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The Role of Peer Assessment in Improving EFL Students' Feedback Literacy within Academic Writing Tasks

*The case of Master one students of English (Science of language) at Mohamed Khider
University of Biskra*

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DECLARATION

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I, **HAIF KHAIF Madiha**, hereby declare that the dissertation titled "**The Role of Peer Assessment in Improving EFL Students' Feedback Literacy in Academic Writing Tasks: *The Case of Master One Students of English (Science of Language) at Mohamed Khider University of Biskra,***" submitted to the Department of Language and English Literature at Biskra University, is entirely my own work. This dissertation has not been submitted to any other academic institution for the purposes of awarding another degree and was performed and finished in time for the 2023–2024 school year, at Mohamed Kheider University of Biskra, Algeria.

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Dedication

Praise is to Allah, by whose grace good deeds are completed.

To my dear parents, this is a simple dedication to you for all the support you have given me, especially your prayers for all the good that I see the effects of today. Thank you, my dear mother, Massouda Mahboub, and my dear father, El-Said.

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*This work as a whole is a gift to the soul of my only and dear brother **Ibrahim(hamadi)**, whose early departure shocked us a few days ago. May Allah have mercy on him and console us with his righteous offspring, God willing: **Inas, Ayman, Abdelmalek, Maryam, Yassin, and Anis**.*

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Abstract

This study explores the role of peer assessment in helping students learning English as a Foreign Language (EFL) improve their ability to give and use feedback, particularly in the context of academic writing. It discusses how peer assessment is used, the challenges and learning opportunities it presents for both teachers and students as well as its value in improving students' feedback literacy. The goal is to show why peer assessment is important in EFL education. The study takes an exploratory case study approach. Data was collected by means of interviews with teachers and questionnaires for first-year Master's EFL students at the University of Biskra. The analysis of teachers and students' responses provides key insights into the relevance of peer assessment in enhancing feedback literacy and academic writing skills among EFL learners. The study concludes by summarizing its findings, recommending that thorough training, well-structured peer assessment activities, and the use of digital tools for enhanced efficiency, students' feedback literacy and writing performance can be enhanced greatly. Overall, this research helps to better understand the role of peer assessment in EFL education and provides practical insights for educators and institutions to enhance students' feedback literacy and academic writing abilities.

Keywords: Peer Assessment, Feedback Literacy, Academic Writing

List of Acronyms

Zone of Proximal Development (ZPD)

English as Foreign Language (EFL)

Self-Determination Theory (SDT)

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General Introduction

1. Background of the study

Peer assessment has emerged as a valuable pedagogical tool in enhancing student learning outcomes, particularly in the context of English as a Foreign Language (EFL) education. The concept of student feedback literacy encompasses the understandings, skills, and dispositions required for students to effectively grasp, utilize, and apply feedback to corroborate existing knowledge, enhance their work, and improve learning strategies.

Feedback is recognized as one of the most potent influences on student achievement; however, its effectiveness can vary significantly, underscoring the complexity of fully leveraging its benefits (Hattie, 2009; Carless & Boud, 2018). In higher education, feedback processes are often misunderstood and operationally challenging, failing to meet tutors' aspirations of positively transforming student learning (Evans, 2013). National Student Surveys from England (2016) and Australia (2017) reveal that students are generally dissatisfied with the feedback they receive and the broader assessment regimes. This dissatisfaction points to a pressing need for enhancing feedback processes. For feedback to be truly effective, students must not only understand how feedback works but also have ample opportunities to apply it throughout their academic journey (Carless & Boud, 2018). This research study focuses on exploring how peer assessment processes can be utilized to maximize EFL students' feedback literacy, specifically in the realm of academic writing. The study draws insights from the teaching practices of a university instructor who integrates peer

assessment into the formative continuous evaluation of a Master One class. The research aims to uncover the role of peer assessment in improving students' feedback literacy and its subsequent impact on their academic writing performance.

1.Statement of the problem

Student feedback literacy encompasses the understandings, skills and dispositions required to grasp information and make use of it in a way that would corroborate existing knowledge, enhance work and improve learning strategies. Feedback is indeed the most productive, the most impactful element on student achievement, but its outcomes are usually variable, indicating the complexity of reaping the benefits of feedback (Hattie, 2009; Carless & Boud 2018). Feedback processes in higher education are hugely misunderstood, operationally challenging and do not necessarily meet tutors' aspirations of positively transforming students' learning (Evans 2013). Evidence from National Student Surveys (e.g. England 2016 and Australia 2017) confirms that students are dissatisfied not only with the feedback given to them but also with the overall assessment regimes within which feedback is commonly organised. For feedback processes to be enhanced, it is often acknowledged that students need both good grasp of how feedback can work effectively and frequent opportunities to apply the given feedback throughout the curriculum (Carless & Boud, 2028). In this research study I aim to explore how peer assessment processes can potentially be implemented to maximise students' feedback literacy whilst examining the

role that the latter plays in the process of academic writing that Master one students are regularly engaged in. Insights will be driven from the teaching practice of a university teacher in his/her Master One class wherein peer assessment is part of the formative continuous evaluation implemented throughout the semester.

3. Research Questions

The present study seeks to answer the following questions

1. How is peer assessment integrated in the assessment regime adopted within the selected classes?
2. What are the challenges and opportunities this type of assessment represents for students?
3. How does peer assessment relate to students' feedback literacy, hence their performance in academic writing tasks?

4. Research Aims

This study aims to investigate how peer assessment can improve students' feedback literacy conducive to enhancing their achievement in academic writing tasks performed in class. It equally aspires to shed light on some of the difficulties faced when engaged in peer assessment to better understand its processes and how it can best be implemented to improve EFL university students' academic writing.

5. Research Methodology

This study takes an exploratory case study approach. It examines how university teacher(s) within the English department implement peer assessment processes with the aim of improving their students' feedback literacy, particularly in the context of performing in-class academic writing tasks.

5.1 Population and Sample

The selected population is master one EFL students in the department of language and English literature at Mohamed khider University of Biskra. The researcher selected a sample of 17 master one students (N+17) and four teachers as a sample since this is a qualitative study, which does not aim to generalize the results gathered, to examine the intricacies of the teaching and learning dynamics relevant to peer assessment and its role in enhancing students' feedback literacy capacity.

5.2 Data Collection Tools

Data will be collected via teachers' interview to examine how peer assessment as part of modules' assessment procedures is implemented in class. Students surveys will also be administered to gather data on students' individual engagements with peer assessment, including the challenges they face in giving and receiving feedback as well as their opinions about their feedback literacy and its role in improving their academic writing.

6. Significance of the Study

This study is significant as it may yield much needed insights on the dynamics of peer assessment and how these could be exploited to improve students' feedback literacy and overall learning experience in the EFL classroom. Research on the processes of academic writing could equally benefit from the shared research outcomes to better help tutors in effectively approaching the teaching of academic writing and in the design of writing tasks that could improve their ability of applying the feedback given during their learning.

7. Structure of the dissertation

The dissertation is meticulously organized into a general introduction and three comprehensive chapters. Here is an outline of the study, detailing the focus and content of each chapter.

The general introduction contains a background of the study and the statement of the problem followed by the research questions, research aims and methodology and closing with the significance of the study.

The first chapter focuses on feedback literacy. It provides a historical background of the concept and further discusses its components, importance in EFL learning as well as the challenges and opportunities it represents in relation to feedback literacy and students' writing quality.

The second chapter is about peer assessment. It begins with an overview of peer assessment followed by insights into its theories, forms, benefits, challenges and teacher strategies for effective peer assessment. This chapter concludes with the relation between academic writing and peer assessment.

The third chapter presents fieldwork. It is divided into two parts: the first one is the methodology adopted in gathering data while the second is presents the results obtained, the analysis of the data and later the discussion of the results.

Chapter One

Literature Review

Section One

1. Feedback literacy

1.1. Historical background

Feedback literacy is a multifaceted concept that has gained increasing attention in educational, organizational, and interpersonal contexts. It encompasses the ability to give, receive, and utilize feedback effectively, ultimately fostering learning, growth, and improvement. This notion has deep historical roots, evolving over time through contributions from various fields such as education, psychology, communication, and organizational behavior. In the early 20th century, pioneers in educational psychology, including John Dewey and Lev Vygotsky, emphasized the importance of feedback in the learning process. Dewey's progressive education philosophy highlighted the significance of experiential learning and ongoing feedback to promote student growth. Similarly, Vygotsky's sociocultural theory underscored the role of social interactions, including feedback exchanges, in cognitive development.

The mid-20th century saw the emergence of communication theory, which further elucidated the dynamics of feedback in interpersonal communication. Scholars like Claude Shannon and Warren Weaver introduced the concept of feedback loops, illustrating how information is transmitted, received, and responded to in communication systems. This foundational work laid the groundwork for understanding feedback as a vital component of effective communication across various contexts. In the realm of organizational behavior, researchers such as Douglas McGregor and Frederick Herzberg explored the impact of feedback on employee motivation and performance.

McGregor's Theory X and Theory Y proposed contrasting assumptions about human nature and management practices, with feedback playing a pivotal role in fostering intrinsic motivation and employee engagement. Herzberg's Two-Factor Theory highlighted the significance of feedback, recognition, and achievement in job satisfaction and motivation.

Contemporary perspectives on feedback literacy draw from these historical foundations while also integrating insights from recent research and practical applications. Scholars and practitioners advocate for the cultivation of feedback skills to empower individuals to navigate complex personal and professional environments effectively. From classrooms to boardrooms, feedback literacy is recognized as a key competency for fostering continuous learning, adaptability, and success.

1.2. Components of feedback literacy

Feedback literacy comprises four key components: seeking feedback, understanding feedback, using feedback, and generating feedback. Each component plays a crucial role in enhancing learning, performance, and personal development. Here's an exploration of these components

1.2.1 Seeking Feedback

This component involves actively seeking feedback from others to gain insights into one's performance or behavior. Research suggests that individuals who actively seek feedback demonstrate higher levels of self-awareness and are more likely to identify areas for improvement (Anseel et

al., 2015). Seeking feedback is associated with increased learning and development as it provides opportunities for self-reflection and growth.

1.2.2 Understanding Feedback

Understanding feedback involves interpreting and making sense of the information provided. Effective feedback comprehension enables individuals to extract meaningful insights and identify actionable steps for improvement. Studies have shown that clear and specific feedback enhances understanding and promotes learning (Kluger & DeNisi, 1996). Moreover, understanding feedback requires active engagement and dialogue between feedback providers and recipients (Kluger & DeNisi, 1996).

1.2.3 Using Feedback

Using feedback entails applying the received feedback to modify behavior or improve performance. Individuals who effectively utilize feedback demonstrate greater adaptability and continuous improvement (Anseel et al., 2015). Research has shown that feedback utilization is positively associated with performance outcomes across various domains, including education and work settings (Ilgen et al., 1979). Moreover, timely and actionable feedback is more likely to be used by individuals to guide their actions and decision-making (Kluger & DeNisi, 1996).

1.2.4 Generating Feedback

Generating feedback involves providing constructive and helpful feedback to others. Effective feedback generation requires communication skills, empathy, and a focus on specific behaviors or actions rather than personal attributes (Ashford et al., 2003). Research suggests that individuals who are skilled at

giving feedback contribute to a positive feedback culture within organizations and educational settings (Ashford et al., 2003).

1.3 Importance of feedback literacy in academic writing

Feedback literacy is crucial in academic writing as it enhances the quality of scholarly output, fosters intellectual growth, and promotes effective communication. Feedback literacy matters due to the following evidence:

1.3.1 Enhanced Learning and Improvement:

Learners' enhanced academic performance is linked to their higher levels of feedback literacy. Existing research indicates that feedback literacy equips students and scholars with the ability to interpret and utilize feedback effectively, leading to improved learning outcomes and academic performance (Carless & Boud, 2018).

1.3.2 Fostering Reflective Practice

Heightened awareness of one's own learning processes thanks to received feedback is equally reported. Feedback literacy seems to encourage students to engage in reflective practice, enabling them to critically evaluate their own work and identify areas for improvement (Hattie & Timperley, 2007).

1.3.3 Building Confidence and Resilience

Accepting and using feedback either given by teachers or shared by peers can be a daunting task. Yet, researchers like Nicol and Macfarlane-Dick (2006) confirm that constantly engaging in feedback processes and developing feedback literacy through them helps students not only build their confidence

in their abilities, but also build resilience in the face of academic challenges, contributing to their overall academic and personal development.

