class. The above results show that the majority of the participants are females with a rating of 82.9% (58 out of 70), while 17.1 % rate of males (12 out of 70).

Question02: Is it your choice to study English?

	Participants	%
Yes	66	94.3%
No	4	5.7%
Total	70	100%

Table 20: Students' Attitude toward Studying English.
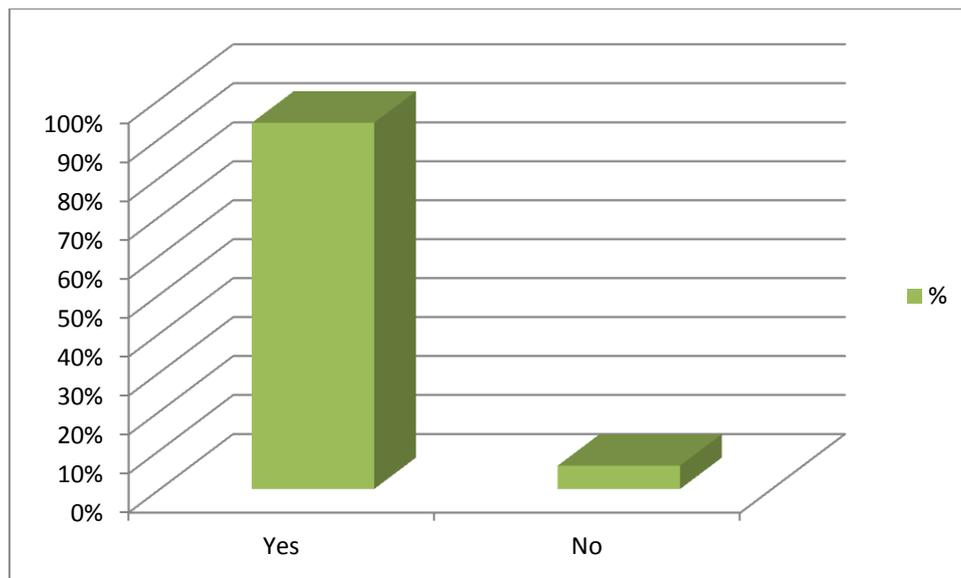
Figure 23: Students' Attitudes toward Studying English.

The current question sought to consider the students choice of studying English .The findings show that the majority of students (94, 3%) recognize that it is their choice to study the English language while only 5.7% state that English was not their personal choice; it may be their parents' choice or friends' influence. We can assume that the majority of students are motivated and have a desire to study English.

Question 03: How could you describe your level in English?

Level	Participants	%
Very good	12	17.1%
Good	38	54.3%
Average	18	25.7%
Bad	2	2.9%
Very bad	0	0%
Total	70	100%

Table 21: Students' Perception about their Level in English.
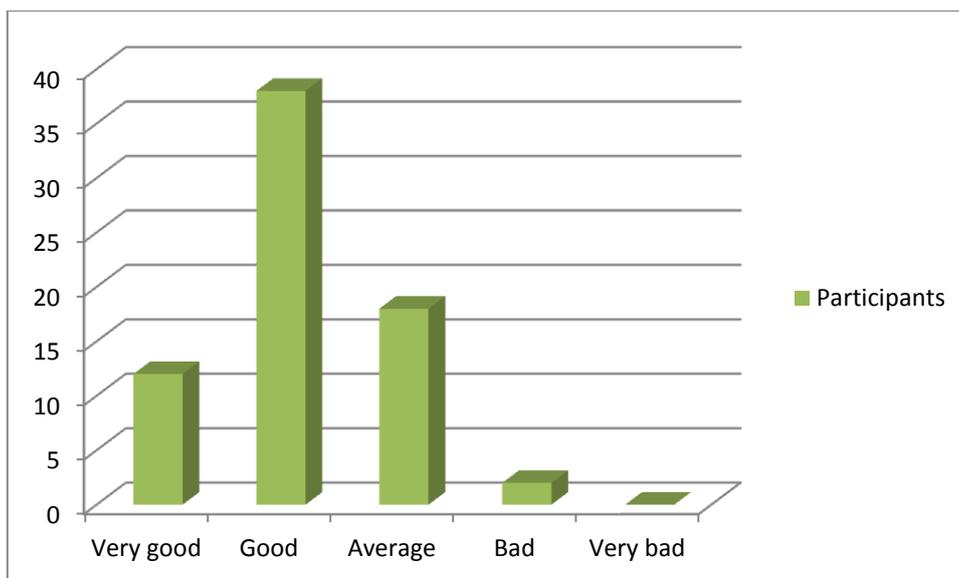
Figure 24: Students' Perception about their Level in English.

In this question, students are expected to evaluate their English level from very good to very bad. The graph and the table indicate that more than half of the participants (54.3%) have a good level in English. However, 17.1% of them perceive themselves as very good students, while 18 students (15.7%) have an average level. Leaving the 2.9 % of students; they describe their level as bad.

3.2.3.2. Section 02: Writing Skill

Question 01: Indicate which of the following four skills is the most difficult?

The four skills	participants	%
Speaking	30	42.9%
Writing	29	41.4%
Reading	3	4.3%
Listening	8	11.4%
Total	**70**	**100%**

Table 22: Students' Perception about the most Difficult Skill.
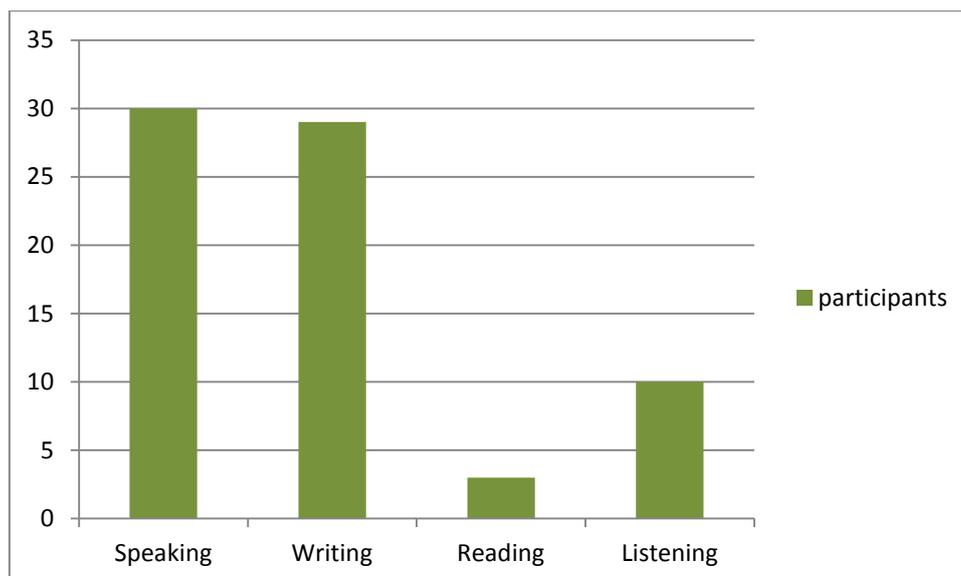
Figure 25: Students' Perception about the most Difficult Skill

This question is devoted to find out the most difficult skill to learn for second year students. Graphically, the majority of students claimed that speaking and writing were the most challenging skills for them; however, there is slight difference in the number of respondents (one respondent). 30 out of 70 of students (42.9%) have indicated that the speaking skill is the skill that they face difficulties in, while 29 of them (41.4%) indicated that writing is most difficult to them. The statistics are almost identical to both skills writing and speaking because of their great importance to learners. Only three respondents (4.3%) claimed that reading is difficult to them, finally eight students (11.4%) specified that the listening skill to be the most difficult skill in foreign language learning. Unsurprisingly, speaking and writing are the most difficult in comparison with listening and reading.

Question 02: How would you evaluate your level in writing compositions?

