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Submitted and Defended by:
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Effectiveness of Peer and Teacher Feedback in Improving Writing Skill

The Case of Third Year Students at Mohamed Kheider University – Biskra

Dissertation submitted to the Department of English language and Literature as a partial Fulfillment for the requirements of Master Degree in Sciences of Language

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DECLARATION

I Ferhat Samira declare hereby that the research entitled :

Effectiveness of Peer and teacher Feedback in Improving Writing skill

The Case study of Third-Year EFL Students at the Department of English

 This work is result of my own research and efforts of my supervisor. This study has not

previously been submitted or published to any institution or university for any degree before.

Date: June 2025
Signature: Ferhat Samira

Dedication

First I would like to thank Allah the all mighty for his blessings

I would like to dedicate this work to my father may his soul rest in peace.

I wished you could be with me on my graduation

I made a promise to myself to finish this degree for you, and dedicate it to your precious soul.

I will continue to succeed in life for you, and I will strive to reach the highest ranks for you.

I will dedicate every success I achieve to you. May Allah have mercy on my father-for it is

through his support, after Allah, that I have become a successful woman, May Allah have

mercy on you, my strength and my support.

Abstract

The objective of this study is to evaluate the effectiveness of peer and teacher feedback on the writing skills of EFL students. It also aims to explore students' preferences regarding the type of feedback they receive peer or teacher and assess the perceived usefulness of each. Data were collected from twenty-five third-year EFL students in the Department of English at Mohamed Khider University of Biskra. The study employed two questionnaires: one for the students and another for three EFL teachers of written expression. Both qualitative and quantitative methods were used to analyze the data. The findings indicate that students generally prefer feedback from teachers over that from their peers. Some students expressed concern about the emotional impact of giving feedback to classmates, while others felt that the feedback they received did not always align with the nature of their writing or the task requirements. The teacher questionnaire revealed that teachers do provide feedback during writing sessions. However, they observed that students often lack the motivation and interest needed to effectively engage with and apply the feedback. The study concludes that while feedback both peer and teacher is essential for developing writing skills, students need to be encouraged to take an active role in using it. It is recommended that learners focus on improving their writing by thoughtfully implementing the feedback they receive

Key words: EFL Learners, Peer feedback, Revising, Teacher feedback, Writing Skill, Written texts,

List Of Tables

Table of Contents

General Introduction

It is believed that writing is a very significant skill to learn; it opens the door of knowledge and enriches people with a wide range of information. Generally, students write to gain information that serves their need, in other words; writing skill is an essential part of learning; it enables students to improve their language proficiency in general, and expands their cultural features in particular. A lot of studies have been done in the field of writing's benefits and propose many criteria to enhance it one of these criteria is the role of peer and teacher feedback play for better student's writing competence.

Since writing skill is an intellectual and creative process students try to ensure their writing ability. In addition, writing purpose is to convey different messages within a certain community, learners achieve their writing ability by receiving their peer or teachers feedback. Although there have been changing opinions on effective and relevant ways to give students feedback, thus , feedback in writing can involve different areas of writing, such as composition skills, style, organization, content, and others. In addition, student have a big problem in whether the thing that they have written correct or incorrect so that Students attempt to master the basic rules of writing skill and benefit from teacher's feedback to express their ideas appropriately via sentences and paragraphs. Furthermore , developing students writing ability is from the major challenges faced by teachers , thus , teachers need to detect those errors by using different techniques to elicit their source of errors and gives the remedy that suits their type of error in order to enhance student's performance by providing the efficient feedback.

1. Background of the Study

Teachers seek to instruct learners correctly and guarantee the right acquisition of the material they are studying. In EFL teaching, teachers instruct certain knowledge and learners attempt to apply the aspects they have learned. Teachers' role is very crucial in language learning and teaching. Feedback is indispensable part in any learning process. Feedback can be supplied in a variety of modes. It might be formal, such as a diagnostic test, or more spontaneous, like observations on writing or oral production. Feedback from instructors or peers (e.g., peer reviewing) can be either good or negative (Guenther, 2013)

Writing is an integral part in English language learning. Learners struggle to construct a paragraph or any piece of writing. Writing demands the correct choice of words, grammar structure, and the correct manipulation of language items. Moreover, the teacher's input on a piece of writing is intended to improve the quality of the paragraph; nevertheless, this does not necessarily imply that one approach is the most successful revision of writing. Peer feedback is extensively used in foreign and second-language writing courses. It was stated that student writers understand that instructor explanation is not the only source of feedback, but also peer review, in which students provide comments to each other. They may contribute and receive fresh ideas during the redrafting process (Wichanpricha, 2020).

Providing learners with both formal and informal evaluation depends mostly on teachers. While informal feedback points up students' challenges and considers instructional strategies, formal feedback evaluates the quality of education. To raise students' performance, teachers can apply evaluation, peer review, self-reflection, in-class discussions, and questionnaires among other approaches. Regular and helpful observations improve performance; so, teachers ought to stress good aspects and specify areas needing work.

2. Statement of the Problem

EFL students strive to develop their writing skills and write correctly in English language. However, learners have issues developing organized, coherent, and grammatically correct pieces of writing. Feedback is one of the key factors that teachers consider necessary to improve learners' written production. Feedback forms are both helpful and proven worthy, whether coming from instructors or peers. While learners perceive instructors' feedback as more reliable and credible, some students view peer feedback as less significant. These concerns raise an issue of effectiveness of feedback for EFL students writing performance.

3. Aims of the Study

This study is meant to contribute to the improvement of learners' poor writing performance in English through peer and teachers feedback in the EFL classroom. Thus, our main aim is to explore the type of feedback students prefer peer or teachers feedback and their usefulness. The proposed study strives to study the correlation between the implementation of feedback input and the development of writing competence.

4. Significance of the Study

Writing skill is one of the skills that the learner needs to develop in order to reach a certain level of proficiency as it becomes widely demanded across the world so that they could communicate. Our research is interesting topics, which focus on the effectiveness of peer and teacher feedback in improving writing skill, also we shed the light on solving the problems that teachers face inside the class in written expression module, and how teachers introduce their capacities on feedback which reduce the difficulties that students suffer when improving their writing skill and how to create the useful tools to help students to interact together and learn from their errors in writing. This study was designed to examine if peer and teachers feedback as a supplementary strategy promote the performance of students in

writing skill and students be motivated in written expression module.

Since writing is prominent skill, peer and teachers feedback are the core of heading students to the correct method and the prominent strategies to get the final of writing skill proficiency. It is clear that peer and teachers feedback making students more aware about the mistakes they done in their writing and they will be motivated in learning English and memorize the steps of effective writing skill easily. The proposed study seeks to explore the role of feedback in the writing process. Furthermore, it explores the efficiency of feedback forms on students' development of writing skills. It also examines the relationship between feedback and the crucial improvement of the writing performance of EFL students.

5. Research Questions
This research study attempts to find answers to the following research questions:

Q1- How does peer and instructor feedback affect EFL students' writing competency and performance?

Q2-How do EFL students use and incorporate incorporate peers and instructors into their writing adjustments?

Q3- Does feedback affect and improves the writing performance of EFL students?

7. Research methodology

Research methods are systematic approaches used to develop knowledge and explore phenomena in an organized manner. In fact, the type of the research methodology that will be used in this study is descriptive. In addition to this research we indicate the most useful method we propose, that is to say the mixed method approach which combine both method qualitative and quantitative is regarded as the basic for investigating the effectiveness of peer and teachers feedback on students' writing skill in EFL classroom. According to Creswell, 2009), this methodology combines both qualitative and quantitative approaches. Researchers collect and analyze data from each method separately and then integrate the findings. It is based on philosophical assumptions and is often considered stronger than using either

approach alone. He further adds that, Quantitative data analysis relies on the use of statistical processes focused on numbers. It consists of four types of data: nominal, ordinal, interval, and ratio. However, qualitative method focuses on exploring phenomena in depth, whether they are social or ethical. It studies individuals' opinions and experiences, and it depends on in-depth questions to understand these phenomena comprehensively.

Moreover, two questionnaires for teachers and students are used to achieve research objectives. Mixed approach is also adopted to ensure that the data analyzed and gathered to serve research aims. Research approaches are used to organize and analyze the data systematically to make sure the findings follow the standard guidelines.

The researcher employs 25 third year students from the English department of university of Biskra a sample. A questionnaire is distributed randomly to the students with different questions. The questionnaire aims to investigate students' issues with writing and the kind of strategies they use to help them write in English. Another questionnaire is suggested for teachers. The questionnaire targets to EFL teachers of written expression. It shall be used as significant supplement for the researcher to examine the significance of feedback and its effect on written performance.

8. Structure of the Dissertation

The study consists from three chapters. The two chapters are theoretical and the third chapter is practical. The first chapter presents different definitions of feedback, its types and its importance on students' performance. The second chapter tackles the main challenges that hinder students to acquire writing skill effectively. Additionally, the last chapter concerns the methodology and analysis of the collected data by means of both teachers and students' questionnaire to gain the results of the analyzed data about the effectiveness of peer and teachers feedback as a supplementary strategy promote the performance of students in writing skill. Finally, a general conclusion sums up the research by highlighting all the main points

and findings, pinpoints the limitations of the study, and offers instances for further research and pedagogical improvement

Chapter One: Literature Review

Part one: Feedback in EFL Classes

Introduction

In the context of language education, feedback takes an important status in guiding and influencing learners' progress. It is not only as a mechanism for improvement but also as an instrument for motivation, reflection, and development. Mainly in English as Foreign Language (EFL) classrooms, feedback works as a bridge between teaching and learning, allowing students to recognize their strengths and address their weaknesses. Feedback is one of the educational elements that reflect the process of learning and development. Feedback is often seen as information provided to learners to improve their performance. Feedback can be from teachers or peers. Learners perceive feedback differently; some consider it necessary while others feel demotivated by it.

