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The Role of Dialogic Peer Feedback in Improving EFL Students '

Feedback Literacy

The Case of Master I English Students Mohamed Kheider University of Biskra

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Declaration

I, Khaoula Tebbane, the only author of this master dissertation which entitled **“Improving EFL students feedback literacy through the dialogic peer feedback –The case master one English students university of Biskra”** and supervised by Dr. Maallem Samia; hereby declare that this research supervised by is my own work and has never submitted or presented before for any academic institution university for any degree.

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Dedication

I dedicate this work to my source of happiness, strength, and motivation, my beloved parents who gave me the support to carry on and never give up.

To my brother Mohamed and his wife for their infinite help.

To my dearest sisters Zineb and Mariem and their husbands for their encouragement, love, motivation and help from the very first beginning of my study.

To the soul of my grandmothers I miss you a lot .May Allah grant you Al Jannah

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Abstract

Providing feedback is an important process which plays a crucial role in education in general and in learning in specific. It gives the learners the opportunity to shed the light on their strengths and weaknesses, to make more efforts to correct their errors and to improve their academic performance. Accordingly, the current study aims at exploring how to improve the students' way of giving feedback. More particularly, this exploratory study aims to reveal how EFL students can improve their feedback literacy through the dialogic peer feedback. The researcher opts for a mixed-methods approach and uses two data collection tools which are: an online based questionnaire and a classroom observation checklist. They are designed for master one students at Mohamed Kheider University of Biskra, in order to observe their progress and investigate their attitudes. After the interpretation of the obtained data quantitatively and qualitatively, the findings indicated that dialogic peer feedback is an important way or technique to improve EFL students' feedback literacy.

Key words: Feedback, Feedback literacy, Dialogic peer feedback, EFL learners, Learners feedback.

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General Introduction

1. Background of the study

Learning is a significant process which is needed in any field of life and differs over time, location, and from one learner to another. Whereas some learners prefer to learn individually, others prefer to learn in a group, while others learn from the comments of others; however, this is related to what is called feedback literacy, which has a high impact on learning outcomes and it considered as an integral part of the learning process; or in other words according to Heron et al. (2015) feedback is an inseparable part of education and learning. Moreover, Winstone et al. (2020) claim that the term feedback was first discussed by Sutton (2012), in which he argued that feedback literacy involved the capacity to read, analyze, and to make written feedback useful, but learners sometimes lack this ability and may fail .So they seek to do their best to develop their feedback literacy by using certain techniques.

One of the most useful techniques is dialogic peer feedback which is described by Filius et al. (2018) as collaborative sense making by the learners about feedback through the interaction with their peers in dialogue thus in the dialogic peer feedback learners work in peers, exchange feedback about this work and from that they learn from each other how to give feedback as well as enhance it.

2. Statement of the Problem

Learning is a complex process which requires the existence of the four skills listening, reading, writing, and speaking; however, the last skill becomes as challenge for many EFL learners because they sometimes do not have ability to discuss certain topics with their classmates and give feedback with them. So in this

case they should do their best to create new ways for improving their way of giving feedback .Moreover, one of these ways is dialogic peer feedback .In which learners discuss topics with their peers and exchange feedback .Thus, dialogic peer feedback can considered as a helpful technique which gives the EFL students the opportunity to give and to learn how to give feedback. So this study comes to investigate how EFL learners can improve their feedback literacy through the dialogic peer feedback.

3. Research Questions

This study is based on the following research questions:

RQ1: How the dialogic peer feedback can improve the EFL students' feedback literacy?

RQ2: What are the challenges which can face learners when they engage in the dialogic peer feedback?

4. Research Aims

As a general aim, this study aims at dealing with the role of dialogic peer feedback in improving EFL students' feedback literacy. In particular, this dissertation aims at identifying feedback literacy as well as explaining how dialogic feedback differs from other kinds of developing their feedback. Also, it discusses the main challenges which face students during the dialogic peer feedback.

5. Research Methodology

This exploratory study attempts to investigate whether EFL students' feedback literacy can be improved through the dialogic peer feedback or not and how .In which collecting data is done through classroom observation and an online questionnaire which is administered to twenty nine master one students (sciences of language English) at the university of Mohamed Kheider Biskra as a sample .

Because they already have clear idea about what is feedback literacy. Moreover, the classroom observation is done in six sessions with three groups of master one students, two sessions for each group and each session takes one hour and half .In which students work with each other in peers. Then they exchange feedback about the work of their peers during which we take notes about their feedback based on some questions which are included in the classroom observation sheet and recordings. However, the questionnaire was online in order to gain time and efforts. Additionally, the data obtained from these two tools are quantitative and qualitative because the students answered both closed –ended and open –ended questions .Since we opt for the mixed methods in this study, the qualitative data are interpreted through thematic analysis approach .Whereas the quantitative data were entered into Excel and described using frequency measures and bar charts .

6. Significance of the Study

This study is significant for both EFL teachers and learners because:

Firstly, it suggests for teachers a new way which helps them to improve the feedback literacy of their students.

Secondly, it encourages student to discuss certain topics with their peers and to exchange feedback with them easily.

7. Structure of the Dissertation

The current study consists two main chapters, one is theoretical whereas the other one is practical.

Chapter One provides a theoretical background on feedback literacy and dialogic peer feedback. Moreover , it consists of two parts .The first one we will define feedback literacy ,the types of feedback literacy, dimensions of feedback literacy,

the role of it in the learning process and why learners sometimes do not benefit from feedback literacy. On the other hand, the second part begins with short history about the emergence of the term dialogic peer feedback then it provides definition of the term, steps to make it, what make it differs from other ways of exchange feedback, challenges of dialogic feedback and some tools to facilitate dialogic peer feedback.

Chapter two is a practical one which includes two sections. The first section aims to describe the methodology which is adopted in this study and it includes the context, participants, data collection tools, and the data analyzing approaches. Whereas the second section deals with interpretation and analysis of the data collected from classroom observation and the questionnaire .Then it deals with the discussion of the results.

Chapter one

Literature Review

Introduction

Learning is significance process which consists of four skills, in which the most challenging one for many learners is speaking .Learners may be afraid to talk in front of others and to receive feedback or how to respond on this feedback by another one. To make this skills for them, instructors have to propose for their learners several techniques, for instance use dialogic peer feedback as an effective technique for their learners to enhance their speaking in general and to learn how to give feedback to others in particular.

1. Section One: Feedback Literacy

Wiener (1968) asserted that the concept feedback established in educational discourse and its origins may be traced back to physical science; moreover Mayr (1989) claimed that by the 18th century the idea of feedback had started to enter economic theory in Britain but it did not have a name or considered as universal abstraction ; whereas Winstone et al. (2020) claim that the term of feedback literacy was discussed for the first time by Sutton (2012) .Additionally , many other studies assert that the origins of feedback literacy go back to the conclusions of Thorndike's experiments when he concluded that practice and repetitive exercises are not the only ways to achieve learning but also the knowledge of the reinforcement result either it was reward or punishment .

1.1. Definition of Feedback Literacy

Feedback literacy is a common term which is known by many educators as the process of learn how to give feedback ; however , its definition was originally come from Stiggin's (1991) assessment literacy (Kara,2021) as well as it has other various definition made by different scholars .

Carless and Winstone (2020) defined feedback literacy as cognitions, expertise and dispositions to make a plan for feedback processes in ways which allow students to internalize feedback.

In the same context Alruwais et al (2018, as cited in Wongvorachan et al .,2022, p.16) described feedback literacy as basic component in convert the information of learners performance into a learning opportunity , according to this definition feedback is the act of make information about what learners do useful for them in learning .

On the other hand ,Henderson et al (2018) defined this term in a different way, in which they considered feedback as“a process in which learners make information meaningful about their performance and use it improve the quality of their work or learning strategies” . In other words they described feedback as the act of making information comprehensible by learners about what they are doing and why they use it in their learning.

Lupton (2008) defined feedback literacy as a set of broadest actions and principles like information literacy.

Also, feedback literacy considered as the information which students receive in response to their works or performances as well as their progress in learning in reference to specific criteria or standards provided to students beforehand(Hattie and Timperley ,2007) ;however , this definition indicates that feedback literacy is the information which students receive as a comment.

2.1. Feedback Literacy Vs Assessment Literacy

Feedback literacy and assessment literacy are considered as integral parts of the learning process and feedback in particular, is viewed as an important part of the

assessment process. According to William (2018), feedback is considered as a part of a large framework of formative assessment. Although these two concepts have some similar characteristics, differences between them equally exist. Scholars think that feedback is considered as a basic strategy that has an apparent influence on learning while assessment is about how the learning process is evaluated. This means that feedback literacy is a strategy in itself on which the learning process is based. Whereas assessment is just a way for evaluating learners and their performance and a process of making judgments about the criteria, value and the role of certain elements while they describe feedback as information provided for learners and may be by the learners about the value, quality, or significance of the thing which was judged

3.1. Types of Feedback

There is a disagreement among scholars not only about the nature of feedback, but also its existing types. According to Kara (2021) there are three types of feedback, these are positive, negative, and constructive feedback. However, Dixson and Worrell(2016)Heron(2011) and Sinclair and Cleland (2007) indicated that the two most dominant feedback types are summative and formative.

1.3.1. Constructive Feedback

This type of feedback is considered by many scholars as particular type of feedback that is based on observations and is defined as the act which provide learners with information about their performance in an observed situation and help them to think that their efforts have successful results. According to Ovando(1994) constructive feedback clarifies the learners what they do to continue with the needed performance since enables them to enhance their poor performance .So it

help them comprehend what they required to do in order to enhance their performance .

2.3.1. Positive Feedback

To deal with this type many previous studies shown that positive feedback consists of comments about previous behavior which is focus on actions that worked well and should be repeated .On the other hand Ramaprasad (1983) think that positive feedback occur when learners are provided with comments about their achievements or their successful performance and they are predicted make development in this particular direction means that it become as information which the learners received about they were perform in a positive way ;however , this type of feedback is considered as motivation which enables learners to continue doing their work well.

3.3.1 .Negative Feedback

This type of feedback is defined by some researchers in Federation University Australia as corrective comments given to the learners about their previous behavior which was not successful and should be stop it and do not repeated or by other words it is a message which the learners received when their performance is incorrect or unsuccessful .Additionally, Ramaprasad (1983) described negative feedback as comments about learners' poor performance which they are recommended to change it . In addition, this type of feedback can motivate learners to perform better in the next times.

4.3.1. Summative feedback

Dixson and Worrell (2016) described summative feedback as the act of offering information to learners about their successful performance at the end of a

curriculum. Similarly, Nichol (2007) believed that this type of feedback occurs later in a course and related to a capstone evaluation .Moreover, some other scholars think that it summative feedback consists of detailed comments which are deal with a particular sides of the learners' performance and additional constructive comments on the way to enhance the performance. In sum, the summative feedback is referred to the type of feedback which includes comments given to learners at the end of the educational program to show them about their achievements and it can be use it for instance in the comprehensive exams or assignments, final exams, reflective paper

5.3.1. Formative Feedback

Formative feedback is described by Dixson and Worrell (2016) as the act of giving certain remarks to learners about their academic performance orderly and frequently during a continued program. This means that every time in the course and in a regular way learners are provided with remarks about their work. In addition, Kealey (2010, as cited in Kara, 2021) asserted that formative feedback encourages learners to adjust their performances during the advancement of the program or the course. In line with Kealey (2010), Nichol (2007) indicated that this kind of feedback was early used in the course in order to give learners the chance to change their work and raise their chances for better achievement .So that according to these three views it can be say that formative feedback aids learners to enhance and keeps them from repeating the same mistakes as well as it can be included in the informal discussions, the formative and the constructive assignments of the first drafts, unit test .

