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Investigating the Effect of Using Peer Assessment Strategy on EFL

Learners Grammatical Accuracy in Writing:

The Case of Master Students of English at Biskra University

Dissertation submitted in partial fulfillment of the requirements for a

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Declaration

I, the undersigned Fatma Zohra TAABLI do declare that the work embodied in this research study has been solely the results of my own work. I hereby declare that I developed the present research work using my own words and based on my efforts and that it has not been submitted, in whole or in part, in support of another degree or qualification from this or any other university or institute of learning. Therefore, I do confirm that the dissertation entitled "investigating the Effect of Using Peer Assessment Strategy on EFL Learners' Grammatical Accuracy in Writing" reflects my own contribution under the supervision of Dr.Tarek ASSASSI at Biskra University. Any reference to previous works including thesis, books ,or published articles has been acknowledged through direct or indirect quotations and in the reference list provided forward.

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Je déclare en mon honneur d'avoir respecté les critères scientifiques et méthodologiques, ainsi que les critères l'intégrité académique requises dans l'élaboration de la recherche. Entre autres, j'affirme que mon mémoire est un travail personnel et non plagié.

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Dedication

To the soul of my beloved brother

May Allah have mercy on your soul

And may you reside in the highest ranks of Jannah

…   I endlessly miss you

To my inspiration and my soul mates…

My beloved mother and dearest father

Who scarified their lives for my happiness, and love me unconditionally

You are the candles that enlighten my path

You taught me to believe in Allah and in myself

Your words and prayers of days and nights are with me in whatever I pursue

My king and queen… I am grateful to both of you

To all my kind brothers and delightful sisters

Thank you for your constant support

My love to you can never be quantified

To my niece Ilaf and my nephew Islam

May Allah bless you with success

And grant you happiness, now and always

To all my relatives

To my loyal, truthful, caring, and loving friends

Asma, Rahma and Sabria

Thank you for being in my life

And finally, to the reader of these words

I dedicate my work with love and respect

Acknowledgements

Abstract

Developing the writing skill is one of the fundamental dimensions in the context of teaching English as a foreign language. The latter is contingent on various aspects including grammar use. However, achieving the grammatical accuracy required is not possible for all EFL learners as it was the case of Master students of English at Biskra University despite frequently receiving knowledge on English grammar rules and structures; Confusingly, they appeared to fail in using this knowledge and adequately apply grammatical rules in writing. This exhibited in some deficiencies in employing the language syntactic categories. In this respect, the current research study suggested using peer assessment as one of the formative assessment strategies which sought to provide continuous practice of writing along with simultaneous feedback with oral discussion. Methodologically, 17 students were selected to participate in the study following the non-probability purposive sampling technique. Based on the research questions which required gathering qualitative and quantitative data, an explanatory sequential mixed-method approach was adopted under the pragmatic paradigm. Hence, three data collection methods led the data collection phase. Namely, testing, students' questionnaire and teachers' interview respectively. In light of this, testing methods were supported by the quasi-experimental design where the case study design dictated using the questionnaire and the interview. As initially hypothesized and with reference to the finding, the participants' grammatical accuracy in writing :has been improved subsequent to peer assessment sessions; particularly, in terms of the use of syntactic categories that were introduced and discussed with participants in the first treatment session. The statistical analysis proved that this positive change in performance was not due to chance; rather, it reflected the practicality and the effectiveness of this strategy on the participants' grammatical accuracy owing to the significant difference between the pre-test and post-test means scores and the statistical results revealed using the paired sample t-test. Besides, it was found that the main grammatical difficulties encountered by EFL students in writing were numerous including inaccurate use of punctuation, preposition, pronoun, tenses, articles, spelling, conjunctions, capitalization and adverbs. Furthermore, although developing positive attitudes toward employing peer assessment and assuming its practicality in EFL writing classes, the interviewees specified the influential factors that hinder its frequent implementation. On their part, the participants disclosed their positive attitudes and expressed their satisfaction with using this strategy

Keywords: Grammatical accuracy, grammatical difficulties, peer assessment, writing skill, formative assessment

List of Abbreviations and Acronyms

FL: Foreign Language

EFL: English as a Foreign Language

ESL: English as a Second Language

FLL: Foreign Language Learning

i.e.: That is

PEAR: Peer Evaluation Assessment and Review

SLWAI: the Second Language Writing Anxiety Inventory

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General Introduction

Background of the Study

Achieving effective communication has been squarely placed in the center of English as a foreign language (henceforth EFL) teachers' and learners' interests, this; however, cannot be attained without developing the language productive skills (speaking and writing). As a result of this, improving learners writing proficiency has received attention from EFL teachers and researchers which emphasizes the need to handle the main deficiencies within EFL learners' written products.

On account of the fact that learners writing abilities is developing progressively, frequent assessment of learners' performance is integral to identify the main areas of deficiencies in their written products; as a result, sufficient information can be obtained regarding the students' current level and what decisions should be taken in order to attain the desired one. To achieve this, more interest was given to the assessment of grammatical accuracy due to the significance of grammar as one of the basic linguistic resources in communication. Additionally, assessing grammatical performance reveals information about the level of proficiency the learner has achieved.

Accordingly, the emergence of communicative language learning and the shift toward learner-centered education strategies brought about the reinforcement to the role of learners as active participants in the assessment process. Therefore, peer assessment has been widely promoted in EFL context, due to the reason that it provides adequate information on the instructional strategies' efficiency and the necessary changes to be undertaken. In this context, implementing well-structured peer assessment activities may provide EFL students with enough practice of the grammatical patterns required, as well; offering instantaneous feedback that can be easily negotiated and discussed among peers.

1. **Statement of the Problem**

In the realm of teaching and learning English as a foreign language, two main dimensional aspects of communication are emphasized; expressly, receptive and productive skills. In this respect, writing is one of the integral skills necessary to be developed by EFL learners in order to achieve effective communication. Nevertheless, many master one students at Mohamed khider Biskra University encounter difficulties when performing a writing task in the target language be it in terms of selecting vocabulary, choosing adequate grammatical structures or achieving coherent and cohesive products.

In spite of the fact that EFL teachers are doing their best effort in providing learners with adequate grammatical linguistic patterns, many students fail to achieve the grammatical accuracy required to meet the English language conventional standards .Thus, the role of continuous

corrective feedback is required to provide learners with enough information concerning their performance, actual improvement and what necessary changes to be used in order to accomplish grammatically adequate pieces of writing.

However, providing EFL learners with continuous feedback on their writing creates a big challenge, this is due to the fact that frequent reading of every student's paper, correcting mistakes and discussing them are time and effort consuming while learners receive the feedback passively without being engaged in the assessment process., Furthermore, learners who produce poor writings or have no command over grammar and syntax would not develop their writing sufficiently relying solely on their grades or the feedback they receive after the test or exam; however, they need continuous assessment with ongoing feedback due to the reason that being unaware of or unable to recognize the areas of deficiencies in one's piece of writing, may make learners inappropriately keep on the same track and repeating the same errors that result in unsatisfactory written materials which may not be detected and remedied till the end of the year or the semester.

Within this context, the main focus of this study is to investigate the role of peer assessment as supplementary to the teacher corrective feedback on developing EFL learners' grammatical accuracy in writing on the ground that measuring and evaluating students' level of achievement at the end of the learning process (academic year, semester, term…) exclusively is not enough to help learners develop their grammatical accuracy. Besides, the process is demanding. In other words, promoting EFL learners' writing in general and grammatical accuracy, in particular, does not require only an evaluation of the students' overall achievement but also a continuous assessment throughout the learning process. Wherefore, integrating this technique affords the incorporation of the teacher and peer's corrective feedbacks within the learners' future written products in order to achieve more adequate pieces of writing. Besides, creating convenient teaching-learning process by engaging them in meaningful and well-structured activities. Therefore, using peer assessment in EFL context emphasizes social interaction among peers which leads to better understanding of the learning process (Halliday, 1978; Berkenkotter and Huckin, 1995; and Swales,1990, cited in Farrah, 2012) Accordingly, students will be encouraged to use the grammar knowledge being taught in written expression and grammar courses while interacting with peers in forms of constructive feedback rather than merely receiving and memorizing the same.

On that account, this pedagogical tool allows more practice whereby learners can excessively apply the grammatical patterns and structures. Additionally, it ensures involvement. (Halliday, 1978; cited in Farrah, 2012) affirms that peer feedback emphasizes social interaction among peers which leads to deep understanding and active engagement in the

learning process., Despite its importance, peer corrective feedback is still taken for granted in many educational contexts. In this regard. Gehringer et al., 2005, p.321, cited in Farrah, 2012) assert that learners can be 'legitimate sources of knowledge" who can provide effective constructive feedback besides sharing comments and suggestions for the sake of improving their writing. Therefore, learners are not supposed to be passive recipients of feedback rather being active participants within the assessment process whereby they provide, receive and instantaneously negotiate ideas. For that reason; peer assessment provides sufficient information on how well students are progressing in developing their writing proficiency and what modifications and decisions can be adopted in order to achieve effective written products. Based on this, Cho, Cho, and Hacker. cited in Alqassab, Jönsson , and Panadero(2018), affirm that students are more likely to share the same learning goals as well as difficulties which could be addressed using peer assessment for a better understanding of the learning process.

2.   Research Questions

This research seeks to answer the following research questions:

RQ1**:** To what extent does the use of peer assessment strategy influence students' grammatical accuracy in writing?

RQ2: What are the main grammatical difficulties in writing faced by EFL students?

RQ3**:** What are the reasons that hinder the use of peer assessment in EFL context?

RQ4: What are the teachers' and students 'attitudes regarding the use of peer assessment?

3.   Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

RH1: Peer ass assessment may be effective in improving learners' grammatical accuracy; thus, students who receive frequent feedback from their peers would develop their use of syntactic structures

RH2: Learners may face difficulties in using correct tenses, linking words, punctuation and word order.

RH3: The reasons that may interfere with employing peer assessment in EFL context may arise from the level of students' proficiency, time constraints and students who did not receive enough training on the way peer assessment proceeds

RH4: Students and teachers may develop positive attitudes toward the implementation of peer assessment.

4. Aims of the Study

The general aim of this study is to investigate the effectiveness of peer assessment on improving grammatical accuracy among master students at Biskra University. More specifically this paper aims at:

a. Exploring the role of peer corrective feedback, as supportive to the teacher feedback on developing students' writing proficiency in terms of grammatical complexity and accuracy.

b. Investigating the effectiveness of frequent peer assessment on raising students' awareness of the main areas of deficiencies in their written materials in terms of grammar and the desired progress to be achieved

c. Investigating the main difficulties that hinder the use of peer assessment in EFL context.

d. Highlighting teachers and students' attitudes towards employing peer assessment in EFL classrooms.

6. The Research Methodology for this Study

This section is devoted to the methodological choices adopted to conduct the current research. Namely, research approach, design, data collection methods, data collection procedures the analysis procedures and sampling techniques, together with the rationale for these choices.

6.1 Research Approach

The present study is concerned with employing peer assessment as one of the pedagogical tools in EFL context wherein the student's accuracy and adherence to the English language grammatical standards will be quantitatively and qualitatively collected and analysed subsequent to the treatment of the assigned sample.On the grounds of this, the explanatory sequential mixed-methods research approach was considered to be felicitous for comprehensively cover the different aspects of the study. Applying a mixed-method approach was more applicable to the nature of the current research as it allows for one method to compensate the limitations another one may represent, together with building a solid basis for drawing conclusions about the study using both quantitative and qualitative procedures   respectively which lead to better understanding of problem under investigation.