The research at hand examines different definitions of feedback. This chapter investigates into the concept of feedback, opening with its definition and moving toward its pedagogical implication. It outlines various types of feedback and scrutinizes how each type contributes to language development. The research further addresses its importance in EFL learning. Feedback cultivates responsibility among students and bolsters confidence by allowing learners to identify their strengths and areas needing growth. Moreover, it presents different types of feedback and their significance in language learning. By comprehending the theoretical and practical aspects of feedback, instructors can more efficiently facilitate students' language acquisition processes.

1.1 Definition of Feedback

The Meriem Webster dictionary identifies feedback as 'the transmission of evaluative or corrective information about an action, event, or process to the original or controlling source'. Feedback is information provided to the learner regarding their performance in relation to established learning objectives or outcomes. It ought to aim to enhance students' learning outcomes. Feedback realigns the learner's activities to attain a goal by integrating effort and activity with a desired outcome. The focus may pertain to the product or outcome of the task, the task process, the student's management of their learning or self-regulation, or their particular characteristics (the latter often being the least successful). This feedback may be provided verbally, in writing, through assessments, or via digital technology. It may originate from an educator or someone assuming a pedagogical position, or from a peer (Feedback EEF 2021).

Feedback in classroom settings is information given to a learner to bridge the gap between present performance and a desired objective. The principal aim of feedback is to assist learners in modifying their cognition and actions to achieve enhanced learning results. Furthermore, Feedback is an essential element of an optimal instructional cycle. Feedback results from instruction and serves as a reaction to student performance. Feedback is usually supplied by an external source (e.g., instructor or peer) but may also be self-generated through learner self-assessment. While feedback is typically viewed as information given to learners to enhance their performance, it also serves a significant role in alerting instructors to flaws or deficiencies in their teaching techniques that may require improvement (Hattie, 2011).

Feedback represents details provided to a learner regarding their language acquisition, primarily focusing on language production (speaking and writing), though it may also pertain to reading, listening, study skills, attitudes, and effort. Feedback is invariably somewhat

evaluative and typically aims to fulfill dual objectives; however, the manner in which feedback is delivered is contingent upon the significance attributed to these overarching aims. Feedback must be regarded as a fundamental component of the teaching methodology. It is not merely a decoration or a supplementary asset of value. It establishes and illustrates a teacher's methodology, which posits that teaching entails providing feedback. Consequently, experiments with feedback systems represent one of the most effective approaches for teacher improvement (Cambridge University Press, 2020).

1.2 Importance of Feedback

Feedback fosters student responsibility and enhances confidence by enabling learners to recognize their strengths and areas requiring improvement. Students can utilize formative feedback and tactics supplied by educators to implement modifications that enhance their language performance. In the absence of feedback, learners become disengaged with the work and lack motivation towards improving their performance. Self-assessment and reflection necessitate that learners concentrate on their own educational progress, juxtaposing their present performance with previous achievements to attain their proficiency objectives (Provide Effective Feedback, 2024).

Feedback is an essential component of the continuous process of learning and evaluation. Consistent and continuous feedback is a crucial method for enhancing learning outcomes. It entails the dissemination of information regarding comprehension and performance, which can be provided by practitioners, peers, oneself, and from learners to practitioners. Feedback offers the practitioner and learner evidence regarding the present state of knowledge and skill advancement. Comprehending the learner's advancement and level of accomplishment allows the practitioner to determine subsequent actions for the learning program. It allows the learner to evaluate their learning tactics to validate or modify them for enhanced learning outcomes. Feedback is a highly effective pedagogical strategy that exerts

an instant influence on learning advancement. Effective feedback is precise and continuous (Ambrose et al., 2010)

1.3 Types of Feedback

Feedback can take various forms, including oral, written, informal, formal, descriptive, evaluative, peer, and self-assessed feedback.

1.3.1 Formal Feedback

Värlander (2008) denotes that Formal feedback is provided during the learning process to facilitate ongoing improvement. Formal feedback refers to evaluations associated with a specific curricular assessment activity, encompassing actions mandated for the student (e.g., completing the task) and the tutor (to assess the work and deliver constructive feedback for the student's learning). Informal feedback may occur during events and is not explicitly outlined in the curriculum.

1.3.2 Descriptive feedback

Descriptive feedback is a form of written feedback that is concise, strengths-based, and in accordance with the learning standards specified in BC's curriculum. The feedback outlines the learning process of the student and identifies specific areas for future development. Student learning is dynamic and comprehensive, and a strengths-based approach acknowledges that students demonstrate their learning in a variety of ways and at varying rates. Particular data presented in the form of written feedback or conversations that assist the learner in comprehending the actions necessary to enhance their performance. In addition, the feedback dialogue provides students with the opportunity to participate in a democratic partnership, which allows them to express their own experiences and contribute to decisions that directly impact them. The necessity for educators to question their own motivations in order to perceive and hear their pupils clearly is underscored by this image

17

(Rodgers, 2006).

1.3.3 Evaluative Feedback

Evaluative feedback is a report detailing the student's performance on a specific task or across a term. Typically represented as letter grades, numerical values, tick marks, or alternative descriptors or coded symbols. Sarin & Cushman, (2023) note that a thoroughly examined instance is the use of rewards and punishments in education. In essence, the pedagogical process involving rewards and punishments may manifest in two distinct manners: educators and students might employ feedback as reinforcements to strengthen specific action-outcome associations, or they could employ theory of mind reasoning to utilize feedback communicatively, thereby discussing the general suitability of an action in attaining the intended objective.

Contemporary research indicates that educators and students frequently depend on the latter technique, delivering evaluative feedback communicatively and processing it accordingly. Evaluative feedback is a constructive process in which educators assess students' work to deliver precise, actionable insights intended to improve their learning and performance. It highlights strengths and identifies places for enhancement, assisting pupils in comprehending how to refine their skills and attain their academic objectives. Through consistent evaluative feedback, educators cultivate a reflective and growth-oriented learning atmosphere that promotes ongoing advancement (StudySmarter, 2024).

1.3.4 Peer Feedback

Simonsmeier et al. (2020) notes that peer feedback embodies a pedagogical approach that actively involves students in their learning journey, assuming the dual roles of evaluator and participant. Peer assessment, while related, is conceptually distinct and involves students evaluating the work or performance of their peers based on pertinent criteria. Peer feedback

differs from peer assessment in that it does not involve formal grading and emphasizes comprehension and the improvement of learning rather than delivering a summative evaluation of performance. The primary objective of feedback is to close the disparity between students' current performance and the expected performance level. It is the method of engaging students in the exchange of ideas, as well as offering and accepting constructive criticism to enhance their writing abilities (Farrah, 2012).

Furthermore, it has been pedagogically established as an effective approach to enhance students' writing proficiency. Utilizing peer feedback in L2 writing has numerous advantages, since it enhances students' confidence and fosters their critical thinking skills through the examination of writings reviewed by peers. Moreover, peer feedback fosters students' learning motivation and enhances social interaction skills, as it is recognized as a social practice that influences students' behavior by boosting their engagement in activities. Furthermore, peer feedback is theoretically supported by the teaching and learning paradigm for cooperative and collaborative learning, social interaction, and second language acquisition (Kuyyogsuy, 2019).

1.3.5 Self-Assessed Feedback

This technique involves students reading, analyzing, correcting, and evaluating their own writing through the use of guided questions or checklists. The revision may concentrate on form, meaning, or a combination of both. Numerous prior studies have demonstrated that the self-correction strategy enhances students' linguistic competence, elevates their writing performance and accuracy, fosters independence from the teacher, aids in the retention of writing errors, facilitates the assessment of their writing strengths and weaknesses, and conserves time in large classes (Wanchid, 2015). Performance is evaluated by an internal standard, namely an internal model of what constitutes a correct answer. Students can determine, depending on the evaluation, if they have acquired sufficient knowledge to pass a

test, whether their learning was effective, or whether they performed well. Providing external criteria through feedback in the form of correct answers could facilitate self-assessment. They can thereafter compare their responses with the proper ones and, ideally, achieve a more precise evaluation of their learning. Indeed, when learners receive accurate answers while evaluating their own learning (Raaijmakers et al., 2019).

1.6 The Role of Feedback in EFL Classroom

Klimova (2015) asserts that Feedback is essential in the educational process since it can markedly enhance the performance of both learners and educators, highlighting critical areas for improvement. It is a constant presence; synonymous with efficient listening; an opportunity for motivation; crucial for performance enhancement; and a means of continuous learning. Feedback should be an integral component of all assessments and course evaluations. The role of feedback in the evaluation process is critically crucial and cannot be seen as separable. EFL lessons emphasize the development of abilities over mere knowledge; hence, errors in speech, both written and oral, must be adeptly addressed by either professors or the students themselves. Numerous strategies exist to enhance this aspect of the evaluation system, resulting in various implementations throughout different stages of the language-learning process.