Level	Participants	%
Good	28	40%
Average	34	48.6%
Below average	8	11.4%
Total	**70**	**100%**

Table 23: Students' Perception about their Level in Writing.
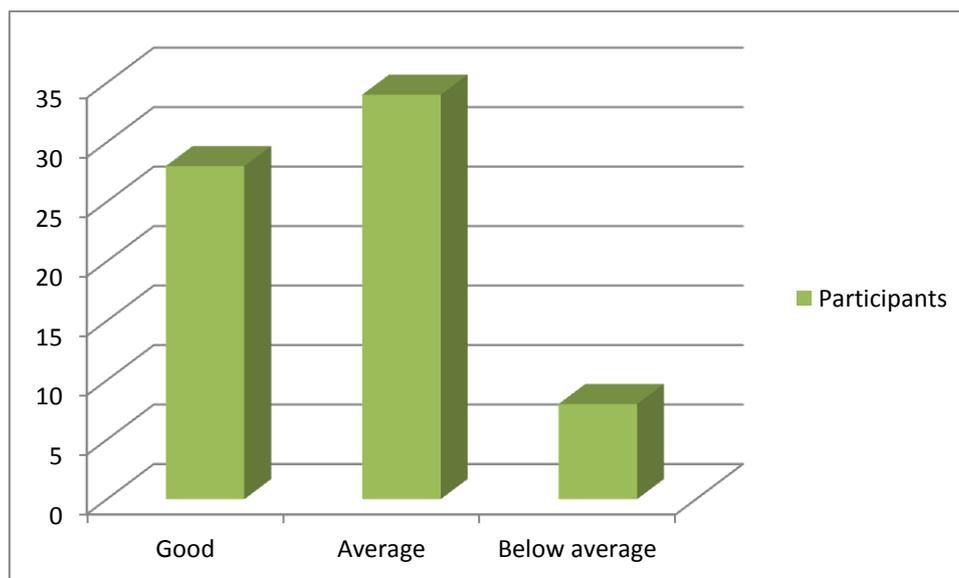
Figure 26: Students' Perception about their Level in Writing.

By asking such a question we wanted to have students evaluate their own writing level. The results revealed that approximately half of them (48.6%) see their level as 'average' which may be due to some problems with the different aspects of the writing skill, whereas (40%) claim to have a 'good' level. Moreover, only few students confessed to have a 'bad' level in writing. These results indicate that learners are conscious of their writing level.

Question 03: How often do you practice writing?

	Participants	%
Often	11	15.7%
Sometimes	37	52.9%
Rarely	22	31.4%

Total	70	100%

Table 24: Students' practice of Writing.
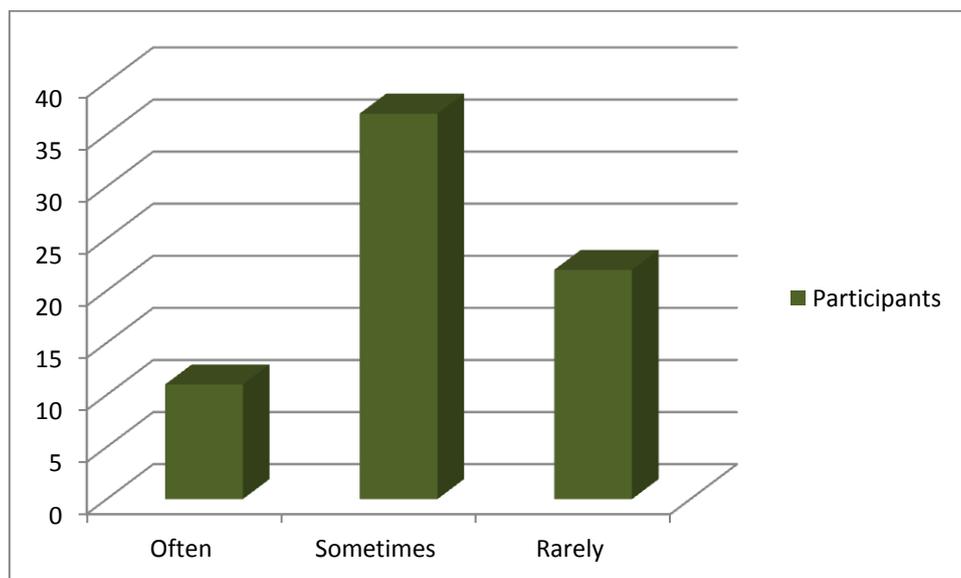
Figure 27: Students' Practice of Writing.

The aim behind this question is to see how often learners practice writing. As statistics have shown 15.7% (11 students) of respondents selected the first option in this item which is (often), while 52.9% of students (37 students) sometimes write in English. In the other hand, 31.4 % of them assume that they rarely write (22 students). This demonstrates the lack of writing habits among second year students.

Question04: Do you find difficulties when writing in English?

	Participants	**%**
Yes	51	72.9%
No	19	27.1%
Total	70	100%

Table 25: Students' Perception about Difficulties in Writing.
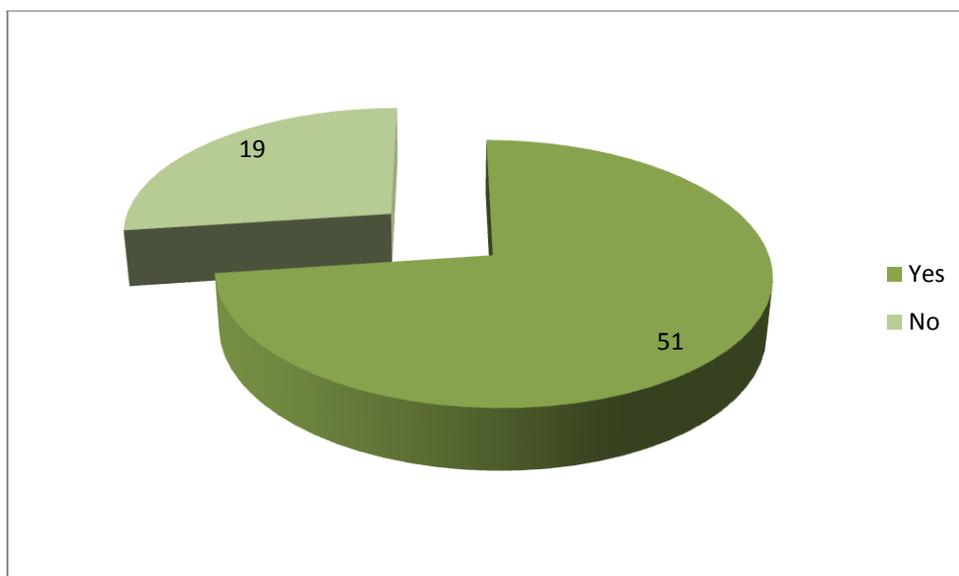
Figure 28: Students' Perception about Difficulties in Writing.

This question considered the students' opinions regarding the difficulties of writing. A rate of 72.9 % of respondents affirmed that they face difficulties in writing. On the other hand, 27.1 % of them perceive they do not suffer from any difficulty when writing. Accordingly, the majority of our sample (72.9%) are conscious of their writing difficulties and problems.

If "yes", those difficulties are represented in :(you can select more than one option)

Difficulties	Frequency	%
Vocabulary	32	56.1%
Grammar	21	36.8%
Style	19	33.3%
Content	23	40.3%
Coherence / Cohesion	18	31.6%
Punctuation/ Spelling	15	26.3%

Table 26: Students' Difficulties in Writing.
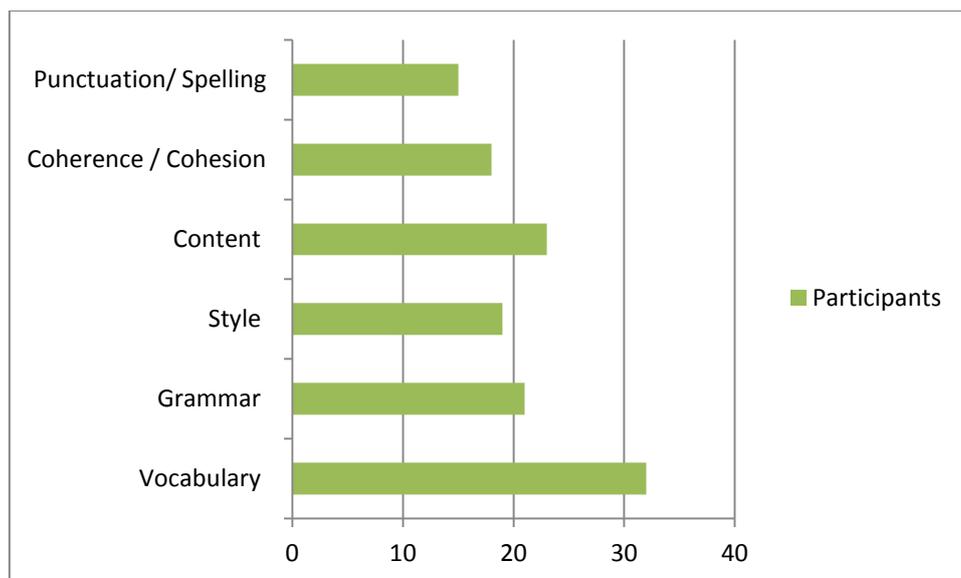
Figure 29: Students' Difficulties in Writing.