6.3.1. Informative Feedback

Shute, Wang and Wu (2008) indicated that informative feedback shows learners why their answers are right or wrong and offers them with task-related information. However, Lastly et al (2004) think that in this type learners are not offered the right answers, but they are richly identified verification and the ways which are used for the advancement of learners performance .Moreover some studies indicated that it provides more particular information which can be used to correct learners mistakes .

7.3.1. Self-Feedback

Self-feedback refer to how learners make judgments about their performance by themselves. Bedford and Legg (2007) think that in self-feedback the learners are the only source of feedback information in which they judged about their performance in relation with aims and criteria. Whereas Brown and Harris (2013) described this term as descriptive and evaluative process which made by the learners about their own performance and their academic capacities so these assumptions indicated that self-feedback requires no one but learners themselves. However, many researchers describe this kind of feedback as the ultimate aim of feedback for learning because encourage the learners to assess their performance' strengths and also their weaknesses as well as to make judgments about their work or performance.

8.3.1. Peer -Feedback

Simply, this type of feedback refer to the comments which are provided by learners to their peers or classmates about their performance. Moreover, Kara (2021) believed that with peer feedback learners judge about the relation between

aims and present works and then provide their peers with the information of their judgment means learners here comment on the performance of their peers based on what they select as points to achieve and what they already achieve in the present situation as well as it help them to improve their learning experiences and to make progress in their specific skills.

9.3.1. Formal Feedback

Costello and Cranerefer (2013) referred to this type as an expected feedback which is produced to enhance the coming work .In line with this scholars ,Nichol(2007 , as cited in Costello and Cranerefer ,2013) assert that formal feedback deals with accomplished assignments, official online conversations, course and program assessments, and other related data .In other words this type of feedback associated with every formal work and occurs in the formal settings for instance in the classroom between learners or between learners and their instructor .

10.3.1. Informal Feedback

Commonly, this type refer to as the feedback which is used in informal settings. Some scholars for instance McKenna (2004), Nichol (2007) describe it as the feedback which given during casual conversations, body language, tone of voice. Example of this type is the one which is provided by friends to each other in the home or in the bus.

11.3.1. Extrinsic Feedback

This type is not very common as the other types but it described by Lourillard (2007) as an external comment about the situation not inside it, like the one which is used in the yes or no responses.

12.3.1. Intrinsic Feedback

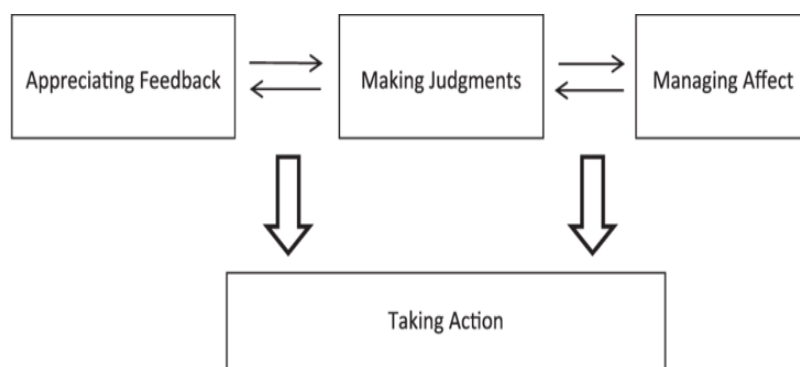
Lourillard (2007) said about intrinsic feedback “feedback is that which is given as a natural consequence of the action” (p. 55). For instance, when learners perform the instructor spontaneously will provide give them feedback either with other recommendations or without, this can be called intrinsic feedback.

4.1. Features of Feedback Literacy

Feedback literacy can has four interrelated features ,according to Carless and Bound (2018) proposed three interrelated features at the top and link them with the act of taking action as the fourth feature ;however , these features can be included in the figure below :

Figure 1

Features of Student Feedback Literacy by Carless and Boud (2018).



1.4.1. Appreciating Feedback

Carless and Boud (2018) believe that appreciating feedback occur when learners have a clear idea about their active role with their acknowledgment of the value of feedback. They also argued that when learners appreciate feedback they can: comprehend and give a value to the importance of feedback in the process of improving the learners work and what the active learner do in it, as well as they can

understand that feedback information is obtained from a various sources and in a variety of formats .

On the other hand ,Kara (2021) indicated that this feature consist of three codes ,which are : understanding the active role means to have a clear idea about what feedback can do , seeking feedback means to asking for feedback , and understand the value of feedback this refer to give and acknowledge the value of feedback .

2.4.1. Making Judgments

Carless and Boud (2018) referred to this feature as the learners' progress of evaluative judgment to make decisions about the quality of one's performance, means that this feature deals with the improvement of learners in terms of the evaluation which ends with a judgment to have an opinion about the performance of others . And they add that making judgments requires the use of criteria, whether explicit or implicit, as well as evaluative judgment and self-evaluation.

3.4.1. Managing Affect

Carless and Boud (2018) express it in terms of management of feelings, emotions and attitudes; as well as they argue that to achieve the goal of managing affect feedback literate learners to: save the emotional equilibrium and ignore to be beside when getting critical feedback, be proactive in getting guidance from peers or teachers, and make progress in their habits in attempting for ongoing enhancement based on internal and external feedback.

Yang and Carless (2013) describe managing affect feedback as a social practice in which the management of relationships, teacher-student, and student-student relationships can influence positively or negatively students' reactions and emotions and therefore their way of learning .Whereas Kara (2021) believe that this feature

included two codes: managing emotional challenges and emotional openness to feedback.

4.4.1. Taking Action

This feature means to act upon the feedback to inform later works (Carless and Boud, 2018) and they add that feedback literate students to take action through being conscious about the need to act upon feedback information and make conclusions from feedback experiences in order to achieve ongoing progress thus for the sake of the improvement for every time learners have to end with conclusion from their feedback experiences .In addition to improve a range of learning strategies in order to act upon feedback.

On the other hand , Kara (2021) describe this feature as the most frequently implied feature of feedback literacy ,because feedback literacy requires learners to act upon comments that they have received (Sutton and Gill ,2012) . Additionally, Boud and Molloy (2013) addressed taking action as the closure of feedback loop where learners are active in understanding information and using it to contribute in their later works.

5.1. Dimensions of Feedback Literacy

Dimensions of feedback literacy were studied by many scholars .One of these scholars is Sutton (2012) who was the first scholar who asserted that feedback literacy consist of three dimensions: the epistemological dimension, the ontological dimension and the practical dimension; Chong (2022) agrees that there are three dimensions and he summarizes them in this small table

Table 1

Learners' feedback literacy dimensions based on Sutton (2012) by Chong (2022)

Dimension	Its definition
Epistemological dimension	It includes feedback on knowing and feedback for knowing
Ontological dimension	Learners' self-identity and self-efficacy to deal with feedback
Practical dimension	Learners' feedback-prompted actions

1.5.1. The Epistemological Dimension

It is the first feedback literacy' dimension, in which the quantity and quality of information as well as feedback for knowing meaning have an active role in improvement (Kara, 2021) means that how much knowledge learners acquire or learn also the value of this knowledge and feedback on knowing being open to have an importance or effective role in development of the learning process. Moreover Chong(2020) described this dimension as the way how learners comprehend feedback , so it relates to knowledge .In the same context Sutton and Gill (2012) indicated that in this dimension , the feedback literacy demands learners to engage with feedback for knowing, which is formative in nature .

2.5.1. The Ontological Dimension

In this of dimension Sutton (2012) thought that learners evaluate themselves in accordance to their reflection on others' work. Thus developing learners' self-confidence is needed for acquiring feedback literacy.

Similarly, Barnett (2007, p.31, as cited in Sutton and Gill, 2012) argued that learners cannot develop what they know or what they can do unless they develop their self –confidence so that ontology precedes the epistemology or the knowledge and the action.

Sutton and Gill (2012) concluded their analysis of the ontological dimension with the notion that the improvement of learners' feedback literacy requires them to be confident in their own academic capacities, or in other words it demands that learners deal with the ontological aspect of feedback.

3.5.1. The Practical Dimension

According Abderrahim (2022) the practical dimension deals with the engagement of learners in acting upon feedback ,or in other words this dimension involves read, understand, and acted forward feedback acquired by the learners (Kara. ,2021) .

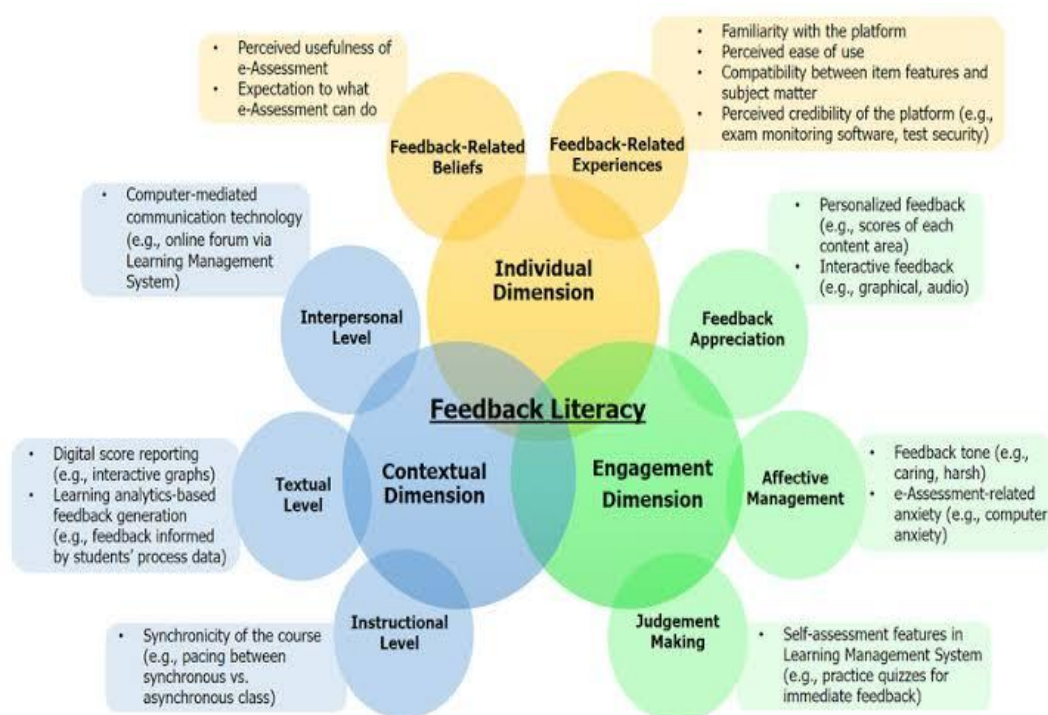
Moreover Sutton (2012) identified the included skills in act forward feedback in terms of read, interpret and make feedback useful ;however, the interpretation of feedback sometimes can be hindered by the academic language because of its complexity .

So that the lack of academic language become as problematic in this case ,on the other hand he assume that in order to interpret and comprehend the complex ideas which formed feedback ,learners should have the academic language and should give clear guidance about the way to act upon feedback .

In contrast, Wongvorachan et al. (2022) suggest another different dimensions; however, each one of this dimensions consist of another sub-dimensions which are included in the figure below:

Figure 2

Dimensions of Feedback Literacy in the Assessment Context by Wongvorachan et al. (2022)



The figure below includes some other dimensions of feedback literacy in addition to the dimensions which were proposed by Sutton (2012) but these dimensions are differ from the others dimensions ;however , these dimensions can include

Individual dimensions which consisted of feedback related beliefs and experiences of the individual of course.

The second dimension is contextual dimension which involved two levels, textual and instructional level.

The third dimension is engagement dimension which described in terms of feedback appreciation, affective management and judgment making.