Feedback assists learners in optimizing their potential at various phases of training, enhancing their understanding of strengths and areas for progress, and identifying activities necessary to enhance performance. Feedback involves providing information that motivates the recipient to acknowledge, contemplate, assimilate, apply, and ideally implement improvements. Feedback is a crucial component of the educational milieu. It improves the amalgamation of knowledge, skills, and behaviors of educators and students within the classroom. Feedback is essential for the enhancement of competence and confidence in both educators and students throughout all educational levels. It elucidates exemplary

performance, facilitates the cultivation of self-evaluation, and provides high-quality information to educators (to better instruction) and students (to increase learning). It serves as a medium of communication (both written and spoken) between the educator and the student, fostering motivational beliefs and self-esteem, while offering opportunities (Obilor, 2019).

1.7 Effective Feedback

Effective feedback practices not only furnish students with valuable insights to enhance their learning but also supply teachers with pertinent information that ultimately enriches the educational experience for pupils. Furthermore, feedback from educators has served as a mechanism for pupils to assess their development. The pupils can assess their internal progression through the feedback provided by the lecturers. When delivering feedback, it is crucial that the student has a pleasant sentiment upon its reception (Piccinin, 2003). This is regarded as a method of encouraging students to employ the comments they have received. Feedback must not dishearten students under any circumstances. It is essential to highlight the less effective aspects of a student's schoolwork; yet, educators must use caution when delivering such "negative feedback." Consequently, educators can enhance the learning environment for students by delivering feedback constructively(Mamoon-Al-Bashir et al., 2016).

Conclusion

To summarize, Feedback is a major component in English Language Learning. It does not only facilitate the process of errors' correction but also fosters learners' engagement in critical thinking and self-assessment. Feedback with forms and types whether formative or summative, oral or written, it offers essential input that fosters continuous improvement and language proficiency. This chapter discussed feedback and effective feedback. Moreover, It examined strategies can greatly enhance the teaching-learning experience, investing students to become more autonomous and confident language users. The discussion sets the foundation

21

for deeper exploration into how feedback practices can be optimized in real-world EFL settings to achieve meaningful educational outcomes.

Part Two: Writing Competence in Second Language

Introduction

Writing is one of the English language skills that many learners consider difficult to master. Achieving writing competence is a challenge for many learners. Writing competence is a fundamental component in effective communication and academic setting. Writing competence enhances the ability to express thoughts and ideas in a logical systematic manner. Writing demands more than knowledge about grammar and syntax it requires also the ability to present those capacities in academic and coherent written productions.

The chapter at hand explores the concept of writing in general and in EFL learning. Moreover, it identifies writing skill as an individual's ability to express thoughts, ideas, and emotions in written form, whether on paper or online. It does not imply the haphazard mixing of words; rather, it is the art of systematically structuring words to produce meaningful language. The chapter aims to identify main concepts and notions related to writing.

2.1 Definition of Writing

It is the process of making written discourse. It denotes gathering statements together to form a text. Writing is a means that strengthens other skills. Before and during writing, writers collect data or ideas through observation, reading and interacting with others(Al-Atabi, 2020). Writing serves as a medium of communication enabling students to articulate their emotions and thoughts on paper, to structure their knowledge and convictions into persuasive arguments, and to express meaning through meticulously crafted prose. Writing is the process of utilizing symbols (letters, punctuation, and spaces) to convey thoughts and ideas in a comprehensible format. Writing is a constructive activity that occurs in several stages. Primarily, investigating and conveying concepts, thoughts, and emotions in writing

format. Secondly, implementing many revision processes to produce grammatically correct and organized writings.

The written works are composed of coherent texts that should be comprehensible to all readers. Writing proficiency is a multifaceted endeavor in generating competent text(Teachers' Training College, Bhagalpur, 2024).Writing is the capacity to inscribe symbols on paper to convey ideas; hence, the representations on the page possess meaning and substance that can be communicated to others by the writer. Writing skills are distinct qualities that enable writers to articulate their thoughts coherently and engage cognitively with the message. Writing encompasses not only the transmission of information but also the expression of identity. Writing involves more than merely rendering our thoughts and ideas visible and tangible(Ghosh, Gayen, &Sen, 2021).

2.2 Writing as a Skill

Writing skill is the capacity of an individual to articulate thoughts, ideas, and emotions in written format, whether on paper or digitally. It does not entail the arbitrary combination of words; rather, it is the art of systematically organizing words to generate meaningful expression. Nunan (2003) asserts that writing is a highly intricate cognitive endeavor necessitating the simultaneous management of multiple variables by the writer. At the sentence level, these encompass control over content, format, sentence structure, lexicon, spelling, and letter formation. Beyond the sentence, the writer must adeptly structure and integrate material into cohesive and intelligible paragraphs and texts.

Nystrad (1998) asserts that writing involves developing material based on what the writer can properly presume the readers are aware of and anticipate. The reading process involves predicting text based on the reader's assumptions regarding the writer's intent. Writing encompasses numerous actions that culminate in comprehension. This

24

comprehension entails a cognitive process involving topic contemplation, note accumulation, data collection, and ultimately culminates in reflective cognition.Writing is a method of generating language derived from our cognition. Through the act of writing, we can convey our ideas, emotions, or any thoughts that are in our minds by transcribing them into paper or a computer screen. The work of a certain writer is shaped by their personal beliefs and social experiences, as well as the influence of the prevailing political and institutional setting. This process is also shaped by genre limits and must be incorporated into learning activities Ghosh, Gayen, &Sen, 2021).

2.3 Writing in EFL Learning

Despite the significance of writing, numerous EFL teachers have identified the instruction of writing as challenging. There are obstacles associated with teaching EFL learners in writing. Teaching English writing skills necessitates the enhancement of the learner's language and communicative capacity, rendering it a formidable endeavor. Teachers are presumed to have a professional obligation for the advancement of learners' writing skills. They are considered to possess competency in the L2, familiarity with writing conventions and the local curriculum, as well as a collection of pertinent approaches for addressing their pupils' writing (Hidayati, 2018).

Teaching writing within EFL environments, and the approaches by which EFL students equip themselves for the demands of written communication skills is essential for success in their academic and professional endeavors. In any L2 writing setting, EFL students must simultaneously acquire the English language and develop excellent writing skills in English. Using these dynamics of L2 writing as a foundation, subsequent academic discussions have emphasized the significance of L2 development and the enhancement of writing skills in L2. Consequently, some L2 researchers argue that excessive emphasis is placed on the "writing"

components of L2 writing training, thereby overlooking the fundamental characteristics of L2 itself . For others, significant issues in L2 writing teaching pertain to assisting students in cultivating problem-solving and negotiation abilities by constructing coherent arguments (Bhowmik, 2021).

2.4 The Role of Writing in EFL Learning

Laiche & Nemouchi, (2023) assert that Writing is a crucial component of foreign language acquisition in EFL lessons, since it aids learners in achieving competency in the target language. It serves as a mechanism for learners to articulate their thoughts and attitudes in a tangible language, enabling them to comprehend the language's functionality in textual contexts. Although writing is typically taught last in the progression of language abilities, its significance remains undiminished. From a teaching perspective, students' achievements are routinely assessed through written examinations, in which they must utilize this talent as the primary means to succeed. Consequently, learners significantly rely on writing for their education, as their proficiency in listening, speaking, and reading skills mostly hinges on their writing competency (Fageeh, 2011). Despite writing instructors equipping their students with essential skills, writing remains arduous, and students exhibit significant deficits when addressing diverse tasks.

It has been asserted that teaching writing in an EFL context differs from that in an ESL context. The differences have been ascribed to, among other factors, context-specific necessities, distinct student requirements, institutional requirements, and curricular and pedagogical objectives. It is necessary to takeinto consideration the distinctions that exist between ESL and EFL situations. This is crucial for improving clarity in the professionalpractices as educators and for assisting teachers in EFL contexts to become

more thoughtful regarding their actions and expectations of students in L2 writing pedagogy (Bhowmik, 2021).

2.5 Writing Competence

Writing competency is described as "the mastery of the rules of writing."Students are considered "competent" writers if they follow spelling, punctuation, and capitalization rules. However, competence, even "minimal competence," requires more than mastery of conventions (Cooper, 1991).Greenberg (1991) discusses how basic writing competence can be defined, taught, and assessed in educational settings.Writing competency is the ability to identify what one wants to say and convey it using language, syntax, and material appropriate for one's audience and purpose. Writing proficiency includes understanding the proper ways to introduce topics and using cohesive ties. Furthermore, writing competence refers to the ability to distinguish between spoken and written language words. Furthermore, it complies with the mechanical conventions of standard spelling.

Competence is the concept that encompasses the application of abilities or capabilities to the performance of tasks, or it is a relationship between a person's abilities or capacities and the successful completion of appropriate tasks. It also comprises a collection of skills, abilities, and knowledge that are indispensable for language acquisition. Additionally, competence is a collection of cognitive abilities that are acquired during the training process and are a significant aspect of learning (Aitov, 2006). Furthermore, it is the general preparedness or capacity of the student to act on the basis of knowledge and experience that a person independently acquires as they engage in the educational and cognitive process of the subject.