6.2 Research Design(s) / strategy(ies)

Based on the nature of the study, the research questions and objectives, a quasi-experiment research design will be applied; thereupon, general understanding and in-depth insight into the problem would be drawn. Additionally, opting for the experimental design was not possible, nor appropriate due to the large number of population and time allocated for the study. As well as, it depends upon the control of all aspects of the study including the intervening variables which cannot be achieved in the field of social sciences.

The quasi-experiment research design was an intervention study which contains a one group pre- test post-test whereby the participants receive peer assessment treatment. For this to take place, a pre-test was completed before peer assessment sessions were conducted. Subsequently, a post-test was required to measure the participants' progress on achieving the

requisite grammatical accuracy in their written products. In addition to the quasi-experimental design, this study was conducted in its natural context i.e. the classroom, with the goal of collecting information and in-depth insights regarding teachers and students' views to the intervention of peer assessment. Hence, a case study research design was used.

6.3 Data Collection Methods / Tools

The methodology of the present research leaned on different data collection methods. For this to take place, the participants' attitudes and perceptions towards the integration of peer feedback were collected using the students' semi-structured questionnaire which was conducted after the treatment . Not to mention, pre-test and post-test were used as data collection methods to examine the efficiency of peer assessment on promoting the participants' accuracy in terms of grammatical correctness. Furthermore, semi-structured interviews were employed to gain more insights into teachers' views regarding the effectiveness of peer assessment and its efficacy on achieving the grammatical forms that are relevant to the English language conventional standards.

6.4 Data Collection Procedures

To answer the research questions and meet its objectives, the following research procedures were undertaken. The researcher conducted a pre-test to measure the participant's actual level in grammar, more precisely, in terms of the appropriate use of syntactic categories. Thereafter, the intervention took place, whereby the experimental group received peer assessment' treatment using well structured peer assessment activities. Ultimately, a post-test was conducted to measure the progress achieved by participants in terms of grammatical accuracy and identify any significance difference between the pre-test and post test scores. Moreover, The researcher conducted an interview with 03 EFL teachers at the University of Biskra with the aim of investigating their attitudes and opinions to the integration of peer assessment in EFL writing classes. In addition to semi-structured questionnaires with students to investigate their attitudes and the main challenges they face throughout the treatment.

6.5 Data Analysis and Procedures

With respect to the mixed-method approach being adopted in the study and the variety of data collection procedures; both qualitative and quantitative data were collected. In consequence, the analysis of data required the combination of qualitative and quantitative data analysis procedures. Accordingly, the analysis of quantitative was achieved through descriptive and inferential statistics. The descriptive statistics provide description of the collected data set in form of numerical calculations and graphical representations. While inferential statistics meant to draw conclusions and reach decisions about the sample. However, For non-numerical data, particularly the interview and the textual information revealed from students' questionnaire , qualitative data analysis procedures were adopted. Namely, content analysis.

7. Population and Sample

The population of this research was composed of 177 master one students at the university of Biskra. Due to the large number of population and time constraints, a sample of 17 students, 15 of them were females and 02 males were chosen to participate in the treatment following the non-probability purposive sampling.

8. Sampling Techniques

The participants were deliberately selected as they encompassed some predetermined criteria that helped to achieve the present study's main objectives. Thus, taking a sample from master one university students at the University of Biskra is considered to be eligible for the following reasons:

Firstly, with regard to accessibility, the selected sample is significantly approachable which increases the attainability of data. Not to mention, grammatical accuracy is one of the crucial standards in the evaluation of any academic research; hence, in order to seek their degrees, master students need to appropriately construct grammatical patterns in their dissertations that are relevant to the English language conventional standards. Also, at this level, students have built a sturdy basis in grammar due to written expression and grammar courses they received throughout three years of academic learning.

9. Significance of the Study

This study emphasizes the variety of assessment approaches in field of EFL teaching and learning. It provides deep insight into the effectiveness of peer feedback on the learners' achievement regarding the appropriate use of the English language grammatical structures in writing which is the concern of many EFL teachers especially at the university level wherein

students show little control over grammar and syntax in their written products. To be precise, this research sheds light on peer review as one of assessment strategies that is not widely applied at the university context.

The improvement of class assessment through promoting peer review would lead to intense development on EFL learner's grammatical accuracy. More specifically, on the way they make use and benefit from the grammatical knowledge they have received through their academic carrier at the university. It should be noted that this strategy is not an alternative to the teacher corrective feedback, rather, it is supplementary in the way it provides learners with immediate and negotiable feedback. This study would be of high importance for EFL practitioners to be consulted for gaining in-depth understanding on the development of well-structured peer assessment activities.

Additionally, this research paper would be an assistant guide for EFL learners to provide simple, descriptive and effective feedback for the betterment of their grammatical accuracy and enhancing their role not just as mere feedback receivers, but also as active participants and feedback providers. Simply put, this study is valuable for both EFL learners and practitioners.

10. Literature Review

The shift from teachers' centeredness to learners' centeredness and the emergence of collaborative learning have changed the pedagogical frameworks in many educational contexts. In the field of EFL teaching, the role of learners in the classroom has become even more important and received scant attention as a fundamental part in the process of foreign language teaching and learning. More importantly, formative peer assessment in which many studies were conducted in order to investigate its effect on the development of EFL learners writing proficiency in relation to different aspects. In light of this, some studies strongly indicated that peer feedback brought about notable progress on students' writing skill. On the contrary, others stressed the challenges and difficulties faced within this process.

It should be noted that the following findings are based on Vygotsky (1978) studies on cognitive development that emphasize the role of social context in language learning. Topping (2018, p. 1) defines peer assessment as ''an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners'' which unlike summative assessment, the major aim of formative peer assessment is not to merely evaluate; rather, to improve the assessee's performance. This view of language teaching and learning was sustained as a result of the emergence of the competency-based approach which fosters the role of learners to be actively evolved in assessment and the learning process in general (Sluijsmans, Prins, 2006). In this context, Parthasarthy (2014) declares that learners' ability to develop writing can be improved due to the use of peer assessment in which feedback sessions can be utilized to

enhance discussion and learning in ESL and EFL classroom. Besides, to achieve the desired learning outcomes, Sadeghi (2013) argues that EFL teachers should implement this strategy as it scaffolds learning for both writers and peer reviewers in terms of vocabulary and expressions even if the provided corrections were on the form level.

Correspondingly, a study was conducted by (Farrah, 2012) in the English department at Hebron university in the academic year 2010/2011 using a sample of 105 male and female students from an undergraduate writing course. It aimed to discover whether formative peer assessment can ameliorate students' writing performance, investigate students' attitudes to peer feedback before and after the treatment, and the impact of peer corrective feedback on the learners' ability to develop writing skills and adequacy. A pre-test and pre-questionnaire were conducted on both groups, the control group consists of 25 students and the experimental one consists of 80 students. The former was to measure their actual level and ensure that both groups have similar writing performance, and the latter to investigative student's attitudes to peer assessment before the treatment. Besides, a post-test was undertaken to measure any statistically significant difference on students' writing performance after the treatment. In addition, a post questionnaire was conducted to collect data on their attitudes toward implementing peer feedback in their writing classes. For this to take place, students of the experimental group were weekly assigned with the task of writing paragraphs and essays. Besides, providing written comments on each other's pieces of writing based on a given checklist. Thereafter, each student rewrote his paper using peer corrective feedback before being delivered to the teacher. The statistical and inferential analysis of quantitative and qualitative data showed that students of the experimental group have made a remarkable improvement and become more motivated and aware of the areas of deficiencies in their writing performance. Besides developing positive attitudes toward writing using formative peer assessment strategy.

Similarly, another study was undertaken by Kuyyogsuy (2019) through the intervention of formative peer assessment over 11 weeks in tertiary writing class of the three southernmost border provinces of Thailand. An experimental model of a mixed-methods research was employed in order to examine the effect of peer feedback on students writing performance. For this to take place, a pre-test was undertaken to measure students writing performance. Then, a sample of 21 third-year undergraduate students were weekly asked to complete a written task and provide comments on their peers' papers in groups after receiving 03 weeks of peer feedback training. Later, they reflected on the implementation of peer assessment and its effectiveness on their writing performance. Using both qualitative data of written self-reflection and pre-post test quantitative data , the inferential statistics revealed that there was a remarkable improvement in students' writing performance in terms of vocabulary, language use

organization, Mechanics , and content as a result of peer feedback treatment. In addition to developing positive attitude toward the effectiveness of integrating peer assessment in their writing classes beside promoting their motivation, self-confidence and critical thinking.

Along the same path, in order to investigate the impact of peer assessment activities on decreasing writing anxiety among Turkish EFL students and their perception of writing after peer assessment process; Yastibas and Yastibas (2015) conducted a study on a sample of 16 students (08 males and 08 females) from the English Language Preparation Department of a Turkish university. For this purpose, a mixed-method research design was employed. Therefore, quantitative data were collected using the Second Language Writing Anxiety Inventory (SLWAI) as a pre and post-test whereas collecting qualitative data using two interviews and the researcher's diary. After holding the first interview, the Second Language Writing Anxiety Inventory (SLWAI) was undertaking to measure the participants writing anxiety level (high, moderate and low) before peer review process; subsequently, they were engaged in peer assessment activities for six weeks in accordance with peer assessment training. Eventually, SLWAI was used as a post-test. Likewise, the second interview was conducted in order to investigate the participants' attitudes to peer feedback and its effect on their witting anxiety. The inferential analysis of data obtained from students responses in both interviews, descriptive statistics of pre-post SLWAI and the researcher's diary content demonstrated that using peer review brought about remarkable improvement on students writing and developing positive views to peer assessment among participants besides increasing their self-confidence and lessening writing anxiety levels by creating more convenient learning environment using well-structured peer assessment activities.

Unlike the above studies, some issues surrounding peer assessment were highly stressed such as its practicality, efficacy and usefulness compared to the instructor feedback on improving writing among EFL learners, attributable to the reason that teachers can provide more reliable constructive comments. On top of that, some constraints faced by EFL learners make the process even harder to be successfully attained; thus, many second language learners prefer teacher feedback to their peers' ones (Mangelsdorf 1992, Zhang 1999, cited in Zhao, 2018) especially in a teacher-centered learning contexts where the role of the instructor in classroom prevails.

Accordingly, a study was carried out by (Zhao, 2018) using teacher-made supportive teacher intervention strategies as a supportive tool for students throughout peer assessment activities. The aim of this research was to investigate the utility of teacher's supported strategies on the quality and adequacy of students' feedback in the realm of peer assessment which eventually may contribute to a higher quality of written products. The sample consisted

of 18 intermediate students taken from second year major English students of EFL writing class in China who were asked to complete nine (09) written tasks in pairs throughout four (04) months period. For this purpose, well-structured peer assessment activities were designed in which students were required to provide written comments on their peer's papers to be discussed among pairs before receiving the teacher's corrective feedback; ultimately, the participants were asked to revise and rewrite their written products using both the teacher and peer's feedback to be finally handed for statistical analysis. Based on the participants' answers on Pre-assessment surveys throughout the treatment, four (04) intervention strategies were employed: starting from receiving peer assessment training before and over the four months treatment, continuously examining the feedback provided by peers to treat any problematic area, revising them to point out any misleading comments beside providing support and help when needed. The qualitative and quantitative analysis of data gathered from peer feedback activities and post questionnaires and interviews elicited that integrating teacher's supportive strategies raised the quality and effectiveness of peer feedback.