1.3.4 Effective Communication Skills

Another important benefit of engagement in feedback processes is the building of one's ability to interact effectively and constructively in the classrooms. Feedback literacy enables students to communicate their ideas more effectively by understanding and incorporating feedback from peers, instructors, and reviewers (Cohen, 1986).

1.3.5 Continuous Improvement and Innovation

The last but major benefit feedback literacy can present for EFL teachers and their students is support in creating a culture of continuous improvement and innovation among themselves but also in academia by facilitating ongoing dialogue and collaboration among teachers (Shute, 2008). In short, feedback literacy plays a vital role in EFL learning, including academic writing by promoting learning, reflective practice, confidence, effective communication, and continuous improvement. By understanding the importance of feedback literacy and actively engaging with feedback, students can enhance their academic performance and contribute meaningfully to their fields of study.

1.4 Challenges in Developing Feedback Literacy

Developing feedback literacy for writing presents can present several challenges for students, including those related to student perception, instructor approaches, and institutional support. Here are some of the challenges:

1.4.1 Perception of Feedback as Assessment

Students often view feedback solely as evaluative, focusing on grades rather than on learning opportunities (Carless, 2019). This perception significantly hinders the development of feedback literacy by discouraging students from engaging meaningfully with feedback. Teachers' role here is important, especially in scaffolding feedback processes, emphasizing its utility in learning rather than its evaluative nature and maybe implementing it as part of modules' formative rather than summative assessment.

1.4.2 Lack of Clear Feedback Criteria

Feedback, specially given on exam performance is usually provided in the form of a score, occasionally with brief comments. Lack of comprehensive feedback given to students is, in fact, a major challenge for learning in any context. Instructors may provide feedback without clear criteria or expectations, making it difficult for students to understand how to interpret and act upon the feedback effectively (Sadler, 2010).

1.4.3 Limited Time and Resources

Another hurdle impeding students' development of feedback literacy is that instructors providing feedback often face constraints in terms of time and resources available for providing timely and detailed accounts of what needs improvement, what works and what does not. This as Hattie and Timperley (2007) insist can immensely impact the quality and effectiveness of feedback provided to students.

1.4.4 Diverse Student Needs and Backgrounds

The academic and cultural diversity of students in addition to their varying language abilities pose a problem for teachers offering in-class support. Students with varying levels of prior experience and skills in writing, makes it challenging for instructors to provide feedback that addresses individual needs effectively (Nicol & Macfarlane-Dick, 2006).

1.4.5 Resistance to Feedback

Some students may resist or feel demotivated by feedback, which impacts on their ability to accept and benefit from it. This is particularly the case if it challenges their existing beliefs or requires significant revision of their work (Carless & Boud, 2018).

1.5 Feedback's Learning Opportunities

Enhancing students' feedback literacy presents several learning opportunities that would contribute in improving students' learning

outcomes and fostering a culture of continuous improvement in academic writing among them. Some of these opportunities include:

1.4.6 Promoting Self-Regulated Learning

Engagement in giving and receiving feedback additionally helps students take charge of their own learning processes. By encouraging students to take an active role in seeking, interpreting, and using feedback to improve their writing, instructors can promote self-regulated learning behaviors (Nicol & Macfarlane-Dick, 2006).

1.4.7 Utilizing Technology for Timely Feedback

Technology like AI-powered apps can provide a more convenient cost-effective space for providing and receiving feedback among students. Technology-enabled feedback tools such as online writing platforms and automated feedback systems offer opportunities for providing timely and personalized feedback to students, enhancing their feedback literacy (Carless, 2019).

1.4.8 Peer Feedback and Collaboration

Teachers can share the load of providing constructive feedback with students themselves when feedback processes are facilitated within group activities. Such activities can teach learners how to provide critical feedback that will most likely be accepted by their peers. Incorporating peer feedback activities, particularly into writing courses encourages students to deeply engage in collaborative learning and develop critical evaluation skills, thereby enhancing their feedback literacy (Topping, 1998).

1.4.9 Feedback Dialogues and Reflection

As an iterative process, academic writing can benefit greatly from constant engagement in feedback dialogue as it keeps students intellectually invested in improving their writing and developing their own voices. Encouraging them to engage in feedback dialogues with instructors and peers as Carless and Boud (2018) highlights, can indeed promote deeper reflection on their writing process, facilitating therefore the uptake of feedback for improvement.

1.4.10 Training and Professional Development for Instructors

Last but not least, providing training and professional development opportunities for instructors in effective feedback practices can indirectly enhance the quality and consistency of feedback provided to students, thereby supporting the development of feedback literacy (Shute, 2008). By capitalizing on these opportunities, instructors and academic institutions can create consistent, homogenous approaches and supportive learning environments that would empower students to become more adept at giving and receiving feedback, ultimately enhancing their feedback literacy and academic learning skills, including those of writing.

1.5 The impact of feedback literacy on writing quality and academic success

Research on feedback literacy indicate its value in improving the quality of EFL learners' writing and academic success by enhancing their ability to engage with feedback effectively individually and in groups, leading to improved writing skills, higher academic achievement, and increased satisfaction with the learning process.

1.5.1 Improved Writing Skills

In efforts to ameliorate the quality of their students' writing, teachers often design practices that would immerse learners in the iterative process of receiving, interpreting, and implementing feedback. This notably contributes to improvements in the written product; not only in the writing clarity but also organization of thought, and in argumentation skills deployed in text. Feedback literacy fosters the development of writing skills by enabling students to understand and act upon feedback to revise and refine their work (Carless & Boud, 2018).

1.5.2 Higher Academic Achievement

Attempts to develop students' feedback literacy is becoming a priority for educators around the world because research keeps indicating that students who are proficient in feedback literacy tend to achieve higher academic grades and outcomes compared to those who struggle to engage with feedback effectively (Hattie & Timperley, 2007). For example, when used to identify areas for improvement in a writing project and to implement revisions accordingly, students' received feedback can greatly enhance the quality of their assignments and assessments, thus their academic achievement.

1.5.3 Increased Engagement and Motivation

In addition to the overall upgrade in academic achievement, feedback literacy contributes to increased student engagement and motivation in the writing process (Carless, 2019). When students perceive feedback as both constructive and actionable, they are more likely to invest effort in revising their writing and striving

for excellence. This is why teachers' provision of written comments with clear guidance on how to improve their work in a constructive manner will keep them engaged in the writing process for as long as needed to perfect their writing.

1.5.4 Enhanced Self-Efficacy and Confidence

Developing feedback literacy, as mentioned earlier, builds students' overall confidence and their writing abilities are no exception. Learning how to give and receive feedback enhances their self-efficacy by equipping them with the skills to recognize and address weaknesses in their writing (Nicol & Macfarlane-Dick, 2006). As students become more adept at using feedback to improve their work, they become more self-assured in their academic pursuits. In summary, feedback literacy plays a critical role in shaping writing quality and academic success by empowering students to engage with feedback effectively, leading to improvements in writing skills, academic achievement, engagement, and self-confidence. By investing in the development of feedback literacy among students, educators can cultivate a culture of excellence in academic writing and support student success.

Section two

2. Peer assessment

Peer assessment is a very powerful assessment tool. It is a participatory, student-focused process of collection, feedback, and review that provides course instructors with critical, anonymized input on the student's learning experience, including the knowledge and skills they are gaining and their perceptions of teaching and learning. At its core, peer assessment involves students taking more responsibility for their own learning, which the

literature agrees is a fundamental element for the success of formative assessment more generally (Falchikov and Goldfinch, 2000). Work by Topping (1998) points out that peer assessment can be more empowering than teacher assessment and it can encourage the active role of students in the learning process. This idea is supported by Tzivinikou (2004), who reports that teachers have a tendency to focus more on the finished product of learning, that is the getting of the right answers, while peer assessment tends to facilitate learning as an ongoing process. This links into the notion that through having to develop criteria by which their peers' work is measured and assessing their peers, students learn about the subject matter and about the elements of good work in that sphere of knowledge (Lea et al, 1998). In effect, peer assessment can help foster students' the metacognitive skills that are necessary for them to become autonomous and lifelong learners. However, the research team (Lea et al, 1998) found that there is a need for caution in what education literature perceives and promotes as good and effective pedagogy in the practice of peer assessment. This discussion reflects the idea that although peer assessment might further participatory and dialogical learning and teaching methods, it is often the case that the emotional and psychological issues associated with peer judging in the assessment process are not addressed within the available literature (Handley et al, 2002).

These crucial 'softer' issues such as the building of trust and the management of anxiety have been found to influence how successful peer assessment can be in practice (Alfrey et al, 2009). Therefore, teachers and

researchers need to consider more deeply the interpersonal elements of learning when thinking about peer assessment. Indeed, these conclusions seem to be supported by the most recent and possibly comprehensive report into the subject by Topping and colleagues (2009) (which states that recent research shows that in the best circumstances, peer assessment can be as reliable as teacher assessment. However, because of the complexity of skill development and managing the process of peer evaluation, teachers should integrate peer assessment progressively and there is a need for teachers and teacher educators to understand the method well enough to make decisions about selection, training, and monitoring of peer assessors (Boud & Falchikov)

2.1 Importance of Evaluation in Peer Assessment

Peer evaluation enables a learner to get a diversified and collective view from others on the approach taken on a given task. Through recommendations and opinion from other peers, the learner is able to adopt more practical and strategic ways of accomplishing the task. Theory of Mind hypothesizes that learners can easily predict the positions and understanding of their peers' conditions in a learning cycle. Owing to that, the interaction and sharing of ideas among peers will create a satisfactory avenue for mutual understanding and socialization. This idea is similar to the need of creating a positive and interactive environment which is more often than not fulfilled by evaluation processes in peer assessment. This logic corresponds well with Vygotsky's Social Interaction Theory which is based on the idea that social interaction plays a central role in cognitive development. According to the theory, peer interactions especially through sharing of experiences can motivate" an

internalization of ideas and concepts "which leads to an advancement in learning for both the parties involved in the knowledge exchange process. When placed in the context of peer evaluation, it can be argued that the practice derived from this theory will tremendously benefit both peers who are engaged in the assessment process.

2.2 Theories of peer assessment

Peer assessment is underpinned by several theories from educational psychology, each contributing to our understanding of how and why peer assessment can be effective in educational settings.

2.1.1 Social constructivism

Vygotsky's theory of social constructivism posits that learning is a socially mediated process, where interaction with peers plays a critical role in the construction of knowledge (Vygotsky, 1978). This theory clearly supports peer assessment by suggesting that through the process of evaluating peers' work, students engage in a form of social interaction that promotes deeper understanding and learning.

2.1.2 Zone of proximal development (ZPD)

Also from Vygotsky, the ZPD concept describes the difference between what a learner can do without help and what they can achieve with guidance and encouragement from a skilled partner (Vygotsky, 1978). Peer assessment, in this context, acts as a medium through which peers can support each others' learning within their ZPD, providing feedback that helps bridge the gap between current and potential levels of performance.

2.1.3 Cognitive conflict theory

Piaget's theory suggests that cognitive development is driven by conflicts between existing mental frameworks and new experiences (Piaget, 1985). In the context of peer assessment, when students receive feedback that contradicts their understandings or expectations, it can create cognitive conflicts, stimulating them to rethink and possibly revise their knowledge or work.

2.1.4 Feedback theory

Feedback is essential for learning and development, and peer assessment provides a rich source of feedback. Hattie and Timperley (2007) propose a model of feedback that identifies four levels: task, process, self-regulation, and self. They argue that effective feedback must answer three questions: Where am I going? How am I going? and Where to next? Peer assessment, when structured effectively, can provide answers to these questions, promoting learning and improvement.

2.1.5 self-determination theory

Deci and Ryan's SDT suggests that optimal learning occurs when activities support students needs for autonomy, competence, and relatedness (Deci & Ryan, 2000). Peer assessment can fulfill these needs by giving students control over the evaluation process (autonomy), helping them to feel competent by contributing to others' learning, and creating a sense of community and connection among peers (relatedness).

2.2 Forms of peer assessment

Peer assessment can take various forms, each with its distinct features and applications in educational settings. According to Topping (1998), peer

assessment methods can range from more informal, qualitative feedback to structured, quantitative rating systems. These forms include but are not limited to:

2.2.1 Summative peer assessment

This method involves students evaluating their peers' work to contribute to the final grade. It emphasizes the product of learning, assessing the quality of final outputs such as reports, essays, or presentations (Topping, 2009).