2.6 Theoretical Perspectives on Writing Development

2.6.1 A Cognitive Process Theory of Writing

The cognitive procedure theoretically, the act of writing is best understood as a collection of unique thought processes that writers orchestrate or organize during the composition process. Additionally, these processes are organized in a hierarchical, highly embedded manner, allowing any given process to be embedded within any other. Additionally, the act of composition is a goal-directed thought process that is influenced by the writer's expanding network of objectives. Furthermore, writers establish their own objectives in two primary ways: by establishing high-level objectives and supporting sub-objectives that reflect their evolving sense of purpose, and by occasionally altering major objectives or establishing entirely new ones in accordance with the knowledge gained through the writing process(Flower & Hayes, 1981).

2.6.2 Sociocultural Perspective

As cited in Beiki (2022), this theory is based on The Vygotskian perspective on writing skills. The text highlights the significance of the Zone of Proximal Development (ZPD) while concentrating on Krashen's Input Hypothesis. Vygotsky's (1978) posits that effective learning occurs prior to development and entails the acquisition of skills that are slightly beyond the current capabilities of the student. Learning transpires via communication within the student's Zone of Proximal Development. Vygotsky asserts that the authenticity of the environment and the compassion among contributors are essential for learners to feel integrated into the learning environment.

He also emphasizes the concept of the Zone of Proximal Development (ZPD) as the gap between an individual's current developmental level, assessed through independent problem-solving, and the potential developmental level, which is reached through problem-

solving with adult assistance or collaboration with skilled peers. Vygotsky defined the Zone of Proximal Development (ZPD) as the specific level of learner development that can be achieved through the mediation of semiotic and environmental factors. The primary concept is that students acquire knowledge through collaborative interactions with peers (Beiki, 2022).

2.6.3 Genre-Based Approach and Discourse Awareness

Genre in writing is a component of genre in language use. It essentially states that genre in writing or genre writing is a type of writing that has a specific purpose, a specific target audience, and a typical style. In accordance with Thoreau's assertion, genre encompasses three primary components: readers, writing style, and objective (objective-oriented). Thoreau, in accordance with style, asserts that writing style refers to the manner in which an object is composed, including the selection of words and the organization of the information. Then, Scott and Avery (2001) substantiate Thoreau's concept by asserting that style in writing refers to the language patterns and the words or expressions used to compose the text(Dirgeyasa, 2016).

The reader, the message to be conveyed, and the purpose of the writing are all determined by the specific context in which it is occurring. The perception of how the situation influences the language used and how this language can be used to suit the situation is referred to as discourse awareness in this context. Writing becomes a process of joining disparate written words in an unrelated manner without this awareness. Even if the content is grammatically correct, it is unable to effectively communicate its intended message. Developing writing skills is an essential skill for EFL students. Students must be educated on the principles of discourse and the criteria that determine quality writing in order for this development to occur. Teachers endeavor to alleviate the cultural disparity between the target culture (ESL/EFL) and the students' L1 culture, as they are convinced of the significance of discourse in writing(Setrallah, 2020).

2.7 Influence of Feedback on Students'' Writing

The immediate impact of feedback on draft revisions and the long-term development of L2 students' writing skills are still ambiguous, despite the fact that they are generally positive about it. Research indicates that students may disregard or misuse teacher feedback when revising written works. Occasionally, they misinterpret the text or comprehend the issues but are unable to come up with a suitable revision. As a result, they may delete the objectionable text in order to avoid the issues that have been raised. Additionally, there is the issue of whether student revisions in response to feedback enhance their writing. Research is inconclusive on this matter, as it is challenging to establish a direct causative relationship between feedback and revision. This is due to the fact that both occur within a complex of contextual factors that can affect the success and extent of revision following feedback(Hyland & Hyland, 2006).

Conclusion

The chapter presented a review on the basic aspects related to writing. First writing as an act of producing written papers for certain aims. Furthermore, writing as significant skill in English language learning. Moreover, it is a challenging task to teach English writing skills, as it requires the development of the learner's language and communicative abilities. Another aspect is writing competence. Writing competence is the concept that refers to the application of writing abilities or capabilities to accomplish a variety of tasks. This chapter attempted to present writing as term and correlate it with feedback in the field of English language learning.

CHAPTER Two: The Fieldwork And Data Analysis

Introduction

The chapter at hand presents the data analysis of the study and the practical part. This chapter represents an account of the fieldwork done for the current study at Mohamed Khider university of Biskra. The study' objective is to examine the role of feedback in the development of writing skill. The study used a students' and teachers' questionnaire to investigate the significance of feedback in EFL learning and it influence on students' written productions. This chapter discusses research methodology, population and sample, and the data collection tools used to answer research inquiries. It then analyses and interprets findings from the students' and teachers' questionnaires.

3.1 The Research Methodology

In order to undertake this study, a descriptive method is the most convenient method according to nature of the investigation of our research. This research seeks to realize the aims and goal of examining the opinions and experiences of third year EFL students and written expression teachers regarding   significance of feedback and its effect on written performance. Therefore, the study uses a mixed method approach as research methodology to ensure that data and findings analyzed and collected are related and serve the objective and aims that the studies seeks to achieve. The term "mixed methods" is the combination of quantitative and qualitative data within a single investigation; this approach allowed for a deeper understanding the role of peer and teachers feedback in the development of writing skill. According to Dörnyei (2007), mixed methods designs involve the integration of two types of data quantitative and qualitative within a single study. By analyzing both types together, researchers can enhance the accuracy of their findings and gain a deeper understanding of the subject matter. In addition, mixed-method approach combines both quantitative and qualitative approaches in order to gain a comprehensive understanding of the research

problem (National Academies of Sciences, 2017).

3.2 Population and Sample

From a population of 358 students, a sample of twenty-five (25) third-year students from the Division of English at Biskra University representing approximately 7% of the total population for the academic year 2024–2025 was randomly selected to participate in the study through the administration of a questionnaire. In addition, three (3) teachers of the Written Expression module in the same division provided information regarding how they use feedback during the course, how they respond to students' difficulties in writing performance, and the strategies they employ to help students develop their writing skills and minimize errors.

3.3 Data Collection Tools

The research tool used in this study is questionnaires which include both open ended and closed ended questions. The firs questionnaire has been handed for third year English students at the department of English at Biskra University in order to collect their opinions and attitudes about our research topic. The second questionnaire was devoted to teachers of written expression module in the division of Biskra University to provide attitudes about the effectiveness of feedback on their students' achievement of written performance.

3.4 Data Procedures Analysis

In this research, we used questionnaire as a suitable way to explore our hypothesis. We have chosen this kind to understand the problem that third year student making errors while writing in written expression module and the influence of peer and teachers' feedback on their progress in writing skill in the classroom. Thus, the questionnaires includes both closed ended and open ended question, the qualitative Approach involves collecting and analyzing non numerical data from open ended questions. Cresswell (2009, p.101) defined "is

a means for exploring and understanding the meaning individuals or groups ascribe to social or human problem. In addition, the quantitative approach is used to analyze the closed questions. So through quantitative we can measure and analyze data gathering through statistical procedures.

According to Blaxter et al (2006, p.09) stated that: "The quantitative research method deals with the numerical analysis of variables in order to obtain plausible results. It involves the use of numerical data to answer questions like "who", "how", "what". This combination in the research provides stronger and deeper results, as it benefits from the strengths of both approaches.

3.4.1 Students' Questionnaires

The students' questionnaire is mainly designed to find out whether peer and teachers' feedback is important to help the EFL students to develop their writing performance. Second, it also attempts to investigate the actual state of learning in relation to feedback. This questionnaire is addressed to third year English students at the department of English at Biskra University for the academic year 2024-2025, the participants of this questionnaire are 25 students from different groups, thus they are chosen randomly to explore the efficiency of peer and teachers feedback on students improvement of writing skill.

It also consists of 16 of questions which are arranged in a logical way .They involve tow type of questions "Closed questions" and "open-ended questions". Closed questions required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, and or open questions demand the students to give their personal opinions about the subject or to explain their choices . It should be noted that this questionnaire was piloted with 2 students before to its administration; we did not change the questions because it was not ambiguous. In addition, the students answer the questionnaire and they confirm that all the questions suit our research.

3.4.2 Teachers' Questionnaires

The teachers' questionnaire is intended to investigate the teachers' opinions about feedback as an important factor to improve the learners' writing production. It also aims at investigating the teachers thought of how language is being taught and the problems being encountered with teachers in their teaching written expression module. The teacher's questionnaire consists of teachers of written expression in the department of English at the University of Biskra. The questionnaire was distributed to three (03) teachers.

The questions were divided into two types either closed questions, requiring teachers to choose yes" or "no" answers, or to pick up the appropriate answer from a number of choices, and open questions where teachers are requested to give explanation to their answers. The teachers questionnaire consists of (14) questions. All the teachers were very cooperative in that some of them handed back the answered copies in three days and others they full the questionnaire directly. It should be noted that the questionnaire was piloted before to its administration with one teacher, the teacher did not do any modifications; he y answered the questionnaire without any ambiguities or misunderstanding.

3.5 Analysis of the Students' Questionnaire

1. Gender

Table 1 : Students' Gender

Gender	Number of respondents	Percentage
Males	07	28%
Female	18	72%

Based on the results, the gender distribution of the sample studied indicates that females represent the majority and males' minority. Eighteen respondents are Females which equals 72% while male respondents are seven which equals 28%. The results suggest that females are more likely to study English rather than males.