By the same token, Nystrand (2018) undertook a study on third year undergraduate students' class at Linnaeus University in Växjö Throughout five (05) weeks. After each Research Methods lecture, the participants were weekly assigned to complete a written task which represents one part of their PM master thesis. Subsequently, the assignments were exposed to both students and the teacher's assessment and discussed in a seminar before the end of the week. Eventually, the analysis of statistical data driven from group reports, each participant' log books and class evaluation shown that students were significantly successful in providing constructive feedback to their peers which enabled them to effectively complete the written task at hand; however, still there were some difficulties encountered, The one really important issue was that understanding and employing the assessment criteria was challenging for students as many of them found it difficult to apply the assessment standards related to comprehensiveness, coherence, logical reasoning and quality. Thus, with regard to the above-mentioned, peer assessment training is highly recommended along with constant monitoring of the process.

In higher levels, another study was conducted with graduate students; the participants were 34 graduate students with PhD level who were required to write critical assessments of some research publications. Peer assessment took place using qualitative rubric assignment, qualitative feedback and scores, together with using PEAR (Peer Evaluation Assessment and Review) platform to manage the assessment process. The analysis of data reveals that students' grades were continuously improving after being assessed by peers. Ultimately, the

researchers(Landry, Newton and Jacobs, 2015) highlight that students were supportive to the process and their feedback were considerably reliable.

The above studies approached the effect of peer assessment on improving EFL learners writing proficiency. Despite using different research designs, the descriptive and inferential statistic proved that the use of peer assessment contributes to marked development on EFL learners' writing performance. Nevertheless, the need for teacher's support is requisite whereby the main constraints encountered throughout the process will be extinguished. Unlike the aforementioned research findings, the present study seeks to approach the effectiveness of peer assessment on improving grammatical accuracy among master one university students. More precisely, in using appropriate grammatical linguistic structures and syntactic categories.

11.   Structure of the Dissertation

This dissertation is organized according to the following outline

Chapter One: Is devoted to displaying the main definitions of academic writing, approaches to writing and the importance of grammatical accuracy in writing. In addition to definitions of grammar, its components, and its role in communication.

Chapter Two: This chapter is dedicated to delineating some definitions of assessment based on different perspectives, its types and purposes More attention will be directed to peer review, its definitions, types, objectives, strategies and highlighting its significance in Learning.

Chapter Three: It portrays the methodological aspects used in educational research starting from the philosophical underpinnings to the purely practical procedures as well as its application in the current investigation.

Chapter Four: This chapter is devoted to data analysis and interpretation. Therefore, displaying and summarizing the quantitative findings using descriptive and inferential statistics whereas qualitative findings will be deciphered through content analysis to make inferences and draw conclusions.

Chapter One: Grammatical Accuracy in Writing

Introduction

1.1 Definition of Grammar

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1.9 Deterministic and Probabilistic Grammar Rules

1.10 Approaches to Teaching Grammar

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1.10.2 Inductive Approach

1.11 Teaching Methods and Grammar

Conclusion

Introduction

This chapter is dedicated to aspects related to grammatical accuracy in writing. Therefore, it provides various definitions of grammar and grammatical accuracy according to different perspectives. In addition, this chapter highlights the significance of grammatical accuracy in witting along with the relationship between them. Further, it presents diverse definitions of writing and its approaches. Not to mention, this chapter displays the main components of grammar through the analysis of each part separately. This helps to attain a clear understanding of the main operations that govern word production and syntactic structures. Besides, this chapter focuses on grammar teaching and instruction in EFL context. Therefore, it tackles the main teaching approaches and methods for teaching grammar.

1.2 Definition of Grammar

The term grammar is defined based on different perspectives ranging from the notion that grammar is a set of linguistic rules to being a part of the linguistic competence. Hering (2016) states that grammar refers to the rules that govern the use, classification and structure of words and syntactic structures to form cohesive and coherent communication. Likewise, Ur (1996) explains it as "the way a language manipulates and combines words or bit of words in order to form longer units of meaning". Particularly, grammar is concerned with the way words are structured and combined to form meaningful sentences. On this account, grammar is the study of the way sentences and utterances are structured. On this account, the basic components of grammar are syntax and morphology. Syntax is concerned with the arrangement of items within the sentence whereas morphology is about words' internal structure (Carter and Carthy, 2006). Another definition is provided by Ahangari and Barghi (2012), they affirm that:

> Grammar describes the ways in which words are combined to form meaningful and acceptable sentences, and it consists of semantics, word meanings and their relationships, syntax - how we group and order words to form phrases, clauses, and sentences - and morphology - how words are changed according to their use in phrases, clauses, and sentences. (p. 6)

In other words, grammar deals with word structure and how words are used to form sentences and meaningful utterances. Furthermore, it studies other aspects of language which constitute its main components. These are morphology and syntax.

On the other hand, Quirk and Greenbaum (1978) state that grammar is mainly about linguistic knowledge that enables language users to appropriately comprehend and produce it. The idea of grammar as a linguistic knowledge was founded by Walt (1993) who states that grammar is a set of mental properties which represent one's linguistic competence. Therefore, grammar can be viewed

as knowledge about the rules and principles that govern language use.

1.2 Descriptive and Prescriptive Grammar

Grammar instruction can either be prescriptive or descriptive. According to Peter (2014), grammar is both descriptive and prescriptive. Approaching grammar as descriptive is through analyzing and describing the way native speakers use English language, on the other hand, taking grammar as prescriptive refers to a set of rules that must be followed.

Therefore, descriptive grammar is mainly concerned with the description of the way language is actually used and not how it should be used. The descriptive grammarian; thus, attempts to describe how sentences are produced through theorizing about and analyzing the mental processes that constitute the surface form of language (Williams, 2005). This analysis allows for formulating rules that govern language use. Hence, it includes a set of descriptive rules about language based on how it is actually used, not how it should be used accurately and systematically. Linguists often follow this approach to grammar in order to identify and explain the patterns that underlie the speaker's use of words and sentences. In other words, descriptive rules give scant attention to spoken language rather than the written one. On the other hand, Palmer (1984) stresses that prescriptive grammar focuses on how a language should or ought to be used. Prescriptive grammar rules aim to describing the way language is used appropriately and correctly. Reynold (2021, p.1) states that **"**prescriptive grammar refers to a set of norms governing how sentences should or should not be formed rather than describing how language is really used". Therefore, it deals with what the grammarian believes to be appropriate or not regarding language use. One of the main characteristics of prescriptivism lies on the notion of correctness. However, Swan (2005, p. 66) argues that unlike descriptive grammar, prescriptive grammar are "... linguistic regulations and rules which individuals devise in the belief that their languages need regulating, tidying up, or protecting against change ". Prescriptive grammar is criticized as it does not make allowance for language change and stylistic variation. On the other hand, it tends to prescribe rules that govern the accurate and correct use of language.

1.3 Grammar Instruction and Writing

Grammar instruction guides students to discover the nature of language, its components and predictable patterns (Azar, 2007). He suggests that "it makes what we say, read, hear, and write intelligible" (p.3). Hence, the role of grammar is to help students communicate meaning clearly and accurately. Researchers agree that it is more effective to teach punctuation, sentence variety, and usage in the context (Calkins, 1980, cited in Yulianto, 2014). This is an approach to teaching

grammar within the context of writing where students need guidance in understanding and applying aspects of grammar that are relevant to writing. Moreover, Chin (2000) affirms that grammar instruction can be integrated within the writing process. Mainly during revising, editing, and proofreading. Consequently, students can make immediate application of the grammatical concepts as well as enhance their understanding of the relevance of grammar to their own writing.

1.4 Definition of Writing

Writing is a set of visible representations of language using graphic symbols. It is systematic, not only in the way it is internally structured, but also in its correspondence to language as a complex system in the brain (Rogers,2005). Compared to other language skills, Langan (2005). affirms that producing well-structured pieces of writing requires mastery of the linguistic patterns. This can be achieved through constant training. Along the same line, Richard and Renandya (2002, p. 303) state that "writing is the most difficult skill for second language learners to master". This difficulty lies in generating ideas and translating the same into meaningful phrases and sentences that are comprehensible to the reader.

Moreover, writing is defined based on different approaches to writing as a product or as a process. with this in mind, the notion of writing as a product significantly stresses the grammatical features of the written product (Hyland, 2003). Thus, Kane (2000, p13-15) ensures the importance of the three aspects of writing: grammar, language use and its conventional mechanics. From this perspective, writing can be predominantly considered as knowledge about the language which is recognized through the adequate use of grammar and linguistic patterns (Badger and White, 2010). On the other hand, Oshima and Hogue (2006) assume that writing is a process formulated on four main stages. These are prewriting, outlining ideas, drafting, revising and editing. According to (Graham, as cited in Durga and Rao, 2018), the process approach defines writing as a creative activity that requires the teacher' intervention, not only through the evaluation of the final product, rather, frequent feedback is needed throughout the writing process. Similarly, Badger and White(2000) believe that in the realm of the process approach, writing is the mastery of linguistic skills such as drafting and editing rather than grammar and syntactic structures.

From anther perspective, this receptive skill is recognized as a cognitive process. Nunan argues that "Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation" (1991, p. 36). The complexity of writing as a cognitive process lays in the reason that writers, at the same instant,

have to pay attention to different aspects including the content, formation, coherence and other elements that require cognitive ability.

1.5 Approaches to Writing

Fundamentally, there are four main approaches to writing. These are product-based approach, Process-based approach, and Genre-based approach. In addition, the combination of two approaches is called the process-Genre approach. The product approach to teaching writing is mainly concerned with enhancing learners' knowledge about the linguistic structures along with the appropriate use of vocabulary and grammatical patterns (Hedge, 1988). It involves four stages: familiarization, controlled writing, guided writing and free-writing. In the first stage, familiarization, the teacher introduces the general linguistic features of a given text to learners. Afterward, s/he controls their learning by asking them to complete some tasks to make them familiar with the grammatical structures and vocabulary related to the model text. Subsequently, guided writing takes place when each learner writes a text that resembles the model one. Finally, learners are required to produce their writing pieces in the free writing stage (Badger and White, 2000).In contrast to the product approach to writing, the process approach is considered as a departure from the traditional methods of teaching English language writing. Hyland (2003) considers the process approach as focusing on the major steps of writing. By the same token, Vanessa (1992) defines the process approach as putting much emphasis on group discussion and classroom activities which result in promoting language use among learners. Accordingly, adopting this approach to writing requires more focus on the steps involved in creating a piece of work. Namely, prewriting using brainstorming, group discussion and different invention activities, followed by successive drafting, revising the overall organization of the text, proofreading and publishing the final product.

The genre-based Approach is another perspective to teaching writing. The term genre in language refers to a process of communication in a given social context among participants who share a particular goal; therefore, the social context in which communication takes place creates a particular genre (Dergeyasa, 2016). Genre based approach is an approach to writing that emphasizes the relationship between the text genre and its context. This approach to teaching writing helps learners identify the main features of a particular genre and use the same to produce their pieces of writing; more particularly, in some academic settings where learners must master writing in some genres (Tuff, 1993). Genre based approach enables learners to identify the genre's main features, form and structure to be used to write their products. Furthermore, a process genre is a hybrid approach to teaching writing as it combines both process and genre approaches which may help

develop students' writing skill (Babalola, 2012). On this account, writing is regarded as a process that represents some of the characteristics of genre writing. Consequently, it can be considered as a process with regard to context or situation (Badger and White, 2000). According to (Babalola, 2012), this approach increases students' awareness of the relationship between the writing structure and purpose. Besides, it enables them to appropriately choose the form for each genre.