Eventually, the last sub-dimensions similarly are the same which are described by Sutton (2012).

6.1. The Role of Feedback Literacy in Learning

Feedback literacy is one of the most productive learning strategies which has an effective role on the learning progress as well as it considered by many researchers and scholars as an important element in the incremental process of the continuous learning ; however , one of these researchers is Isaac (2019) who believed that feedback literacy can offers concrete information about how learners are behave and what is predicted from them to do , as a result their behavior are modified so that it also considered as one of the most efficient and provided ways to change one another's behavior especially when peer assessment is done (Isaac,2019) . Furthermore he add that feedback literacy enable learners somehow to control how they are learn so thereby their learning process and academic accomplishment are improved. Moreover this rises engagement and consciousness of learners about their abilities and challenges , this means that feedback can constructs confidence as learners can identify strengths and weaknesses points that need to change it for better or by other words it help the learners to develop their self-confidence and motivate them to learn and to achieve better outcomes ; again he indicated that encourage learners to be responsive to learning and enhances learning and improves their reflection on their performance or by other words it help the learner to reflect on their learning strategies to confirm them or make adjustments to improve their learning. ; moreover, feedback also can offers them with information

about what they know and how their skill is improved according to Shute (2008) feedback shows the learner the difference between their current level of performance and the degree of learning they intend or by other words it clarifies them to them the gap between what they do and what they want to do. Additionally, feedback literacy helps learners to know where and how improve their learning process in general and their performance in particular as well as according to some scholars it can provide learners with more information, suggesting and techniques to enhance their learning .

7.1. Why Learners Do Not Succeed to Benefit From Feedback?

Learners during their learning process provide as well as receive feedback but sometimes they fail to benefit from feedback and this considered as result of several factors, which are include: maybe some of them think that their level is high and they do not need to receive feedback so they do not accept it while others when the feedback is negative they cannot accept it because they think that it discourage them. However, Andon et al.(2017 , as cited in Ducasse and Hill, 2019) indicate that learners and instructors may have different views and attitudes about assessment activities means that sometimes the teachers provide their learners with an assessment task and consider it as an appropriate one while learners do not think the same thing with them .Moreover ,Price et al .(2011 , as cited in Ducasse and Hill , 2019) indicated that learners may comprehend the significance and goal of feedback with different ways or , may they do not comprehend the feedback at all (Gibbs & Simpson, 2004).

2. Part Two: Dialogic Peer Feedback

To deal with emergence of the notion dialogic feedback many scholars like Beaumont et al (2011), Carless (2006) , Nicol and Macfarlane-Dick, (2006), Nicol (2010) ,Carless (2013), Yang and Carless(2013) , Steen-Utheim and Wittek (2017) asserted that the idea of dialogic approaches to feedback has appeared in last few years and has been emphasized as crucial element to re-conceptualize feedback research in higher education and the discovered limitations in this research of feedback practices led to the re-conceptualization of feedback as dialogic feedback.

1.2. Definition of Dialogical Peer Feedback

Arinda and Sadikin (2021) describe dialogic feedback as an important classroom teaching strategy , which refers to the discussions between the teacher and the learners concerning their work thus dialogical feedback determine the way how learners are interact with their teacher and exchange opinions about how they learn and perform whereas Saunders (2020) have a different perception about this term in which he considered it as a social act which enables learners to improve their capacity to organize , assess, and manage their learning process ,means that dialogic feedback is an interactive work through which learners can make their learning better .Moreover , to define dialogic feedback Djalilova (2019) said " it is feedback that initiates a dialogue which in its turn encourages students to become autonomous learners who can more effectively monitor their own learning and take control over their writing processes " (p.1) based on this definition dialogical feedback considered as a feedback which used in a dialogue or conversation and motivates learners to be independent learners who can better manage their own learning and take responsibility for what they write.

On the other hand Steen-Utheim and Wittek (2017) defined dialogic feedback as one of discussion kinds which focus on the way how learners learn which involves their learning "about and from" feedback at the same time constructing their own meaning or by other words in this type the main interest is about how learners learn either from their peers or their teachers during their interaction as well as know what is feedback and how to benefit from it. Additionally , Ajjawi and Boud (2015) asserted that dialogic feedback is a collaborative experience which seeks to improve not just learners capacity to participate in certain tasks but also learners autonomy so that in this experience learners can enhance both of their engagement and interaction in certain collaborative works and able to express their selves independently ; moreover according to Carless (2015) dialogic feedback is a set of repeated actions in which learners share explanations, discuss meanings, and identify predictions about feedback to improve how they can recognize this feedback .

2.2. Dialogic Peer Feedback Framework

To deal with the dialogic peer feedback Steen-Utheim and Wittek (2017) suggest a framework which consists of three interrelated dimensions dialogue, interaction and emotion.

Figure 3

Framework for Dialogic Feedback by Steen-Utheim and Wittek (2017)



1.2.2. Dialogue

In general the term dialogue is commonly known as a conversation between two or more persons, Brennan (2010) assume that the term dialogue is frequently used interchangeably with the term conversation so that in many times learners use the word conversation instead of dialogue. Moreover Linell (2009) asserted that when individuals contribute in dialogue, they are engaging in cognitive acts in interaction with others and with the participation of others so that dialogue is a process of exchange knowledge as well as this scholar indicated dialogue takes place in interactions with one's own, objects, and contexts. Additionally, from this assumption Steen-Utheim and Wittek (2017) think that dialogue can happen among the learner and the text and this may occur when the learner attempts to interprets and understands certain text ;dialogue is essential for a learner meaning-making since knowledge is shared through the engagement in dialogue thus during the dialogue learners the interact with each other and acquire knowledge from each other as a result they construct meanings .

2.2.2. Interaction

Commonly the word interaction refers to when two or more people work with each other and make comments on this work as well as react on these comments whereas Pertiwi (2018) in her descriptive study about the types of interaction and interactional features used by teachers, she discussed that interaction takes place anywhere and whenever learners communicate with each other, take action, and get reply from one another. According to Steen-Utheim and Wittek (2017) based on the dialogic perspective, dialogic interaction is when self and others are intimately interrelated in which this relation is considered as result of another process, for Instance: discuss, comment, react. Moreover, they also stated that in the situated interactions learners can construct meaning from feedback, for instance in classroom environment they get feedback, in a dialogic feedback or in engagement with peers. Additionally, Howe (2007, as cited in Pertiwi, 2018) stated “interaction as an activity that is initiated by taking turn in which good interaction should include address, topic or information and response” (p.3) so in this statement Howe considered the interaction as an act of exchanging roles which should consist of an address, an issue or information to discuss it and a reaction.

3.2.2. Emotions

Steen-Utheim and Wittek (2017) in their study about students' emotional responses to feedback, they found that emotions deal with how an individuals perceive their selves in regard to others and it play a crucial role in the process of feedback sense making by the students. Whereas Ajjawi and Boud(2017) in attempt to provide an analytical approach which has the potential to provide insight on the nature of feedback dialogue; they consider emotions as a major dimension in

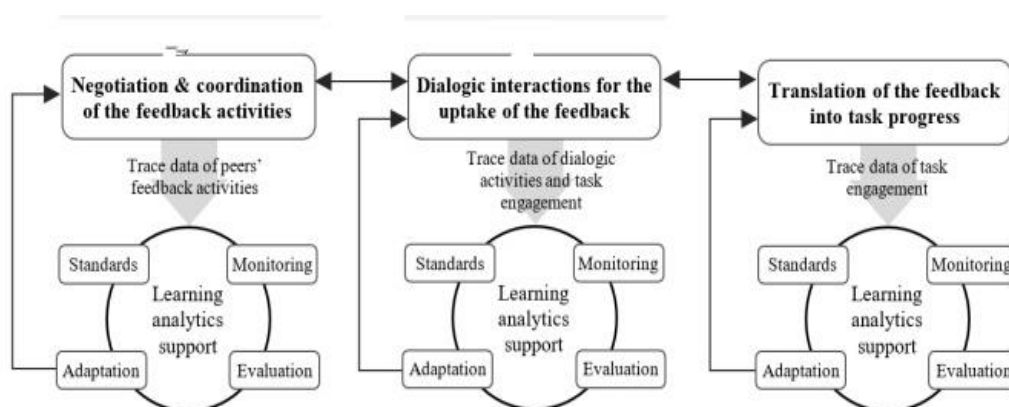
feedback, which effects on learners' feedback intake thus learners can understand the received feedback with different ways based on their emotions .In the same context , Linell (2009 , as cited in Steen-Utheim and Wittek ,2017) referred to emotions as body's responses towards the environment which are frequently triggered by others' actions and displayed feelings , in other words emotion is involved in and when learners react and interact with others and attempt to understand , react upon feedback which is provided by others .In the opposite , Evans(2013 ,) think that emotions gets insufficient attention in feedback research especially in research which is provided by a dialogic feedback approach.

3.2. Steps to Make a Dialogic Peer Feedback

To select some dialogic peer feedback phases, Er et al. (2020) when introduce an online platform which is developed to support dialogic peer feedback at scale; they proposed a theoretical model of dialogic peer feedback.

Figure 4

A Model of Dialogic Peer Feedback (Er et al., 2020)



The first phase in this model is negotiation and coordination of the feedback activities; according to Er et al. (2020) this stage aims to guarantee that afterwards during the discussion with the target learners, peers produce coherent feedback on

the basis of common work comprehension and engage in accordance with shared plan and objective. So that according to them so that peers give feedback collaborate to arrange their offering of feedback. In line with Er et al, Hadwin et al. (2011) believe that this stage includes the socially shared organization of learning process by peers.

Secondly, the next stage as it mentioned in the figure above is dialogic interactions for the uptake of the feedback. Er et al. (2020) indicated that this stage results a tasks outline which are agreed by the learners to do in order to improve the way they learn and advance on the work so that peers deliver the prepared feedback and participate in conversation with the learners to encourage feedback adoption.

Thirdly, this scholar asserted that in this phase as third phase learners may go back to the conversation and look for more support from peers, especially if they face some challenge. Furthermore, Winne and Hadwin (1998, as cited in Er et al., 2020) also considered this phase as self-regulation of learners learning which is structured when they engaged in the dialogue .Thus when the learners translate the feedback into task progress they construct self-regulation of their learning .

4.2. What Makes Dialogic Peer Feedback Differ From Other Kinds of Giving Feedback?

Dialogic peer feedback is considered as significance way for learners to exchange feedback with others, in a comparison with monologic feedback Saunders (2020) asserted that dialogic feedback provides a two-way relationships which allows learners to express their wants and concerns as well as ask for help and additional information. In line with Saunders, Ion et al. (2019) in his study of analyze the benefits of giving and receiving feedback for students' development,

he found that dialogic feedback can improve the learning experience of the learners when they get feedback and when they give feedback, means that through provide and receive feedback in the dialogic feedback they are able to make their learning experience better .Similarly, Ajjawi and Boud(2015) in their research study about interactions among learners and instructors in an online medical education certificate program; they indicated that dialogic feedback enhances learners learning and aids learners to improve self-regulation . Furthermore, Rodríguez-González and Castañeda (2018) identify the role of dialogic peer feedback in terms of enables learners to promote their confidence and decrease anxiety .Whereas, Steen-Utheim and Witteck(2017) in their ethnographic research study , they analyzed dialogic feedback which was set up as spoken conversations among the learner and the teacher in a private classroom and they end with : dialogic feedback offered for the learners an emotional support, chances to talk about themselves, and to advance as individual learners so it increase their confidence as it mentioned above .To sum up Wittek (2017, as cited in Arinda and Sadikin ,2021) identify the importance of dialogic feedback in few points which are: dialogic feedback encourages learners' emotional , relational and individual growth in learning as well as it allows learners to express themselves and this as a result of the interaction with others .