2.2.2 Formative peer assessment

Unlike summative assessment, formative peer assessment focuses on providing feedback during the learning process, helping peers to improve their work before it is finalized. This type of assessment is more about the process of learning rather than the final product (Gielen, Tops, Dochy, Onghena & ,Smeets, 2010).

2.2.3 Qualitative peer feedback

This involves students providing written or oral feedback on their peers' work without necessarily including a grade or score. The emphasis is on constructive comments and suggestions for improvement (Liu & Carless, 2006).

2.2.4 Quantitative peer rating

In contrast to qualitative feedback, quantitative peer rating requires students to assess their peers' work based on a numerical scale or set criteria, resulting in a score or grade (Falchikov & Goldfinch, 2000).

2.2.5 Peer review

Often used in academic and professional contexts, peer review involves evaluating the quality and validity of work (such as academic articles) before it is published or presented. This process can also be simulated in educational settings to prepare students for professional practices (Cho & Schunn, 2007).

2.4.6. 360-degree feedback

Although more commonly used in organizational settings, 360-degree feedback involves receiving feedback from multiple sources. In an educational context, this could mean students receiving feedback from peers, instructors, and even self-assessment, providing a comprehensive view of their performance (London & Smither, 1995). Each type of peer assessment serves different educational goals and can be adapted to suit various learning environments and subject areas.

2.3 Benefits of peer assessment

Peer assessment offers a plethora of benefits to the educational process, supported by empirical evidence from a range of studies. It is particularly effective in promoting deep learning, as it encourages students to engage critically with the course material and their peers' interpretations of it. Peer assessment has been shown to develop higher-order thinking skills. By critiquing the work of peers, students are forced to apply evaluative and analytical skills, moving beyond mere comprehension to the application and synthesis of knowledge (Sadler & Good, 2006). This process not only reinforces their own learning but also contributes to their cognitive development. The social aspect of peer assessment fosters a sense of community and collaboration among students. Nicol, Thomson, and Breslin

(2014) found that peer assessment activities encourage students to engage more deeply with the learning community, facilitating a supportive environment where students feel more comfortable taking risks and exploring new ideas". Peer assessment also contributes to the development of key professional skills, such as feedback giving and receiving, critical to personal and professional growth (Boud & Falchikov, 2007).

Boud, Cohen, and Sampson (2001) emphasize that these skills are essential for lifelong learning and adaptability in the workforce, making peer assessment a valuable pedagogical tool beyond the classroom. The benefits of peer assessment are well-documented across various dimensions of learning, from enhancing academic understanding to developing essential professional and social skills.

2.4 Challenges of peer assessment

While peer assessment has been lauded for its numerous benefits in educational settings, it is not without its challenges. These obstacles can impact the effectiveness of peer assessment and necessitate careful consideration and management by educators. One significant challenge is ensuring the reliability and validity of peer assessments. Concerns about students' ability to evaluate their peers accurately and fairly have been raised in various studies. Falchikov and Goldfinch (2000) found variability in the accuracy of peer assessments, with discrepancies often arising from students' lack of expertise and potential biases. This variability can lead to questions about the fairness and reliability of peer assessment as a grading tool. Another challenge is the potential for negative interpersonal dynamics among students,

which can affect the feedback process. Strijbos, Narciss, and Dünnebier (2010) highlighted that 9 interpersonal factors, such as friendship or rivalry, could influence the objectivity and honesty of peer feedback. Students may either inflate grades to maintain friendships or downgrade peers due to personal conflicts, thus compromising the integrity of the assessment. The reception and interpretation of feedback pose another hurdle. Some students may struggle to accept criticism from their peers, questioning the credibility of the feedback due to perceived equal or lesser knowledge and skills. Boud, Cohen, and Sampson (1999) discuss the challenges students face in giving and receiving constructive criticism, emphasizing the need for developing a supportive culture around peer assessment. Furthermore, the implementation of peer assessment can be logistically challenging for instructors, requiring significant planning and scaffolding. Topping (1998) notes the importance of training students in effective assessment and feedback techniques to ensure meaningful peer interactions. This preparation demands additional time and resources, which can be a barrier to the widespread adoption of peer assessment practices. Lastly, there is the challenge of aligning peer assessment with learning objectives and outcomes. Gielen, Dochy, and Onghena (2011) point out that without clear criteria and alignment with course goals, peer assessment activities may not effectively contribute to learning outcomes, leading to student frustration and disengagement. In conclusion, while peer assessment can enhance learning experiences, addressing its challenges is crucial for its success. Strategies such as providing clear assessment criteria, training students in assessment techniques, and fostering a culture of

constructive feedback can help mitigate these challenges, ensuring peer assessment is a valuable component of the learning process.

2.5 Strategies for effective peer assessment

Implementing effective peer assessment practices is crucial for maximizing its educational benefits. Below are strategies identified within the literature:

2.5.1 Clear criteria training

Training students on assessment criteria and feedback methods is essential for the reliability and effectiveness of peer assessment. Topping, K. (2009) emphasizes the importance of explicit training in assessment criteria and feedback provision to enhance the accuracy and constructiveness of peer assessments.

2.5.2 Calibration sessions

Calibration sessions help align students' understanding of grading standards, improving the consistency of peer evaluations. Sadler, P. M. (2009) suggests that such sessions enable students to better understand assessment standards, leading to more reliable peer evaluations.

2.5.3 Structured feedback forms

Structured feedback forms can guide students in providing focused and constructive feedback. Nicol, , Thomson, and Breslin (2014) found that structured feedback prompts facilitate deeper reflection and more meaningful feedback, enhancing the learning process.

2.5.4 Anonymity

Anonymity in peer assessment can reduce bias and promote honesty. Kaufman and Schunn (2011) demonstrate that anonymous feedback mitigates personal biases and enhances the objectivity of peer assessments.

2.5.5 Incorporation self-assessment

Self-assessment alongside peer assessment encourages internalization of assessment criteria and self-regulatory learning. Boud, Cohen, and Sampson, (1999) highlight that self-assessment promotes a deeper engagement with learning criteria and fosters a greater sense of ownership over the learning process.

2.5.6 Continuous feedback and support

Ongoing support from instructors is crucial for effective peer feedback. Carless, D., Salter, D., Yang, M & ,Lam, J. (2011) note that continuous feedback and support from instructors help to address concerns and improve the quality of peer feedback. These strategies, supported by empirical research, provide a foundation for enhancing the effectiveness of peer assessment in educational settings. Peer assessment has been found to significantly impact student motivation and engagement, with various studies supporting its efficacy in enhancing these aspects of the learning process. The impact is largely attributed to the interactive nature of peer assessment, which encourages active participation, provides immediate feedback, and fosters a sense of community among learners.

2.6 Impact of peer assessment

2.6.1 Increased engagement

Peer assessment promotes active involvement in: the learning process. Sluijsmans, Brand- Gruwel, and van Merriënboer (2002) found that 12 engaging students in peer assessment activities leads to higher levels of cognitive engagement, as students are required to critically evaluate their peers 'work, which in turn, deepens their understanding of the subject matter.

2.6.2 Enhanced motivation

Peer assessment can enhance motivation by providing students with a sense of ownership over their learning and making the assessment process more transparent. Topping (1998) highlights that students who participate in peer assessment are more motivated to learn, as they feel more responsible for their own learning and that of their peers. These studies collectively demonstrate the positive impact of peer assessment on student motivation and engagement, highlighting its potential as a powerful tool in education to foster deeper learning and personal development.

2.7 Definition of academic writing

Academic writing is a formal style of writing used in universities and scholarly publications. It is characterized by evidence-based arguments, precision, clear language, and the use of third-person rather than first-person perspective. According to Jordan (1999), academic writing is "structured research written by scholars for other scholars "and focuses on topics of interest within academic communities. Graff and Birkenstein (2014)

emphasize that academic writing involves engaging with existing conversations, presenting arguments, and offering evidence to support one's claims. It requires the writer to maintain a formal tone, use clear and concise language, and follow a structured approach to presenting their research or arguments (Booth, Colomb & Williams, 2016).

2.8 Relation of academic writing with peer assessment

The relationship between academic writing and peer assessment is intrinsically linked through the processes of feedback, critical evaluation, and the development of scholarly work. Topping (1998) notes that peer assessment facilitates "learning by teaching" and asserts its effectiveness in improving the quality of academic writing by enabling writers to identify and reflect on their strengths and weaknesses through the lens of their peers. Moreover, Liu and Carless (2006) highlight the role of peer feedback in fostering a deeper understanding of academic writing conventions and criteria among students, thereby enhancing their ability to critically evaluate and improve their own work. Additionally, Cho and MacArthur (2010) argue that peer assessment can lead to significant improvements in students' writing skills, as it encourages active engagement with the writing process and the application of critical thinking skills. They also point out the importance of structured peer assessment protocols to ensure that feedback is specific, constructive, and beneficial for the writer's development. This is echoed by Nicol, Thomson, and Breslin (2014), who emphasize the transformative potential of peer feedback in academic writing, noting that it can promote a supportive learning

environment and encourage students to take an active role in their learning process.

The exploration of peer assessment within educational settings reveals a complex but profoundly beneficial mechanism for enhancing student learning and engagement. Through the comprehensive review presented, it is evident that peer assessment serves not only as a tool for academic evaluation but also as a catalyst for developing critical life skills such as feedback giving and receiving, critical thinking, and self-reflection. The literature underscores the significance of implementing peer assessment with careful consideration of its challenges, emphasizing the need for clear criteria, structured feedback, and the cultivation of a supportive learning environment.

Conclusion

Peer assessment's contribution to learning extends beyond the simple act of evaluation to fostering a collaborative learning culture where students take active roles in the educational process. This change not only empowers students by giving them a voice in their learning journey but also aligns with pedagogical models that promote autonomy and lifelong learning. Moreover, the incorporation of peer assessment strategies—such as clear criteria and training, calibration sessions, and structured feedback forms—enhances the reliability and effectiveness of peer evaluations, thereby ensuring that the benefits of peer assessment are fully realized. The impact of peer assessment on student motivation and engagement is particularly noteworthy. It not only encourages active participation and deeper cognitive engagement but also fosters a sense of community among learners. These outcomes are crucial for

creating an educational environment that supports diverse learning styles and encourages students to take ownership of their learning experiences. In conclusion, peer assessment represents a valuable pedagogical approach that can significantly enrich the learning experience. Its implementation, however, requires thoughtful planning and a commitment to addressing its inherent challenges. By doing so, educators can harness the full potential of peer assessment to not only enhance academic learning but also to prepare students with the skills necessary for success in their future personal and professional endeavors.

Chapter Two

Methodology

Introduction

This study adopts an exploratory case study approach to investigate the implementation and role of peer assessment processes within university educational practice. The primary focus is on how university teachers facilitate these peer assessments with the aim of enhancing their students' feedback literacy, particularly in the context of in-class academic writing tasks. By selecting a specific module as the case study, this research provides a detailed examination of the practical applications and effectiveness of peer assessment strategies in a real-world educational setting. The case study method is particularly suited to educational research, where the interactions between teachers and students, and the implementation of pedagogical techniques, can vary widely depending on numerous factors. By concentrating on a single module, the study can capture the nuances and specificities of the peer assessment process, offering insights that might be lost in broader quantitative studies.

In conducting this research, qualitative data will be collected through various means, including interviews with EFL English teachers of English language and a questionnaire to the EFL master one students' of science of language.

These methods will allow for a rich, multifaceted exploration of how peer assessment influences students' abilities to give and receive feedback.

Additionally, the study will examine the challenges and benefits experienced by both teachers and students during the implementation of peer assessment.

The overarching goal of this research is to contribute to the growing body of knowledge on feedback literacy in higher education. By focusing on in-class academic writing tasks, the study aims to highlight the specific skills and competencies that students develop through peer assessment. Furthermore, it seeks to provide practical recommendations for educators looking to implement similar processes in their own teaching practices. Through this detailed case study, the research aspires to demonstrate the potential of peer assessment as a tool for enhancing students' academic performance and feedback capabilities.

1. Research Design of the study

1.1 Research Setting and Participants

This study focuses on university modules by tutors engaged in practices that aim at enhancing their students' feedback literacy through peer assessment, specifically targeting English as a Foreign Language (EFL) learners. The participants will include EFL teachers and master's level EFL students specializing in the science of language.

1.2 Research Approach

The study employs an exploratory case study approach to gain an in-depth understanding of how peer assessment is implemented and its impact on students' feedback literacy in an EFL academic writing context. This approach allows for detailed examination of the specific educational setting, capturing the unique interactions and pedagogical techniques used in peer assessment.