2. Choice to study English

Table 2: Choice to Study English

Choice to study English	Number of respondents	Percentage
Yes	20	80%
No	05	20%

Students were asked if studying English was their choice. The majority answered positively and indicated that learners willingly chose studying English. Twenty students which equal eighty percent said yes. On the other hand, five students said no, which suggest that English was not their choice. The results suggest that English language is a branch that many individuals which to pursue and study.

3. **Difficult English language skills to learn**

Table 3: Difficult English Language Skills to Learn

Difficult Language skills	Number of respondents	Percentage
Listening	02	8%
Speaking	07	28%
Writing	15	60%
Reading	01	04%

Language learners face different issues and difficulties with skills they study. According to the responses learners have different issues when it comes to language skills.

35

Fifteen students which equal sixty percent of the population said that they have issue with writing. Another seven 28% say that speaking in English is difficult. Listening skills two learners 8% say that listening in English is hard while one learner 4% said reading.

4. **Difficulty with writing in English**

Table 4: Difficulty with Writing in English

difficulty with writing in English	Number of respondents	Percentage
Yes	16	64%
No	09	36%

Students were asked if they face difficulty with writing. Sixteen learners (64%) said that they face issues with writing in English. Nine others said that they do not face any difficulty with writing in English. The results of the research inquiry suggest that learners' face issues with writing in English and it could be due to several reasons. Whereas, some learners said that they do not face problems with writing in English exemplify a category of competent learners that can write in English well.

5. **Level of writing proficiency**

Table 5: Level of Writing Proficiency

level of writingproficiency	Number of respondents	Percentage
Beginner	00	00
Advanced	06	24%
Intermediate	13	52%
Good	06	24%

Learners were asked about their level of writing proficiency. Thirteen respondents (52%) said their level is intermediate. Other six students (24%) described their level as advanced. Another six (24%) said they have good level in writing. The results suggest that

learners have different levels in writing in English. Learners say that their writing is appropriate for their level.

6. **Frequency of receiving feedback from the teacher**

Table 6: Frequency of Receiving Feedback

Frequency of receiving feedback	Number of respondents	Percentage
Always	04	16%
Sometimes	19	76%
Never	02	08%

Learners were asked about the frequency they receive feedback from their teachers. The majority of responses said that sometimes as it was represented by nineteen students which equals (76%). Four learners (16%) said that they always receive feedback from the teacher. Whereas two (8%) said they never receive teacher's feedback. The results indicate that teachers' feedback is essential component in language learning and that learners receive it.

7. **The way of using teacher' feedback to improve writing**

Table 7: The Way of Using Teacher' Feedback to Improve Writing

The way of using teacher' feedback to improve writing	Number of respondents	Percentage
Revise immediately	06	24
Ask for clarification	16	64%
Ignore it	03	12%

Learners were asked about the way they typically use teachers' feedback to improve their writings. Sixteen respondents (64%) stressed that they ask for clarifications when receiving feedback. Six others answered that they revise immediately. Whereas, three

learners(12%) noted that they ignore it. The results suggest that learners take feedback from teachers seriously and they tend to seek more explanations from teachers or check for revision and editing their works. Only few portions of learners do not show interest in receiving feedback and choose to disregard it.

8. The sufficiency of feedback received

Students were asked if they think that the feedback they receive from their teachers about writing is enough. The researcher did not receive sufficient answers that help the study. A learner said that what they receive is a critiques rather than a feedback. On the other hand, an opinion expressed that the feedback received helps to find and correct mistakes. Furthermore, a respondent said that it is not enough and there is a need of another source to improve their writings. Feedback according to learners does not always provide detailed instructions about writings and they need better explanation and guidance to write better in English. Feedback is essential element in learning process. The results suggest that learners are aware of the importance of feedback in improving their writings yet they think it is not enough or sometimes it is not constructive enough.

9. Familiarity with peer feedback

Table 8: Familiarity with Peer Feedback

familiarity with peer feedback	Number of respondents	Percentage
Yes	16	64%
No	09	36%

The learners' responses on the inquiry and whether they are familiar with peer feedback. Sixteen respondents (64%) said they do have idea about peer feedback. Nine other said that they are not familiar with it. The results indicate that peer feedback is common

around learners. Respondents who do not recognize the term may know it with different term and notion.

10. The type of feedback that helps with writing

Table 9: The Type of Feedback that Helps with Writing

The type of feedback	Number of respondents	Percentage
Teacher feedback	06	24%
Peer feedback	05	20%
Both of them	14	56%

Feedback is an integral part in language learning because it helps learners develop and correct their mistakes. Learners were asked about the type of feedback that they believe aids them with writing. Six respondents (24%) say that teachers' feedback is effective in improving writing while other five (20%) say that peer feedback is more efficient. The majority of responses which counts for fourteen learners believe that both peer and teachers' feedback combining them together would bring better results in written productions.

11. Asking Classmates for Their Opinions On Writing

Table 10: Asking Classmates for their Opinions on Writing

Asking classmates about writing	Number of respondents	Percentage
Yes	10	40%
No	11	44%
Not at all	04	26%

Learners were asked whether they initiate posing questions to their peers about their opinions in writing. Ten students which count forty percent say that they receive their peers

feedback while eleven learners(44%) said no which indicates that they do not receive any peer feedback. Four respondents answered with not at all that may indicate they do not receive any type of feedback. The results suggest that there is a category of learners wiling to ask their peer to improve their writing and shows dedication to learn and enhance their writing skills. On the other hand, a portion of students denied receiving or asking for peers assistance

12. Aspects of writing that peers usually comment on

Table 9: Aspects of Writing that Peers Usually Comment on

Aspects of writing that peers usually comment on	Number of respondents	Percentage
Grammar	06	24%
Clarity	05	20%
Structure	13	52%
Ideas	03	12%

According to the respondents, peers comment on different aspects of writing. Thirteen respondents which equal fifty two percent said that their peers comment on their structural elements in writing. Six (24%) answered that the comments focus on grammatical aspect of writing. Also five students noted that clarity is the center of their peers' comments while other three say that ideas are what their friends focus when they give feedback. The results suggest that peers feedback and comments mainly focuses on the structure in writing, grammar, clarity, and at last ideas.

13. Feeling More Comfortable Receiving Feedback from Peers than From Teachers

Learners were asked if they feel more comfortable receiving feedback from peers or teachers. The researcher did not receive adequate answers to this research inquiry yet the ones that received provide important ideas. A learner said that he does not feel comfortable receiving feedback from either peers or teachers. Another one said that he accepts teachers' feedback and trusts it more than peers. Furthermore, an idea came from a respondent that receiving feedback from peers makes the individual more at ease and relaxed. However, he appreciates feedback from teachers because it is usually more detailed and helps him improve better at writing. A respondent said that peers' feedback is simpler and easier to grasp than teachers'. The results presented different opinions about peers and teachers' feedback. The common aspect between responses is that learners appreciate feedback regardless of its source.

14. **Type of feedback preferred**

Table 10: Type of Feedback Preferred

Type of feedback preferred	Number of respondents	Percentage
Oral	09	36%
Written	03	12%
Detailed	07	28%

According to the results, nine respondents (36%) prefer oral feedback. Seven students (28%) chose detailed feedback while other six (24%) say that general comments are more helpful. On the other hand, three responses chose written comments. The results indicate that learners prefer different forms of feedback that goes with their needs and points of focus. The

common aspect between the responses is that they attempt to improve their writing performance through the use of feedbacks.

15. Observed improvements in writing due to feedback

Learners were asked if they have noticed improvements in writing due to feedback. The responses were somehow negative as the majority of learners answered that they do not know and others say that they did not notice any improvement. The study suggests that these negative answers reflect students' issues with writing and their inability to apply feedbacks received. On the other hand, some answers stressed that there was an observed improvements noticed in writing such as the correctness of the grammar used, sentence structure, and organization of thoughts. Other respondents said that feedback helped them in writing correctly and expressing themselves when writing stories and events.

16. Challenges Faced When Giving or Receiving Peer Feedback

The majority of learners say that they do not face any kind of challenge when giving or receiving feedback. This shows that learners either receptor of providers of feedback have great awareness of the significance of feedback to improve their levels.On the other hand, a category of respondents provided a number of challenges. First, learners expressed that they worry about the individuals' feelings they provide feedback to. Others say that the feedback received may not match the type of study or their own style of writing. Another said that when he provides feedback the other parts do not expect it and it is kind of challenging to receive unexpected feedback. Furthermore, a very important idea was posed as a learner said that he worries if the feedback he provides is actually helpful. Moreover, another challenge is to apply notes and ideas extracted from feedback.

3.6 Analysis of the Teachers' Questionnaire

1. Gender

Table 11: Teachers' Gender

Gender	Number of participants	Percentage
Male	02	67%
Female	01	33%

The results of the study and the sample used of three teachers indicate that this sample male are more than female one female which equals 33% and two males which equals 67%. Results indicate that English department has variety of gender between female and male teachers. It is to ensure that the results of the study are varied and rich.