5.2. Challenges Faced by Learners in the Dialogic Peer Feedback

Although dialogic peer feedback is key element in the learning process in general and in exchanging feedback in particular, but it still has some challenges. Choi et al. (2020) in their exploratory study about undergraduates' perceptions of and responses to exemplar-based dialogic feedback, they identify three challenges:

Firstly, the quality of dialogic feedback is questionable means that it may be not sufficient for learners learning. Secondly, the implementation of dialogic feedback makes it harder for learners to come up with evaluative judgments about their peers' performance objectively. Thirdly, when learners employ dialogic feedback, they are not sure that they can achieve better results in their learning. On the other hand Er et al. (2020) asserted that dialogic peer feedback practices are limited because they are based only on potential result of learners' dialogic interactions regarding feedback and they have no systematic design approach .Thus these practices do not designed based on any methodology; they limited only by the outcomes of dialogic interactions which is made by learners.

6.2. Tools to Facilitate Dialogic Peer Feedback

Similarly are the same tools which are used in the online collaborative work.

1.6.2. Google Meet

Google Meet or Google Hangouts Meet, many studies shown that Google meet is one of the useful online tools which were introduced in 2017 and considered as a video chatting platform which enable users in general and learners in particular to interact and work with each other remotely . Furthermore John (2020 , as cited in Erwin, 2022) indicated that Google meet is one of the most useful virtual platforms which enable users to be present at the same virtual meeting and participate or share video with internet connection .so that this tool can be helpful for learners to engage in dialogic peer feedback easily .

2.6.2. Social Media

This tool is defined by many scholars, for instance Alonzo et al. (2023), Mahmud et al. (2022), and Ashraf et al. (2021) as an interactive platform in which

learners are able to discuss and exchange their thoughts and information; however, the first scholars indicated that this tool can provides dialogic and reactive feedback for learners as well as can make it easier to offer an immediate feedback .In line with Alonzo et al, Alfahadi (2017) think that social media enable learners to make feedback clear. Moreover, some of social media which can useful for the dialogic peer feedback are Facebook, Twitter, Instagram, TikTok, and WhatsApp, Skype.

3.6.2. Zoom

It describes in many previous studies as dialogic platform which enable users in general and learners in particular to connect with video, audio, express ideas, connect with their peers; as well as to give them relevant and actionable feedback.

4.6.2. TeamSpeak

Generally TeamSpeak referred to be as a gaming communication platform and collaboration system which utilized to provide very apparent voice (Kotevski and Milenkoski, 2018)

5.6.2. Discord

Jannah and Hentasmaka (2021) in their study which was conducted to get more information about students' perception of virtual learning by using Discord application. They describe Discord as spoken and written chat platform which is typically utilized for games, social, class groups in alternative devices in virtual learning within some educational settings.

Conclusion

The notion of dialogic peer feedback emerged and has been adopted by many EFL teachers especially the university teachers in order to assess how their learners'

works are increased and how they improve their feedback literacy; however, to investigate on that this theoretical chapter given a review about the dialogic peer feedback and feedback literacy, it provides a short introduction about these two variables, then it deals with the main information which should know about them.

Chapter two

Fieldwork and Data Analysis

Introduction

This chapter covers both the methodology and the data analysis which are used in undertaking this study. It aims at investigating how the dialogic peer feedback can impact EFL students' feedback literacy. So as a first section in this chapter describes the various stages of the research methodology, which involved the context of this study, participants, the sample, data collection tool and the methods which were used to analyze the data, The second section of this chapter deals with the analysis of the data and clarifies the main results then the discussion of these results which are answer the questions that are mentioned above in the general introduction of this study.

Section One: Research Methodology

1. Context and Participants

1.1. Context

The present study explores the role of dialogic peer feedback in enhancing EFL students' feedback literacy. So this study takes place with master one English students as EFL students at the university of Mohamed Kheider-Biskra -English division .Because it was observed that they have certain difficulties in giving feedback as well as this university is the nearest university from the researcher. For that a case study of master one EFL university students is carried out using classroom observation and questionnaire. So the university is the appropriate choice for this study in terms of work and time.

2.1. Participants

This exploratory study is conducted on master one English students as EFL students in Mohamed Kheider university of Biskra .The participants of this study,

are selected through cluster sampling among the total number of master one English students (145 students). The sample is 29 students.

2. Data Collections Tools

To investigate how feedback literacy can be improved through the dialogic peer feedback, this research adopts two tools, the first tool is the classroom observation whereas the second one is an online questionnaire.

1.2. Classroom observation

This tool is considered as the first tool which is designed to investigate whether the Algerian EFL University students can enhance their feedback literacy through the dialogic feedback with their peers .Moreover, it collect some information about students' feedback literacy from the beginning of the dialogue with their peers until the end of it .The classroom observation sheet consists of schedule which is subdivided into three columns, group one, group two, group three; each one of these columns include certain questions. The observation takes place in the learning theories module with three groups of master one students, and it takes two sessions with each group. Every session takes one hour and a half with each group. The goal of this tool is to identify how students can improve their feedback literacy when they engage in dialogic peer feedback; however, the best way to do that is to attend a session with EFL students and take notes as well as keep records when they exchange feedback with each other during the session.

2.2. Questionnaire

Since the aim of this study is to investigate the impact of the dialogic peer feedback on EFL students' feedback literacy. This study also uses students' questionnaire which is an online questionnaire based on Google Form which was

the appropriate way for students in order to gain time and efforts especially that it done in few days before their examination. This questionnaire was administrated to master one students through sending it to their emails in order to collect their answers. It consists of 14 questions and divided into four basic sections, in which the first section is profile information about the students for instance their gender, their English level, their favorite way of work. Then the second and the third sections are composed of both closed- ended which required only to choose the possible responses and open-ended questions which required more than one word answer and consists of some questions about the students perception towards their engagement in the dialogic peer feedback to enhance their feedback literacy .

3. Data Analysis

Since the current study is exploratory study which used both classroom observation sheet and questionnaire; that includes closed –open and open –ended questions.

3.1. Quantitative Data

Since the present study adopted observation sheet and questionnaire and both of them consist of closed and open questions, these questions were entered into Excel sheet and described through frequency, percentage measures and bar charts.

4.1. Qualitative Data

Both classroom observation and the questionnaire sheets consist of open – ended questions which are provided to students about their perception towards the dialogic peer feedback in improving their feedback literacy. Thus, the collected data from these questions are analyzed through getting familiar with the answers. Then, generated the initial codes, search for themes, review them and produce a report

about them.

Section Two: Data Analysis

1. Data Analysis

1.1. Questionnaire for the Students

Section One: Students' Profile

Question 01: Can you please specify your gender?

This question aims to determine the participants' dominant gender. In which the table below indicated that our sample included 21 females who constituted 72, 4% students of the whole participants and 8 males students who constituted only 27.6%.

Table 2

Participants' gender distribution

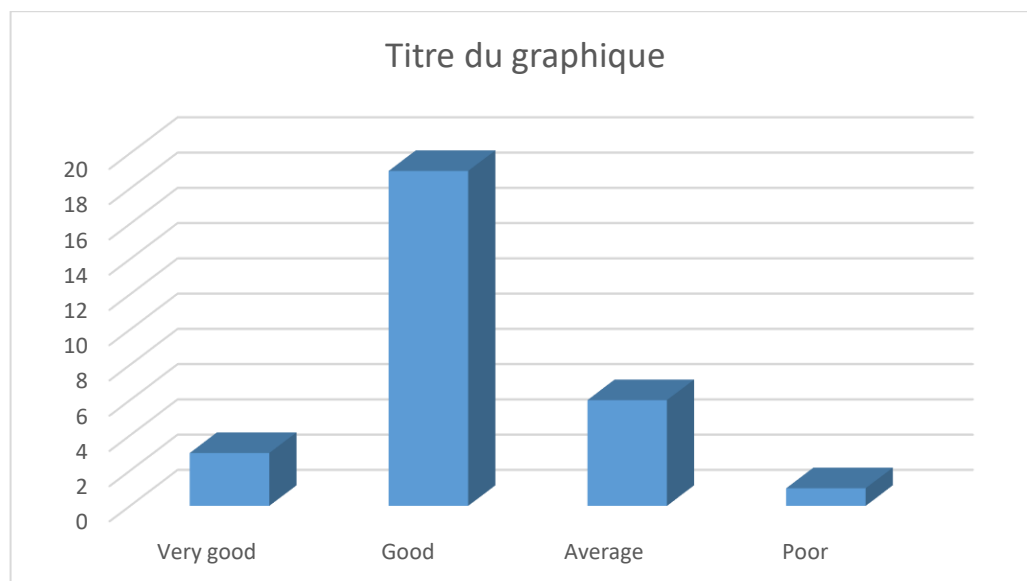
Gender	Frequency	Percentage
Female	21	72,4%
Male	8	27.6%
Total	29	100%

Question 02: How do you consider your level in English?

As it determined in the bar charts bellow , the participants were offered a scale containing five levels from the poor to the very good level. Whereas the majority of respondents who constituted 65 % believed that their level in English is good in terms of practicing the learning skills reading, writing and speaking .On the other hand 20.7 % of respondents considered their potentialities to be average. Moreover, 10.3% of respondents regarded their level in English as very good. Only 3.4 % of respondents who considered their English level as poor level.

Figure 5

Students' Level of the English Language



Question 03: How do you prefer to work?

This question is designed to capture the participants' preferred mode of work and learn. Moreover, based on the table below it is noticed that the majority of respondents with highest percentage 58,60% answered that they prefer to learn and to work individually. Whereas some of respondents with the percentage 41,40% prefer to work in peers.

Table 3

Students Preferred Way of Working

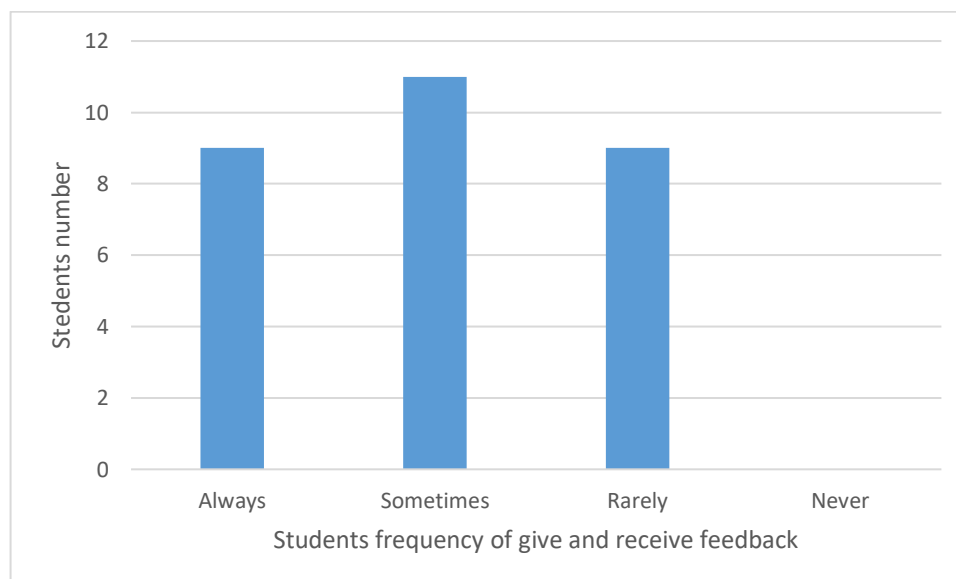
	Individually	In peers	Total
Frequency	17	12	29
Percentage	58,60%	41,40%	100%

Section Tow: Dialogic Peer Feedback and Feedback Literacy

Question 1: How often do you give and receive feedback on your academic performance?