1.6 Components of Grammar

Grammar is fundamentally divided into two different but interrelated components. Namely, morphology and syntax which govern words and sentence structure as well as defining the mechanisms that underlie word formation processes (Hering, 2016).

1.6.1 Morphology

Morphology is a sub-discipline of linguistics. It refers to the study of the internal structure of words and the correspondence between words' forms and meaning (Kurdi, 2016). In other words, it deals with the systematic relations of form and meaning at the level of words.   It also refers to a part of grammar concerned with word formation and inflection. Hence, Morphology focuses on the analysis of words at the level of morphemes It studies the way morphemes are combined to construct words. Therefore, Morphology has two main functions', the creation of new words or lexemes and inflection, that is identifying the appropriate form of lexemes in a particular syntactic context. According to Lyton (2012), Morphology systematically extends the set of established words in the language through. Morphological operations on lexemes; mainly, through affixation. Moreover, morphology is primarily concerned with the use of an appropriate form of lexemes corresponding to the context, that is the use of words with respect to number (singular or plural), and person (first, second or third).

1.6.2 Morphemes

Morphemes are defined as the morphological building blocks of words (Apel, 2020). i.e. a morpheme is the smaller linguistic unit that is lexically and grammatically meaningful. Most importantly, morphemes are divided into two categories: lexical morphemes (free morphemes) which can stand by themselves i.e. they hold syntactic meaning. On the other hand, bound morphemes, also called secondary or grammatical morphemes, are classified according to their relation to the stem: prefix, suffix or circumcises, that is an affix contains both prefix at the beginning of the word and a suffix at the end (Adisutrison, 2013). Accordingly, bound morphemes cannot function as individual words as they are not meaningful on their own and they occur only in combination with lexical morphemes. For instance, the word "teacher" consists of two units or

morphemes: "teach" is a free morpheme and (-er) is a bound morpheme. Moreover, Grammatical morphemes are words that play a grammatical role in a sentence, such as prepositions, articles and pronouns.

Additionally, the distinction is made between two categories of bound morphemes. Namely, derivational morphemes and inflectional morphemes. In this context, (Yule, 2010, p. 69, cited in Oz, 2014) affirms that derivational morphemes are used to produce new words or "make words of a different grammatical class from the stem". Morphemes like (., -ful, -like, -ly, un-, dis-) are used to change the grammatical class of words by creating other forms that are required in a particular syntactic context. On the other hand, inflectional morphemes (e.g., -s, -est, -ing) indicate some changes in form to specify some aspects of the grammatical function of words. To illustrate, inflectional morphemes indicate whether a word is singular or plural, whether it is conjugated in the past tense or not, and whether it is in the comparative or possessive form.

1.6.3 Lexemes and Lexicon

Lexemes are the fundamental unit of the language lexicon. Bauer (2000, cited in Stump, 2015, pp 58) states that "A lexeme is a lexical abstraction that has either a meaning (ordinarily) or a grammatical function, belongs to a syntactic category (most often a lexical category)", and is realized by one or more phonological forms". Thus, lexemes are abstract representations which are manifested through lexical entries. There are two subsets of lexemes, either individual words (simple lexemes), or multiword (composite lexeme). The latter constitutes more than one word like compound nouns and phrasal verbs.

Lexemes are divided into two categories: variable lexemes and invariable lexemes. Fundamentally, invariable lexemes are represented in one form only such as articles and prepositions. Whereas, variable lexemes can take various forms or inflected variants. As far as lexicon is concerned, Lipka (2010) affirms that the word lexicon refers to the repository of all information regarding the established words and other established expressions of language. The lexicon, then, does not only encompass a set of words, but also multiple words' combinations of various inflectional forms and grammatical variations. Furthermore, the lexicon states the characteristic of each lexeme, its phonological form, morphological and syntactic properties. Accordingly, each lexeme is defined by lexical entry which represents its specifications. The function of lexical entry is to identify each lexeme's phonological form, grammatical category, and lexical meaning (Lobner, 2013).

1.6.2 Syntax

Syntax is regarded as the study of sentence construction and the functions of words or parts of speech in the sentence. Hana (2011) affirms that the term syntax is derived from the Greek word "syntaxis" from syn (together) and taxis which means arrangement. According to Nordquist (2020) syntax is a set of rules and patterns that govern words' combinations to construct sentences, clauses and phrases. The structure and order of components within a sentence depend on their lexical categories; traditionally parts of speech. Along the same line, Rangelova (2018) states that syntax is a sub-field of linguistics that studies the structure and function of syntactic patterns. Necessarily, the formulation of grammatically correct sentences., requires appropriate use of syntactic patterns.

On the other hand, (Everaert et al., 2005, Cinque and Kayne 2008, Dikken 2013, cited in Adger, 2013) define syntax as a cognitive process through emphasizing the abstract nature of the language constituent structures. According to Adgar (2015)" Sentences (and other expressions) of human languages have structure relevant to their meaning and pronunciation, and syntactic research attempts to uncover that structure" (p. 131). Syntactic structures are not simply sets of words or word-parts. These structures are relevant to the meaning of sentences. Therefore, syntax creates a link between linguistic forms and meaning.

1.6.2.1 Syntactic Categories

According to (Hering, 2016) lexical categories are parts of language in which words are assigned based on their meaning, functions and structures in a sentence. These are nouns, pronouns, verb, adverbs. prepositions, conjunctions and adjectives. Foremost, nouns (n) are words which identify people, places or things. This category may have different functions. Thus, nouns can be a subject of a sentence or clause, an object of a verb or an object of a preposition (Hering, 2016). Additionally, pronouns serve to represent or substitute nouns in the sentence. In this context, (Hering, 2016, p. 63) states that "personal pronouns experience a wide range of inflection, meaning they change form to reflect specific meaning in different contexts". With respect to their grammatical functions, personal pronouns inflect by taking different forms depending on the grammatical person, gender and case (subjective, objective or possessive). Another type of pronouns is intensive pronouns which resemble reflexive pronouns in form, but they perform different functions. Besides, a demonstrative pronoun is the one that is used to indicate specific nouns within a sentence. These pronouns define items in space or time, and they can be either singular or plural and near or not near to the person who identifies it (Grammar Rules, n.d.). Further, relative pronouns are used to link the relative clause with the main clause in the sentence. Besides, verbs (v) are words that describe actions, processes or state of being. Every sentence must contain at least one

verb which is the root of the predicate along with a subject. Fundamentally, verbs have two main categories regarding their role in the predicate. These are finite and non-finite verbs. Finite verbs express a direct relationship between the action and the subject of the sentence; on the other hand, non-finite verbs do not express that relationship directly.

Moreover, adverbs (adv) are part of speech that may appear at the beginning, the middle or even at the end of the sentence. This depends on what linguistic category they modify, either a verb, adjective or an entire clause. Another syntactic category is preposition. A preposition (pre) is a word or group of words which are used to express the relationship of noun, pronoun, or noun phrase to other parts in the sentence. They indicate direction, time, place, location, spatial relationships, or introduce an object (Ross, n. d). Further, Conjunctions (conj) are words that link sentences, clauses or phrases to express specific relationships, as well as connecting ideas to form more complex, meaningful sentences. There are several types of conjunctions: coordinating conjunctions, subordinating conjunctions, correlative conjunctions, and conjunctive adverbs. Coordinating conjunctions are used to link between syntactic items that are grammatically equal in structure and function. Correlative conjunctions or paired conjunctions; on the other hand, connect two grammatically equal parts in the sentence. Thus, they indicate the relationship between two words, phrases, or independent clauses of similar or equal importance and structure (The Albert Team [TAT], 2020). Moreover, Conjunctive adverbs, also called linking adverbs, are used to connect one independent clause or phrase to another. They are also used to express sequence, contrast, cause and effect, and other relationships (Simons, 2021).

Not to mention, adjectives (adj) are words that are used to modify nouns or any part of speech functioning as a noun. This category of words can be used in two main positions: They appear before the noun they modify, in which case they are called attributive adjectives because they describe nouns 'qualities or attributes (Dahami, 2012). The combination of attributive adjectives along with their nouns forms a noun clause. On the other hand, adjectives that come after nouns are named predicative adjectives mainly due to the reason that they are part of the sentence predicate which are used to describe the subject or the direct object of the verb.

1.7 Grammatical Accuracy

The term accuracy refers to "the state of being exact or correct" or "the ability to do something skillfully without making mistakes" (The Oxford Advanced Learner's Dictionary, 2000). To put it another way, accuracy is the ability to communicate a message correctly and appropriately. In addition, it may refer to the acceptability, quality and precision of the message conveyed (Buck,

Byrnes, and Thompson, cited in Hadley, 2003). Accordingly, accuracy is achieved when the learner can use the language in a correct way, and apply grammar instruction in any teaching or learning context. Byrd (2005, p. 551) states that "in most cases, accuracy refers to "grammatical accuracy" but other areas of language use can be involved, too: spelling and/ or pronunciation". Hence, accuracy is generally associated with grammar. However, it is not merely restricted to grammatical forms in writing, but it also covers other aspects of language. Another definition is given by Wolfe-Quitero, Inagaki and kim (cited in Schroeder, 2013), they state that grammatical accuracy is the situation in which the speaker or writer is totally liberated and far from mistakes and errors when using language, in both oral and written forms. It is one of the main constituents in language learning in general, and an essential standard to measure the adequacy of the written performance in particular

1.8 The Importance of Grammatical Accuracy in Writing

Accuracy in Grammar plays a substantial role in governing the use of language. It guarantees the production of complete and meaningful sentences. As for writing, Dalil (2013) asserts that "without grammar, one cannot even read without misunderstanding the meaning. If the reader has to go back and re-read a sentence several times because they are not quite sure what it means" (p.9). Grammatical accuracy ensures the clarity and delivery of the writer's intention and impedes misinterpretation as well as misunderstanding while communicating. In this context, it is worth motioning that high number of errors in writing may cause breakdowns in communication due to the lack of precision and accuracy. Ferris (1995, p. 18) stated:

> "Though students may be much better at invention, organization, and revision than they were before, too many written products are still riddled with grammatical and lexical inaccuracies. No matter how interesting or original a student's ideas are, an excess of sentence-and discourse-level errors may distract and frustrate instructors and other readers".

Just like content, grammar is an integral component of language. Any written product cannot be cohesive without attention being paid to the way meaning is expressed through grammar. Consequently, Teachers need to help o encourage students to pay more attention to accurate forms in their writing in order to communicate meaning effectively.

1.9 Deterministic and Probabilistic Grammar Rules

According to (Carter and Carthy, 2006) grammar rules can be either deterministic or probabilistic. He suggests that deterministic grammar rules are those that apply in all cases even in spoken language i.e., they have no exceptions. For instance, articles are always placed before and not after nouns. On the contrary, probabilistic grammar rules "state what is most likely or least

likely to apply in particular circumstances" (Carter and Carthy, 2006, p. 16). In other words, the probabilistic rules may generally apply; nonetheless, there are some cases where the probabilistic grammar rules are not used such as in spoken language. To illustrate, a relative pronoun is used to refer to a subject of a relative clause, but in spoken style the relative pronoun may be eliminated in case it proceeds three constructions.

1.10 Approaches to Teaching Grammar

Adopting adequate methods for teaching grammar is one of the controversial areas in English language teaching (Ellis, 2006; Thornbury, 1999 cited in Correa et al., 2019). In this regard, teaching grammar is based on two main perspectives i.e., deductive and inductive approaches. Modern approaches are labeled as inductive approaches and traditional approaches are described as deductive approaches to teaching.