Later in this question, the students who confirmed they have difficulties in writing were asked to identify these problems. In answering this question, participants could tick more than one option; consequently, the table represents the rate of the respondents' chosen options. Of the answers given, 23 (40.3%) respondents indicated that they found writing difficult due to content; meanwhile, 21(36.8%) pointed out that grammar is one of the most difficult aspects in writing. Moreover, more than half of the participants (56.1%) claimed that they could not write well in English because of poor vocabulary. 33.3% of students claimed that what hinders their writing is the difficulty of style, while 31.6% claimed that they face difficulties in maintaining their coherence and cohesion in the writing process. Finally, 26.3% of students are not satisfied with their level in written expression since they face numerous problems in punctuation and spelling.

Question 05: Your weaknesses in writing are due to the: (you can select just one option)

	Participants	%
Teachers	6	8.6
Lack of good approach to teach writing	8	11.4
Learner	8	11.4
Lack of practice	34	48.6
Lack of motivation in writing	14	20
Total	**70**	**100**
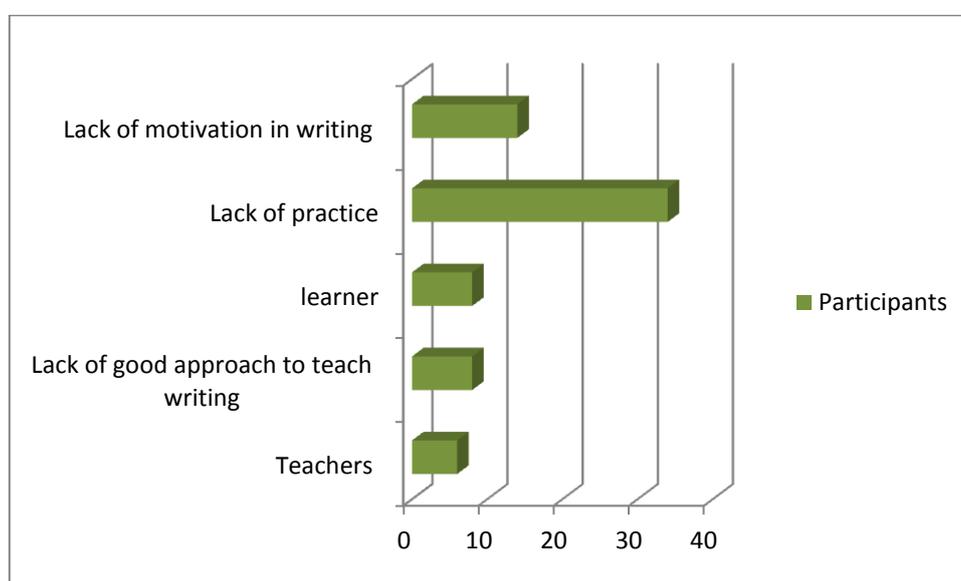
Figure 30: Students' Perception about the Reasons of their Weaknesses in Writing

This question intends to reveal the reasons of students' weaknesses in writing. The results have shown that the highest proportion (48.6%) opted for the option "lack of practice" as the most important reason for their weakness in writing, while 20 % of them attributed their writing failure to the lack of motivation in writing. Moreover, 11.4% claimed that the "learners' themselves" was the reason behind their writing problems. By learners, we mean their personality or psychological issues which may influence negatively in their writing. Equal proportion (11.4%) affirms that their

weakness is due to lack of a good teaching approach; in addition, a small percentage 8.6% asserted that the reason behind writing inefficiency was their teachers. Accordingly, teachers should take into consideration the students' perceptions about the reasons behind their weaknesses in writing.

3.2.3.3. Section Three: Collaborative Writing

Question 01: When you write in class, would you like to write?

	Participants	**%**
Collaboratively	58	82.9%
Individually	12	17.1%
Total	**70**	**100%**

Table 27: Students' Preferences on the Way of Writing.
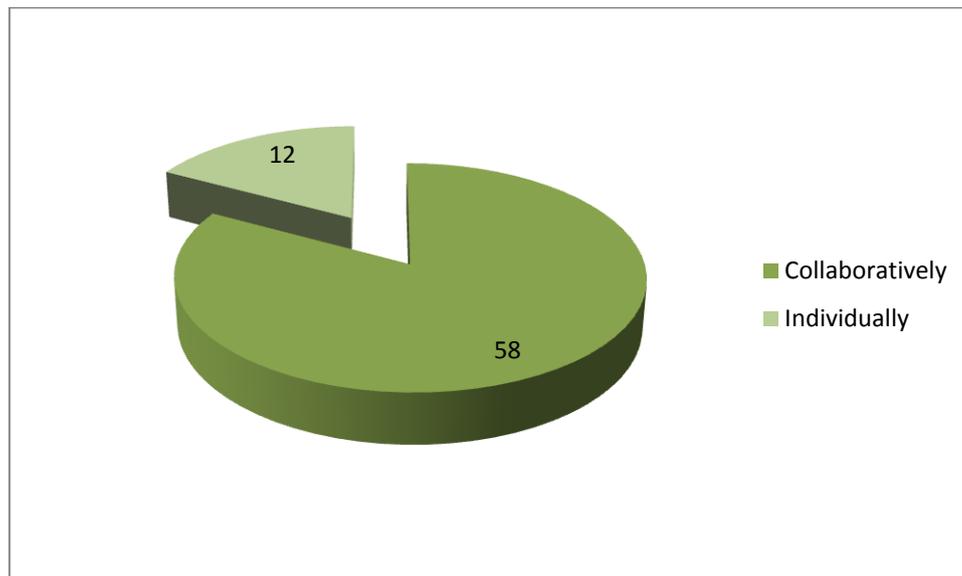
Figure 31: Students' Preferences on the Way of Writing.

Regarding this question, the objective was to investigate whether second year students prefer to write collaboratively or individually. The rates denote that the majority of respondents (82.9%) prefer to write collaboratively. However, a small percentage (17.1%) favored individual writing over collaborative writing. These

findings indicate that the majority of second year students display an interest to carry out the collaborative writing.

Question 02: How would you describe your personality?

Personality	Participants	%
Very extroverted	7	10
Extroverted	21	30
Neither extroverted nor introverted	33	47.1
Introverted	9	12.9
Very introverted	0	0
Total	**70**	**100**

Table 28: Students' Personality.
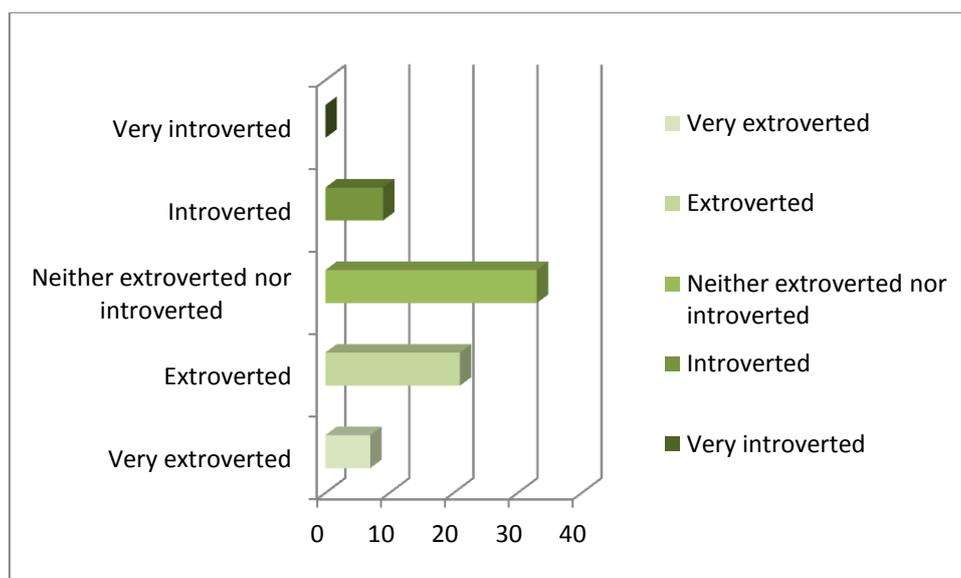
Figure 32: Students' Personality.