1.3 Data Collection Methods

To gather comprehensive data, a combination of qualitative methods will be used, including direct questions to EFL teachers and a questionnaire administered to EFL students.

1.3.1 Interviews with EFL Teachers:

To gather detailed insights into the teachers' strategies for implementing peer assessment, their perceptions of its effectiveness, and the challenges they face, semi-structured interviews with open-ended questions were conducted, allowing teachers to elaborate on their experiences and provide nuanced responses. The interview questions are divided into nine parts which are:

1. Background and teaching context
2. Implementations of peer assessment
3. Impact on students
4. Challenges and solutions
5. Evaluation and effectiveness
6. Student engagement and perception
7. Future directions and professional development
8. Cultural context
9. General reflections

1.3.2 Questionnaire to EFL Students

To assess students' experiences with peer assessment, their perceptions of feedback literacy development, and any challenges or benefits they encountered, a structured questionnaire with a mix of Likert-scale items and open-ended questions was administered. It is divided into eight sections:

1. Background and demographics
2. Experience with peer assessment
3. Implementation and tools
4. Impact on learning
5. Challenges and solutions
6. Engagement and perceptions
7. Future directions and improvements
8. General feedback

1.4 Data Analysis

1.4.1 Qualitative Analysis

Thematic Analysis: Data from teacher interviews and student questionnaire responses will be analyzed using thematic analysis to identify key themes and patterns related to the implementation and impact of peer assessment.

Chapter Three

Results and Discussion

Introduction

The role of peer assessment in enhancing the feedback literacy language skills of EFL students has garnered increasing attention in recent educational research. Peer assessment at the University of Biskra is implemented through a variety of structured activities in a number of modules. This chapter begins with a general discussion of the results obtained then moves to a more detailed presentation of the data gathered through teachers' interviews and students' questionnaires respectively before it ends with discussion of the results and a conclusion.

1.1 Thematic discussion of the results

To facilitate peer assessment, teachers at Biskra University engaged their students in a number of activities. These included writing assignments, presentations, group projects, and oral presentations. The process, especially in modules focusing on academic writing involved several activities including structured peer review sessions, the exchange of drafts and clear guidelines among others. Tools such as rubrics, peer review forms, and digital platforms like Google Docs, Moodle, and Google Classroom were also commonly used to facilitate these sessions. Techniques to ensure effective use of these tools as the teachers indicated in the interviews included initial training, continuous support, workshops, practice sessions, and the use of examples of effective feedback. Instruction and training methods also encompassed modeling effective feedback and role-playing to build students' confidence and skills. By using such techniques, as reported by teachers, students demonstrated

improvements in providing specific, actionable, and constructive feedback. Teachers have noted cases where students significantly improved their ability to critique and suggest revisions for logical inconsistencies, structure, and coherence.

In terms of academic writing, students as indicated by both teachers and their students, can experience notable enhancements in coherence, clarity, argumentation, and overall quality of their writing, with improvements evident in argumentative, descriptive, and persuasive essays following peer feedback. Despite these positive outcomes, the study identifies several challenges associated with peer assessment. Initial challenges include students' reluctance to critique peers and uncertainty about how to give feedback. These issues were addressed through the creation of a supportive environment, emphasizing constructive criticism, providing examples, and guided practice. Ongoing difficulties include providing detailed feedback and ensuring active participation. Continuous training and integrating peer assessment into grading systems have been effective strategies to mitigate these challenges.

Evaluation of the effectiveness of peer assessment has been conducted through metrics such as the comparison of initial drafts with final submissions, rubric scores, and the clarity, relevance, and constructiveness of feedback. Student perceptions have been generally positive, with students appreciating the diverse perspectives and feeling more confident in their writing abilities. Engagement strategies such as group discussions, peer review pairings, and making peer assessment a graded component have been

employed to ensure active participation. Regular reflection and feedback sessions also help maintain engagement and improve the process.

Looking to the future, there are plans to incorporate more digital tools and platforms for peer feedback, such as AI-assisted feedback platforms and online peer review platforms. Expanding peer feedback to more diverse tasks like multimedia projects and speaking tasks is also being considered. Professional development for teachers through workshops on collaborative learning, peer assessment, and new methods for integrating peer assessment has been beneficial. The collaborative nature of Algerian culture supports peer assessment, and teachers adapt strategies to ensure respectful and constructive feedback, considering students' sensitivities. Overall, this thematic analysis highlights common themes, strategies, challenges, and benefits associated with the implementation of peer assessment by EFL teachers at the University of Biskra. The survey results indicate that peer assessment is recognized for its potential benefits, particularly in enhancing critical thinking and improving writing skills. However, challenges such as inadequate training and lack of confidence highlight areas for improvement. Students suggest more structured training sessions and the integration of collaborative digital tools to enhance the peer assessment process.

Part one: the interview data

Results of the interview

The questions have been asked to three (3) teachers of English at Biskra's University, two of them answered on the Google forms document while the third teacher answered the questions directly.

Table 1: Background and Teaching context

	Section one: Background and teaching context	
	Teaching background	Experience with peer assessment
Teacher 1	<ul style="list-style-type: none">• I started teaching at university in 2015 where I taught different courses namely: oral expression, linguistics, methodology, didactics, esp, and reading	<ul style="list-style-type: none">• I do not use this technique very often. I use it when I feel that my students are bored or zoned out
Teacher 2	<ul style="list-style-type: none">• I have been a teacher for ten years. I typically teach research methodology and literature.	<ul style="list-style-type: none">• I opt for peer assessment very often in my class because I adopt a learner-centered teaching approach
Teacher 3	<ul style="list-style-type: none">• I have been a teacher for eight years.	<ul style="list-style-type: none">• I started using peer assessment to re-energize my students and keep them engaged during lessons.

Table 2: Implementation of Peer Assessment

Section two:Implementation of peer assessment

	Integration strategies	Tools and techniques	Instruction and training
Teacher 1	<ul style="list-style-type: none"> • one of the main strategies I follow to integrate peer assessment is collaborative learning where I assign students to accomplish different writing tasks in pairs or groups. 	<ul style="list-style-type: none"> • Checklists. I try to explain the task very carefully so that the students understand the objective of what they are doing. 	<ul style="list-style-type: none"> • I encourage them to be honest and open-minded. I instruct them to consider it as part of their learning process not a competition. Everyone is a winner.
Teacher 2	<ol style="list-style-type: none"> 1. It takes the form of simple activities where my students write a task and read each other's work then make constructive remarks. 	<ul style="list-style-type: none"> • providing students with rubrics usually facilitates the task for them 	<ul style="list-style-type: none"> • by creating a supportive learning environment that encourages students to engage in collaborative activities.

Teacher 3	I started using peer assessment to promote teamwork and collaboration, helping students improve their writing skills through group tasks.	I use checklists. I ensure these tools are used effectively by providing detailed explanations of the tasks and the assessment criteria. This helps students understand exactly what they need to look for and achieve in their evaluations	I guide them to focus on specific aspects of their peers' work rather than general impressions.
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Table 3: Impact on Students

Section three: impact on students

	Feedback literacy improvement	Academic writing enhancement
Teacher 1	<ul style="list-style-type: none"> although the improvement was relatively slow but it was remarkable as the students began to ask for their peers feedback in and outside the classroom. 	<ul style="list-style-type: none"> well, we can talk about generating ideas, grammatical appropriateness, but still struggling with punctuation.

Teacher 2	<ul style="list-style-type: none"> • They become more open to express themselves. 	<ul style="list-style-type: none"> • Aspects concerning the use of more complex language forms without worrying about negative feedbacks.
Teacher 3	<ul style="list-style-type: none"> • they were hesitant about giving and receiving feedback. 	<p>This practice has significantly improved their writing's sophistication and clarity, allowing for greater expression and depth in their academic work.</p>

Table 4: Challenges and solutions

Section four: challenges and solutions

	Initial Challenges	Ongoing Difficulties:
Teacher 1	<ul style="list-style-type: none"> • students reluctance and hesitation to get involved in collaborative activities but by creating a supportive learning atmosphere where the teacher steps a way and gives the opportunity to the students to work together to do the assigned tasks. 	<ul style="list-style-type: none"> • mainly students' learning preferences and learning styles therefore I always try to vary the types of activities and the interaction patterns so that I can reach all types of learners
Teacher 2	<ul style="list-style-type: none"> • It was a difficult concept to process for my students because assessment is traditionally the job of the teacher. 	<ul style="list-style-type: none"> • Anxiety and the tendency to prefer expert advice. I try to start with easy tasks then increase the degree of difficulty gradually.

Teacher 3

- They often felt unsure about giving constructive feedback and lacked confidence in their assessment skills

- I adapt activities to suit different learning preferences and start with simpler tasks, gradually advancing to more complex ones to foster confidence in peer feedback.

Table 5: Evaluation and Effectiveness

Section Five: Evaluation And Effectiveness

Measuring Impact

Teacher 1

- The main indicator of the efficiency of this technique is the improvement that I can observe in subsequent writing tasks.

Teacher 2

- based on the rubrics that we provide students prior to peer assessment

Teacher 3

- By comparing the quality of their initial work to their later submissions.

Table 6: Student Engagement and Perception

Section Six: Student Engagement And Perception

Student Response

Engagement Levels

Teacher 1	<ul style="list-style-type: none"> • My students do not prefer this manner of assessment. 	<ul style="list-style-type: none"> • first of all the serious and systematic preparation of the lesson in addition to the fact that the teacher is required to play different roles in the class, these roles allow him to ensure that all students are actively participating in the peer assessment process
Teacher 2	<ul style="list-style-type: none"> • usually they respond positively to peer assessment 	<ul style="list-style-type: none"> • It is usually part of their continuous evaluation and TD mark.
Teacher 3	<ul style="list-style-type: none"> • some find value in developing their feedback skills, others express a preference for different assessment methods. 	<ul style="list-style-type: none"> • through well-prepared lessons and varied classroom roles

Table7: Future and Professional Development

Section Seven: Future Directions And Professional Development

	Improvements And Innovations	Professional Development
Teacher 1	<ul style="list-style-type: none"> • since today's students are considered as a digital generation and with the wide spread and use of technology, it is highly possible for teachers to integrated some appropriate ict tools to improve the quality of the peer assessment process 	<ul style="list-style-type: none"> • well, in-service teacher training at university is highly recommended to improve the quality of teaching, as for myself , I attended British-council training workshops where peer assessment was among the points they addressed.

Teacher 2	<ul style="list-style-type: none"> I do not intend to do that. 	<ul style="list-style-type: none"> No, I have not.
Teacher 3	<ul style="list-style-type: none"> I am looking to incorporate ICT tools into my peer assessment practices to better cater to the digital learning preferences 	<ul style="list-style-type: none"> I see university-level in-service training as essential for enhancing our ability to implement effective peer assessment strategies.

Table 8: Cultural Context

Section Eight: Cultural Context	
Adapting To The Local Context	
Teacher 1	<ul style="list-style-type: none"> Absolutely. Most students believe that the teacher is the best source of academic assessment and fruitful advice. Given the cultural context we belong to, I try to separate girls from boys to create a more comfortable environment.
Teacher 2	<ul style="list-style-type: none"> I haven't noticed anything concerning this point
Teacher 3	<ul style="list-style-type: none"> Algerian culture emphasizes the teacher's role in academic assessment, which influences peer assessment practices. At the University of Biskra, I adapt by occasionally implementing gender-segregated peer assessment sessions to respect cultural norms and create a conducive learning environment

Table 9: General Reflections

Section Nine: General Reflections		
	Overall Benefits	Advice For Other Educators
Teacher 1	<ul style="list-style-type: none"> well, beyond improving the quality of academic 	<ul style="list-style-type: none"> Before you implement it in your classroom, you must be

	writing , peer assessment encourages positiveness and acceptance in the society through getting used to helping others to improve their work and accepting their views towards ours.	prepared for the students' mixed reactions because many of them will not understand the task easily. Patience is a key.
Teacher 2	<ul style="list-style-type: none"> • Building self confidence 	<ul style="list-style-type: none"> • it's high time they implemented such a method
Teacher 3	<ul style="list-style-type: none"> • Peer assessment enhances EFL students' feedback literacy and academic writing skills by building self-confidence through constructive peer feedback, fostering resilience, and promoting critical thinking. 	<ul style="list-style-type: none"> • My advice to other EFL teachers considering peer assessment is to be prepared for students' initial confusion and mixed reactions. Patience is crucial as you introduce and guide them through the process. It's a valuable method that enhances learning and should be implemented thoughtfully and with support

- **Analysis of the interview**

2.1 Section One: Background and Teaching Context

In examining the background and teaching approaches of three educators regarding peer assessment, distinct patterns emerge. Teacher 1, who has been teaching since 2015 across various university courses, employs peer assessment sporadically to re-engage disinterested students. In contrast, Teacher 2, with a decade of experience predominantly in research methodology and literature, integrates peer assessment frequently, aligning with a learner-centered approach.