2. Teaching experience

Table 12: Teaching Experience

Teaching experience	Number of respondents	Percentage
1-5 years	01	33.3%
5-10 years	01	33.3%
More than ten years	01	33.3%

Teachers were asked about their teaching experience and each instructor provided a different answer. One teacher said that he has 1-5 years teaching experience which equals about 33.3% of the sample. Another teacher said he has 5-10 years of teaching while another one said they have more than ten years of teaching. The results indicate that teachers of this sample have experience enough throughout the years with teaching different modules including written expression

3. Providing feedback to students

Table 13 :Providing Feedback to Students

Providing feedback to students	Number of respondents	Percentage
Yes	3	100%
No	0	00

The results of the study indicate that teachers provide feedback to their learners as all the answers of this research inquiry were yes which equals one hundred percent. The results show that teachers have great awareness of the importance of feedback. Also it shows that teachers' role is significant as the first providers of feedback.

4. Incorporating written sessions with feedback

Table 14: Incorporating Written Sessions with Feedback

Incorporating written sessions with feedback	Number of respondents	Percentage
Always	03	100%
Sometimes	00	00
Never	00	00
Not all the time	00	00

Teachers were asked if they incorporate written expression sessions with feedback and all the sample studied answered positively. Teachers focus on providing feedback during written expression proves the significance the writing skill for teachers and their attempt to help and guide students to improve their writings.

5. The form used to provide feedback on students' writing

Table 15 :The Form Used to Provide Feedback on Students' Writing

The form used to provide feedback on students' writing	Number of respondents	Percentage
Written comments	1	33%
Questions on the margins	02	67%
Oral feedback	0	00

Teachers were asked about the form they prefer to provide learners with a teacher said that he prefers written comments which equals 33% while two teachers prefer questions on the margins. Also the researcher received extra details form two teachers one noted that the use of all these feedback forms are used by him and the other teacher noted that he uses written comments and questions on the margins interchangeably

6. Aspects of writing that improve with teacher feedback

Table 16: Aspects of Writing that Improve with Teacher Feedback

Aspects of writing that improve with teacher feedback	Number of respondents	Percentage
Grammar	00	00
Organization	00	00
Creativity	00	00
Argumentation	01	33%
Other..	02	67%

Teachers were asked about the aspects of writing that feedback improves. Two teachers 33% noted that feedback improves all aspects of writing. While one teacher said that argumentation is the aspect that feedback improves for learners. The teachers included their answers with comments saying that all aspects are improved through feedback.

7. The kind of challenges faced when providing feedback to students

A teacher responded by saying that "I usually feel depressed when the majority of the students do not appear motivated to do the tasks because of different reasons so it becomes hard to provide them with any feedback". The teacher's response indicates that students lack motivation to do the given tasks for certain reasons. Another teacher said that the overuse of mobile phones makes feedback worthless and lack of interests in studying written expression. Another teacher said that learners do not take feedback given into consideration and do not try to improve.

8. Students Response To Feedback

Table 17: Students Response to Feedback

Students Response To Feedback	Number of respondents	Percentage
Partially ignore	02	67%
Ignore	00	00
Seek clarification	01	33%
Actively revise	00	00

Students respond to feedback given by teachers differently. According to the teachers' responses, two teachers 67% noted that their learners partially ignore the comments and remarks they provide about their writings. On the other hand a teacher 33% said that his learners seek clarification in an attempt to improve and develop their writing skill.

9. Supporting peer feedback in written expression sessions

Table 18: Supporting Peer Feedback in Written Expression Sessions

Supporting peer feedback in written expression sessions	Number of respondents	Percentage

Yes	03	100%
No	00	00

All the teachers who participated in the research inquiry agreed and said that they support peer feedback. The results show that teachers support any kind of strategy that fosters and enhances students' progress and development in writing.

10. The pros and cons of peer feedback compared to teacher feedback

According to the responses provided by teachers about the pros and cons of peer feedback is it weapon with two edges. A teacher said that It is not trusted because of the lack of polished knowledge about the topic by students. They are still learning. Still, it is one of the ways of checking learners writing. Another teacher said that it should be examined and controlled by the teacher since learners' knowledge may be wrong or misplaced. Moreover, a teacher said that students can help their peers to improve yet it cannot provide accurate feedback to their peers.

11. Teachers' belief about teacher and peer feedback being complementary

Table 19: Teachers' Belief about Teacher and Peer Feedback being Complementary

Teachers' belief about teacher and peer feedback being complementary	Number of respondents	Percentage
Yes	02	67%
No	00	00
Maybe	01	33%

Teachers were asked if they think that peer and teacher feedback are complimentary to each other. Two teachers answered yes stating that both together can improve and enhance

student's level. on the other hand one teacher answered maybe which may suggest that the teacher is not sure about the function of feedback regardless to the type.

12. The sort of feedback (peer or teacher) has a higher impact on students' writing development? Why?

A teacher said: "I believe that teachers' feedback is always the only credible and valid source that learners should learn from to develop their writing." Another two teachers said that teachers' feedback remain the most effective type of feedback that students can understand and work with it.one said that the teacher is more well versed than the student's feedback.

13. Long-term improvements in students' writing as a result of feedback

Table 20: Observed Long-term Improvements in Students' Writing as a Result of Feedback

observed long-term improvements in students' writing as a result of feedback	Number of respondents	Percentage
Yes	3	100%
No	00	00

Teachers were inquired if they noticed improvements in learners' writings. The answers were collectively approved to be true. Teachers noted that learners can learn and do improve when they apply and work with the feedback they receive properly. Results suggest that feedback is a significant element in improving students' writings.

14. Techniques do you recommend to enhance the value of teacher and peer feedback in writing learning

The researcher did not receive enough information about this research inquiry. Only one teacher provided few ideas about this question. Teacher's response noted that instructors' should be specific about the remarks they provide their learners with. Furthermore, he said that feedback should be positive to motivate learners to develop. Moreover, teachers ought to use the method of asking questions.

3.7 Discussion of the main results

3.7.1 Discussion of students questionnaire

The results of the questionnaire provide valuable insight into the perspectives of third-year students regarding the challenges they face in writing and the role feedback plays in enhancing their writing skills. To begin with, the findings show that female students represented the majority of the respondents. This reflects a broader trend observed in many English departments, where more females in language studies. This may be influenced by various social and educational factors that lead females to pursue language-related fields more often than males. In terms of their academic choices, most students reported that studying English was their personal decision. This indicates that learners are generally motivated and have a genuine interest in the subject, which is essential for their academic success and engagement, particularly in mastering writing skills.

From the results, displayed when asked about the most difficult language skill, students overwhelmingly identified writing as their main challenge. This confirms that writing in a foreign language, which requires organizing ideas, applying grammar rules, and using appropriate vocabulary, remains a demanding task for many learners. Speaking was also noted as challenging by some students, while listening and reading were seen as less problematic. A large number of students acknowledged that they have difficulties with writing. This difficulty could stem from a lack of practice, insufficient feedback, or a lack of

understanding of writing conventions. However, there were also students who reported not facing difficulties, which points to variation in writing competence among the group.

In self-assessing their writing proficiency, most learners placed themselves at the intermediate level, while others considered their writing either good or advanced. No student considered themselves a beginner. This self-evaluation reveals that students are aware of their current capabilities but also suggests that there is still room for growth and refinement in their writing. Concerning feedback from teachers, the majority of students indicated that they sometimes receive feedback, while fewer students reported receiving it regularly. Only a small number stated that they never receive feedback. This suggests that feedback is present in the learning environment, but not consistently applied across all teaching contexts, which may hinder continuous progress in writing.

Regarding students points of view , when students were asked how they respond to feedback, many stated that they tend to ask for clarification. This indicates a willingness to understand and learn from the feedback they receive. Some students said they revise their work immediately after receiving comments, showing initiative. A smaller portion, however, admitted to ignoring feedback, which highlights the need to encourage all learners to engage more actively with the revision process.

Regarding the quality and amount of feedback, students offered varied opinions. Some felt that the feedback they receive is not always helpful or detailed enough, while others viewed it as useful in identifying and correcting mistakes. One student remarked that what is provided is more of a critique than constructive feedback. These responses underline the need for more supportive and instructive feedback that goes beyond identifying errors and instead offers guidance for improvement. Peer feedback was familiar to most students, though not universally recognized. This suggests that while peer review is practiced to some extent, it

may not be systematically implemented in the classroom. Notably, several students may already participate in peer feedback activities without being fully aware of the concept under that name.

Students were also asked about the type of feedback they find most helpful. Many expressed a preference for both teacher and peer feedback, suggesting that combining these two sources can provide a richer and more comprehensive support system. Some students favoured teacher feedback alone, valuing its reliability, while others found peer feedback more accessible and less intimidating. In terms of seeking feedback, only a portion of students reported actively asking their classmates for opinions on their writing. Others said they do not, and a few indicated they do not engage in such exchanges at all. This shows that peer support is not fully utilized, possibly due to lack of confidence or opportunities to engage in structured peer review.

Students noted that peers tend to comment mostly on structure, followed by grammar and clarity, with fewer focusing on the ideas in the writing. This shows that peers often focus on form rather than content, which may be due to their limited confidence in critiquing deeper aspects like argumentation and development of ideas. When asked about comfort with receiving feedback, responses varied. Some students expressed that they feel more comfortable with teacher feedback, trusting it more for its depth and accuracy. Others preferred peer feedback as it felt more relaxed and less formal. A few students indicated discomfort with receiving feedback from either source, which suggests the need for fostering a more supportive classroom environment that encourages open and constructive criticism.