In this question, students are asked to determine their personality. The results reveal that (30%) of students have considered themselves as extroverts, while 10% believe that they are very extroverted. On the other hand, 12.9% of them described themselves as introverted learners, and none of them selected "very introverted" option. In addition, nearly half of students 47.1% describe their personality as neither

extroverted nor introverted. By neither introverted nor extroverted personality, we mean that learners have both introverted and extroverted traits, but neither trait is dominant. In other words, they have more balanced personalities. The personality of learners may affect their collaborative learning positively or negatively; this latter will be discussed in the next question

Question 03: How does your personality affect collaborative writing?

	Participants	%
Strongly positive	13	18.6%
Positive	38	54.3%
Neither positively nor negatively	16	22.9%
Negative	3	4.3%
Strongly negative	0	0%
Total	**70**	**100%**

Table 29: The Effects of Personality on Collaborative Writing.
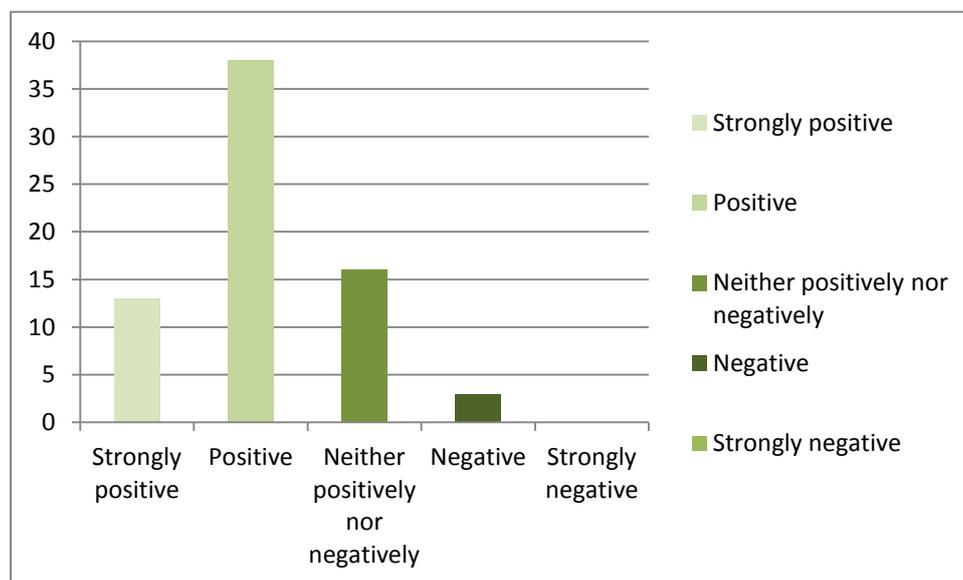
Figure 33: The Effects of Personality on Collaborative Writing.

This question attempted to investigate how students' personality affects collaborative writing. It is observable that more than half of respondents (54.3%) claim that their personality affects collaborative writing positively. In addition, 18.6%

of them believe that their personality 'strongly positive affects' collaborative writing. However, only three students (4.3%) indicate that their personality affects negatively their collaborative writing. None of them selected the option "strongly negative", while (22.9 %) prefer to stay neutral. The findings reveal that the majority of students believe that their personality affects collaborative writing in a positive manner. Accordingly, we can conclude that majority of second year students have positive attitudes toward collaborative writing.

Question 04: How do you prefer setting the groups?

	Participants	**%**
Randomly	18	25.7%
Your choice	34	48.6%
Teachers' choice	18	25.7%
Total	**70**	**100%**

Table 30: Students Preferences about Forming Groups.
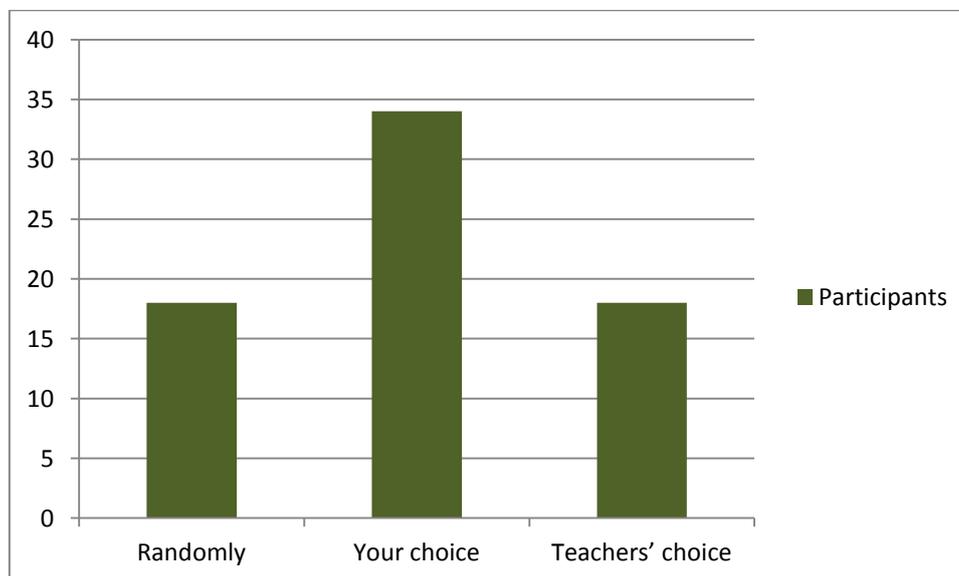
Figure 34: Students' Preferences about Forming Groups

This question is designed to know how the participants prefer forming groups. 48.6% of respondents prefer forming the groups by themselves, while 25.7% prefer

their teacher to set up the groups. In addition, setting the groups randomly seems to be preferable to some students (25.7%).

Please, explain why

Based on the students' perceptions, the reasons of the students' preferences of the group formation were varied. Firstly, participants who opted for the random choice reported that working with random students is an opportunity to get in touch with other students and it could be the start of a new friendship. In addition, some students claimed that working with people that they do not know make them rely more on themselves not only their friends or those they usually work with. Others reported that random choice is fair for all of students since they feel free and interact with different levels which may improve their learning.

Moreover, students who prefer 'students' choice' provide different reasons. They believed that when they choose colleagues to work with is better than when the teacher chooses them because they will be able to work comfortably. While others reported that they will know which classmates they would be able to work with and exchange ideas. Sometimes people cannot work together because of the huge differences in points of views and style; they also cannot stand each other for personal reasons. If the students choose each other they will be more comfortable working and can at the end give a neat piece of writing. It does not necessarily to agree but at least to be able to work comfortably with each other. Additionally, some students justified their choice that if they were selected randomly or according to the teacher's choice, it might be a bit difficult because there are some students do not add anything to the teamwork. Therefore, they choose the students who interact with them the most, share the same ideas, and equal to their educational level or higher. Other students claimed that when choosing a partner in the group, they become more creative and work in

harmony because they already know the mentality of each other. Thus, they become motivated and confident to work with each other. Finally, some students claimed that choosing the people to collaborate with defines the quality of the work delivered afterwards.

Furthermore, for those who prefer 'teachers' choice' justified their answer as follows. First, most of teachers can make a balance between different students of different levels because they usually know the weak points of their students so they set the groups according to that. In addition, some claimed that teachers are objective; they form groups according to students' abilities, their weaknesses, and their personalities and more importantly according to the assigned task without any other borders such as friendships.

In summation, group formation in the collaborative writing has to be carefully planned and arranged in order to achieve best results.

Question 05: How does Collaborative writing influence your confidence?