Figure 6

Students Frequency of Exchange Feedback on their Academic Performance



This question is designed to reveal how important the feedback in the academic performance is. The results obtained from the bar charts above determine that the highest percentage is 37.9 % which reflects the ones who were sometimes give and receive feedback on their academic performance. While 31 % were always and rarely give and receive feedback on their academic performance. Additionally, no one of respondents 0% who did not do these two process. Thus, according to the percentage above the process of give and receive feedback is regarded as an important process in the students' academic performance. From these answers we can reveal students' way of exchange feedback and how we can improve it based on the different percentages above.

Table 4

Students Attitude towards Exchange Feedback on Their Academic Performance

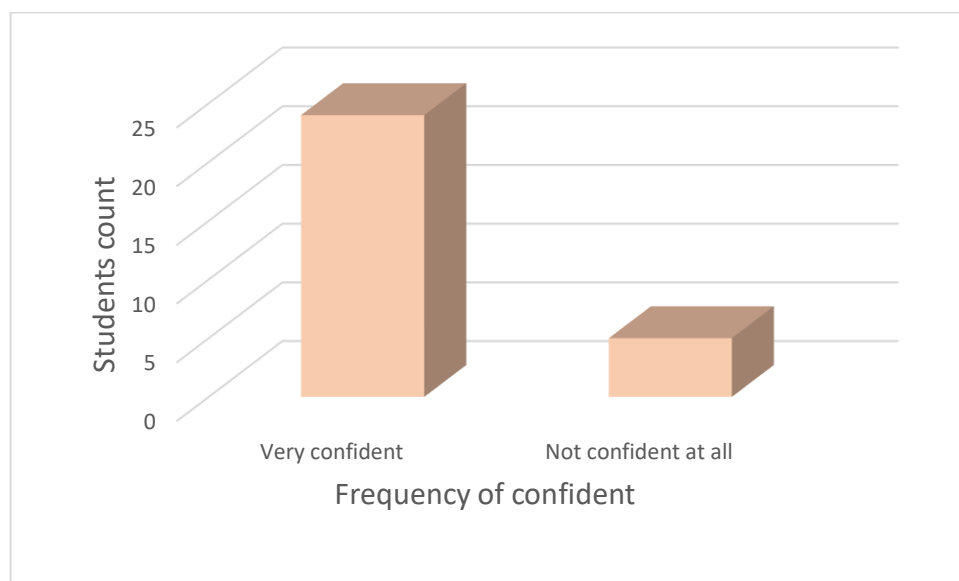
Category	Code	Quotes
Rarely	Feedback as a Learning source and method	<p>“Feedback can help us to exchange ideas and develop our language. So I use it rarely ”</p> <p>“Getting knowledge and educate myself from specific sources ”</p>
Always	Feedback as a motivation and guide	<p>“Feedback is one of the best strategies and methods which help us to learn from our mistakes”</p> <p>“ I work on it as a motivator ”</p> <p>“ I am able to discuss my and process the guidelines ”</p>
	Feedback for evaluation	<p>“ Feedback is necessary to see others opinion on your work ” “I receive feedback on assignment exams throughout the semester , from weekly to monthly ”</p>
Sometimes	Luck of teachers feedback	<p>“ Teachers do not give enough feedback ”</p>

The table above clarifies the thematic coding which involved open ended answers about students attitude towards giving and receiving feedback on their academic performance. In which many respondents assert that they are sometimes receive and give feedback either from their peers or teachers for evaluation goals as well as when their teacher fail to provide them with enough feedback on their academic performance. However, the other respondents stated that they are rarely receive and give feedback. Because they use it only as way to enhance their language whereas others use as a strategy to correct their mistakes. On the other hand some respondents are always receive and give feedback and they consider it as a way for acquire knowledge and motivation as well as they consider it as a guide.

Question 2: How confident are you in your ability to understand and use feedback effectively?

Figure 7

Students 'Confidence in their Ability to Understand and Use Feedback Effectively



This question intends to reveal frequency of students confident in their ability to understand and use feedback effectively. Whereas the majority of respondents

with highest percentage 85.7% answered that they are very confident in their ability to understand and use feedback effectively while there are only 17.9 % who are not confident at all. From the results mentioned in this bar charts, it can be concluded that the majority of students are able to understand and use feedback effectively.

Question 3: Do you think that exchanging feedback is difficult task?

The present question seeks to view students' attitudes towards exchanging feedback. The statistics below show that more than the half of respondents 68.9 % have no difficulty with exchanging feedback. Whereas 31% consider exchanging feedback as a difficult task. To deduce this can reflect that student found the feedback useful

Table 5

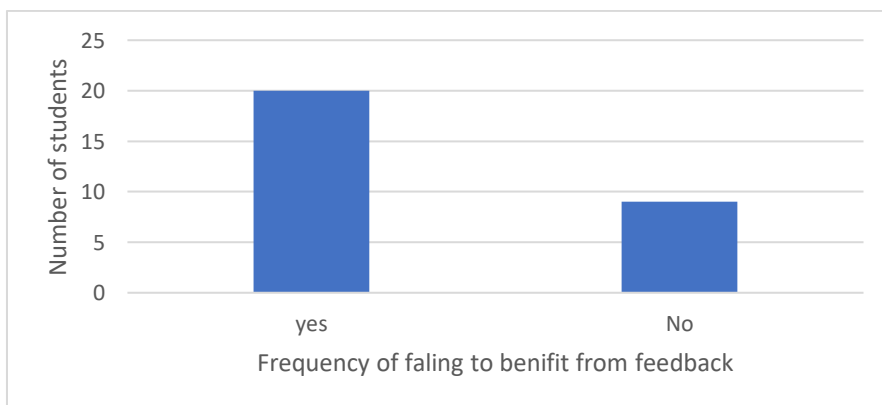
Students' Exchanging Feedback Difficulty

	Yes	No	Total
Frequency	9	20	29
Percentage	31%	68.9%	100%

Question 4: Did you fail sometimes to benefit from feedback?

Figure 8

Frequency of Students Failing to Benefit from Feedback



The objective of this question is to discover whether the participants fail to benefit from feedback or no as well as to select the points which should be improve in the students feedback literacy . The rates display that 68.9% of respondents admitted that they sometimes fail to benefit from feedback. While the rest of respondents who constituted 26.7% stated that they did not fail to benefit from feedback.

Table 6
Factors Affecting the Usefulness of Feedback

Category	Code	Quotes
Factors affecting the usefulness of feedback	The way of giving and using feedback	“I fail if I did not use the feedback in the right way ” “ Feedback is very useful when it given correctly ”
	Lack of knowledge and practice the language	“ I fail to perform the feedback from the first time due to luck of practice ” “I do not know enough information that made me feel less confident ”
	Misunderstanding	“Sometimes you receive feedback from someone who did not fully what you intend to convey” “I could not understand what the feedback said ”
	Personal problems	“ If the feedback sender proves himself at the expense of criticizing others , here we cannot benefit from feedback ”
Factors why students do not fail to benefit from feedback	The usefulness of feedback	“ I found feedback very useful ” “ Because if it was positive you benefit and if it was negative it is also for your own ”

The table above describes why students sometimes fail to benefit from feedback and why they do not fail. Many students (68.9%) fail to benefit from feedback due to some factors, for instance as it mentioned in the table some students do not know the appropriate way to give and use feedback for their benefit. Some students do not practice the language with others nor have knowledge so the feedback becomes as new issue for them as well as there others who do not understand the feedback and when it is necessary to give it. Other students use feedback as a way for represent their selves so that the rest of students do not benefit from feedback or in other words they consider it as personal issue.

In contrast, other students do not fail to benefit from feedback because they consider it as helpful factor either if it was negative they attempt to make it useful.

Question 5: To what extent do you find dialogic peer feedback helpful compared to Other kinds of giving feedback?

This question aims to confirm the impact of the dialogic peer feedback on students' feedback literacy. According to the results shown in the table below, we remarked that the highest percentage is devoted to the second option .In which 58.6 % of the respondents revealed that dialogic peer feedback is helpful way of giving feedback. On the other hand 20 % of the respondents believed that dialogic peer feedback is very helpful .Moreover 17.2 % assumed that it is somehow helpful .whilst only 3.4 % claim that dialogic feedback is not helpful at all.

Table 7

Dialogic Peer Feedback as a Helpful Way for Giving Feedback

	Very helpful	Helpful	Somehow helpful	Not helpful at all	Total
Frequency	6	17	5	1	29
Percentage	20.7 %	58.6%	17.2%	3.4 %	100 %

Table 8

Students' Attitude towards the Usefulness of the Dialogic Peer Feedback

Category	Code	Quotes
The usefulness of the dialogic peer feedback	Acquiring and sharing knowledge	“Dialogic peer feedback is the best method to understand well the information ” “It is helpful for sharing knowledge ” “It is helpful for our background ”
	Evaluate and develop students' performance	“It improves my performance ” “ It helps me to improve my writing through daily instructions ”

The table above represents the thematic coding which consists of open ended answers which show terms in which the dialogic peer feedback considered as a helpful rather than other kinds of giving feedback .In which the respondents see it

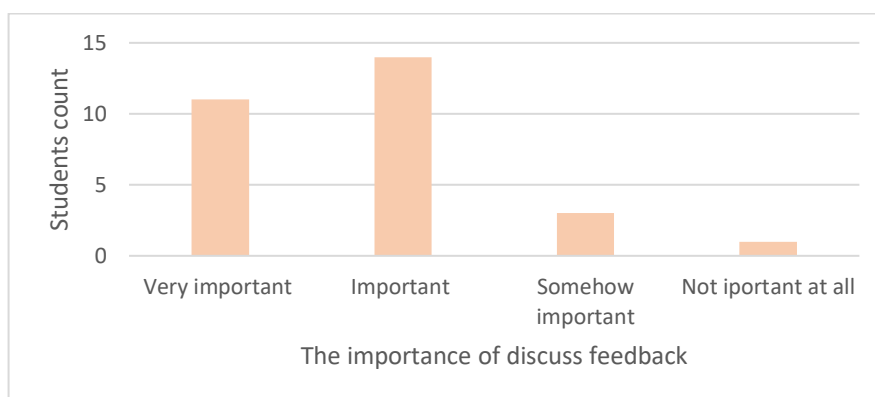
as helpful way because it allows them to share common perspectives and knowledge, as well as they think that dialogic peer feedback provides a different perspectives to evaluate their work.

Section Three: Improving Feedback Literacy through The dialogic Peer Feedback

Question 1: How important is it to have an opportunity to discuss feedback with your peers?

Figure 9

The importance of discuss feedback between students and their peers

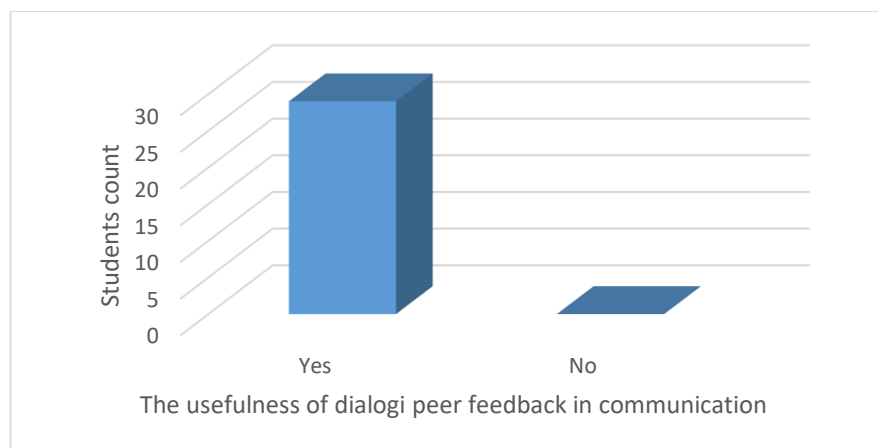


This question is for the sake to know how important is it to have an opportunity to discuss feedback with your peers? Based on the figure above, the majority of respondents with highest percentage 48.3% indicated that discuss feedback with peers is important process. Whereas, some of respondents with the percentage of 37.9 % agreed that it is very important process. Moreover, 10.3 % of respondents chose the third choice, which includes that discuss feedback with peers is somehow important. Whilst only 3.4 % revealed that this process is not important at all.