Similarly, Teacher 3, adopted peer assessment to invigorate student participation and enhance collaborative learning dynamics.

2.2 Section Two: Implementation of Peer Assessment

Regarding the implementation of peer assessment, strategies vary among the educators. Teacher 1 emphasizes collaborative learning tasks to integrate peer assessment effectively, utilizing checklists to clarify objectives and promote open feedback. Teacher 2 opts for straightforward peer review activities supplemented with rubrics, fostering a supportive learning environment conducive to collaborative engagement. Meanwhile, Teacher 3 employs peer assessment primarily to foster teamwork and writing skills through group tasks, using detailed explanations and focused checklists to guide students' evaluations.

2.3 Section Three: Impact on Students

The impact of peer assessment on students varies but generally highlights improvements in feedback literacy and academic writing. Teacher 1 notes gradual but significant improvements as students actively seek peer feedback, albeit still grappling with punctuation challenges. Teacher 2 observes enhanced student expression and language complexity, facilitated by a supportive feedback environment. Teacher 3 reports notable advancements in writing sophistication and clarity, attributing these gains to increased confidence in peer feedback capabilities.

2.4 Section Four: Challenges and Solutions

Despite its benefits, integrating peer assessment posed initial challenges for each educator. Teacher 1 encountered student reluctance, addressed by

creating supportive learning atmospheres and varied activities. Teacher 2 navigated traditional assessment expectations and student anxiety through incremental task difficulty and supportive frameworks. Teacher 3 tackled student hesitancy and confidence issues by adapting tasks and gradually increasing complexity to bolster feedback skills.

2.5 Section Five: Evaluation and Effectiveness

Assessment of peer assessment's effectiveness varies across educators. Teacher 1 gauges success through observable improvements in subsequent writing tasks. Teacher 2 relies on rubrics to measure performance and guide assessments. Teacher 3 assesses progress by comparing initial and subsequent work quality, emphasizing enhanced sophistication and clarity in student submissions.

2.6 Section Six: Student Engagement and Perception

Student responses to peer assessment vary. While Teacher 1's students show mixed preferences, citing structured lessons and varied roles as crucial for engagement, Teacher 2's students generally respond positively, integrating peer assessment into their continuous evaluation practices. Similarly, Teacher 3's students appreciate skill development but exhibit diverse preferences for assessment methods, suggesting the need for adaptable teaching strategies.

2.7 Section Seven: Future Directions and Professional Development

Looking ahead, educators express intentions for improving peer assessment practices. Teacher 1 advocates for integrating ICT tools to enhance assessment quality amid digital learning preferences and emphasizes the value of professional development workshops. Teacher 2 maintains satisfaction with

current practices, while Teacher 3 plans to incorporate ICT tools and stresses the importance of ongoing professional training to refine peer assessment strategies.

2.8 Section Eight: Cultural Context

Considering cultural contexts, educators adapt peer assessment practices to local norms. Teacher 1 acknowledges cultural expectations favoring teacher-led assessments, occasionally segregating genders to create comfortable learning environments. Teachers 2 and 3 note minimal cultural interference in their contexts but emphasize adapting practices to respect cultural norms and enhance learning environments.

2.9 Section Nine: General Reflections

Reflecting on overall benefits, educators highlight peer assessment's role in improving academic writing and fostering positive social interactions. They advise fellow educators to anticipate initial student resistance, emphasizing patience and thorough preparation to successfully implement peer assessment as a beneficial educational tool.

This structured analysis illustrates the nuanced approaches, challenges, and impacts of peer assessment in diverse educational settings, providing insights into its effective implementation and potential for enhancing student learning outcomes.

• Discussion

In looking at how three teachers use peer assessment in their classes, we see different ways they approach it and the challenges they face. They all have different strategies: some use it now and then, while others use it a lot and focus on how students learn. Peer assessment mostly helps students with giving and

getting feedback on their writing and other academic work. But there are challenges, like when students don't want to join in at first or feel unsure about giving feedback. Each teacher measures how well it works in their own way, like seeing if students' writing gets better or if they become more confident. Students have different feelings about peer assessment—some like it, some don't. Teachers also talk about what they want to do next, like using computers more or making sure all students feel comfortable. Overall, they think peer assessment is good for improving how students write and work together, but they say it takes time and planning to do it right.

Part Two: Survey

Surveys' Results (Questionnaire)

1.1 Section One: Background and Demographics

Figure 1.A. 1: Background and Demographics

Section 1: Background and Demographics 1. How long have you been studying English at the University of Biskra?
16 réponses

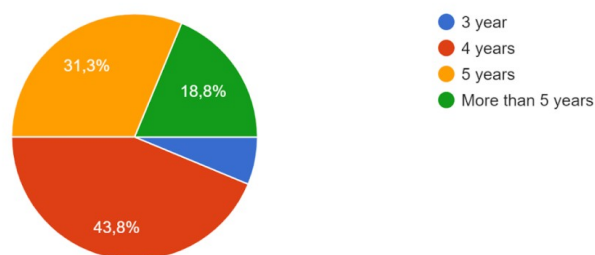
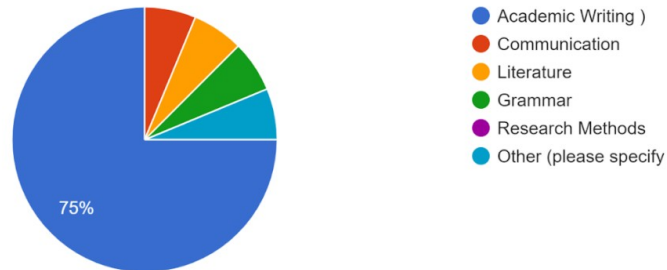


Figure1.B. 2

2. Which courses are you currently taking in the Science of Language program?

16 réponses



Among the students surveyed, the duration of study varies: 6.3% studied for 3 years, 43.8% for 4 years, 31.3% for 5 years, and 18.8% for over 5 years.

Regarding courses currently taken, 75% are enrolled in Academic Writing, with smaller numbers in Communication, Literature, Grammar (each 6.3%), and other subjects (6.3%). Key insights reveal that a significant number of students have been studying for 4 or 5 years, with Academic Writing being the most popular course among them.

1.2Section Two: Experience with Peer Assessment

Figure2.A. 3: Experience with Peer Assessment

Section 2: Experience with Peer Assessment 3. Have you participated in peer assessment activities in your classes?

16 réponses

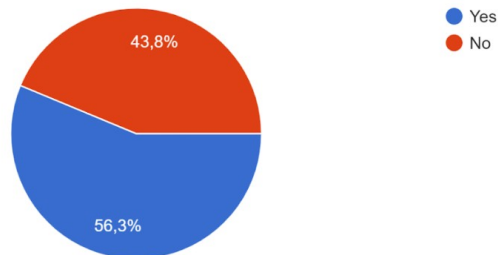


Figure2.B. 4

4. If yes, how often do you participate in peer assessment activities?

12 réponses

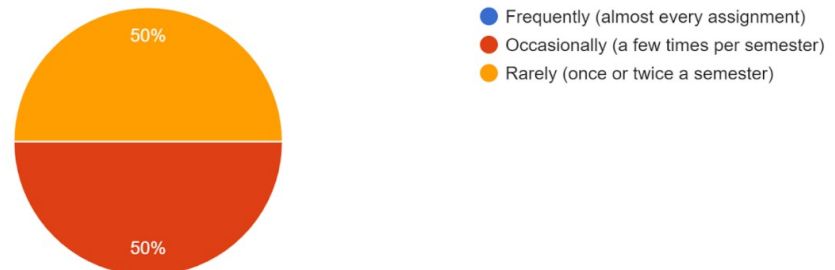
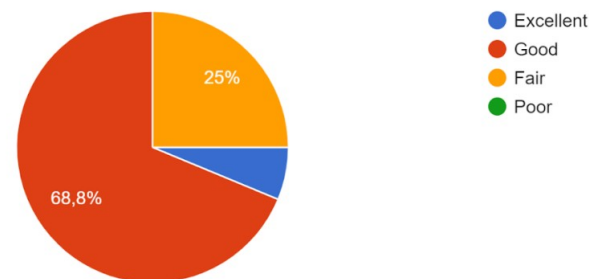


Figure2.C. 5

5. How would you rate your understanding of the peer assessment process?

16 réponses



43.8% of students participated in peer assessment, which means 9 students said yes. However, 56.3%, or 7 students, did not participate. When it comes to how often students took part, none did it frequently. Half of the students, 6 of them, participated occasionally, and the other half, also 6 students, participated rarely. As for understanding the peer assessment process, only 1 student rated it as excellent, which is 6.3%. Most students, 11 of them, rated their understanding as good, making up 68.8%. Four students rated their understanding as fair, which is 25%. No students rated their understanding as poor

1.3Section Three: Implementations and tools

Figure3.A. 6: Implementations and Tools

6. What tools and techniques are commonly used for peer assessment in your classes? (Select all that apply)

15 réponses

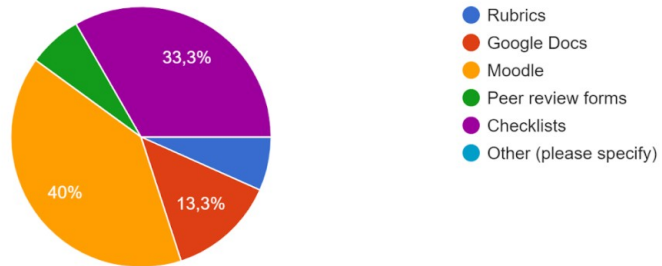


Figure3.B 7

7. Do you feel that the training provided on how to give constructive feedback is adequate?

15 réponses

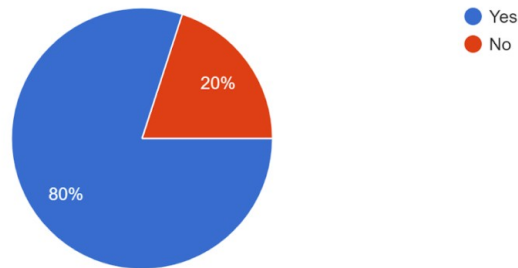
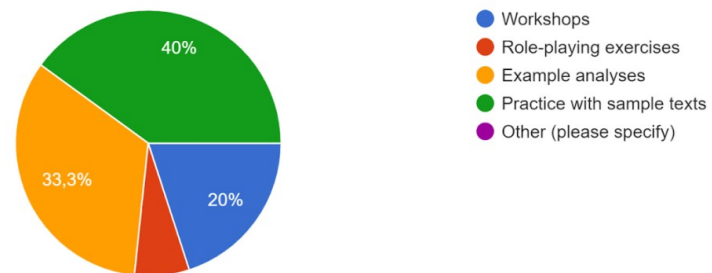


Figure3.C. 8

8. What type of training or instruction have you received to help you give effective feedback? (Select all that apply)

15 réponses



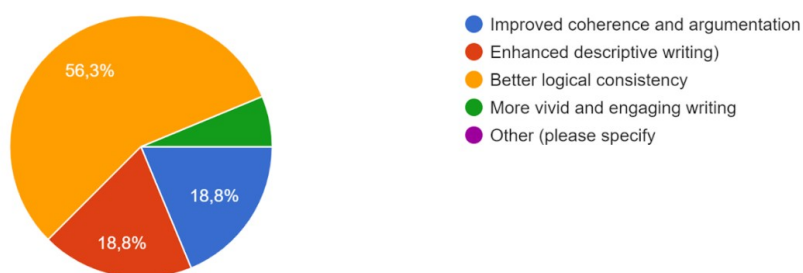
According to the results above, different tools and techniques were used for peer assessment. Six students (40%) used Moodle, five students (33.3%) used checklists, two students (13.3%) used Google Docs, and one student each (6.7%) used rubrics and peer review forms. Regarding the adequacy of training for giving constructive feedback, only 3 students (20%) said yes, while 12 students (80%) said no. For types of training received, 6 students (40%) practiced with sample texts, 5 students (33.3%) did example analyses, 3 students (20%) attended workshops, and 1 student (6.7%) did role-playing exercises. Key insights show that over half the students have not participated in peer assessment. Among those who have, participation is occasional or rare. Additionally, the majority of students feel inadequately trained to give constructive feedback.