	Participants	**%**
It strongly increases my confidence	16	22.9%
It increases my confidence	27	38.6%
It neither increases or decreases my confidence	23	32.9%
It decreases my confidence	4	5.7%
It strongly decreases my confidence	0	0%
Total	**70**	**100%**

Table 31: The Influence of Collaborative Writing on Students' Confidence.
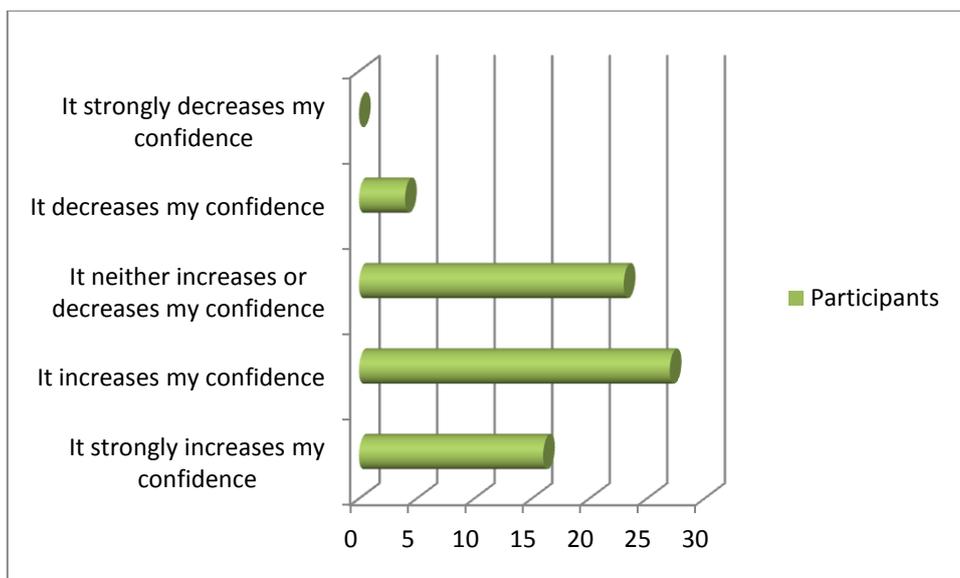
Figure 35: The influence of Collaborative Writing on Students' Confidence.

The question considered the students' attitudes regarding the influence of collaborative writing on their confidence. A considerable proportion of the students agree that collaborative writing has a positive influence on their confidence i.e. 22.9% and 38.6% opted for the options respectively "It strongly increases my confidence" and "It increases my confidence". However, only four students (5.7%) stated that CW decreases their confidence, and no one selected the option "It strongly decreases my confidence". Whereas, 32.9% were neutral, in other words, CW neither increases nor decreases their confidence. On the whole, the majority of students agree that collaborative writing has a positive effect on their confidence.

3.2.3.4. Section Four: Peer feedback

Question 01: When writing collaboratively, do you think peer feedback can improve your ability in identifying strengths and weaknesses in your own writing?

	Participants	%
Yes	58	82.9%

No	12	17.1%
Total	**70**	**100%**

Table 32: Students' Perception of Peer Feedback.
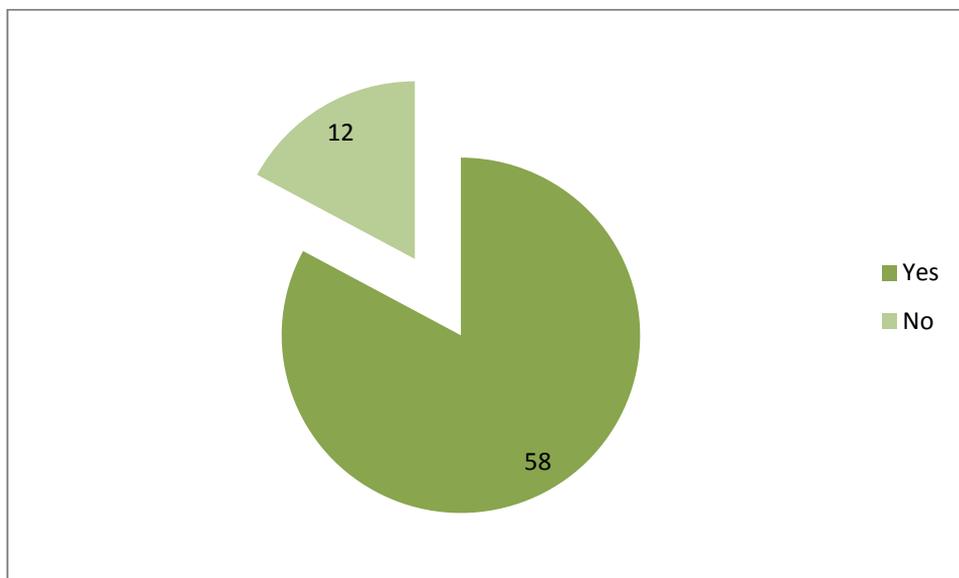
Figure 36: Students' Perception of Peer Feedback.

This question aims at checking whether peer feedback used in collaborative writing can improve their ability in identifying strengths and weaknesses in their own writing or not. The majority of students (82.9%) agree that peer feedback can help them identify their strengths and weaknesses in writing, whereas 17.1% of them describe it as not useful.

Explain, please

In this follow up question, the respondents were asked to justify their answers. For those who agree that peer feedback can improve their ability in identifying strengths and weaknesses in their own writing; their responses were as follows:

- Everyone needs advice. Sometimes students write in a way and think it is flawless but then someone would see it as flawed and vise versa. Thus, advice

and criticism strongly help the writer in identifying both his/her strengths and weaknesses in writing.

- Everyone has imperfections that s/he may not be able to discover on his/her own without the intervention of others. As for strength, Praise may only increase self-confidence.

- Sometimes students make mistakes that they are not aware of and peers correct them. In other cases, they sometimes do not feel that their writings are good but their peers tell them about. Therefore, it does definitely help students to know their strengths and weaknesses in writing.

- Because it helps students know their mistakes that they may not give attention to if they work individually.

- Receiving feedback from peers is important because it gives an evaluation of their own work. Also, it is difficult for students to assess their own writing, but peer feedback can help them to recognize their own strengths and weaknesses as a writer.

- It depends on the group' level. Working with good students is definitely helpful because they learn from each other, recognize some errors on their writing skill and get the correction at the same time.

- No one can see his/her own mistakes, while they are very noticeable for others. Peer feedbacks can make you realize what you're really missing.

- Peer feedback provides students opportunities to learn from each other. For example one student is good in grammar s/he can help others in grammar, and other one is good in something else; they share what they are competent in.

- Through peer feedback students can know their mistakes, discuss something relatable to certain topic, and giving each other advice to improve their level in writing.

- During writing, peers can point mistakes or appreciate work each other in some aspects. Thus, through peer feedback students can identify strengths and weaknesses of their writing.

- Through this process, students can recognize what is missing and what is good, so they will be able to improve their own writing.

- Each student has different knowledge about writing, some are good in vocabulary other good in punctuation. Therefore, they can share their knowledge in writing together.

Even though, the large majority of students acknowledged the importance of peer feedback in determining their strengths and weaknesses in writing, some students explain their perceptions as follow

- "You may end up frustrated, especially if you're dreaming to be a writer, so its better to keep it for yourself."

- "May be it suits the other students, but for me Nah! It is just a waste of time, and it confuses my ideas."

- "I don't find it comfortable to share writing experiences with whomever. I am more dignified and creative when I'm alone."

- "I don't care for other people's opinion in my ability of writing."

- "Most of them criticize for the sake of criticizing only."

- "Most students cannot identify any mistakes. Therefore, they cannot help me."

- Peers? I don't think so. Superiors maybe like teachers or higher level students.

Question 02: Do you agree with all the comments your classmates made on your writing?