Question 2: Do you think that dialogic peer feedback can help to improve communication between students?

Figure 10

The Helpfulness of Dialogic Peer Feedback in Improve Communication between Students



This question probed whether dialogic peer feedback can help to improve communication between students or not. Based on the bar charts above all of the respondents 100 % declared that dialogic peer feedback is helpful way to improve communication among students and their peers. Whereas no one (0 %) answer with no. From these results it can be deduce that dialogic peer feedback is an important process in communication and this implicitly related to our study because feedback literacy is included in the communication as well as students when communicate with each other they were naturally give feedback to each other's.

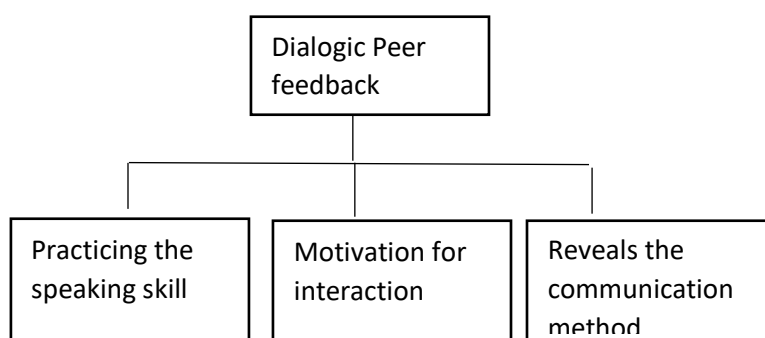
Respondents' justifications of their answers

In this sub- question, respondents were required to justify their answers and this provided various several justifications. In which most of the respondents regarded that dialogic peer feedback helps them to practice their speaking skill in natural spontaneous way as well as it increased the motivation to provide feedback. On the other hand others think that dialogic peer feedback helps them to reveal the communication methods which are influenced by peers and it creates equal

opportunities to develop their communication through facilitate the way of exchange feedback . It can be deduce that these results showed how it is important dialogic peer feedback to improve feedback literacy but implicitly.

Figure 11

Summary of Thematic Coding Results about how Dialogic Peer Feedback Improve Communication



Question 3: Do you feel that dialogic peer feedback helps you to better understand the feedback you receive?

The results obtained from the table below explains that the majority of the participants representing 96 % feel that dialogic feedback helps them to better understand the feedback they received .Whilst the rest of the participants who represent 3.4% revealed they did not feel that dialogic feedback helps them to better understand the feedback they received .

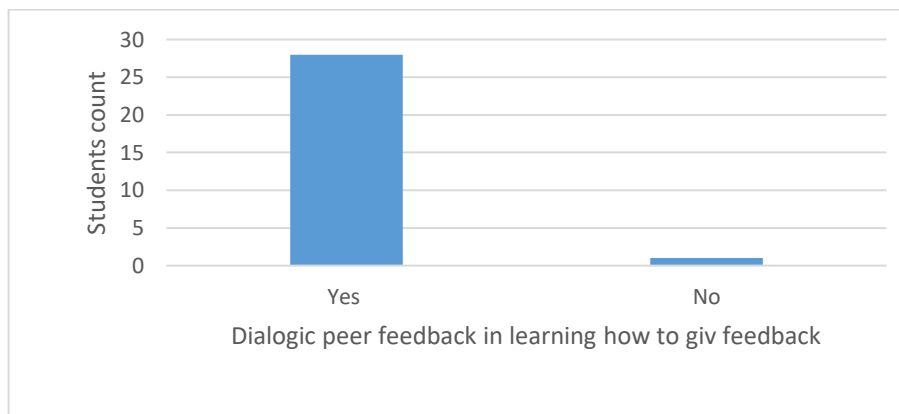
Table 9

Dialogic Peer Feedback Role in Understand the Received Feedback

	Yes	No	Total
Frequency	28	1	29
Percentage	96 %	3.4 %	100%

Question 4: Do you find that dialogic peer feedback helps you to learn how to give feedback?

Figure 12
Dialogic Peer Feedback Role in Learn How to Give Feedback



This question probed whether or not dialogic peer feedback helps students to learn how to give feedback the great majority 96.6% of respondents said that dialogic peer feedback help them to learn how to give feedback in a better way .In contrast, only 3.4 %of respondents said no, means that only one respondent who think that peer feedback cannot helps him to learn how to give feedback.

Table 10

The role of dialogic peer feedback learn how to give feedback

Category	Code	Quotes
The role of dialogic peer feedback in learning the way of give feedback	Making feedback useful	“To use feedback correctly and benefit from it ”
	The chance of give feedback	“ It gives me a chance to try and give feedback ”
	Have an experience with feedback	With this students gain more experience and will be able provide her /him with feedback ” “Dialogic peer feedback offered great practice ground for give feedback ”

The table above identifies the thematic coding which consists of open ended answers .In which students justify that dialogic peer feedback is helpful way for them to learn how to give feedback.

Question 5: Did you face any challenges when you exchange feedback with your peers in the dialogic feedback?

The table below shows whether the students faced challenges during their dialogic peer feedback or not .In which 62.1 % do not face any challenges whereas 37.9% have few and simple challenges .It can be deduce that dialogic peer feedback is really helpful way for students to enhance their feedback literacy .

Table 11

Students' Challenges during Exchanging Feedback with their Peers

	Yes	No	Total
Frequency	18	11	29
Percentage	37.9%	62.1%	100%

Table 12

Challenges Faced by Students during Exchanging Feedback with Peers

Category	Code	Quotes
Challenges of exchanging feedback with peers	Understand the interpret the meaning of the feedback	<p>“Misunderstood, weak comprehension the feedback ”</p> <p>“I find it not easy to understand others intended meaning ”</p> <p>“Misinterpretation of negative reactions, and resistance to receive feedback ”</p>
	Lack of vocabulary	<p>“If my peers use difficult terms”</p> <p>“Find suitable words ”</p>

The table above describes the main challenges faced by students when they exchanging feedback with their peer. Some students think they face these challenges because they cannot fixed the exact and the intended meaning of the feedback. While others face challenge in choose the appropriate words and they cannot understand the complex words which given by their peers.

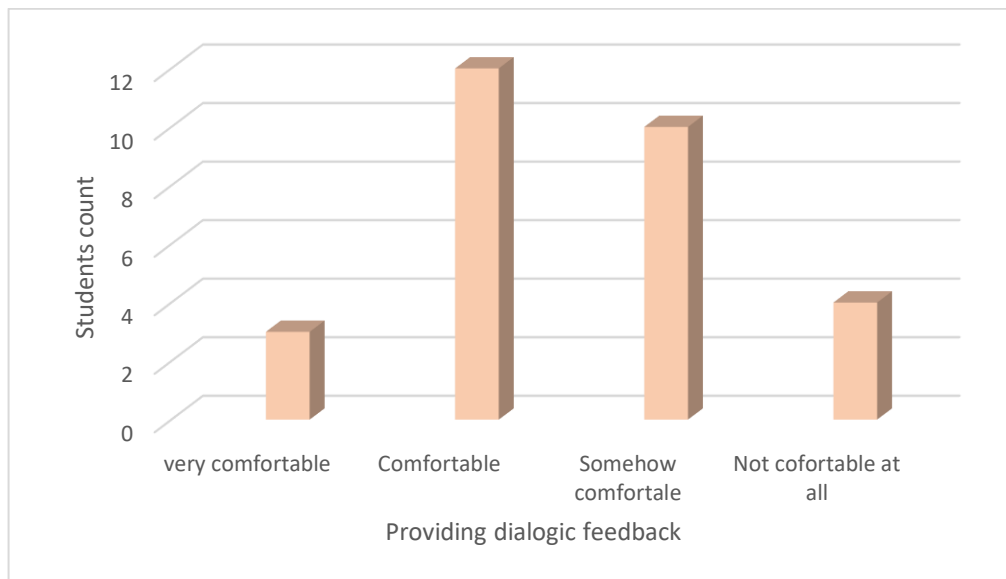
Section Four: Students' Views about the Implementation of Dialogic Peer

Feedback in Feedback Literacy

Question 1: How comfortable are you with giving feedback after your engagement in the dialogic peer feedback?

Figure 13

Students Attitude towards their Ability to Provide Feedback



This question is designed to reveal how comfortable are students with providing feedback after their experience with engaging in the dialogic peer feedback's it appears in the bar charts below, the majority of respondents 41.4% are comfortable with giving feedback to their .Then, 34.5% are somehow comfortable. Moreover, 13.8% of the respondents are not comfortable at all whereas 10.3% are very comfortable with provide feedback. Thus because most of students are comfortable to give feedback, it can be deduce that dialogic peer feedback plays a crucial role in learning how to give feedback.

Question 2: Do you advise the other students to use dialogic peer feedback to improve their feedback literacy?

The results obtained from table below show that 89.7% are able to advice other students to use dialogic peer feedback in order to enhance their feedback literacy. Whereas only 10.3 % of the respondents who are against the use of dialogic

peer feedback for the improvement of their feedback literacy. These rates indicated how important dialogic peer feedback for the improvement of feedback literacy is.

Table 13

Students Advice to Use Dialogic Peer Feedback for the Improvement of Feedback Literacy

	Yes	No	Total
Frequency	26	3	29
Percentage	89.7 %	10.3 %	100%

Question 3: What suggestions do you have for improving the use of dialogic feedback to enhance students' feedback literacy?

Table 14

Students' Suggestions to Improve the Use of Dialogic Peer Feedback for the Enhancement of their Feedback Literacy

Category	Codes	Quotes
Suggestions for improving the use of dialogic feedback for the enhancement of students' feedback literacy	In terms of the way of giving feedback	<p>“ Using the exact word with choosing the exact way to say ” “To be to the point ,to be kind ,explain your feedback well ”</p> <p>“ Create opportunity for students to engage in discussions and ask questions about the feedback they received ”</p>
	In terms of students psychology	<p>“ Do not be afraid from criticism ” “Avoid give feedback to those who do not accept others opinions ”</p> <p>“ Trust each other and work hard enough ”</p> <p>“ Avoid shyness and speak freely ”</p>

The table above identifies the thematic coding, which includes some suggestions provided by master one students for improving the use of dialogic feedback to enhance students' feedback literacy. These suggestions can be divided into two codes, the first one related to the way of give feedback and it involved the choice of the exact words as well as the interpretation of feedback. On the other hand, the second suggestions related to the psychology of both the student who give the feedback as well as the receiver.

Question 4: Is there anything else you would like to add about your experience with dialogic peer feedback and feedback literacy?