1.4 Section Four: Impact on Learning

Figure4. 9

10. How has peer assessment influenced your academic writing skills? (Select all that apply)

16 réponses



Peer assessment has influenced our academic writing skills in various ways. Nine students (56.3%) said it helped them achieve better logical consistency in their writing. Three students (18.8%) noticed improvements in coherence and argumentation, and another three students (18.8%) found that their descriptive

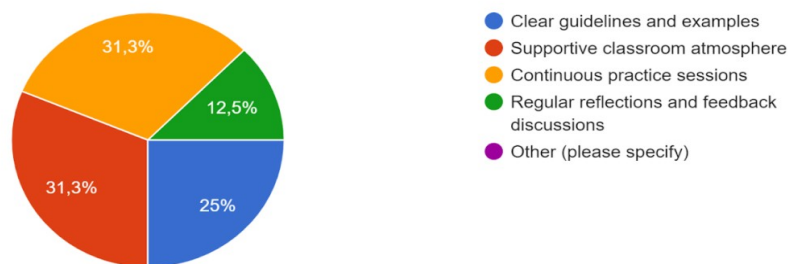
writing got better. One student (6.3%) felt their writing became more vivid and engaging. Key insights show that peer assessment is seen to improve critical thinking and understanding of writing structure. The most noted improvement is better logical consistency in writing.

1.5Section Five: Challenges and Solutions

Figure 5.10

12. What solutions or strategies have been effective in overcoming these challenges? (Select all that apply)

16 réponses



According to the results, students faced several challenges with peer assessment. Seven students (43.8%) lacked confidence in giving feedback. Six students (37.5%) found it difficult to provide detailed feedback. Two students (12.5%) mentioned inconsistent feedback quality, and one student (6.3%) was reluctant to critique peers. To address these challenges, five students (31.3%) suggested creating a supportive classroom atmosphere, and another five students (31.3%) recommended continuous practice sessions. Four students (25%) believed that clear guidelines and examples would help, and two students (12.5%) thought regular reflections and feedback discussions were effective. Key insights show that major challenges include a lack of confidence and difficulty in providing

detailed feedback. Supportive classroom atmosphere and continuous practice are seen as effective solutions.

1.6Section Six: Engagement and Perception

Figure6.A. 11: Engagement and Perception

Section 6: Engagement and Perception 13. How do you generally feel about peer assessment activities?
16 réponses

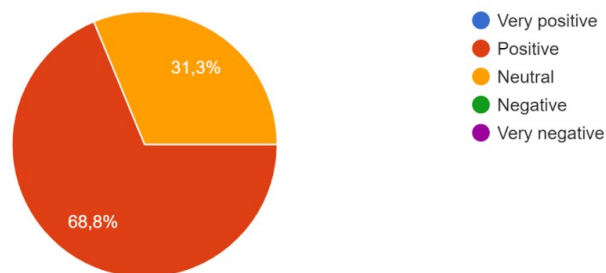


Figure6.B. 12

14. Do you feel that peer assessment helps you understand different perspectives on your work?
16 réponses

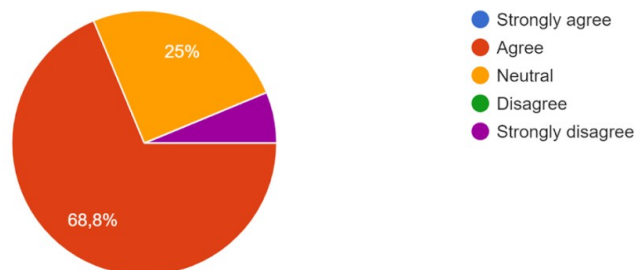
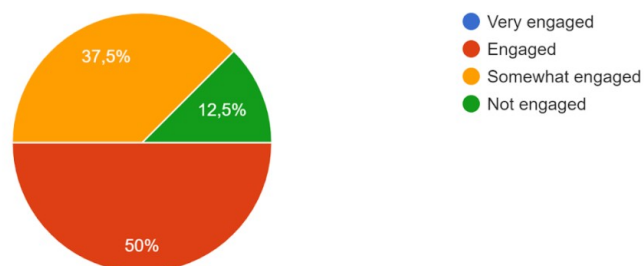


Figure6.C. 13

15. How engaged are you in the peer assessment process?
16 réponses



The general feelings about peer assessment activities were mostly positive, with 11 students (68.8%) feeling positive and 5 students (31.3%) feeling neutral. Regarding understanding different perspectives, 11 students (68.8%) agreed that peer assessment helped, 4 students (25%) were neutral, and 1 student (6.3%) strongly disagreed. In terms of engagement in the peer assessment process, 8 students (50%) were engaged, 6 students (37.5%) were somewhat engaged, and 2 students (12.5%) were not engaged. Key insights show that there is an overall positive perception of peer assessment activities. Most students feel that peer assessment helps them understand different perspectives, but engagement levels vary.

1.7Section Seven: Future Directions and Improvements

Figure7.A. 14: Future Directions and Improvements

Section 7: Future Directions and Improvements 16. What improvements would you like to see in the peer assessment process? (Select all that apply)

16 réponses

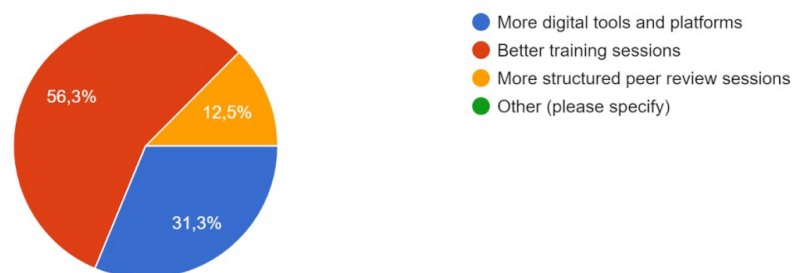
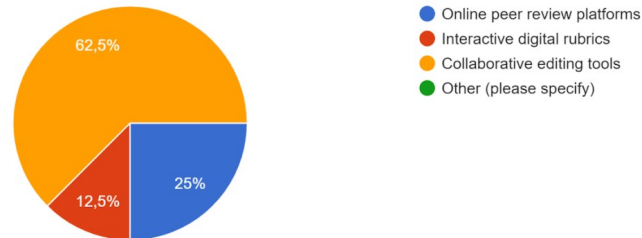


Figure7.B. 15

17. What new tools or technologies would you like to see incorporated into peer assessment activities?

16 réponses



S

Students expressed a desire for improvements in the peer assessment process. Nine students (56.3%) wanted better training sessions. Five students (31.3%) asked for more digital tools and platforms, and two students (12.5%) preferred more structured peer review sessions. Regarding new tools or technologies, 10 students (62.5%) desired collaborative editing tools. Four students (25%) wanted online peer review platforms, and two students (12.5%) suggested interactive digital rubrics.

1.8 Section Eight: General Feedback

Figure8.A. 16: General Feedback

18. What do you believe are the most significant benefits of peer assessment for your learning?

16 réponses

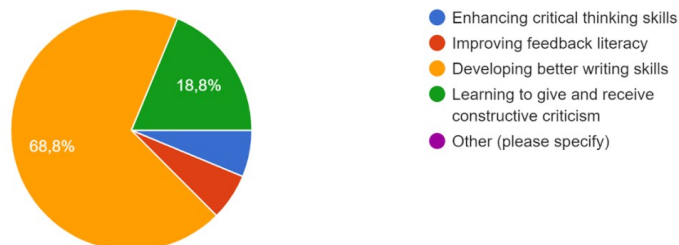
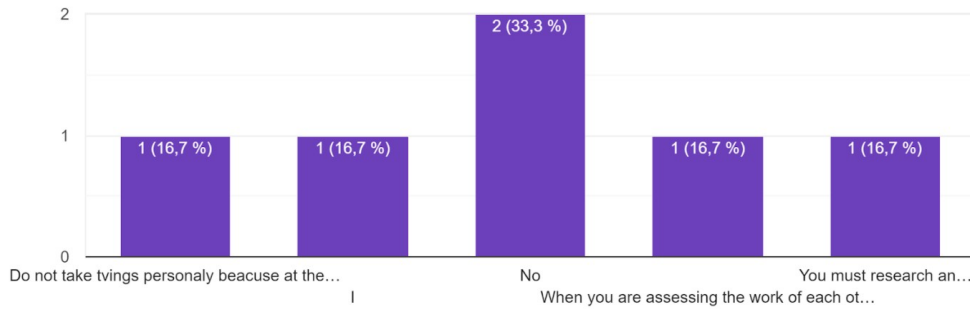


Figure 8.B. 17

19. What advice would you give to other students who are new to peer assessment?

6 réponses



Responses are like this:

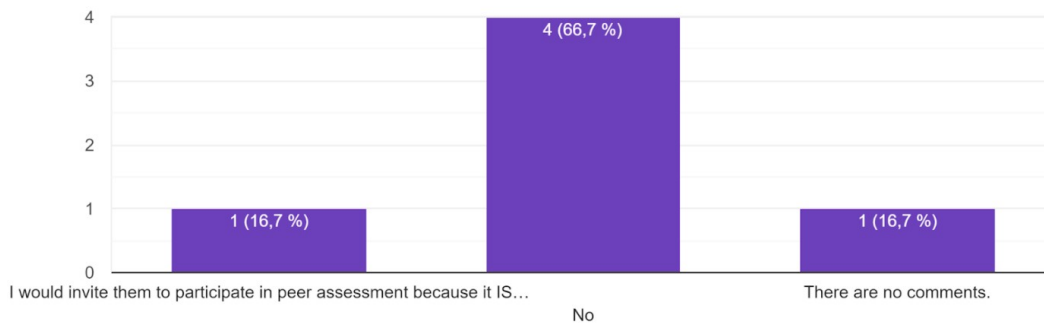
- Do not take things personally because at the end we are all learning and knowledge is vast
- When you are assessing the work of each other is not to criticize and judge, instead the assessment should be constructive and effective for the sake of improvement not just criticism.
- You must research and exploit technology in order to develop writing skills and learn to give and receive.

Figure 8.C. 18

responses of the above figure are:

20. Do you have any additional comments or suggestions regarding peer assessment in your classes?

6 réponses



- I would invite them to participate in peer assessment because it IS beneficial to improve their level of learning

Students identified several significant benefits of peer assessment. Eleven students (68.8%) felt that it helped them develop better writing skills. Three students (18.8%) mentioned learning to give and receive constructive criticism. One student (6.3%) noted that it enhanced their critical thinking skills, and

another student (6.3%) said it improved their feedback literacy. For new students, the advice is to not take feedback personally, focus on constructive and effective assessment for improvement, and use technology to develop writing skills. One student encouraged participation in peer assessment for its benefits, while the majority had no additional comments. Key insights show that students seek better training and more digital tools for peer assessment. Developing better writing skills is seen as the most significant benefit.

- **Overall Analysis**

The survey results indicate that peer assessment is recognized for its potential benefits, particularly in enhancing critical thinking and improving writing skills. However, challenges such as inadequate training and lack of confidence highlight areas for improvement. Students suggest more structured training sessions and the integration of collaborative digital tools to enhance the peer assessment process

Discussion of Survey Results on Peer Assessment

3.1 Background and Demographics

The demographic data collected from the survey provides insights into the academic background of the EFL master students at the University of Biskra. The majority of the students have been studying English for 4 to 5 years, accounting for 75% of the respondents. This indicates a significant level of exposure to the language and possibly to various teaching methodologies, including peer assessment. The presence of students with more than five years of study (18.8%) adds depth to the survey, providing insights from those with extensive experience in the academic environment.

The majority of the students (75%) are currently enrolled in Academic Writing courses, which is a critical area for developing feedback literacy. The focus on Academic Writing suggests that these students are regularly engaged in activities that require feedback and peer assessment, making their responses particularly relevant to the study of peer assessment's role in feedback literacy.

3.2 Experience with Peer Assessment

Despite the focus on Academic Writing, a surprising 56.3% of the students reported that they have not participated in peer assessment activities. This points to a potential gap in the implementation of peer assessment practices within their courses. For the 43.8% who have participated, the frequency of engagement is low, with equal numbers reporting occasional and rare participation. This sporadic involvement might be due to a lack of systematic integration of peer assessment in the curriculum or a possible underestimation of its importance by instructors.