	Participants	%
Yes	25	35.7%
No	45	64.3%
Total	**70**	**100%**

Table 33: Students' Attitudes toward their Peers' Comments

The objective of this question was to clarify whether students accept all the comments of their peers on their writing. The results have shown that majority of students (64.3%) do not agree with all the comments their classmates made on their writing. However, 35.7% of them do not share their views since they accept all of peers' comments.
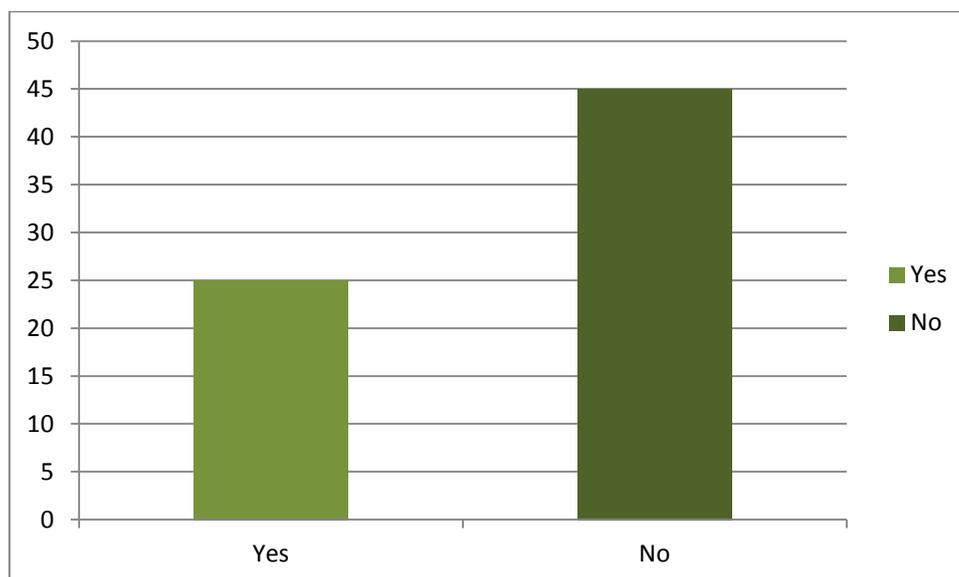
Figure 37: Students' Attitudes toward their Peers Comments

If "No" why not?

The respondents who answered "No" to the previous question provided various arguments for their position. It is worth noting that out of the 45 respondents, 12

students did not give any explanation. The researchers present some students views as follows:

- Respecting them does not necessarily mean accepting them and working with them, as some students' notes and comments are wrong and subjective.

- Some students use harmful comments which are unacceptable.

- Even though peer feedback is one of the methods that students can learn more about their written work and see it from the reader's perspective yet, there are some students provide poor feedback and they do not have the ability to criticize in the right way by giving unclear explanations.

- Every writer has his/her own style. Therefore, some students do not agree with some comments that their classmates would make about their style in writing because if they do not like it maybe someone else would. However if it's mistakes, they accept their friends' correction.

- Choosing No option doesn't have any relation with not accepting their comments. We have played a huge role to help each other such as correcting the grammatical mistakes or the usage of vocabulary. However, sometimes we miss understand each other in certain points like unity. If my classmate could see a sentence of mine does not match the topic while I am certainly sure about it, so this is the time where I say No and start in explaining the point from my view.

- They are not qualified enough to judge everything that is related to any work. We listen to their comments but we do not take every comment into consideration.

- Majority of students claimed that they do not agree with all of peers comments since they may make mistakes; however, they can check together.

- Writing is subjective. What one may think is most suitable might not be agreed upon by all readers and "reviewers", however we agree on other kinds of feedback like correction of mistakes, misspelling, interesting ideas…etc.

Accordingly, the majority of students are aware of the importance of peer feedback in collaborative writing, and more significantly they know when and what they should accept from their peers' comments.

Question 03: After reading the statements, please put a tick in the box according to your opinion. SD (strongly disagree), D (disagree), N (neutral), A (agree), SA (strongly agree).

Statement	SD	D	N	A	SA
a. The receiving of peer feedback on writing helps me to improve my own writing.					
b. Discussing with my peers helps me to deal with my own difficulties such as grammar, punctuation, etc.					
c. I usually ask my peers questions when we write together.					
d. Providing feedback to my peers on their writing helps me to improve my own writing.					
e. I respect my peers' opinions when we write together.					

Table 34: Different Ideas about Peer Feedback.

Statements	SD P	SD %	D P	D %	N P	N %	A P	A %	SA P	SA %
A	8	11.4	5	7.1	10	14.3	31	44.3	16	22.9
B	2	2.9	4	5.7	10	14.3	35	50	19	27.1
C	0	0	3	4.3	12	17.1	24	34.3	31	44.33
D	0	0	12	17.1	11	15.7	27	38.6	20	28.6
E	1	1.4	3	4.3	6	8.6	39	55.7	21	30

Table 35: Students' Attitudes toward Different Ideas about Peer Feedback.
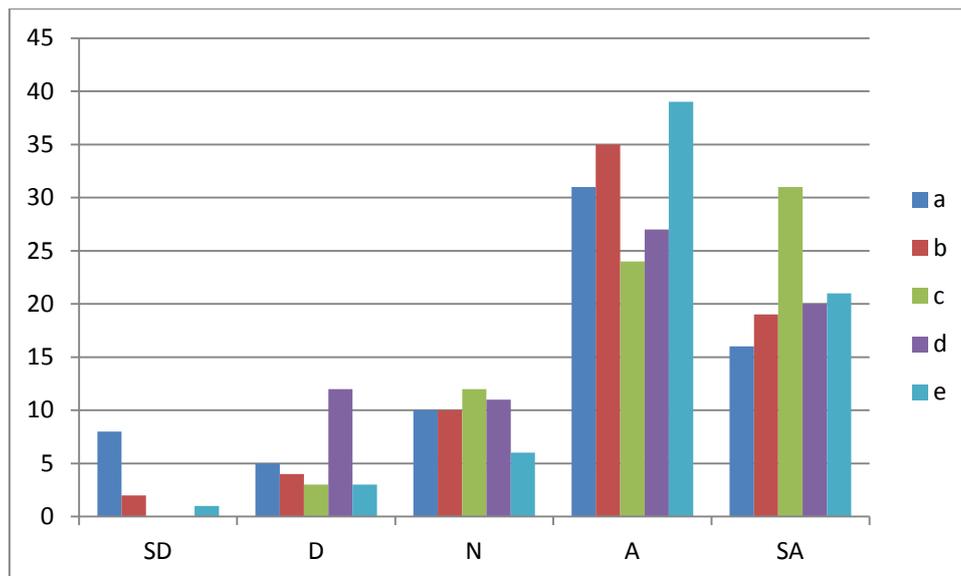
Figure 38: Students' Attitudes toward Different Ideas about Peer Feedback.

The researchers, through this question, wanted to know students' perceptions about peer feedback. They presented different ideas about peer feedback and asked participants about their opinions. In answering this question, participants could tick one option SD (strongly disagree), D (disagree), N (neutral), A (agree), SA (strongly agree). The figure and table above show that:

Firstly, nearly half of students (44.3%) agree that receiving peer feedback on writing helps them to improve their own writing; in addition, 22.9 % strongly agree with this idea. However, 7.1% of them disagree about this, and 11.4% strongly disagree; 14.3% keep neutral

Secondly, half of students (50%) agree that discussing with their peers helps them deal with their own difficulties such as grammar, punctuation, etc. Additionally, 27.1% strongly agree on this view. Whereas, a small proportion of students 5.7% and 2.9% selected the options "disagree" and "strongly disagree" respectively. Moreover, ten students (14.3%) neither agree nor disagree with this idea.

The third statement aims to know whether participants ask their peers questions when they work together or not. According to the table, the majority of students ask questions when they write collaboratively. They selected the options (44.33%) "Strongly agree" and (34.3%) "Agree", while only three students (4.3%) do not ask questions; 7.3% of students considered asking questions as a neutral idea for them.

Furthermore, 38.6% of students agree that providing feedback to peers on their writing helps them to improve their own writing. (28.6 %) of them strongly agree with this, whereas 17.1 % disagree and no one strongly disagrees on this ideas.15.7% stay neutral.

Finally, participants are asked about their view on this statement "I respect my peers' opinions when we write together". More than half of the students (55.7%) opted for the option "Agree", with 21 (30%) for "Strongly agree" and 6 (8.6%) for "Neutral". However, a very small proportion had dissimilar visions only three students (4.3%) stated that they did not respect opinions of their classmates, and one student (1.4%) strongly disagreed with this idea.