The last question of this questionnaire is designed to enable students to give any extra comments or information about their experience with dialogic peer feedback and feedback literacy. In which some students like it and from their experience with the dialogic peer feedback, they motivate others to engage in the dialogic peer feedback as well as in the peer work activities

2. 1.The Classroom Observation

Item 1: Students acceptance of giving and receiving feedback

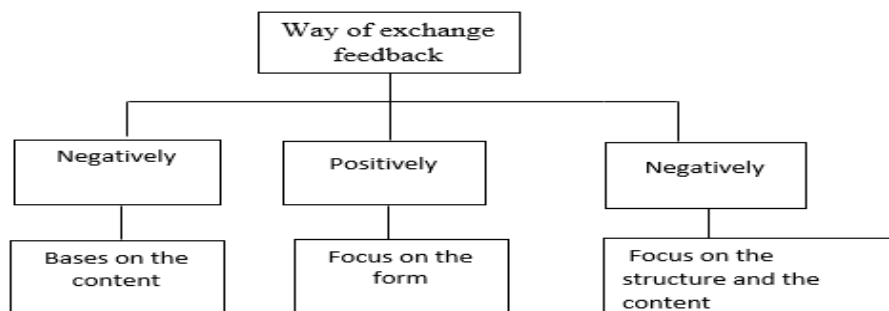
This statement provides information about the students' attitude towards feedback and whether or not they accept receive and provide feedback. In sessions in which students of three groups are required to exchange feedback, it was noticed that students have different reactions to receive and give feedback. On one hand the students of the first group at the first time do not accept to give and receive feedback then they accept it and react upon it. Whereas students of the second and the third groups did not have any objection as well as came excited and ready to receive and give feedback from the first time.

Item 2: Students way of exchanging feedback

It was remarked that the students are also differ in how they were exchange feedback. In which the first group students started with give negative feedback and focus more on the content while the second group students begin with provide positive feedback and deal with the practical aspects and the form of each other's' work. Moreover, the third group focus on both the structure and the content

Figure 14

Summary of the Thematic Coding Results of Way of Exchanging Feedback



Item3: The focus of the feedback on the task and feedback clarification of goals for task success based on current performance

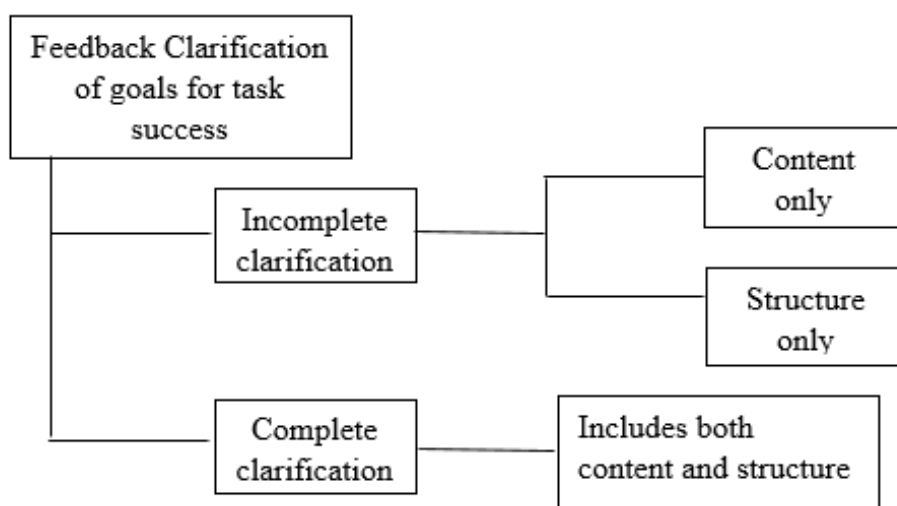
It is observed in the statement above that students focused on the content and the structure so they focus on the task not on the learner as an individual. Moreover, during exchange feedback students are classified into:

The students' feedback somehow identified goals for task success based on current performance: because they do not focus on the whole work, they focus only on some parts .In which the first group focus only on the ideas meaning whereas the second group also deal only with structure.

The third group students' feedback clarified goals for task success based on current performance: during give feedback they focus on the whole work and on both the sides the structure and the content.

Figure 15

Summary of the Thematic Coding Results of Feedback Clarification of Goals for Task Success



Item4: Feedback message

During all the classes that I have attended which are six sessions, it was noticed that most of the students' feedback transmit a clear and precise message to their peers and highlighted the main points .On the other hand the second group students when they give feedback, most of them do not be very specific and clear. Moreover, the third group students during give feedback, their feedback message was general and did not select the particular points which should be selected.

Item5: Students steps in dialogic peer feedback

Table 15

Steps used in Dialogic Peer Feedback

Code	Groups	Quotes
Indirect steps	Group one	“I listen carefully to my peers and I attempt to take the main points. Then I discuss these points .Later on I give the feedback to my peers ”
Direct step	Group two	“ I listen to my classmates then directly I give my feedback ”
	Group three	

The table above describes the different steps which are made by students to engage in the dialogic peer feedback in order to make their feedback literacy better during the observation .In the first group students do not give feedback directly but they choose to listen carefully to their peers .Then they try to highlight the main points which should be selected to modified. After that they discuss these points and enjoy the activity. Finally, as last step they give feedback to their peers. Whereas the other groups directly enjoy in the dialogic peer feedback without pass any stages.

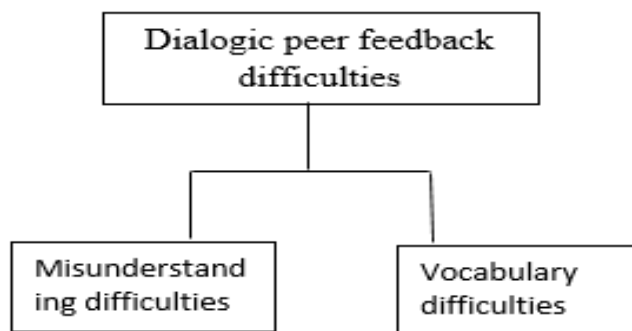
Item6: Students difficulties in dialogic peer feedback

During classroom observation, it has been noticed that most of students do not face much difficulties when they engage in the dialogic peer feedback and they exchange feedback with their peers easily; however, the difficulty is only when they receive complex feedback they cannot understand the feedback. In contrast, some students especially in the third group faced several difficulties during their

engagement in the dialogic peer feedback, for instance they confused about choosing the exact words and about how to give feedback. Eventually, this statement was designed to indicate whether the dialogic peer feedback was really useful or not .Since only few students faced some difficulties and the majority did not face , this means that dialogic peer feedback was useful and it can be helpful way for improving students feedback literacy. Moreover, these few difficulties can be summarized in the figure below.

Figure 16

Summary of the Thematic Coding Results of Students Difficulties in Dialogic Peer Feedback



Item7: Is the feedback given when the student is not actively engaged?

Table 16

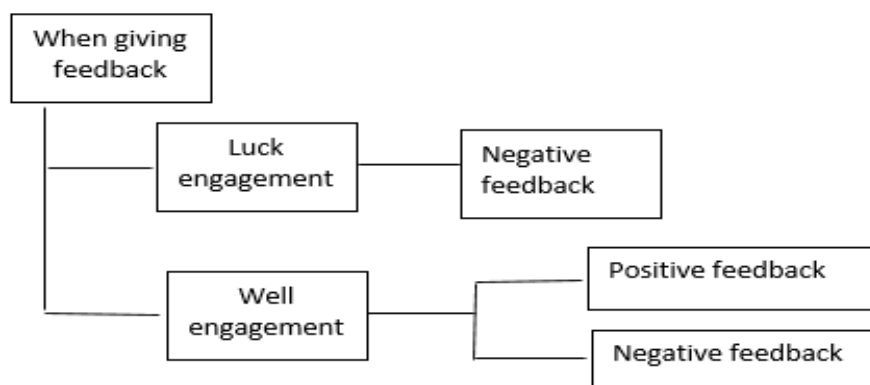
Students 'Cases of Giving Feedback

Category	Code	Quotes
Cases of giving feedback	Students do not actively engaged	“I start with giving negative feedback to those who did not actively engage and perform well ”
	Students actively engaged	“ In contrast , I give feedback to those who were perform well and I start with the positive feedback ”
		“ I give negative feedback to those who were actively engage in the peer work without any weaknesses ”

According to the students' feedback during their dialogic peer feedback. It was observed that most but not all of the time some students provide their peers with feedback especially the negative one. This happens when they do not engage well either in the work or in exchange feedback. In contrast, the second and the third groups' students think that it is not necessary to give feedback only when their peers lack engagement. They give feedback when their peers are actively engaged and well perform, for instance one of them says that she provides their peers with positive feedback about their good engagement and she said that it was excellent work; whereas another girl said that she also provides feedback when her peers engage well and submits a complete work without any mistakes.

Figure 17

Summary of the Thematic Coding Results of Giving Feedback Situations



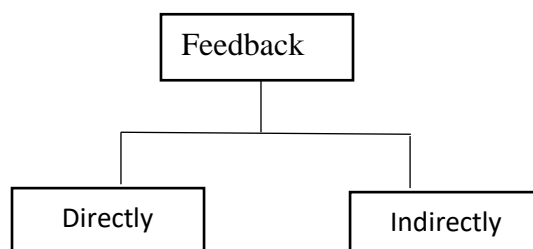
Item8: Is the feedback as simple as it possibly could be?

It was remarked that the students were very interested in give and receive feedback. It is right that they may have some difficulty to give feedback but it is possible to give it either directly or indirectly, because in many they gave feedback to their peers and they were intended and organized to do that whereas sometimes

they gave feedback without they know. So the feedback as simple as it possibly could be either directly or indirectly.

Figure 18

Summary of the Thematic Coding Results of Giving Feedback possibility



Item 9: The students' level of giving feedback at the end of the session

Table 17

Students Level of Giving Feedback at the End of the Session

Groups	Codes	Explanation
Group one	Average level	Students at the end of discussion recognize how to give feedback from the feedback of their peers as well as their teacher.
Group two	Good level	The students here recognize that the feedback should include both sides positive and negative as well as focus on the main points so their level becomes good.
Group three		Students learn when they are supposed to give feedback. Moreover, they also realize that feedback do not given only when their peers do not perform well. So their level becomes good.

As can be seen from the table above, the students' level of give feedback is differ from one group to another. The first group students' level of giving feedback

is average because their feedback does not include all the aspects which should be included in any feedback, for instance some of them focus only on the content. On the other hand the second and the third group students level of give feedback is good. Because in the second group students at the end of the discussion understand that the feedback should include both sides and focus on the main points so they do some adjustments in their feedback. Whereas the third group students have some difficulty in give feedback but they attempt to focus on all the aspects and thinking critically when they give feedback.

2. Discussion of the Finding

Through the analysis of the data gathered from both students' online –based questionnaire and classroom observation, we have gained valuable findings about improving EFL students' feedback literacy through the dialogic peer feedback.

Firstly, the questionnaire contributed by providing some responses about the fundamental research questions. To start, the first question demonstrated how often students give and receive feedback in their academic performance, from the answers of this question it can be deduce that giving and receiving feedback in the academic work depends on how they consider and when they give and receive feedback for their academic achievement. Moreover, the second question confirmed that the majority of students are very confident in their ability to understand and use feedback effectively; however, this can reflect the answer of the third question which is that the majority of students considered exchanging feedback as an easy task whilst only few of them see it as a difficult task and this due to different factors. Although, students found exchanging feedback easy task but they sometimes fail to benefit from the feedback due to many factors, which included the way of giving

feedback, misunderstanding, lacking knowledge and personal factors. Additionally, the analysis of the results reveal that the majority of the respondents find dialogic peer feedback is helpful as kind of giving feedback was helpful because it gives them the opportunity to share and acquire knowledge as well as evaluate and develop their performance. So it considered as a helpful factor for them. Similarly, they also declared that dialogic peer feedback is helpful way to improve communication among students and their peers through enable them to speak freely, learn and creates opportunities for their communication development.

Interestingly, most of the students feel that dialogic peer feedback helps them to understand better the received feedback as well as to learn how to give feedback, because dialogic peer feedback can make the feedback useful, give them the chance to provide feedback, and help to have an experience with feedback. Although many students do not faced any challenges when they exchanging feedback with their peers, but it still there some students who have challenges and this in terms of understanding and interpreting the feedback as well in terms of lacking vocabulary.