1.10.1 Deductive Approach to Teaching Grammar

The concept of the deductive approach is derived from the notion of deductive reasoning. It is a top-down perspective which moves from general theories to the specific and definite concept. (Java, 2006). In other words, this type of logical thinking starts with a general idea and reaches a specific conclusion. As far as teaching grammar is concerned, the deductive approach is also called rule-driven learning approach. Gorat and Prijambodo (2013, p. 80) affirm that "The deductive approach of teaching English grammar refers to as teaching students by introducing the grammatical rules first, and then applying them by the students". This being so, the aforementioned approach stresses the idea that the teacher explicitly presents the grammatical rule with some examples. Then, learners are asked to apply the rule through various examples and activities. According to Freeman (2000), implementing this approach to teaching grammar enables students to be actively engaged in the process of learning through the study and manipulation of examples after being exposed to the grammatical rule. Besides, it provides time for the teacher to simply and quickly explain the rules since they are explicitly explained and not elected by learners. Thus, there will be more time for practicing the structure. Above all, teachers need to consider the rule they represent is accurate, clearly stated and illustrated with relevant examples.

1.10. 2 Inductive Approach to Teaching Grammar

Implementing the inductive approach involves moving from the specific to general in which the teacher does not explicitly present the rule to students, but he guides them to infer the grammatical rule by themselves. Norris and Ortega (2000) assume that learning grammar inductively means that students are required to attend to particular forms and try to achieve

metalinguistic generalizations of their own. Furthermore, "In inductive learning, learners are active agents not passive recipients in the learning processes and as learners cognitively engage in the processes of rule discovery" (Little, Hodel, Kohonen, Meijer and Perclov, 2007, p. 30). learners think, discuss and use their cognition in order to discover and articulate the rules. For this to take place, the teacher should provide explanation of a particular aspect of grammar while students have to practice through various examples. Ultimately, the rule is internalized and students become able to automatically use the structure. Hawkins (1984) affirms that this approach promotes students' metalinguistic awareness as it stimulates them to analyze language and actively investigate the grammatical rules through reflection and discussion.

1.11 Teaching Methods and Grammar

The variety of perspectives and approaches to teaching grammar demonstrates a wide range of methods for grammar instruction. In this context, grammar-translation method to teaching foreign languages is often called the Classical method which emerged as a result of the formal teaching of Latin and Greek in Europe. (Hawkey, 2004, p.2). As the name suggests, grammar translation method is based on explicit grammar teaching. In other words, grammar is taught deductively rather than inductively. Starting by the explanation of the rule followed by exercises which emphasize translation from and into the learner's mother tongue (Thrombury, 2000). As Stern (1983, p. 455 Cited in Richirads and Rodgers, 1999, p. 3) states that "The first language is maintained as reference system in the acquisition of the second language". Language learning is achieved through detailed analysis of grammar rules with regard to the understanding of the morphological structures and syntax of the target language. This knowledge about grammatical rules and morphological structures is applied in a set of exercises that require students to translate sentences and texts from and into the target language. As for the direct method that was developed as a departure from the traditional approach to language teaching. The main assumption is that language could be taught directly i.e., without translation, this method rejects explicit exposure to grammar rules. Hence, learners internalize grammatical rules and structures inductively and without reference to their first language. Besides, this method is called the "natural Method" on the grounds that language is learnt naturally such as the mother tongue or first language. Accordingly, Richards and Rodgers (2010) maintain that language could be taught by using it actively in the classroom. Most importantly, It uses analytical procedures that focus on immersing students in the language. Therefore, they naturally become exposed and able to acquire the target language grammatical rules. Franke (1884) assumed that teachers must encourage direct and spontaneous use of foreign language in the classroom to

enable learners to induce rules of grammar by themselves.

On the other hand, the Audio-lingual Method which is known as the Army Method or Aural-Oral Method in was developed during World War II in which" language is simply a form of behavior to be learnt through formation of correct habits" (Thrombury, 2000, p. 21). Foreign language learning is considered a mechanical process which is developed through habit the formation Teaching grammar occurs when certain key structures are selected from dialogues and used as the basis for learners' pattern drills such as repetition, substitution, transformation, and question-answer (Freeman, 2000). These grammar items are sequenced and graded based on their learnability. That is from simplest to complex ones. Hence, teaching grammar is fundamentally inductive. In his article, Terrell affirms that" instructors were not supposed to spend much more time talking directly about target language grammar patterns; instead, they were teaching the students drilling grammatical forms and structures" (1991, p. 53). Drills enable learners to form correct structures and patterns where learners develop knowledge on grammatical forms through training and repetition.

Conclusion

This chapter aimed at portraying the main aspects related to grammar and grammatical accuracy in writing. Consequently, it provided various definitions of both concepts; as well, explaining the relationship between grammar instruction and writing. It also highlighted the importance of grammatical accuracy in achieving comprehensive and appropriate written products. Additionally, this chapter shed light on the main components of grammar and grammatical categories. Moreover, it represented the varied teaching approaches and methods for teaching grammar. In the next chapter, in-depth insight would be given to peer assessment.

Chapter Two: Peer Assessment

Introduction

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2.11 Types of Peer Assessment

2.11.1 Formative   Peer Assessment

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2.12 Peer Feedback on Writing Training

Conclusion

Introduction

This chapter aims at providing a detailed explanation of the varied aspects related to peer assessment. Therefore, it addresses this pedagogical tool in relation to other relevant concepts. It highlights various definitions of assessment and its types. Further, it presents the diverse purposes of assessment and its main criteria. Likewise, this chapter displays the main definitions of feedback along with its types. Moreover, this chapter focuses on aspects related to peer assessment and tackles its main definitions according to various perspectives. As well, it provides a review of the significance of peer assessment in learning, its tools and types. Finally, it delineates the key factors that necessitate receiving peer feedback training.

2.1 Definition of Assessment

Merriam Webster Dictionary (2017) defines assessment as "appraisal". In the context of language teaching, assessment procedures are systematically designed to estimate learners' achievements. Correspondingly, assessment refers to a series of measures used to gather information about learning in general and students' progress in particular (Yambi, 2020). In the same vein, Brown (1990) maintains that there are two main functions for classroom assessment: One is to identify the learners' strengths and weaknesses, and the other one is to assist educators in the planning of subsequent instruction. Thus, assessment is an ongoing process which provides information in order to determine the gaps in students' understanding and provides feedback on the effectiveness of instructional materials and methods.

According to Ugodulunwa (2008), assessment is the process of measuring performances and using the result in taking relevant decisions about the curriculum and instruction. Correspondingly, Black and Wiliam (1998) assert that "Assessment refers to 'all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged" (p. 2). This definition stresses two main points i.e. assessment involves not only teachers but also learners. Further, it supports student's learning through feedback which provides evidence of the effectiveness of instruction.

2.2 Types of Assessment

Wiliam and Black (cited in Gregory et al., 2019) attest that considering that the assessment instruments along with the assessment outcomes could be used both formatively and summatively, making distinction between various types of assessment may be illegitimate. To put it differently, what makes assessment formative or summative is not the instrument or the type of feedback, per se,

but the way they are used. That is to judge the quality of performance, to make decisions for future improvement and support learning, or to diagnose learners' needs. Nevertheless, with regard to its functions and purposes, the major distinct types of assessment are diagnostic, formative and summative assessment.

2.2.1 Diagnostic Assessment

Diagnostic assessment is a form of pre-assessment which is used to carefully collect and evaluate data at the beginning of the course or before teaching takes place. This information helps teachers prepare for appropriate pedagogy and targeted learning outcomes in order to better scaffold the learning needs. Hahn and Zau (2011) defined this form of assessment as a process that involves making decisions as to how learners are performing against a predetermined set of criteria. Thus, Diagnostic assessment provides information that is utilized by instructors to determine the students 'current state of knowledge skills and abilities. Diagnostic assessment is conserved with identifying specific areas of strength and weakness in learning and facilitating the process of planning instructive activities that are both relevant and effective to the overall learning goals and objectives (Tookoian, 2018).

2.2.2 Formative Assessment

Formative assessment, also called assessment for learning, supports instruction and guides making decisions about future teaching procedures. Black and Wiliam (1998 cited in Irons, 2007, p.07) declares that formative assessment refers to" all those activities undertaken by teachers (and by their students in assessing themselves), which provide [formative] feedback to shape and develop the teaching and learning activities". Namely, providing constructive feedback, information or comments is an integral part informative assessment wherein the major aim is the betterment of the learning outcomes. Yorke (2003) insists that the importance of formative assessment lies on providing information about students' learning. It shapes, informs and improves their competencies or skills by eradicating the randomness, inefficiency and inadequacies of learning and instruction.

Further, formative assessment refers to the interactive processes in which instructors and learners collaborate to better understand students' learning, identify strengths, diagnose deficiencies, and depicting areas for development, as well providing feedback that teachers can use in instructional planning (Gregory et al., 2019). Most importantly, the goal of formative assessment is to ensure the continuous progress of learning through the delivery of constructive feedback by teachers and its internalization by students for the sake of developing their performance and supporting instruction.

2.2.3 Summative Assessment

This type of assessment is done at the end of a unit or term which allows teachers to judge learners' understanding against a set of standards. Irons (2007) attests that summative assessment is any assessment activity which results in a mark or grade that is then used to measure learners' performance. Hence, the aim of summative assessment is to evaluate learning outcomes and academic achievement at the end of the learning process. It indicates whether or not and to what degree they have accomplished the aim of learning. It is worth mentioning that what makes assessment summative is not the material, per se, but the way it is used. Hence, the materials which are designed for summative assessment are meant to judge the effectiveness of the teaching program at the end of the instructional period (Educational Reform, 2013). Further, Assessment of learning refers to assessments that happen after learning has occurred (Cheng and Fox, 2017).It determines whether learning has happened. They are used to make statements about a student's achievements status at a particular point in time. Glazer(2014) elaborates as following:

> Summative assessment is used for evaluation, in which there is limited or no feedback beyond the achievement report, and is usually a numerical or letter grade score. Summative assessment is an activity, typically a written test given at the end of a term, chapter, semester, year, or the like, for grading, evaluation, or certification purposes. (p.277)

Therefore, summative assessment is evaluative rather than diagnostic. It is a summation of what learning objectives have been achieved and the level of improvement in performance at the end of instruction. McClam and Sevier (2010)consider summative assessment to be a type of assessment that indicates whether learners are improving or deteriorating in their learning process on a numerical scale that records the students' achievement to a given point.

2.3 Purposes of Assessment

There are multiple dimensions of assessment with different purposes and objectives. Cheng and Fox (2017) suggest that assessment may serve as an instructional pedagogical tool which serves as a source of collecting information about performance or progress. After receiving this data, instructors can reflect on each learners' level of accomplishment along with customizing instructional decisions. Additionally, assessment is learner-centered. It articulates appropriate learning needs and requirements, Moreover, it provides feedback to promote the learning objectives. In essence, assessment aims at achieving the active engagement of learners and setting goals for their learning and monitoring their progress toward those goals Assessment is also administrative. Brookhart (2013)emphasizes that This purpose is related to summative assessment or assessment of learning. On this account, one of the purposes of assessment is to examine and summarize the

overall achievement of learners. Mainly, through grading, this allows instructors to evaluate student learning at the end of an instructional unit by comparing it against some standards.