3.2.4. Discussion of Students' Questionnaire

From the analysis of students' questionnaires, we have obtained precious responses about students' attitudes toward collaborative writing and peer feedback in improving their writing skill. To begin, the first section deals with general information about students. The results have shown that the majority of the participants are females with a rating of 82.9%; in which, they have more tendency and more interest in learning foreign languages and English particularly than boys. Moreover, the majority of students agree that studying English was their personal choice; therefore,

they are motivated and have a desire to study this language. In addition, the majority of them are satisfied with their level in English.

In the second section, the researcher aims mainly to identify students' writing difficulties and the reasons behind them. The findings reveal that the writing skill is considered one of the most difficult skills after speaking for the majority of the students, at least in our sample. In addition, the majority of them agree that they encounter some difficulties that hinder them from getting a better level in English, particularly in writing. They explained that they have certain difficulties in terms of dealing with the different aspects of writing like grammar, vocabulary, coherence and cohesion, content and style; in addition to the other elements of writing, namely spelling and punctuation. The data show that the most difficult aspects for students are vocabulary, content and grammar. Moreover, the results reveal that the majority of students are aware of their low writing proficiency claiming that the factors behind their poor writing production are various as the lack of motivation, lack of practice and lack of a good approach to teach writing.

The third section of students' questionnaire has mainly shed light on students' attitudes and perceptions toward collaborative writing. The findings reveal that the overwhelming majority (82.9%) of students prefer to write collaboratively since it helps them reduce their writing difficulties, increase their motivation and confidence. This agreement is confirmed through the question about how their personality affects collaborative writing; the majority of students (72.9 %) believe that their personality affects 'positively' and 'strongly positively' their collaborative writing. As regards students' preferences for forming groups in class, the personal choice seems to be preferable to nearly half of respondents. Additionally, most of respondents feel comfortable and confident while writing in a collaborative environment which

demonstrates the positive attitude the students hold towards collaborative writing strategy.

The analysis of the last section revealed important results related to the importance of peer feedback in enhancing students' writing. The findings indicated that the majority of students agree that peer feedback can help them identify their strengths and weaknesses in writing. It also creates more relaxed and enjoyable atmosphere, helps them learn to respect other's views and ideas as well as assisting them in improving their writing performance. In other words; the majority of participants are aware that peer feedback is beneficial and helpful in enhancing their writing proficiency. Indeed, the majority of students believe that peer feedback is useful and helpful when writing collaboratively, and they considered it to be an effective technique that boosts them to enhance their level in writing.

Conclusion

Basically, the current chapter discusses the fieldwork of our study. The researchers collected data through both teachers' and students' questionnaires. The teachers' questionnaire was administered to teachers at the department of English who teach written expression course at Biskra University. The main purpose was to obtain insights into the importance of collaborative writing and peer feedback in enhancing students' writing. In addition, students' questionnaire is designed for second year university students. Its main objective was to investigate the students' awareness about their writing difficulties and to gather data about their attitudes towards collaborative writing and peer feedback in improving their writing. The analysis of both teachers' and students' questionnaire confirmed that collaborative writing through peer feedback is effective to enhance students writing production.

General Conclusion

Writing is a very important skill in language development, learning and teaching. In an EFL context, this skill needs to be taken with a great focus and should be handled carefully due to the degree of its complexity. Despite its importance, writing is regarded one of the complex skills to learn and to teach as well. Accordingly, this study aims to investigate the importance of integrating collaborative writing and peer feedback to enhance EFL students' writing. The current research study consists of three chapters. The first two chapters deal with theoretical part and literature review of the research study, while the last chapter is concerned with the practical part of the study.

The first chapter introduces the theoretical overview of the writing skill. Through this chapter, we have provided different definitions of writing, its importance, and the relation of this skill to other language skills, namely reading and speaking because they are all interrelated and they impact each other. In addition, we try to explore the different writing approaches, and the main steps of the writing process respectively, planning, drafting, editing, and publishing. Moreover, this chapter discusses the main difficulties encountered by students.

The second chapter is designed to gain deeper understanding of collaborative writing and peer feedback. Along this chapter, we have discussed collaborative learning, different definitions, theoretical perspectives, elements of collaborative learning. In addition, it discusses types of collaborative learning groups; besides, a general view of collaborative writing, definition and its different types. Moreover, we try to shed light upon the central pillars of implementing collaborative writing in EFL

classes in terms of the formation of groups, the size of groups and different strategies. This chapter also focuses mainly on peer feedback and its importance.

Furthermore, the third chapter is devoted to the fieldwork of the study. Indeed, researchers used both teachers' and students' questionnaires that have been administered to second year students and to the written expression teachers of English at Mohammed Kheider University of Biskra. Therefore, a descriptive qualitative research study was conducted in order to validate and confirm the suggested hypotheses. In brief, the findings confirmed the research hypotheses which assume that if EFL teachers apply collaborative writing strategy, it would be helpful for EFL learners to improve writing production, and if students adopt peer feedback when they write collaboratively, it would reduce their difficulties in their written production. Lastly, we can deduce that both teachers and students have positive attitudes toward the collaborative writing strategy and peer feedback.

General Recommendations

In the light of the analysis of results that we have reached throughout our research investigation, some recommendations are suggested for both teachers and students as follows:

For teachers:

➢ Teachers should make students aware of the great importance of the writing skill, and they should encourage them to write more frequently.

➢ Teachers have to be well trained and informed about collaborative writing before implementing it in the writing class; likewise, they would ensure the success of this strategy.

➢ Teachers should draw students' attention towards the effectiveness of peer feedback in developing their performance, production, and social skills.

➢ Teachers should integrate peer feedback in most writing classes at an early a stage in order to familiarise students with this technique.

➢ Teachers should guide students sensitively, and teach them skills necessary for providing valuable and constructive feedback. For instance, how to read a piece of writing critically, how to detect their peers' errors, and how to justify their comments.

For students:

➢ Students have to be conscious of the importance of practicing collaborative writing tasks.

➢ Students should participate and interact in classroom regularly in an attempt to lessen the problems of shyness and lack of self-confidence.

➢ Students need to work together and organize themselves for planning, making decisions, and solving problems.

➢ Students should respect their peers' comments and treat one another respectfully.

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Appendices

Teachers' Questionnaire

Dear teachers

You are kindly invited to fill in the following questionnaire which is designed to investigate the importance of collaborative writing and peer's feedback in writing achievement. We are conducting a survey in connection with our master research on the role of collaborative writing through peer feedback.

This questionnaire is anonymous. The findings will be treated confidentially. Your responses will help solving some of the problems students face in writing.

➢ Please tick (√) the corresponding box or give a complete answer when needed.

Thank you for your cooperation.

Section A: *General Information*

1. **How long have you been teaching the course of "written expression"?**

   ………………………….. years.

2. **Do you think the programmed number of sessions per week is enough for the "written expression" course?**

   a) Yes ☐   **b)** No ☐

3. **Do you think the "written expression" syllabus you teach is enough for learners to achieve a satisfactory level in writing?**

   a) Yes ☐   **b)** No ☐

   If No, please explain …………………………………………………………

   …………………………………………………………………………………

   …………………………………………………………………………………

Section B: *Writing skill*

1. **In your opinion , good writing means :**

   a) Correct grammar ☐

   b) Good ideas ☐

   c) Clarity, Coherence and Focus ☐

   d) Spelling and punctuation ☐

   e) Specific vocabulary ☐

   f) All of them ☐

   g) Others, please specify …………………………………………………………

2. **What is your students' actual level of writing?**

   a) Most are above average ☐

   b) Most are average ☐

   c) Most are below average ☐

3. **Do your students find difficulties when writing?**

   a) Yes ☐   **b)** No ☐

4. **If yes, these difficulties are due to**

   a) Teacher ☐

   b) Lack of an appropriate approach to teach writing. ☐

   c) Lack of an appropriate technique to teach writing. ☐

   d) Learner ☐

   e) Lack of motivation to writing ☐

   f) Influence of L1 in writing in English ☐

   g) Others, please specify …………………………………………………………

5. **Is it possible to overcome these difficulties?**

   a) Yes ☐   **b)** No ☐

Whatever your answer, please explain

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

6. **What challenges/ difficulties do you face when teaching writing?**

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

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

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

Section C: *Collaborative Writing*

1. **Have you ever used "Collaborative Strategy" in your writing courses?**

   a) Yes ☐   **b)** No ☐

   If yes, how? ……………………………………………………………………………

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

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

   If no, why? ………………………………………………………………………………

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

   …………………………………………………………………………………..