In the last section of questionnaire, the majority students perceive themselves to be comfortable with providing dialogic feedback to their peers. As well as they strongly advice other students to engage in the dialogic peer feedback to enhance their feedback literacy. Besides, they also provided some suggestion to improve the use of dialogic peer feedback for the enhancement of the feedback literacy in terms of the way of giving feedback and the students' psychology.

Secondly, through the analysis of the data gathered from the classroom observation, we have obtained precious findings. To begin, we have observed that the major of master one students spontaneously accept to give and receive feedback

and they have no problem to do that as well as a part from the lecture. But they were differ in the way how they exchanging feedback as well as on what they were focus when they doing that. Moreover, they were also differ on the feedback clarification of goals for task success based on current performance because most of them focus only on one side of work when they exchange feedback whereas others were deals with the whole work by including both sides positive and negative , content and structure. Since most of students focus on one side their peers work, their feedback message was clear and precise as well as highlighted the particular points which should shed the light on when giving feedback. Along with, the majority of students were pass several steps to make their dialogic peer feedback. These steps can be direct and indirect, in the direct one they directly give the feedback to their peers. Whereas in the indirect steps included read the work of their peers, take the main points, discuss these points and listen carefully to each other, then give the feedback to their peers. So that they did not faced many difficulties during their dialogic peer feedback; however, the only difficulty they faced was: in terms of misunderstanding and vocabulary. Moreover, as it was observed students give feedback to their peers either they actively engaged and perform or they did not thus it was not necessary to give feedback only when the student did not actively engaged. As a result the feedback as simple as could be existed. Eventually, at the end of the session it was noticed that students' level of giving feedback was between average to good because they realized well how the feedback should be given.

In a short, the students' questionnaire and the classroom observation were very useful to confirm certain aspects which are selected in our present research and revealed that the EFL students at Mohamed Kheider university of Biskra have no

difficulty in exchanging feedback or engaging in the dialogic peer feedback, as the majority of them found the dialogic peer feedback as a helpful way for them to make their feedback literacy better.

Conclusion

The current chapter aims at outlining the research methodology and devotes to the analysis of the current study as well as for discussing the results obtained from both the online –based questionnaire and the classroom observation .The open–ended answers gathered from these tools are interpreted through the qualitative study based on thematic coding. Whereas the closed–ended answers gathered from the questionnaire are introduced in form of tables and bar charts .Eventually, the results were discussed to draw conclusion.

General Conclusion

The dialogic peer feedback plays a crucial role in enhancing students' academic performance in general and their feedback literacy in particular, it provides them with an opportunity to learn and encourages them to do better when giving feedback. Accordingly, the main aim of the present study is to investigate how EFL students can improve their feedback literacy through the dialogic peer feedback. The present study investigation consists of (02) chapters. The first chapter concerned with the theoretical background of the research study, whereas the last chapter is devoted to the practical part of the research.

The first chapter consists of two parts. On the one hand, the first part shed light on the main elements related to the feedback literacy, in which we provide a short history about the origin of feedback and feedback literacy. Then we attempt to define it and give a short comparison between this term and assessment because many students think that feedback literacy and assessment literacy are the same. After that we dealt with its types, features, dimensions, importance in learning and why learners sometimes fail to benefit from it. On the other hand, the second part focus on the dialogic peer feedback and highlighted the main elements which can give a clear picture about the dialogic peer feedback. These elements include its definition, framework, steps, what make it differ from other kinds of providing feedback, challenges faced by students during it, and some tools as a solution for these challenges. The second chapter also includes two parts. The first part is designed to gain deeper insights into the research methodology. Which includes the description of the context, participants, data collection tools, and the data analysis approaches. On the other hand the second part is devoted to the data analysis, in

which we interpreted the data, discuss the finding of this interpretation, and draw conclusions about the data gathered from the following data collection tools: students' online questionnaire, and classroom observation checklist.

The findings drawn from the gathered data shows that: receive and give feedback relies on how, when and why we use the feedback. It was also found that students only sometimes fail to benefit from feedback and they found it helpful. It found that it is not necessary to give feedback only when there was a low engagement, it also given when there was a high engagement. Dialogic peer feedback was a helpful way to learn how to give feedback. As well as this dialogic peer feedback to become more helpful, it should clarify goals for task success based on current performance of peers. Moreover, in order to make their feedback literacy better through the dialogic peer feedback, students adopted certain steps such as listening to their peers, taking the main points, discuss these points then they give the feedback. Students do not face many challenges during dialogic peer feedback; however, the only challenge they are faced is in understanding and interpreting the feedback. Furthermore, the students' level of giving feedback after engaging in the dialogic peer feedback becomes between averages to good means, that their feedback literacy becomes better after their engagement in the dialogic peer feedback. So, from these finding it can be deduce that dialogic peer feedback can play an important role in improving the EFL students' feedback literacy.

To sum up, it is necessary to choose effective teaching techniques that can enrich EFL students' feedback literacy. These techniques should consider the students' academic performance and challenges in order to draw success which changes the students' way of giving feedback into appropriate one. Thus, dialogic peer feedback

was suggested as a technique for improving EFL learners' feedback literacy for the many reasons mentioned before.

Recommendations and Implications

From the results obtained out of this research, we can direct some recommendations for both teachers and students.

For teachers

- Teachers should encourage the use of peer activities.
- Teachers should give the opportunity to all their students to give feedback to their peers every session.
- Teachers should encourage the use of dialogic peer feedback as an appropriate strategy for learning.

For students

- Students should engage in the dialogic peer feedback and motivate their friends to engage.
- Student should learn how to give the appropriate feedback to their peers.

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Appendices

Appendix One Students' Questionnaire

Students Questionnaire

Dear master one students,

This survey has been designed for the purpose of investigating how the EFL students' feedback literacy can be improved through the dialogic feedback at the University of Mohamed Kheider Biskra (the English department) so that you as EFL students you are kindly invited to answer the following questions. Your answers will be very helpful for this research.

Section one:

General information

Q1. Can you please specify your gender? *

- Male
 Female

2. How you consider your English level?

- Very good
 Good
 Average
 Poor

3 How do you prefer to work ?

- Individually
 In peers

Section two:**Dialogic Peer Feedback and Feedback Literacy**

1. How often do you give and receive feedback on your academic performance?

- Always
- Sometimes
- Rarely
- Never

Can you please , justifying your answer

2. How confident are you in your ability to understand and use feedback effectively?

- Not confident at all
- Very confident

3. Do you think that exchanging feedback is difficult task?

- Yes
- No

4. Did you fail sometimes to benefit from feedback ?

- Yes
- No

Can you please justify why ?

5. To what extent do you find dialogic peer feedback helpful compared to other of giving feedback?

- Very helpful
- Helpful
- Somehow helpful
- Not helpful at all

Please, explain why?

Section Three:

Improving Feedback Literacy through The dialogic Peer Feedback

1. How important is it to have an opportunity to discuss feedback with your peers?

- Very important
- Important
- Somehow important
- Not important at all

2. Do you think that dialogic feedback can help to improve communication between students and their peers?

- Yes
- No

Please, explain why?

3. Do you feel that dialogic feedback helps you to better understand the feedback you receive?

Yes

No

4. Do you find that dialogic peer feedback helps you to learn how to give feedback?

Yes

No

Please, justify your answer

5. Did you face any challenges when you exchanging feedback with your peers in the dialogic feedback ?

Yes

No

Can you please identify these challenges, please?

Section Four:

Students' Views about the Implementation of Dialogic Peer Feedback in Feedback Literacy

1. How comfortable are you with giving feedback after your engagement in the dialogic peer feedback?

- Very comfortable
- Comfortable
- Somehow comfortable
- Not comfortable at all

2. Do you advise the other students to use dialogic feedback to improve their feedback literacy?

- Yes
- No

3. What suggestions do you have for improving the use of dialogic feedback to enhance students' feedback literacy?

Votre réponse

4. Is there anything else you would like to add about your experience with dialogic peer feedback and feedback literacy?

Appendix Two
Classroom Observation Checklist

Teacher : Teacher A Teacher B	The date : 24/05/2023 25/05/2023	Observer: Tebbane Khaoula
Observation Time : one hour and half/Each group two sessions	Number of Students: 29	Module : Learning theories

	Group one	Group two	Group three
Students accept giving and receiving feedback.			
How students exchanging feedback with their peers?			
Is the feedback focused on the task, not the learner?			
Does the feedback clarify goals for task success based on current performance?			
Is the feedback message specific and clear?			
Do the students pass some steps in dialogic peer feedback?			
Difficulties faced students during dialogic peer feedback			
How is the students' level of giving feedback at the end of the session?			

Is the feedback given when the student is not actively engaged?			
Is the feedback as simple as it possibly could be?			

الملخص

على الرغم من الدور الحاسم الذي تلعبه عملية إعطاء التعليقات في التعليم بشكل عام وفي تعلم اللغة الأجنبية بشكل خاص، إلا أن العديد من متعلمي اللغة الإنجليزية كلغة أجنبية في أغلب الأوقات يفشلون في إعطاء الملاحظات لبعضهم البعض حول أدائهم الأكاديمي. وفقاً لذلك فإن هذه الدراسة جاءت لتستكشف كيف يمكن للمتعلمين من أن يطوروا طريقتهم في إعطاء الملاحظات وبشكل خاص تهدف هذه الدراسة إلى كشف أهمية الملاحظات الحوارية الثنائية في تطوير الطريقة التي يعتمدها المتعلمين في إعطاء الملاحظات. للتحقيق أكثر في هذا اعتمد البحث الحالي النهج المختلط باستخدام اداتين لجمع البيانات، حيث أن الأداة الأولى كانت عبارة عن استبيان عبر الإنترنت موجه لطلبة اللغة الإنجليزية أما الأداة الثانية فكانت عبارة عن ملاحظة أجريت على طلبة أولى ماستر - لغة إنجليزية بجامعة محمد خيضر - بسكرة. من أهم النتائج المكتسبة من تحليل كل من هاتين الادتان لجمع البيانات تم استنتاج أن الملاحظات الثنائية الحوارية عامل فعال في تحسين كيفية إعطاء الملاحظات لدى الطلاب. بناء على هذه النتيجة وبعض النتائج الأخرى التي تم التوصل إليها، تم اقتراح بعض التوصيات في نهاية هذه الدراسة.

Le résumé

Le feedback est un processus important qui joue un crucial rôle dans l'éducation en général et dans l'apprentissage en particulier, il donne aux apprenants l'opportunité de faire la lumière sur leurs forces et leurs faiblesses, la possibilité de mettre en lumière leurs forces et leurs faiblesses, de faire plus d'efforts pour corriger leurs erreurs et d'améliorer leurs performances académiques. Par conséquent, la présente étude vise à explorer comment améliorer la façon dont les étudiants donnent les commentaires. Plus particulièrement. La présente étude visait à révéler comment les étudiants EFL peuvent améliorer leur feedback en matière de rétroaction grâce à le feedback dialogique des pairs. Le chercheur a opté pour une approche à méthode mixte et a adopté deux outils de collecte des données qui sont : un questionnaire en ligne et une liste de contrôle d'observation en classe ont été conçus pour les étudiants en première master à l'université de Mohamed Kheider Biskra afin d'observer leurs progrès et d'enquêter sur leurs attitudes. Après l'interprétation quantitative et qualitative des données obtenues, les résultats ont révélé que le feedback dialogique entre pairs est un moyen ou une technique importante pour l'amélioration de feedback des EFL étudiants. Enfin, certaines recommandations sont proposées en fonction des résultats de la recherche à la fin de cette recherche.