2.4 Assessment Criteria

A variety of fundamental aspects are required to achieve high-quality assessment standards. These criteria must be considered to establish and demonstrate clear indications of achievement and promote targeted students' learning. Cheng and Fox (2017) suggest the following;

2.4.1 Alignment

It refers to the selection of assessment methods that are felicitous for the curriculum and instructional standards. The standards indicate what learners need to learn and be able to do with their learning. Hence, alignment requires that assessments, learning goals, and instructional methods to be closely related in order to complement each other. In this regard, "The term alignment is often used to characterize the congruence that must exist between an assessment and the curriculum. Alignment should be looked at over time and across instruments" (MSEB, 1993, cited in Webb, 1997, p. 123). This entails that one assessment method may not be correlated with the curriculum and serve its general objectives. Yet, it serves as one part of a larger set of assessments that are aligned with the curriculum and the whole educational system.

2.4.2 Validity

Depending on the sense in which it is used, the word validity has different meanings. Validity generally refers to" how accurately a conclusion, measurement, or concept corresponds to what is being tested" (Hurst, n.d., para. 2). The validity of a measurement can be estimated when it matches the properties and characteristics of what it claims to measure. As for assessments is concerned, Valid appraisal generates data that can be used to guide educational decisions on a variety of levels ranging from the effectiveness and validation of instruction to measuring each individual learner's progress and achievements (Hurst, n.d.). The validation process entails the use of methods that involve representation of the knowledge and skills it intends to measure. Otherwise, the conclusions derived from the test results do not accurately represent the student's knowledge and thus threaten the assessment validity.

2.4.3 Reliability

Reliability is a fundamental condition for validity which refers to the accuracy or repeatability and consistency of measurement. Cheng and Fox (2017) state that "The consistency, stability and dependability of the assessment results are related to reliability. This quality criteria guards against the various errors of our assessments" (p. 11). The extent of accuracy and consistency in which the

assessment method measures learning, reflects its reliability. This can only be achieved when repeated or similar assessment data provides consistent results. On that account, teachers will be able to make generalized claims about a learners' level of achievement, which is particularly useful when using evaluation results to inform teaching and learning decisions (Darr, 2005).

2.4.4 Washback

The connection between testing and learning is referred to as Washback. Hughes (1989) conveys that Washback is "the influence of testing practices on teaching and learning" (P. 1). To put it in another way, washback is the use of language assessments to influence foreign language learning in terms of teaching methods and learners' approaches to learning as well, learners' and teacher relationship. According to Eckstein and Noah (1993), washback is not limited to positive or negative standardized tests; however, it exists in any type of assessment. As a result, language testing along with assessment standards influence curriculum design, teaching practices, and learning behaviors.

2.4.5 Practicality and Efficiency

The practicality and efficiency of assessment are fundamentally related with different factors. Mainly, teachers' familiarity with the methods used, the amount of time needed for the testing and the difficulty of the administration. Moreover, the availability of the materials and the ease with which the test results can be scored effects the assessment usefulness; therefore, its practicality and efficiency. McMillan (1999) states that in order to achieve reliable conclusions about students 'learning, teachers need to be familiar with the strengths and limitation of the assessment tool at their disposal, and whether it is implementable and efficient to accomplish the learning target. Correspondingly, teachers are supposed to identify assessment standards that support the teaching goals. Besides, they need to be informed about and adequately trained in the tests they operate.

2.5 Feedback

Feedback is a critical element in language teaching and learning. It refers to the information provided by the teacher or learners regarding some aspects of performance (Hattie and Timperely, 2007). Narciss (2008) defines feedback as "all post-response information that is provided to a learner to inform the learner on his or her actual state of learning or performance". (p.127) In addition, Winne and Butler (1994) affirm that" Feedback is information with which a learner can confirm, add to, overwrite, tune or restructure information in memory" (cited in Giuliana, 2011, p.198). On this account, the aim of feedback is to adapt learning and provide guidance on the way knowledge is structured and how this knowledge that they possess can be restructured according to

the desired or target needs. According to Glazer (2014) feedback determines the utility and efficacy of assessment. Subsequently, assessment is considered useful when learners and teachers use the data gathered from one learning activity to enhance learners' upcoming learning performance. Cowan (2003) indicates that before engaging in the assessment task, learners must have a detailed understanding of the requirements or criteria of grading on their works so that they can assess their own work in the same way that their teachers do, and take more control of their own learning.

2.6 Types of Feedback

Feedback can serve a number of purposes and take a number of forms. Keh (1990) suggests three types of feedback which are: teacher written feedback, teacher-student conferencing and peer feedback.

2.6.1Teacher Student Conferences

This strategy allows teachers and learners to discuss and negotiate ideas regarding different aspects of learning such as the instructional materials and barriers of understanding. This allows the teacher to gain a deeper understanding of and more focus on the areas that need more assistance. Hyland (2003) explained that "teachers can also give feedback on student writing through face-to-face conferencing" (p.192). Thus, the teacher becomes a participant in the writing process. He can ask for clarification and whether his comments were comprehensible. In his book, Booth (2011) claims that the more there is interaction and dialogue between the teacher and student, the greater conferences are effective. It also allows students to develop their autonomy and construct their learning independently.

2.6.2 Teacher Written Feedback

According to Parks (2006), there are three types of teachers' written feedback that are commonly used in EFL writing classrooms. They are form-focused feedback, content-based feedback and integrated feedback. While form-focused feedback implies that the teacher corrects the students' grammatical mistakes, vocabulary and writing patterns and induce them to pay attention to the linguistic form, content-based feedback focuses not on the surface structure, per se, but on what is being expressed through the language, that is the quality of the content and organizational features in learners' composition. On the contrary, integrated feedback results from the combination of grammar correction with content-related feedback. In this context; direct feedback and indirect feedback are mainly two forms of the so-called form-focused feedback (Williams, 2003). Direct feedback occurs when the teacher indicates the error and directly gives the correct forms to students whereas; the indirect feedback is when the teacher does not provide the correct structure but

indicates errors or problems and leaves it to the student to correct it.

2.6.3 Peer Feedback

The notion of peer feedback was derived from Vygotsky's (1978) sociocultural theory about the human cognition. He claims that human mind is developed through interaction with the world or the environment. He also asserts that learning is a cognitive process that occurs in a social context. Thereby, peer interaction is fundamental to the improvement of students' learning as it allows students to construct knowledge through social sharing and interaction. Accordingly, peer feedback, which is also called peer response, peer review and peer evaluation, can be defined as follows:

> The use of learners as sources of information and interactions for each other is such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and criticizing each other's drafts in both written and oral formats in the process of writing. (Liu and Hansen, 2002, p.31).

Peer feedback involves teacher sharing with learners the responsibility of measuring and assigning grades to learners' performance using relevant criteria, in which defining the learning outcomes and assessment criteria result in attaining improved learning and enhanced understandings.

2.7 Peer Assessment

Peer assessment can be defined as "an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners, then learn further by giving elaborated feedback and discussing their judgments with peers to achieve a negotiated agreed outcome" (O'Donnell & Topping, 1998, cited in Topping, 2017. P. 2). The intent of peer assessment is to make learners identify their strengths and weaknesses along with the specification of target areas that require remedy for future improvement, this implies the notion that learners could be legitimate sources of feedback. Peer assessment can be done anonymously in which both assessors and assessee are anonymous, randomly, individually assigned or in a group. According to Guertin (2018), peer assessment on writing encompasses four main processes. After writing the required assignment, learners receive training on providing constructive feedback; subsequently, peer assessment takes place whereby students exchange their works to be assessed. Having received feedback from peers, students reread their works and make necessary modifications. Similarly, Reinholz (2015) defined peer assessment as "a set of activities through which individuals make judgments about the work of others" (p. 1). From these definitions, peer assessment can help promote learning by creating an environment in whereby learners develop a sense of accountability

and internal responsibility of their as well as others learning. According to Spiller (2009), peer assessment is a two-way process between students. He claims that learners who participate in commenting on others' work would increase their ability to make intellectual judgments and assumptions. Further, those who seek feedback from their peers gain a diverse collection of ideas about their work, which helps them inspire and achieve improvement.

2.8 Significance of Peer Assessment in learning

Peer feedback is a means to promote learning "The person providing the feedback benefits just as much as the recipient, because they are forced to internalize the learning intentions and success criteria in the context of someone else's work, which is less emotionally charged than one's own work."(Wiliam, 2006, p. 5). Peer assessment helps not only the students who receive writing comments, but also the feedback providers, who gain a better understanding of the characteristics of good writing by assessing and reflecting on peers' writing. This raises the notion of collaborative learning wherein assessing other 's works leads to promoting collaboration among students while they are learning. Therefore, activating learners as resources of knowledge and contributors for one another's progress. Similarly, Bruce emphasizes that the peer assessment process encourages learners to promote crucial skills through continuous planning, observation and reflection (cited in Merwe, Scott and Smith, 2005). In addition, Yarrow and Topping (2001, p. 262) claim that peer feedback plays a pivotal role as it "increases engagement and time spent on-task, immediacy and individualization of help, goal specification, explaining, prevention of information processing overload, promoting, modeling and reinforcement". Assessment of students' writing provides them with authentic and cooperative tasks through organized group activities as a means of enhancing learning. Fundamentally, peer assessment activities offer immediate information for the sake of delineating the areas deficiencies to be remedied

As for long- term benefits, peer assessment gradually develops the learners' collaboration and communication skills. Besides, taking greater responsibility for their learning by reflecting on their peers' performance. This assessment tool, further, allows learners to learn from each other's mistakes and become more active participants in the cycle of learning which results in developing their understanding of the intended learning outcomes and the assessment criteria (Black et al., 2003andTopping, 2017). Not to mention, this pedagogical tool leads to increasing learners' motivation and engagement. Therefore, they are encouraged to learn more deeply rather than superficially. According to JISC (2015), this can be achieved through reflecting on their own works. Consequently, students learn to develop critical thinking skills that are fundamental for future

academic practices .According to Roberts (2006), feedback from a fellow learner is more effective as it comes from the students 'rather than the teachers 'perspective. Besides, It provides learners with opportunities to reflect upon their own understandings build on prior knowledge and explain and communicate ideas.

2.9. Peer Assessment Tools

Peer assessment practices can be conducted using different methods. Although they are feasible for general assessment, the following tools are practical for formative peer assessment activities.

2.9.1 Rubrics

A rubric is a guide listing a specific and coherent set of criteria for grading or scoring academic papers, projects, or tests. It encompasses some characterizations of performance quality levels within the criteria. Criteria are about learning outcomes rather than the task itself (The Education Hub [TEH], n.d.). Although rubrics are descriptive. In other words, the major principle is to identify and relate the performance to the convenient description, they may also be used to evaluate the level of performance within each criterion (Brookhart, 2013). As for peer assessment, learners can use rubrics through observing another learner's product and compare his or her work against the criteria. Ultimately, they assess the standard they have achieved.

2.9.2 Portfolios

Portfolios are defined as "the purposive, organized and systematic accumulation of the products that tells the story of students' efforts, progresses and successes in certain areas" (Arter, Spandel, and ve Culham, 1995; Tedick, 1998, Akt. Erdoğan, 2006, p. 19, cited in Duman and Demirel, 2015, p. 2635). That being the case, Portfolios are systematic and organized collections of work such as written assignments, drafts, artwork, and presentations which reflect the student's learning and developing competence. They do not only represent the learners' learning deficiencies, but also document their progress through the collected works in various periods in the learning process. According to Meador(2019), portfolio is an authentic tool of assessment as it combines genuine samples of a student's works which are assessed to appraise their achievement with respect to established learning outcomes and standards. Therefore, the purpose of using portfolios is to scaffold learners' self-regulated learning and provide information about a learners' knowledge, dispositions, motivations, and needs that can help teachers, make future decisions (Belgradd Burke, and Fogarty, 2008).