2. **How do you prefer setting the students in groups?**

   a) At random ☐

   b) According to students' choice ☐

   c) According to students' ability ☐

   d) According to students' seating ☐

3. **When students write collaboratively, how do they appear?**

   a) Highly motivated ☐

   b) Motivated ☐

   c) Not motivated ☐

4. **Do you think "collaborative writing" is beneficial to your time-wise?**

   a) Extremely time consuming ☐

   b) Time consuming ☐

   c) Neither time consuming nor time saving ☐

   d) Time saving ☐

   e) Extremely time saving ☐

5. **Do your students have problems when working together?**

   a) Yes ☐   **b)** No ☐

   Please, explain …………………………………………………………………

   …………………………………………………………………………………

   …………………………………………………………………………………..

6. **Do you think that "collaborative writing" strategy is an effective strategy to improve students writing?**

   a) Yes ☐   **b)** No ☐

   Please, justify ……………………………………………………….........

   …………………………………………………………………………………

   …………………………………………………………………………………..

7. **Please, add any further comments/ suggestions about collaborative writing in improving students' writing?**

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Section D: *Peer Feedback*

1. **Do you believe that feedback is a vital element to enhance students' writing skill?**

   a) Yes ☐   **b)** No ☐

   If yes, explain how …………………………………………………………………

   …………………………………………………………………………………………

   …………………………………………………………………………………………

2. **Which type of feedback you rely more in your written expression class?**

   a) Teacher feedback ☐

   b) Peer feedback ☐

   c) Both ☐

3. **Do you believe that peer feedback improves students' writing production?**

   a) Yes ☐   **b)** No ☐

   Please, justify …………………………………………………………………………

   …………………………………………………………………………………………

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

4. **Do you think that peer feedback is a useful technique for collaborative writing in enhancing students' writing?**

a) Yes ☐   **b)** No ☐

Whatever your answer, please, explain

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THANK YOU, you have been very helpful.

Appendix Two

Students' Questionnaire

Dear students

You are kindly invited to fill in the following questionnaire which is designed to investigate the importance of collaborative writing and peer's feedback in writing achievement. We are conducting a survey in connection with our master research on the role of collaborative writing through peer feedback

This questionnaire is anonymous. The findings will be treated confidentially. Your responses will help solving some of the problems students face in writing.

➢ Please tick (√) the corresponding box or give a complete answer when needed.

Thank you for cooperation.

Section A: *General Information*

1. **Would you specify your gender please?**

   Male ☐   Female ☐

2. **Is it your choice to study English?**

   Yes ☐   No ☐

3. **How could you describe your level in English?**

   a) Very good ☐

   b) Good ☐

   c) Average ☐

   d) Bad ☐

   e) Very bad ☐

Section B: *Writing skill*

1. **Indicate which of the following four skills is the most difficult?**

   a) Speaking   ☐

   b) Writing   ☐

   c) Reading   ☐

   d) Listening   ☐

2. **How would you evaluate your level in writing compositions?**

   a) Good   ☐

   b) Average   ☐

   c) Below average   ☐

3. **How often do you practice writing?**

   a) often   ☐

   b) Sometimes   ☐

   c) rarely   ☐

4. **Do you find difficulties when writing in English?**

   a) Yes   ☐

   b) No   ☐

If "yes", those difficulties are represented in :(you can select more than one option)

   a) Vocabulary   ☐

   b) Grammar   ☐

   c) Style   ☐

d) Content ☐

e) Coherence/ cohesion ☐

f) Punctuation/ spelling ☐

g) Others, please specify

....

....

5. **Your weaknesses in writing are due to the**

    a) Teachers ☐

    b) Lack of good approach to teaching writing ☐

    c) Lack of practice ☐

    d) Lack of motivation in writing ☐

    e) Learner ☐

    f) Others, please specify

………………………………………………………………………………………

………………………………………………………………………………………..

Section C: *Collaborative Writing*

1. **When you write in class, would you like to write?**

    a) Collaboratively ☐

    b) Individually ☐

2. **How would you describe your personality?**

    a) very extroverted ☐

    b) extroverted ☐

    c) neither extroverted nor introverted ☐

    d) introverted ☐

    e) very introverted ☐

3. **How does your personality affect Collaborative writing?**

   a) Strongly positive ☐

   b) Positive ☐

   c) Neither positively nor negatively ☐

   d) Negative ☐

   e) Strongly negative ☐

4. **How do you prefer setting the groups? (And why?)**

   a) Randomly ☐

   b) Your choice ☐

   c) Teacher's choice ☐

   Why?

   ....

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

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

5. **How does Collaborative writing influence your confidence?**

   a) it strongly increases my confidence ☐

   b) it increases my confidence ☐

   c) it neither increases or decreases my confidence ☐

   d) it decreases my confidence ☐

   e) it strongly decreases my confidence ☐

Section D: *Peer feedback*

1. **When writing collaboratively, do you think peer feedback can improve your ability in identifying strengths and weaknesses in your own writing?** ☐   ☐

   a) Yes   **b)** No

   Explain, please

   …………………………………………………………………………

   …………………………………………………………………………

2. **Do you agree with all the comments your classmates made on your writing?**

   a) Yes   ☐   **b)** No   ☐

   If NO, why not?

   …………………………………………………………………………

   …………………………………………………………………………

3. **After reading the statements, please put a tick in the box according to your opinion. The letters on the table refer to as following: SD (strongly disagree), D (disagree), N (neutral), A (agree), SA (strongly agree).**

Statement	SD	D	N	A	SA
The receiving of peer feedback on writing helps me to improve my own writing.					
Discussing with my peers helps me to deal with my own difficulties such as grammar, punctuation, etc.					
I usually ask my peers questions when we write together					
Providing feedback to my peers on their writing helps me to improve my own writing.					

I respect my peers' opinions when we write together.					

Résumé

Cette étude vise à comprendre l'importance de l'écriture collaborative et des commentaires des pairs sur la production écrite des apprenants en deuxième année d'EFL. En d'autres termes, cette recherche vise à vérifier si l'écriture collaborative et le feedback des pairs sont utilisés dans les classes de l'écrit, la manière dont ils le font et les perceptions des enseignants et des apprenants sur l'importance de l'intégration de ces méthodes dans la classe de l'écrit. Cette enquête est basée sur l'hypothèse que si les enseignants EFL appliquent une stratégie l'écriture collaborative, il serait utile pour les apprenants EFL d'améliorer la production de l'écrit. De plus, nous émettons l'hypothèse que si les apprenants à l'étude reçoivent des commentaires de leurs pairs tout en écrivant en collaboration, cela réduirait leurs difficultés dans leur production écrite. Vérifier la validité de ces hypothèses; une méthode descriptive a été menée dans laquelle deux questionnaires ont été administrés à la fois aux enseignants du module d'expression écrite et aux seconds apprenants du département d'anglais de l'Université de Biskra. L'objectif principal de ces questionnaires était de recueillir des informations suffisantes sur leurs attitudes à l'égard de l'importance de l'écriture collaborative et des commentaires des pairs dans les cours d'écriture EFL. Les résultats de la recherche ont montré que l'écrit collaboratif est une technique efficace pour améliorer les performances écrites des élèves. Les résultats ont également révélé que la rétroaction des pairs est un outil efficace dans l'écriture collaborative pour améliorer les compétences en écriture des élèves. Par conséquent, les résultats des questionnaires ont confirmé les hypothèses de recherche. Par conséquent, les apprenants et les enseignants ont montré des attitudes positives à l'égard de l'utilisation de l'écriture collaborative et des commentaires des pairs pour améliorer

les compétences en écriture des apprenants et créer une atmosphère d'apprentissage confortable en classe; où ils se sentent plus motivés pour pratiquer l'écrit.