In terms of feedback format, many students preferred oral feedback for its immediacy and clarity. Others favoured detailed feedback that clearly explains areas for improvement. Fewer students preferred written or general comments, showing that students

value personalized and specific input that helps them understand their mistakes and how to improve. When asked whether they have noticed any improvement in their writing due to feedback, the responses were mixed. Some students did not perceive significant progress, which may point to difficulties in applying feedback effectively. However, others reported improvements, particularly in grammar, structure, and organization of ideas, which highlights the potential of feedback when it is well-delivered and understood.

Finally, regarding challenges in giving or receiving peer feedback, most students claimed not to face any significant difficulties. However, a few pointed out concerns such as hurting someone's feelings, being unsure about the usefulness of their own comments, or not knowing how to apply the feedback they receive. These concerns suggest that more guidance and training in peer review could help make the process more effective and comfortable for all students.

7.7.2 Discussion of teachers questionnaire

The analysis of the teachers' questionnaire provided insights into instructors' practices, perceptions, and experiences regarding the use of feedback in written expression classes. The sample consisted of three teachers from the English department, with a slightly higher number of male participants compared to female. Although limited in size, the sample offers diverse perspectives due to the varying teaching experiences and feedback strategies employed by the participants. The teaching experience of the participants varied significantly, with each teacher reporting a different range of years in the profession. One had a relatively short experience, another fell in the mid-range, and the third reported a longer tenure in teaching. This variety in teaching backgrounds suggests that the feedback practices discussed in the study are informed by a mixture of novice and seasoned pedagogical approaches,

offering a richer context for understanding the dynamics of teacher feedback in the writing classroom.

All the teachers confirmed that they regularly provide feedback to their students, which highlights a shared understanding of its importance in the learning process. Moreover, all participants stated that they always incorporate feedback into their written expression sessions. This reveals a strong commitment to guiding students through feedback and improving their writing skills systematically during classroom instruction. When it comes to the form of feedback, the teachers expressed different preferences. One preferred using written comments, while the other two indicated that they often write questions in the margins of students' work. Interestingly, some participants noted that they use multiple forms of feedback depending on the context and students' needs. This flexibility in approach reflects an understanding that feedback must be adapted to be effective and accessible to students.

Regarding the aspects of writing that improve through teacher feedback, responses indicated that teachers believe feedback enhances all components of writing. One teacher emphasized argumentation, while the others believed improvement occurs across all areas. These perspectives reinforce the idea that well-structured feedback can support students' development in both form and content, encouraging stronger overall performance in writing. Despite the benefits, teachers also reported several challenges in providing feedback. One teacher expressed frustration with students' lack of motivation, which makes it difficult to offer meaningful feedback. Another pointed to the negative impact of mobile phone usage on students' focus and engagement. Additionally, there was concern that students often fail to take feedback seriously or do not apply the suggestions offered. These comments point to external and internal barriers that can limit the effectiveness of feedback, even when it is well-intentioned and thoughtfully delivered.

Teachers also discussed how students respond to the feedback they receive. Most noted that students tend to partially ignore feedback rather than engage with it fully. Only one teacher reported that their students seek clarification when feedback is provided. This indicates a gap between giving feedback and students' ability or willingness to process and implement it effectively. All teachers expressed support for peer feedback in written expression sessions. They acknowledged its potential as a complementary strategy to teacher feedback. However, they also highlighted concerns. One teacher described peer feedback as a double-edged sword, citing students' limited subject knowledge as a reason for potential inaccuracy. Others noted that peer feedback requires teacher supervision to ensure its usefulness. Still, they recognized that peers can play a role in helping each other improve, especially when feedback is guided and supported by the instructor.

When asked if peer and teacher feedback complement one another, most teachers agreed that combining both forms of feedback can enhance students' development. However, one teacher was uncertain, possibly reflecting scepticism about the consistency or reliability of peer input. Nevertheless, there was general agreement that peer and teacher feedback, when used together, can offer different perspectives that benefit student learning.

Teachers were also asked about which form of feedback has a greater impact. The unanimous belief was that teacher feedback remains the most credible and effective. Teachers emphasized their expertise and ability to offer accurate and targeted guidance as the main reasons why students benefit more from teacher-led feedback than from peer comments. All participating teachers reported observing long-term improvements in students' writing as a result of continuous and constructive feedback. They noted that students are capable of making noticeable progress when they apply the feedback correctly. This finding underscores

the long-term value of feedback as an essential component in language instruction, particularly in developing written expression skills.

Finally, regarding techniques to improve feedback practices, the responses were limited. Only one teacher provided suggestions, emphasizing the importance of specific, positive, and question-based feedback. This comment reflects the need for feedback to be clear, supportive, and engaging, in order to motivate students and guide them toward better writing practices.

Conclusion

The practical chapter has examined both the methodology and the analysis of data gathered from students and teachers at Biskra University to explore challenges in writing and the role of feedback in improving written expression. Through questionnaires, it was found that students generally perceive writing as the most difficult language skill and often struggle with grammar, structure, and clarity. While many recognize the importance of feedback especially from teachers there is inconsistency in how they engage with it. Teachers confirmed the regular use of feedback in their instruction and emphasized its importance, though they noted challenges such as lack of student motivation and limited application of feedback. Both students and teachers acknowledged the value of peer feedback, though concerns about its reliability were raised. Overall, the findings suggest that feedback is a crucial element in writing development, but its effectiveness relies on consistent use, proper guidance, and active student engagement.

General Conclusion

Teachers strive to provide accurate instruction to students and ensure that they understand the material being studied. Teachers teach specific knowledge in EFL classes, and students try to apply what they've learnt. Teachers have a very important role in language learning and instruction. Feedback is an essential aspect of any learning process. Feedback can be delivered in a variety of ways. It could be professional, like a diagnostic test, or more informal, like observations of writing or oral performance. Feedback from instructors or peers (e.g., peer reviewing) can be both positive and negative. The primary objective of the study is to identify the fundamental concepts and concepts that are associated with writing.

The study at hand took place at the University of Mohamed Khider of Biskra. The study employed twenty five learners from the third year level. In addition to the views and opinions of three written expression EFL teachers, the study is divided into three chapters. The first chapter explores into the concept of feedback, starting with its definition and progressing to its pedagogical implications. It establishes a variety of feedback types and analyses the extent to which each type contributes to the development of language. The significance of the research in the context of EFL learning is further elaborated. Feedback instills a sense of accountability in students and enhances their self-assurance by enabling them to recognize their strengths and areas that require improvement. Additionally, it illustrates the diverse forms of feedback and their importance in the acquisition of language.

The second chapter on the other hand, the present chapter examines the concept of writing in the context of EFL education. Furthermore, it defines writing talent as the capacity of an individual to articulate their thoughts, ideas, and emotions in written form, regardless of whether it is in print or online. The third chapter is devoted for the analysis of the data obtained from the teachers and learners questionnaire.

Based on the findings obtained from the analysis of students' and teachers' questionnaires, the research questions and hypothesis can now be addressed. The data collected provides a clear answer to the first research question, *"How does peer and instructor feedback affect EFL students' writing competency and performance?"* The findings show that both types of feedback play an important role in developing students' writing skills. Teachers reported that they always provide feedback during written expression sessions, and students acknowledged the value of this feedback, especially when it is clear and detailed. Furthermore, a large portion of the students agreed that teacher feedback helps them identify and correct grammatical errors, improve structure, and enhance clarity. Peer feedback, although considered less accurate by some, was still recognized for its role in encouraging collaboration and allowing learners to identify common mistakes. These results clearly answer the first research question by confirming that both peer and instructor feedback contribute positively to improving writing competence, with teacher feedback perceived as more impactful due to its reliability and depth.

The second research question asks **"*How do EFL students use and incorporate remarks from peers and instructors into their writing adjustments?*"** The analysis revealed varied student responses. Many students stated that they seek clarification when receiving feedback and make revisions accordingly. Others noted that they revise their work immediately, showing a direct application of feedback. However, a smaller group admitted to ignoring feedback altogether. On the peer feedback side, students mentioned that comments from classmates typically focused on structure and grammar, and that they sometimes ask classmates for opinions when reviewing their writing. Teachers confirmed that while some students actively respond to feedback, others partially ignore it. This diversity of responses addresses the second research question by showing that while many students apply the

feedback they receive especially from teachers some do not consistently engage with or apply it, limiting its effectiveness.

The third research question is *"Does feedback affect and improve the writing performance of EFL students?"* Findings from both students and teachers indicate that feedback indeed contributes to noticeable improvements in students' writing. Teachers observed long-term progress when learners engaged seriously with the feedback given, particularly in organization and argumentation. Some students also reported improvements in grammar, sentence structure, and expression as a result of receiving and applying feedback. Although not all students were able to identify visible progress, this inconsistency often reflected poor application of feedback rather than the ineffectiveness of the feedback itself. Thus, the findings clearly answer the third research question, affirming that feedback when taken seriously positively impacts writing performance over time.

Both students and teachers acknowledged the value of peer and teacher feedback in improving writing. However, teacher feedback was consistently rated as more effective due to its accuracy, depth, and professional authority. Peer feedback, while beneficial in fostering a collaborative environment, was seen as supplementary rather than primary. Therefore, the findings support the research hypothesis by confirming that peer and teacher feedback are effective in enhancing writing competence, with teacher feedback having a more pronounced influence on student performance.