2.9.3 Paired Marking

Paired marking involves Pairs of learners' exchange and assess each other's work. This may include using a rubric or assessing each other's work using performance criteria. Paired marking allows students to practice assessment skills while also encouraging discussion about the aim of assessment, what knowledge is useful as assessor input, and how to focus on performance criteria and what they mean (David and Lee, 2013).

2.10 Peer Feedback Quality

The controversy surrounding the reliability of feedback provided by peer students raised the notion of peer feedback quality. Considering the claim that it familiarizes assessors and assessees with the assessment criteria, and thereby develops knowledge on what constitutes high-quality work, Hattie and Timperley (2007) insist that any feedback, including peer feedback, should contain three components. These are, feed up, feedback and feed forward. while the feed up involves establishing a clear purpose along with clarifying the goal of the task at hand and, the feedback is the actual response of the assessee's product or overall performance. The Feed Forward, on the other hand, is meant to modify instruction by using assessment data to for future instructional decisions. According to Gielen and Wever (2015) achieving the required feedback quality criteria requires a high-level cognitive processing. Therefore, teachers may guide learners to focus on specific assessment criteria that help them judge peers' performance. Peer feedback quality can be addressed in two dimensions. They are accuracy, consistency across assessors, and concordance with teacher feedback (Van Steendam, Rijlaarsdam, Sercu and Van den Bergh, 2010). These criteria are taking from the perspective of summative assessment where reliability and adequacy are core concepts. Correspondingly, the correctness and explicitness of peer comments and their congruence with the teacher feedback are indicators of peer assessment validity.

2.11 Types of Peer Assessment

A key feature of peer assessment lies in the ways it may vary depending on the learning goals Accordingly, peer assessment can be used formatively or summatively. Alvarado (n.d.) contends that:

> Peer assessment involves students taking responsibility for assessing the work of their peers against setting an assessment criteria. They can therefore be engaged in providing feedback to their peers (sometimes referred to as peer review), summative grades (moderated by you or your colleagues),or a combination of the two. (Para. 1)

Formative peer assessment gives learners indications for future improvement. On the other hand, the summative view of peer assessment emphasizes scoring and grading as the primary goals by focusing on the number of errors and the correctness of peers' works. Students may grade their peers using rubric and final scores for a particular assignment.

2.11.1 Formative Peer Assessment

According to Topping (2018), to conduct formative peer assessment, learners need to be introduced to the assignment along with the criteria of assessment which determine the standards that must be met and the clues that demonstrate the achievement of learning outcomes. Besides, receiving training and adequate practice on how to use the grading rubric and provide feedback to assess final assignments.

Feedback is a fundamental component in formative pee assessment. William (1999, cited in Irons, 2007) attests that providing productive feedback contributes to learners' learning. Additionally, Hounsell (2008) indicates that formative feedback is any information that supplies taking decisions about teaching methods and instructional materials to accelerate learning. Therefore, it enables learners to achieve higher quality learning outcomes. According to Tillema (2010), although it is commonly provided by teachers, formative feedback can also take the form of comments provided through peer assessment. Correspondingly, peer feedback can only serve a formative function when it is used to measure learner's knowledge and provide suggestions in order to diminish the gap between current and the required levels of understanding. In other words, formative peer feedback refers to all task-related information that a learner communicates to a peer of similar status which can be used to improve his or her academic performance. Therefore; It is meant to adapt the teaching process and meet the learners' needs.

2.11.2 Summative Peer Assessment

While the main concern of formative peer assessment is to give students indications for future improvement, the summative view of peer assessment emphasizes scoring and grading as the primary goals focusing on the number of errors and correctness of peers' works. According to Guo, Song and Gehringer (2016), summative peer assessment entails the process in which students measure one another's learning in order to determine achievement, or what they have and have not adequately achieved correctly students may grade their peers using rubric and final scores for a particular assignment. Further, Sambell, McDowell and Montgomery (2013) suggest that summative peer assessment requires teamwork skills. It occurs at the end of learning where students assess each other's performance through constructing group work assessment tasks that involve interacting with

peers. However, some researchers question the reliability of using peer assessment to draw summative conclusions about teaching and learning (Xiong, Hunter, Guo and Tywoniw, 2010). Although there may be little debate about reasons to develop skills associated with peer assessment in learners, the validity and reliability of peer generated marks is still under debate. Cho and Schunn (2003)note several factors that may affect the reliability and validity of summative peer assessment including but not limited to students' awareness of assessment criteria, their proficiency to provide evaluative judgment and the extent of their understanding of assessment standards and expectations.

2.12 Peer Feedback on Writing Training

Studies on peer assessment emphasize the need for training to enable students to give adequate feedback(Leki, 1990; Mangelsdorf and Schlumberger, 1992). In this context, Flyns (1982, cited in Panadero, Rotsaert, and Schellens, 2018). Explain that due to the lack of training, EFL learners tend to focus on surface errors when correcting their peer's pieces of writing while they give no scant attention to meaning. This reflects the prescriptive stance which involves students providing feedback on form, lexical or syntactic structures rather than exclusively focusing on the deep meaning of what is written. Therefore," students need to be trained in applying evaluative criteria to a text and, in detecting, diagnosing and remedying these higher-order concerns" (Min and Zhu, cited in Panadero et al., 2018, p.317). In other words, generating adequate and constructive written feedback requires training on assessment criteria that support learners' writing development. Consequently, teaching learners how to give feedback to their peers and how to work with the feedback received is requisite. In his study, Min(2005) assures that after intensive peer review training, students become able to provide more detailed and appropriate written feedback on global features of their peers' composition. When commenting on a peer's draft, students are recommended to ask for clarification whenever needed, identify, detect and explain the problem or the deficiencies that require improvement and suggest further solutions or remedies.

Furthermore, Graham and Perin (2004) illuminate the notion of revision strategy instruction. He affirms that in order to give more effective feedback on peers' writing, learners need to be aware of the fundamental evaluative criteria and revision strategies. Accordingly; they need to be explicitly instructed in developing their overall critical skills; Above all, they have to learn how to critically analyze and revise written products. Thus, identify organizational and content problems along with surface and structural issues.

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Conclusion

This chapter sought to portray the main aspects related to peer assessment as a formative assessment strategy. Foremost, it provided a general view regarding assessment its definition, types, objectives and criteria. Besides, this chapter discussed the concept of feedback as a fundamental component within the assessment process. Hence. It delineated its definitions and types. With respect to peer assessment, this chapter highlighted its definitions from different perspectives; as well as, tools, types and significance in learning. Not to mention, it shed light on the criteria that may effect the quality of peer assessment and the need for training to meet these criteria. The upcoming chapter will be dedicated to the theoretical framework in relation to the underpinnings of research methodology in educational research along with the methodological choices adopted in the current study.

Chapter Three: The Research Methodology for this Study

Introduction

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Conclusion

Introduction

This chapter is devoted to the main components of research methodology. Most importantly, research paradigms, approaches, designs, data collection methods, data analysis procedures, and sampling techniques. The aforementioned methodological aspects are fundamental to conduct any research study. The present research is no exception. Therefore, this chapter highlights the methodological choices adopted in the current investigation along with the rational of these choices. The latter are not due to chance; rather, they are justified based on the research requirements and objectives which impose one methodological aspect over another. In addition, this chapter portrays the procedures adopted for collecting data as well as describing the treatment implementation.

3.1 Research Methodology: Theoretical Background

The sections that follow represent the theoretical basis of research methodology including research paradigms, approaches, designs, data collection methods, data analysis procedures, and sampling techniques.

3.1.1 Research Paradigm in Educational Research

The decision of selecting the philosophical underpinning of a study is called a research paradigm. This term was derived from the Greek philosophical beliefs which refer to a paradigm as pattern. It may refer to "The perspective, or thinking, or school of thought, or set of shared beliefs, that informs the meaning or interpretation of research data" (Kivunj and Kuyin, 2017, p. 26). Accordingly, a research paradigm encompasses a set of abstract principles that elicit the researcher's believes about and orientation toward the world. As well, the way s/he interacts and interprets phenomena within it. Kuhn (1970, cited in Perera, 2018, slide 5) suggests that in the realm of educational research, a paradigm can be defined as "the set of common beliefs and agreements shared between scientists about how problems should be understood and addressed". putting this simply, a research paradigm locates the methodological aspects of any research, which correspondingly frames the methods along with the procedures for gathering and analyzing data. Wherefore, the paradigm influences every decision taken during the research process. Thus, researchers have to justify the reasons behind locating a research study into a specific paradigm, or adopting a particular paradigm choice.

Therefore, researchers need to be aware of the main elements of research paradigms. It comprises four components; namely, epistemology, ontology, methodology and axiology (Alharthi and Rehman, 2016). These conceptual frameworks define the assumptions and behaviors that guide the paradigm of any inquiry. In this context, Grix (2004, p. 59) states that "Ontology and epistemology are to research what 'footings' are to a house: they form the foundations of the whole edifice". In other words, what make difference between existing

research paradigms is two main components. These are ontology and epistemology. On one hand, the former is a branch of philosophy that deals with the nature of assumption about the world and the nature of reality (Richards, 2003). Ontology; therefore, reflects the researchers' underlying beliefs about existence. It is concerned with the study of being in the way it demonstrates the essence in which the research makes sense of the data gathered or the phenomenon under investigation. On the other hand, epistemology refers to "the branch of philosophy that studies the nature of knowledge and the process by which knowledge is acquired and validated" (Gall, Gall, and Borg, 2003, p. 13). It is about the study of knowledge. Epistemology fundamentally delineates the process of developing knowledge and communicating the same to other human beings.

In this essence, there are several paradigms that can be distinguished. Tashakkori and Teddlie (2003a; 2003b, cited in Alharthi and Rehman, 2016) indicate the following, Positivism, post-positivism, interpretivism, and pragmatism. While positivism relies profoundly on experimentation through applying scientific methods that allow for gathering numerical data and empirical evidence. As well as, the identification and formulation of laws that governs the individual or wider social phenomena. post-positivism which evolved from the positivist paradigm; on the other hand, is a departure from the positivists' purely objective stance as it highlights the possibility that the researcher's own values and convictions may intervene to influence what is being observed (Fox, 2008). Additionally, interpretivism places emphasis on understanding the way individuals interpret the world around them. Interpretivists assume that truth and reality are created, rather than discovered. According to them, reality is socially constructed. Therefore, the goal under this paradigm is to understand the individual's perceptions of the world and social phenomena they interact with.

The perception against the mono-paradigmatic orientation of research gave rise to the so-called pragmatic paradigm. It upholds the use of mixed methods as a pragmatic way to understand the complexity and diversity of human behavior through the combination of quantitative and qualitative research methods (Creswell, 2009). Correspondingly, pragmatic paradigm abolished the 'mono method approach to research where researchers used to adopt strictly quantitative or qualitative methods. Since it can be insufficient to study the social phenomena by virtue of a mono-paradigmatic orientation solely; this paradigm advocates designing and implying multiple methods taken from the quantitative and qualitative approaches and supported by beliefs held by positivists, post-positivists and interpretivists.

3.1.2 Research Approaches

Due to the variety of paradigms in the field of human and social sciences; therefore, the wide range of methodological choices, the researcher typically has to select the approach that

appropriately addresses the research questions. It is worth mentioning that each paradigm is more frequently associated with one research approach than another. The three common approaches to conducting research are quantitative, qualitative, and mixed methods. What follows displays the distinction between these approaches and the correspondent paradigm for each.