The understanding of the peer assessment process among the students is predominantly rated as good (68.8%), but a notable 25% rate their understanding as fair, and none as excellent. This suggests that while there is a general familiarity with the concept, there is a lack of depth in understanding that might affect the quality of the feedback provided. The absence of students rating their understanding as poor indicates a baseline level of competence that can be built upon with more comprehensive training.

3.3 Tools and Training for Peer Assessment

The survey reveals that Moodle is the most commonly used tool for peer

assessment (40%), followed by checklists (33.3%) and Google Docs (13.3%).

This reliance on digital tools highlights the integration of technology in the assessment process. However, the limited diversity in the tools used suggests that there might be untapped potential in exploring other digital platforms and resources that could enhance the peer assessment process. Training on how to provide constructive feedback appears to be inadequate, with 80% of the respondents indicating dissatisfaction with the current training. The primary methods of training include practice with sample texts (40%) and example analyses (33.3%), while workshops and role-playing exercises are less common. This indicates a need for more interactive and engaging training sessions that can better prepare students for giving effective Feedback.

3.4 Impact on Learning

Participation in peer assessment has been reported to significantly enhance critical thinking skills (50%) and improve the understanding of writing structure and coherence (31.3%). These skills are essential for academic success and suggest that peer assessment, when implemented effectively, can have a substantial impact on students' analytical abilities and their grasp of writing mechanics. The influence of peer assessment on academic writing skills is also notable, with the majority of students reporting better logical consistency (56.3%) in their writing. Improvements in coherence and argumentation (18.8%) and descriptive writing (18.8%) are also observed, although to a lesser extent. This indicates that while peer assessment is beneficial, its full potential in enhancing various aspects of writing might not be fully realized. There might be

a need for more targeted strategies to address specific writing skills through peer assessment.

3.5 Challenges and Solutions

The challenges faced by students in peer assessment are significant. The primary issues include a lack of confidence in giving feedback (43.8%) and difficulty providing detailed feedback (37.5%). These challenges are compounded by inconsistent feedback quality and reluctance to critique peers. These findings highlight the psychological and skill-based barriers that students encounter in the peer assessment process. Effective solutions identified include fostering a supportive classroom atmosphere (31.3%) and providing continuous practice sessions (31.3%). Clear guidelines and examples (12.5%) and regular reflections and feedback discussions (25%) also play a role in mitigating these challenges. However, the effectiveness of these solutions might be limited by their implementation. There is a need for more structured and ongoing support to ensure that students feel confident and capable in providing constructive feedback.

3.6 Engagement and Perception

Overall, students have a positive view of peer assessment, with 68.8% expressing positive feelings. However, the engagement levels vary, with only 12.5% of students reporting being very engaged and 37.5% being engaged. This mixed level of engagement might be tied to the infrequency of participation and the challenges faced in the process. The neutral stance of some students (50%) and the lack of negative perceptions indicate that while peer assessment is generally well-received, its implementation might not be fully engaging or impactful for all

students. Most students agree that peer assessment helps them understand different perspectives (68.8%), which is crucial for developing a well-rounded approach to writing and feedback. However, a small proportion remains neutral or disagrees, indicating that the benefits of peer assessment might not be universally experienced or recognized. This could be due to varying levels of implementation quality and student engagement in the process.

3.7 Future Directions and Improvements

The students clearly articulate a need for better training sessions (56.3%) and more digital tools and platforms (31.3%). Collaborative editing tools and online peer review platforms are particularly desired, with 62.5% and 25% of the respondents, respectively, expressing interest in these technologies. This reflects a preference for interactive and tech-driven solutions that can make the peer assessment process more engaging and effective. The significant benefits of peer assessment are seen in developing better writing skills (68.8%) and learning to give and receive constructive criticism (18.8%). These benefits align with the primary goals of peer assessment, yet the emphasis on enhancing critical thinking and feedback literacy is less pronounced, suggesting areas for further emphasis and development.

3.8 Additional Comments and Suggestions

Students advise newcomers to peer assessment to focus on constructive feedback and not to take critiques personally. This advice is vital for fostering a positive and productive peer assessment environment. Encouragement to research and use technology also reflects a forward-thinking approach to improving feedback literacy. The additional comments suggest a generally positive attitude towards

peer assessment, with students recognizing its benefits and encouraging broader participation.

Conclusion

The survey results reveal that while peer assessment is recognized for its potential benefits, significant challenges hinder its full effectiveness. Infrequent participation, lack of adequate training, and psychological barriers are key issues that need addressing. Students' desire for better training and more sophisticated digital tools underscores the need for systemic changes to enhance the peer assessment process. By implementing more structured training sessions and integrating advanced technological tools, the University of Biskra can significantly improve the effectiveness and impact of peer assessment in the EFL program. Enhanced training programs, continuous practice, and a supportive classroom atmosphere are essential for maximizing the benefits of peer assessment and developing students' feedback literacy and writing skills

Implications of the Study

4.1 Enhancing Feedback Literacy

The findings indicate that peer assessment plays a crucial role in enhancing students' feedback literacy. Students reported improvements in their ability to provide specific and actionable feedback, understanding of writing structure and coherence, and critical thinking skills. These enhancements suggest that incorporating peer assessment more systematically into the curriculum can lead to significant improvements in students' overall academic writing skills and their ability to engage in constructive critique.

4.2 Need for Better Training

A significant portion of students felt that the training provided on how to give constructive feedback was inadequate. This highlights a critical area for improvement: comprehensive training sessions should be designed and implemented to ensure students are well-equipped to participate in peer assessment effectively. Workshops, example analyses, and practice with sample texts were among the preferred training methods, indicating a need for a practical, hands-on approach to training.

4.3 Leveraging Digital Tools

The results show a clear preference for incorporating more digital tools and platforms into the peer assessment process. Tools such as online peer review platforms, collaborative editing tools, and interactive digital rubrics were highlighted. This suggests that integrating technology into peer assessment can make the process more efficient, accessible, and engaging for students. The university should consider investing in and adopting these digital tools to support the peer assessment activities.

4.4 Addressing Challenges

Students identified several challenges in the peer assessment process, including reluctance to critique peers, difficulty in providing detailed feedback, and inconsistent feedback quality. To address these issues, clear guidelines and examples should be provided to students. Additionally, fostering a supportive classroom atmosphere and encouraging continuous practice sessions can help build confidence and improve the quality of feedback.

4.5 Promoting Engagement

While most students had a positive attitude towards peer assessment, engagement levels varied. Half of the respondents were only somewhat engaged, and a small percentage were not engaged at all. To increase engagement, peer assessment activities should be made more interactive and relevant to students' interests and academic goals. Providing incentives and emphasizing the personal and academic benefits of peer assessment might also help in increasing engagement.

4.6 Long-term Benefits

The study underscores the long-term benefits of peer assessment, such as enhancing critical thinking skills, improving feedback literacy, and developing better writing skills. These skills are essential not only for academic success but also for professional and personal growth. By promoting peer assessment, the university can help students develop essential skills that will benefit them beyond their academic careers.

Limitations and Future Directions

5.1 Limitations

5.1.1 Sample Size and Diversity

The study involved a relatively small sample size of 16 respondents, which may not be representative of the entire EFL student population at the University of Biskra. Future studies should aim to include a larger and more diverse sample to improve the generalizability of the findings.

5.1.2 Self-Reported Data: The data collected were based on self-reported measures, which can be subject to biases such as social desirability bias and inaccurate self-assessment. Future research could incorporate more objective measures, such as analyzing the quality of written feedback provided by students or assessing improvements in academic writing through pre- and post-tests.

5.1.3 Limited Contextual Factors: The study did not extensively explore contextual factors such as classroom environment, instructor support, or the specific nature of peer assessment activities. These factors could significantly influence the effectiveness of peer assessment. Future research should consider these variables to provide a more comprehensive understanding of peer assessment dynamics.

5.1.4 Short-term Focus: The study primarily assessed immediate perceptions and experiences of peer assessment. Longitudinal studies tracking the long-term impact of peer assessment on feedback literacy and academic writing skills would provide deeper insights into its sustained benefits and challenges.

5.1.5 Technological Constraints: Although the study highlights the need for more digital tools, it does not delve into the technological limitations that students and instructors might face, such as lack of access to reliable internet or familiarity with digital platforms. Future research should address these constraints and explore feasible technological solutions.

Future Directions

6.1 Expanding the Sample Size and Scope: Future studies should aim to include a larger and more diverse sample of students from different academic years and departments. This would help in understanding the broader

applicability of peer assessment across various contexts and academic disciplines.

6.2 Incorporating Objective Measures: To complement self-reported data, future research should incorporate objective measures such as the analysis of feedback quality, improvements in students' academic writing, and academic performance metrics. This would provide a more balanced and accurate assessment of the impact of peer assessment.

6.3 Exploring Contextual Factors: Future research should examine the influence of contextual factors such as the role of instructors, classroom dynamics, and the specific design of peer assessment activities. Understanding these factors would help in tailoring peer assessment practices to different educational settings.

6.4 Longitudinal Studies: Conducting longitudinal studies would help in tracking the long-term effects of peer assessment on students' feedback literacy and academic writing skills. This approach would provide insights into how peer assessment contributes to sustained academic development.

6.5 Addressing Technological Barriers: Research should explore the technological barriers faced by students and instructors in implementing digital peer assessment tools. Identifying and addressing these barriers would facilitate the effective integration of technology into peer assessment practices.

6.5 Comparative Studies: Future studies could compare the effectiveness of different peer assessment models and training methods. For instance, comparing traditional peer assessment with digital peer assessment platforms or comparing

various training methods (e.g., workshops vs. role-playing exercises) would provide valuable insights into best practices.

6.6 Interdisciplinary Research: Exploring peer assessment across different disciplines could uncover unique challenges and benefits specific to various fields of study. This would contribute to a more nuanced understanding of peer assessment and its potential for enhancing learning in diverse academic contexts.

6.7 Investigating Psychological Factors: Future research could delve into the psychological aspects of peer assessment, such as students' attitudes towards receiving and giving feedback, the impact of peer assessment on self-esteem, and strategies to mitigate negative emotions associated with peer critique. By addressing these limitations and pursuing these future directions, research can further elucidate the role of peer assessment in enhancing feedback literacy and academic writing skills, ultimately contributing to more effective educational practices and better learning outcomes for EFL students.

General Conclusion

Conclusion

This study examined the role of peer assessment in improving EFL students' feedback literacy within academic writing, focusing on Master One students of English (Science of Language) at the University of Biskra. It offers valuable insights into the integration, challenges, opportunities, and impacts of this practice on students' academic performance. Peer assessment turned out to be meticulously integrated into the assessment regime of EFL class through a variety of structured activities. Students participate in peer review sessions where they evaluate each others' work using tools such as rubrics, Google Docs, Moodle, and peer review forms. These activities are designed to foster a collaborative learning environment, enabling students to regularly give and receive feedback. However, the frequency of participation varies, with many students engaging in these activities occasionally or rarely. The peer assessment process is further supported by workshops, role-playing exercises, example analyses, and practice with sample texts, all of which aim to enhance students' understanding and application of peer assessment techniques.

The study identifies several challenges associated with peer assessment. Students often exhibit reluctance to critique their peers, encounter difficulties in providing detailed feedback, and face issues related to inconsistent feedback quality and a lack of confidence in giving feedback. Despite these challenges, there are significant opportunities for improvement. Providing clear guidelines and examples, fostering a supportive classroom atmosphere, engaging in continuous practice sessions, and holding regular reflections and feedback discussions can help mitigate these challenges. Additionally, the integration of more digital tools

and platforms, coupled with better training sessions and more structured peer review activities, can enhance the overall effectiveness of peer assessment.

Peer assessment significantly influences students' feedback literacy, which in turn positively affects their performance in academic writing. The process helps students develop the ability to provide specific, actionable feedback, improves their understanding of writing structures and coherence, and hones their critical thinking skills. Moreover, students gain increased confidence in both giving and receiving feedback. Consequently, their academic writing skills exhibit marked improvements in areas such as coherence, argumentation, logical consistency, and overall engagement in writing. In conclusion, peer assessment plays a crucial role in improving EFL students' feedback literacy and academic writing skills. By addressing the identified challenges and leveraging the opportunities for improvement, educators can effectively integrate peer assessment into teaching practices. This study underscores the importance of peer assessment in creating a collaborative learning environment, enhancing feedback literacy, and improving academic writing performance among EFL students at the University of Biskra. The findings contribute to a deeper understanding of the role of peer assessment in EFL education and highlight its potential for preparing students for future academic and professional success. By embracing peer assessment, educators can foster a more interactive, reflective, and supportive educational experience, ultimately leading to more proficient and confident academic writers.