Implications and Recommendations

The findings of this study provide strong evidence regarding the effectiveness of both peer and teacher feedback in enhancing students' writing competence among third-year university EFL learners. The analysis of student and teacher questionnaires reveals that teacher feedback is highly valued for its accuracy, clarity, and depth, while peer feedback contributes to student engagement, collaborative learning, and increased awareness of common writing issues. The combination of both types of feedback fosters a supportive learning environment where students can identify and correct their mistakes, improve coherence and organization, and build writing confidence. However, several challenges were identified, including inconsistent student responses to feedback, lack of motivation, and limited understanding of how to apply feedback effectively. To conclude this study, the following recommendations are proposed for EFL instructors and learners, particularly at the university level in Algeria:

Recommendations for EFL Teachers in Higher Education

- o Teachers should provide clear, constructive, and detailed feedback on students' writing to guide improvement in grammar, structure, and argumentation.
- o Teachers are encouraged to train students on how to interpret and use feedback, especially at the beginning of the academic year.
- o Peer feedback should be regularly integrated into writing activities with structured guidelines and teacher supervision to ensure its effectiveness and accuracy.
- o Teachers should create a classroom environment that encourages students to ask for clarification and reflect on feedback as part of the revision process.
- o Professional development sessions should be offered to help teachers design effective feedback strategies and manage peer feedback activities.

➤ **Recommendations for EFL Students**

➤ Students should actively engage with feedback from both teachers and peers, applying it during the revision process to improve their writing.

➤ Learners are encouraged to take initiative in peer feedback sessions, offering constructive comments and being open to receiving suggestions from classmates.

  o Students should develop self-assessment habits, using feedback as a tool to identify personal strengths and areas for development in writing.

➤ Participation in peer feedback should be seen as an opportunity to develop critical thinking and collaboration skills in addition to writing improvement.

➤ Students can benefit from keeping a feedback journal or portfolio to track recurring issues and monitor progress over time.

➤ **Limitations and Suggestions for Further Research**

  o Despite the valuable insights gained from this study, several limitations must be acknowledged:

  o The study was limited to a small sample of third-year students and three teachers from the English department at Biskra University, which may affect the generalizability of the findings to other contexts or institutions.

  o Data collection was based solely on questionnaires, which may not fully capture the depth of feedback practices or students' actual writing performance.

  o The study focused more on perceptions of feedback rather than direct measurement of improvements in writing competence over time.

  o Some student responses were incomplete or lacked depth, which may have impacted the clarity of certain findings.

o The influence of external factors such as class size, feedback delivery mode (oral vs. written), and time constraints on feedback effectiveness was not thoroughly examined.

o In light of these limitations, future research is encouraged to explore the following areas:

o Longitudinal studies could be conducted to track the impact of peer and teacher feedback on students' writing performance over multiple semesters.

o Comparative studies involving larger and more diverse student populations across different universities in Algeria would enhance the reliability of the findings.

o Experimental designs using pre- and post-tests could offer more concrete evidence of the relationship between feedback and writing improvement.

o Additional research could investigate students' emotional responses to feedback and how factors such as confidence or anxiety influence their engagement.

o Exploring digital platforms for peer and teacher feedback could reveal new opportunities for enhancing written expression in EFL settings.

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Appendices

Appendix01 : Students' Questionnaire

Dear students,

This questionnaire is conducted for the aim of studying the role of peer and teacher feedback in developing writing skill.The Case of study is Third-Year EFL Students at the Department of English at Mohamed Kheider University of Biskra. You are kindly asked to answer the following questions to the best of your knowledge. Your answers and views will be used for research purposes with utmost respect.

Part One: General Information
   1) **Gender**

☐ **Male**
☐ **Female**
   2) **Did you choose to study English or NO?**

☐ **Yes**
☐ **No**
   3) **Among English language skills, which one do you find difficult to learn?**

☐ **Listening**
☐ **Speaking**
☐ **Writing**
☐ **Reading**

Part two Writing
   4) **Do you face difficulty with writing in English ?**

☐ **Yes**
☐ **No**
   5) **What is your level of writing proficiency?**

☐ **Beginner**
☐ **Intermediate**
☐ **Advanced**
☐ **Good**
   6) **How often do you receive feedback from your teacher?**

☐ **Always**
☐ **Sometimes**
☐ **Never**

7) How do you typically use teacher feedback to improve your writing?

☐ **Revise Immediately**
☐ **Ask for clarifications**
☐ **Ignore it**

8) Do you think that the feedback you receive from your teacher about your writing is enough?

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Part three: Feedback

9) Are you familiar with peer feedback?

☐ **Yes**
☐ **No**

10) Which type of feedback do you believe is helpful with your writing?

☐ **Teacher Feedback**
☐ **Peer Feedback**
☐ **Both of them together**

11) Do you ask your classmates for their opinions on your writing?

☐ **Yes**
☐ **No**
☐ **Not at all**

12) What aspects of your writing do peers usually comment on?

☐ **Grammar**
☐ **Clarity**
☐ **Structure**
☐ **Ideas**

13) Do you feel more comfortable receiving feedback from peers than from teachers? Explain why?

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14) What type of feedback do you prefer?

☐ **Oral**
☐ **Written**
☐ **Detailed**
☐ **General comments**

15) Have you noticed improvements in your writing due to feedback? If yes, in what areas?

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16) What challenges do you face when giving or receiving peer feedback?

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THANK YOU FOR YOUR COOPERATION

Appendix02: Teachers' Questionnaire

We humbly ask for your assistance in our research entitled "Effectiveness of Peer and Teacher Feedback on Improving Writing Skill'. The Case study of Third-Year EFL Students at the Department of English/ University of Mohamed Kheider Biskra. Your` answers will be used for study purposes and analyzed to serve research objectives. Thank you in advance

Section one: General Information

1. **Gender**

☐ Male
☐ Female

2. **How long have you been teaching written expression?**

☐ 1-5 years
☐ 5-10 years
☐ More than ten years
Other…….

Part two: feedback

3. **Do you provide feedback to your students?**

☐ Yes
☐ No
☐ Maybe

4. **How often do you incorporate written sessions with feedback?**

☐ Always
☐ Sometimes
☐ Never
☐ Not all the time

5. **How do you usually provide feedback on students' writing?**

☐ Written comments
☐ Oral feedback
☐ Questions in the margins of the paper
Other …………………..

6. **What are the aspects of writing that improve with teacher feedback?**

☐ Grammar
☐ Organization
☐ Creativity

☐ Argumentation

Other ……………………

7. What kind of challenges do you face when providing feedback to students?

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8. How do students generally respond to your feedback?

☐ Actively revise
☐ Partially ignore
☐ Ignore
☐ Seek clarification

9. Do you support peer feedback in your written expression sessions?

☐ Yes
☐ No

10. In your opinion, what are the pros and cons of peer feedback compared to teacher feedback?

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11. Do you believe that teacher and peer feedback are complementary?

☐ Yes
☐ No
☐ Maybe

12. According to your experience, which sort of feedback (peer or teacher) has a higher impact on students' writing development? Why?

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13. Have you observed long-term improvements in students' writing as a result of feedback?

☐ Yes
☐ No

14. Which techniques do you recommend to enhance the value of teacher and peer feedback in writing learning?

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الملخص

تهدف هذه الدراسة إلى تقييم فعالية ملاحظات الأقران والمعلمين على مهارات الكتابة لدى طلاب اللغة الإنجليزية كلغة أجنبية. كما تهدف إلى استكشاف تفضيلات الطلاب فيما يتعلق بنوع الملاحظات التي يتلقونها من أقرانهم أو معلميهم، وتقييم مدى فائدتها المُدركة. جُمعت البيانات من خمسة وعشرين طالبًا من طلاب السنة الثالثة في قسم اللغة الإنجليزية بجامعة محمد خيضر بسكرة. استخدمت الدراسة استبيانين: أحدهما للطلاب والآخر لثلاثة من معلمي التعبير الكتابي في اللغة الإنجليزية كلغة أجنبية. استُخدمت المنهجان النوعي والكمي لتحليل البيانات. تشير النتائج إلى أن الطلاب يفضلون عمومًا ملاحظات المعلمين على ملاحظات أقرانهم. أعرب بعض الطلاب عن قلقهم بشأن التأثير العاطفي لتقديم الملاحظات لزملائهم، بينما شعر آخرون أن الملاحظات التي تلقوها لم تتوافق دائمًا مع طبيعة كتابتهم أو متطلبات المهمة. كشف استبيان المعلمين أن المعلمين يقدمون ملاحظات أثناء جلسات الكتابة. ومع ذلك، لاحظوا أن الطلاب غالبًا ما يفتقرون إلى الدافع والاهتمام اللازمين للتفاعل الفعال مع الملاحظات وتطبيقها. خلصت الدراسة إلى أنه على الرغم من أهمية التغذية الراجعة من الأقران والمعلمين لتطوير مهارات الكتابة، إلا أنه يجب تشجيع الطلاب على القيام بدور فاعل في استخدامها. يُوصى بأن يركز المتعلمون على تحسين كتابتهم من خلال تطبيق التغذية الراجعة التي يتلقونها بعناية.

الكلمات المفتاحية: متعلمو اللغة الإنجليزية كلغة أجنبية، تغذية راجعة من الأقران، المراجعة، تغذية راجعة من المعلم، مهارة الكتابة، النصوص المكتوبة..