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Appendices

sample 1: Interviews with teachers

Section One: Background and Teaching Context

- **Teaching Background:**
 - Can you provide a brief overview of your teaching background and experience at the University of Biskra?
 - How long have you been teaching EFL at the university level, and what courses do you typically teach?
- **Experience with Peer Assessment:**
 - How long have you been incorporating peer assessment into your teaching practices?
 - What motivated you to start using peer assessment in your classes?

Section 2: Implementation of Peer Assessment

- **Integration Strategies:**
 - How do you integrate peer assessment into your academic writing tasks?
 - Can you describe the process you follow to implement peer assessment in your curriculum?
- **Tools and Techniques:**
 - What tools and strategies do you use to facilitate peer assessment (e.g., rubrics, digital platforms, checklists)?
 - How do you ensure that these tools are effectively used by the students?
- **Instruction and Training:**
 - How do you teach students to give effective and constructive feedback?

- What specific training or instructional methods do you use to improve students' feedback literacy?

Section 3: Impact on Students

1. Feedback Literacy Improvement:

- In what ways have you observed improvements in students' feedback literacy as a result of peer assessment?
- Can you provide specific examples or case studies that highlight these improvements?

2. Academic Writing Enhancement:

- How has peer assessment influenced the quality of students' academic writing?
- Are there particular aspects of writing that have improved significantly due to peer feedback?

Section 4: Challenges and Solutions

7 Initial Challenges:

7.5 What challenges did you encounter when first introducing peer assessment?

7.6 How did you address these challenges to make the process more effective?

8 Ongoing Difficulties:

8.5 What ongoing difficulties do you face with peer assessment?

8.6 What strategies do you use to continually improve the peer assessment process?

Section 5: Evaluation and Effectiveness

2 Measuring Impact:

2.8 How do you measure the effectiveness of peer assessment in improving students' feedback literacy and writing skills?

2.9 What metrics or indicators do you use to assess the quality of the feedback provided by students?

Section 6: Student Engagement and Perception

- **Student Response:**
 - How do students at the University of Biskra generally respond to peer assessment?
 - What feedback have you received from students regarding their experiences with peer assessment?
- **Engagement Levels:**
 - How do you ensure that all students are actively participating in the peer assessment process?
 - What methods do you use to increase student engagement and motivation?

Section 7: Future Directions and Professional Development

- **Improvements and Innovations:**
 - What future improvements would you like to make in your peer assessment practices?
 - Are there any new tools or technologies you are considering incorporating to enhance peer assessment?
- **Professional Development:**
 - What kind of professional development or training would be most helpful for you and your colleagues in implementing effective peer assessment?
 - Have you attended any workshops or training sessions focused on peer assessment? If so, how have they influenced your practices?

Section 8: Cultural Context

- **Adapting to the Local Context:**
 - Are there any cultural factors specific to Algeria that influence the implementation and effectiveness of peer assessment?
 - How do you adapt your peer assessment strategies to fit the cultural context and meet the needs of your students at the University of Biskra?

Section 9: General Reflections

- **Overall Benefits:**
 - What do you believe are the most significant benefits of peer assessment for EFL students in terms of improving feedback literacy and academic writing skills?
 - **Advice for Other Educators:**
 - What advice would you give to other EFL teachers who are considering implementing peer assessment in their classrooms?
-

2.The sample of the questionnaire

2.Sample 2

Section 1: Background and Demographics

- **How long have you been studying English at the University of Biskra?**
 - 1 year
 - 2 years
 - 3 years
 - More than 3 years
- **Which courses are you currently taking in the Science of Language program?**
 - Academic Writing
 - Communication
 - Literature
 - Grammar
 - Research Methods
 - Other (please specify)

Section 2: Experience with Peer Assessment

- **Have you participated in peer assessment activities in your classes?**
 - Yes
 - No
- **If yes, how often do you participate in peer assessment activities?**
 - Frequently (almost every assignment)
 - Occasionally (a few times per semester)
 - Rarely (once or twice a semester)
- **How would you rate your understanding of the peer assessment process?**
 - Excellent
 - Good
 - Fair
 - Poor

Section 3: Implementation and Tools

- **What tools and techniques are commonly used for peer assessment in your classes? (Select all that apply)**
 - Rubrics
 - Google Docs
 - Moodle
 - Peer review forms
 - Checklists
 - Other (please specify)
- **Do you feel that the training provided on how to give constructive feedback is adequate?**
 - Yes
 - No

- **What type of training or instruction have you received to help you give effective feedback? (Select all that apply)**
 - Workshops
 - Role-playing exercises
 - Example analyses
 - Practice with sample texts
 - Other (please specify)

Section 4: Impact on Learning

- **In what ways has participating in peer assessment improved your feedback literacy? (Select all that apply)**
 - Ability to provide specific and actionable feedback
 - Improved understanding of writing structure and coherence
 - Enhanced critical thinking skills
 - Increased confidence in giving and receiving feedback
 - Other (please specify)
- **How has peer assessment influenced your academic writing skills? (Select all that apply)**
 - Improved coherence and argumentation
 - Enhanced descriptive writing
 - Better logical consistency
 - More vivid and engaging writing
 - Other (please specify)

Section 5: Challenges and Solutions

- **What challenges have you encountered with peer assessment? (Select all that apply)**
 - Reluctance to critique peers

- Difficulty providing detailed feedback
- Inconsistent feedback quality
- Lack of confidence in giving feedback
- Other (please specify)
- **What solutions or strategies have been effective in overcoming these challenges? (Select all that apply)**
 - Clear guidelines and examples
 - Supportive classroom atmosphere
 - Continuous practice sessions
 - Regular reflections and feedback discussions
 - Other (please specify)

Section 6: Engagement and Perception

- **How do you generally feel about peer assessment activities?**
 - Very positive
 - Positive
 - Neutral
 - Negative
 - Very negative
- **Do you feel that peer assessment helps you understand different perspectives on your work?**
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

- **How engaged are you in the peer assessment process?**
 - Very engaged
 - Engaged
 - Somewhat engaged
 - Not engaged

Section 7: Future Directions and Improvements

- **What improvements would you like to see in the peer assessment process? (Select all that apply)**
 - More digital tools and platforms
 - Better training sessions
 - More structured peer review sessions
 - Incorporation of AI-assisted feedback
 - Other (please specify)
- **What new tools or technologies would you like to see incorporated into peer assessment activities?**
 - AI-assisted feedback platforms
 - Online peer review platforms
 - Interactive digital rubrics
 - Collaborative editing tools
 - Other (please specify)

Section 8: General Feedback

- **What do you believe are the most significant benefits of peer assessment for your learning?**
 - Enhancing critical thinking skills
 - Improving feedback literacy
 - Developing better writing skills

- Learning to give and receive constructive criticism
 - Other (please specify)
-
- **What advice would you give to other students who are new to peer assessment?**
 - **Do you have any additional comments or suggestions regarding peer assessment in your classes?**
-

المخلص

في التغذية الراجعة (EFL) البحث في دور التقييم من قبل الأقران في تحسين معرفة طلاب اللغة الإنجليزية كلغة أجنبية ضمن الكتابة الأكاديمية، مع التركيز على طلاب السنة الأولى ماجستير في تخصص علم اللغة بجامعة بسكرة، يقدم رؤى قيمة حول التكامل والتحديات والفرص وتأثيرات هذه الممارسة على الأداء الأكاديمي. يتم دمج التقييم من قبل الأقران بدقة في نظام التقييم للفصل المختار من خلال مجموعة متنوعة من الأنشطة المنظمة. يشارك الطلاب في جلسات مراجعة Moodle، و Google Docs الأقران حيث يقيمون أعمال بعضهم البعض باستخدام أدوات مثل النماذج التقييمية، و نماذج مراجعة الأقران. تم تصميم هذه الأنشطة لتعزيز بيئة تعلم تعاونية، مما يمكن الطلاب من إعطاء وتلقي التغذية الراجعة بانتظام. ومع ذلك، تختلف تكرارية المشاركة، حيث يشارك العديد من الطلاب في هذه الأنشطة من حين لآخر أو نادراً.

يدعم عملية التقييم من قبل الأقران ورش العمل، وتمارين المحاكاة، وتحليل الأمثلة، والتدريب على النصوص النموذجية، والتي تهدف جميعها إلى تعزيز فهم الطلاب وتطبيق تقنيات التقييم من قبل الأقران. يحدد البحث عدة تحديات مرتبطة بالتقييم من قبل الأقران. غالباً ما يظهر الطلاب تردداً في نقد زملائهم، ويواجهون صعوبات في تقديم تغذية راجعة مفصلة، ويواجهون مشكلات تتعلق بعدم اتساق جودة التغذية الراجعة ونقص الثقة في تقديم التغذية الراجعة. على الرغم من هذه التحديات، هناك فرص كبيرة للتحسين. يمكن توفير إرشادات وأمثلة واضحة، وخلق بيئة صافية داعمة، والمشاركة في جلسات ممارسة مستمرة، وعقد مناقشات انعكاسية منتظمة حول التغذية الراجعة للمساعدة في التخفيف من هذه التحديات. بالإضافة إلى ذلك، يمكن أن يعزز دمج المزيد من الأدوات والمنصات الرقمية، إلى جانب جلسات تدريب أفضل وأنشطة مراجعة الأقران الأكثر تنظيماً، من الفعالية العامة للتقييم من قبل الأقران.

يؤثر التقييم من قبل الأقران بشكل كبير على معرفة الطلاب بالتغذية الراجعة، مما يؤثر بدوره بشكل إيجابي على أدائهم في الكتابة الأكاديمية. تساعد العملية الطلاب على تطوير القدرة على تقديم تغذية راجعة محددة وقابلة للتنفيذ، وتحسن فهمهم لهياكل الكتابة والترابط، وتصلق مهارات التفكير النقدي لديهم. علاوة على ذلك، يكتسب الطلاب ثقة متزايدة في كل من تقديم وتلقي التغذية الراجعة. ونتيجة لذلك، تظهر مهاراتهم في الكتابة الأكاديمية تحسناً ملحوظاً في مجالات مثل الترابط، وبناء الحجج، والتناسق المنطقي، والمشاركة العامة في الكتابة.

للإجابة على أسئلة البحث، يتم دمج التقييم من قبل الأقران من خلال جلسات مراجعة الأقران المنتظمة باستخدام مجموعة متنوعة من الأدوات والتقنيات، مدعومة بأنشطة تدريبية وممارسات شاملة. تشمل التحديات التي تواجهها التردد في النقد، وصعوبة تقديم تغذية راجعة مفصلة، وعدم اتساق جودة التغذية الراجعة، ونقص الثقة. تكمن الفرص للتحسين في توفير إرشادات أفضل، وخلق بيئات داعمة، والممارسة المستمرة، وتعزيز الأدوات الرقمية والتدريب. يعزز التقييم من قبل الأقران معرفة التغذية الراجعة من خلال تطوير مهارات التغذية الراجعة المحددة، وتحسين فهم هياكل الكتابة، وتعزيز التفكير النقدي، مما يؤدي إلى تحسين الأداء في الكتابة الأكاديمية في الترابط، وبناء الحجج، والتناسق المنطقي.

في الختام، يلعب التقييم من قبل الأقران دوراً حيوياً في تحسين معرفة طلاب اللغة الإنجليزية كلغة أجنبية بالتغذية الراجعة ومهارات الكتابة الأكاديمية. من خلال معالجة التحديات المحددة والاستفادة من الفرص للتحسين، يمكن للمعلمين دمج التقييم من قبل الأقران بفعالية في ممارسات التدريس. يبرز هذا البحث أهمية التقييم من قبل الأقران في خلق بيئة تعلم تعاونية، وتعزيز معرفة التغذية الراجعة، وتحسين أداء الكتابة الأكاديمية بين طلاب اللغة الإنجليزية كلغة أجنبية في جامعة بسكرة. تساهم النتائج في فهم أعمق لدور التقييم من قبل الأقران في تعليم اللغة الإنجليزية كلغة أجنبية وتسليط الضوء على إمكاناته في إعداد الطلاب للنجاح الأكاديمي والمهني في المستقبل. من خلال تبني التقييم من قبل الأقران، يمكن للمعلمين تعزيز تجربة تعليمية أكثر تفاعلاً وتأملياً وداعمة، مما يؤدي في النهاية إلى كتاب أكاديميين أكثر كفاءة وثقة.