3.1.2.1 Quantitative Approach. It is noteworthy that an approach is a plan for a research study that delineates the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation (Grover, 2015). Hence it is the theoretical foundation that determines the research design, process, and analysis procedures appropriate for the study. Thereafter, the decision of what approach to adopt should not be due to chance or subjective preferences; rather, it has to be based on the research problem that necessitates a specific approach to be appropriately addressed. In this essence, quantitative approach is generally used under the umbrella of positivism and post-positivism. It is a numeric or statistical approach to research design. Bryman (2001) asserts that quantitative approach is the research that places emphasis on numbers and figures in the collection and analysis of numerical data to support or refute a predetermined claim. Further, "the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion" (Kothari, 2004, p. 5). Fundamentally, this research approach relies on hypotheses testing by following clear guidelines and objectives. It includes the true experiments with random assignment of treatment subjects, quasi-experiments based on non-randomized design and co-relational studies (Keppel, 1991, cited in Creswell, 2014).

3.1.2.2 Qualitative Approach. Alternatively, the goal of a qualitative inquiry is to understand human behaviors through constructing a comprehensive and holistic image of a phenomenon of interest by exploring the behavior, perspectives, feelings and experiences of people. Researchers seek to approach and establish the meaning of a phenomenon from the participant's perspective. This approach to inquiry entails that the study is conducted in a natural setting or the context in which a phenomenon emerges. It focuses on the way people perceive the world in which they live and make sense of their experiences; besides, understanding the social reality of individuals, groups and cultures. Therefore, researchers who use this approach bind themselves with the constructivist paradigm (Creswell, 2014). Nevertheless, the fact that qualitative approach involves the researcher immersing himself in the subject of study when interpreting data, the reporting results may be distorted and influenced by researcher bias (Gaille, 2018)

3.2.2.3 Mixed-Methods Approach In some cases, using quantitative or qualitative methods solely would be insufficient or inconvenient to reach the research desired outcomes.

Namely, when one data source is inadequate or deficient to address the research problem. Hence, adopting a mixed-methods approach compensates for the limitations that the mono-method approach may represent(Doyle, Bradyand Byrne, 2009). According to Dornyei (2007), this approach emerged in the mid-to-late 1900s under a variety of names such as methodological triangulation, multi-method research, and multi-methodological research.

Greene, Caracelli and Graham (1989) define mixed-methods approach as the one in which the researcher uses at least one quantitative method designed to collect numerical data and one qualitative method to collect the participants' attributes and perceptions towards the phenomenon under investigation. Therefore, a mixed methods research is an approach in which the researcher collects, analyses and interprets both quantitative and qualitative data (Doyle, et al., 2009) In the realm of the philosophical underpinning of pragmatism which considers research philosophy as a continuum, rather than an option that stands in opposite position (Wahyuni, 2012) ,the mixed-methods approach permits researchers to use a variety of approaches, qualitative and qualitative approaches, to answer research questions that cannot be addressed using a singular method and gain a broader and deeper understanding of complex human phenomena.

3.1.3 Research Design(s) / Strategy (ies)

Before starting the research process, it is requisite for a researcher to be aware of the different aspects of the problem assigned to the proposed study. Not only in terms of having the theoretical basis required regarding the subject of inquiry, but also the way data will be collected and analyzed. Expressly, with regard to the research problem and objectives, the researcher decides the design that would prove to be more appropriate for his research. (Creswell and Plano Clark 2007) define a design as "the procedures for collecting, analyzing, interpreting and reporting data in research studies(p.58). Similarly, "A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2004). In other words, a research design is the overall plan of a study. It the bridge that links the conceptual research problems with the pertinent empirical research. Most importantly, a research design defines the methods to be utilized in collecting data, the procedures for processing and analyzing these data and how this would help address the research problem. Research design is also referred to as a strategy of inquiry (Mertens, 1998). Therefore, researchers should primarily determine the research strategies that are feasible and appropriate to satisfy the research objectives. Correspondingly, research strategies are classified under three main categories: qualitative, quantitative, or Mixed-methods.

3.1.3.1 Qualitative Research Strategies Pertinent literature suggests various strategies embedded within this category (Saunders et al., 2007; Wolcott, 1999). Toillustrate, ethnography, grounded theory, case studies, phenomenology, narrative research, and others are designed to be employed with qualitative research. A case study design, for example, is overly used in the field of social sciences along with other fields such as in education, management, public administration, and social work (Mills et al., 2010). For delving further into this type of research design, one needs to understand what the word "case" is. Gerring (2011, p. 1137, cited in Gisselquist, 2020) refers to it as ''a spatially delimited phenomenon (a unit) observed at a single point in time or over some period of time," which ''com-prises the sort of phenomena that an inference attempts to explain". This indicates that a case is not restricted to one form, rather; t may be an entity, a group of people, a company, a process, or an event chosen for a specific reason at a specific time in a specific place for research purposes.

From this perspective, Stake (1995, cited in Creswell, 2003, p. 17) defines case studies as the strategy" in which the researcher explores in depth a program, and event, and activity, a process, or one or more individuals. The case (s) is bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures". Like other qualitative research designs, this strategy provides detailed contextual analysis and examination of phenomena within their real-life contexts. Ethnographic, historical and psychological are three main types of case studies in educational research. The emphasis of ethnographic case studies is on how people act in cultural environments, such as in the classroom. Whereas Historical case studies use a variety of evidence to understand a context over time. Psychological case studies; however, obtains an in-depth analysis of a person, group, or phenomenon through analyzing behavior (Merriam, 1998).

3.1.3.2 Quantitative Research Strategies

Campbell and Stanley (1963) indicate that there are various strategies of inquiry associated with quantitative research. Typically, true experimentation, quasi-experimentation, pre-experimental and correlational research design. In the experimental and quasi-experimental research designs, the researcher examines whether there is a causal relationship between independent and dependent variables. While the dependent variable is the one being tested or measured after being influenced by the variation of the independent variable, the independent variable is the one that is manipulated or changed to measure the effect of this change on the dependent variable (Thomas, 2021).

In spite of that, true experiment design, also called randomized design, is considered to be the most accurate and reliable form of experimental designs as it provides further control of intervening variables, consequently, the major factors that might affect the phenomena of interest

are controlled. (Shuttleworth, n.d.). Typically, In the true experiment design pre-and post-testing are used along with the experimental manipulation of the independent variables, and careful measurement of the dependent variables, fundamentally. In addition, true experimentation involves a control group and an experimental group whereby the experimental group receives the treatment along with completing the pre- and post-testing; however, Only the pre- and post-testing are done by the control group. Another characteristic of this research strategy is randomization. To put it another way, participants in the true experiment are randomly assigned into the control and the experimental groups through random processes (Salkind, 2011).

Whilst true experiment design requires random assignment of participants, the quasi-experimental design does not. Hence, the participants are assigned to groups in quasi-experiment by self-selection or administrator judgment (Cook, 2015). Most importantly, this design is common in psychological research as well as in the field of social sciences where randomization may be unaffordable. Moreover, in case the researcher has access to a relatively large population and wishes to investigate the effect of a particular intervention on that group. The quasi-experimentation is the most similar design to a true experiment, but it occurs outside of the laboratory (Cohen, Manion and Morrison, 2007). Meanwhile, Reichardt (2009) highlights that the quasi-experimental design comprises several designs that are as follows: The one-group pre-test-post-test, the one-group post-tests only, the post-tests only non-equivalent groups, the pre-test-post-test non-equivalent group, and the one-group time series. To illustrate, the one-group pre-test-post-test experiment is used with a single group of participants who receive treatment or independent variable manipulation subsequent to a pre-test; then, a post-test takes place to measure the change resulting from the experimental intervention.

3.1.3.3 Mixed-Methods Strategies to overcome the quantitative and qualitative methods' limitations and obtain in-depth insight into a research problem, a mixed-method research is needed. Since it involves the incorporation of both quantitative and qualitative methods, the mixed-methods research design will be adequate for the study, as its name suggests, a mixed-methods research design is characterized by a mixture of qualitative and quantitative research designs within the same study. As a result of this combination, a variety of data collection methods and analysis procedures are combined.

3.1.4 Data Collection Methods

Data collection is the process of gathering information from all available and relevant sources in order to answer the research questions, test the hypothesis, and ultimately draw conclusion (Bhandari, 2020). Various research methods are used when conducting research study within the framework of each approach. Predominantly, the quantitative approach makes use of methods that are designed for the sake of gathering numerical data, such as close-ended

questionnaires and testing. On the other hand, qualitative research mainly deals with non-numerical data, that is to say, data collection methods in qualitative research are meant to examine the participants' attitudes and feelings towards a phenomenon or subject of study. For instance, interviews, focus groups, observation and collection of narratives are all common methods in qualitative research (Ainsworth, 2021). However, in the mixed-methods approach, methods from both sides are used.

In social science study, the questionnaire is an established method for gathering information on participants' attitudes and behaviors with respect to the subject under investigation. Therefore, questionnaires " are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. "(Brown, 2001, cited in Dornyei, 2003, p.6). From this definition it is perspicuous that depending on how structured the questionnaire is and the nature of study, different types of questions can be used. Simply put, a wide range of items can be utilized in the questionnaire of quantitative, qualitative, or mixed-methods research study; however, what is appropriate for one research design may not be necessarily appropriate for another. Typical types of questionnaire items are Likert scale, rating scale, multiple-choice, rank order items and open-ended questions. According to Aryal (2020), three types of data about respondents that can be generated from the questionnaire. Most importantly, factual, behavioral, and attitudinal information. To begin with, factual questions are designed to collect fact-based answers about respondents such as their demographic characteristics, that is to say age, gender and race, economic status, level of education, occupation and others. Besides, behavioral questions are meant to investigate the respondents' behaviors, actions, life-styles and personal history. Attitudinal questions reveal information about their beliefs, attitudes and interests (Dornyei, 2003).

Depending on the type of information the researcher seeks to investigate and the intended use of that information, various patterns of questions can be employed in the questionnaire which ultimately decide the questionnaire type: structured, unstructured or semi-structured questionnaire. The structured questionnaire exclusively includes close-ended questions, the latter are divided into Likert questions, dichotomous questions, rating scale questions, multiple-choice questions, checklists, matrix questions. The unstructured questionnaire; on the other hand, contains open-ended questions which enable the respondent to give their answers in their own words. Moreover, the semi-structured questionnaire combines both types of questions (Satya, 2012). In order to produce data that are relevant to the research objectives, ensure reliability, validity, and sustained involvement of the participant, it is fundamental to consider the

questionnaire structure, sequence, and wording, as well as the inclusion of required information (Bird, 2005).

Another common data collection method in the field of social sciences is the interview. According to Easwaramoorthy, Fataneh and Zarinpoush(2006)

> An interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions. Interviews can be conducted face-to-face or over the telephone. The internet is also emerging as a tool for interviewing. (para. 1)

Correspondingly, the interview is a verbal communication between the researcher and the respondent, the three methods to conduct interviews are face to face in which both parts meet and attention is paid to verbal and non-verbal cues, Also, it can be undertaken in a form of telephone interviews or online. There are three types of interviews with regard to the length, depth and freedom with which the interviewee can respond. These are structured, semi-structured and unstructured. The structured interviews are tightly organized set of questions is used, much like a questionnaire, with the aim of collecting quantitative data for analysis. The questions are closed-ended; moreover, they are prepared in advance and asked in the same order to all respondents (Kumar, 2011). However, the Semi-structured interviews are another type "in which the researcher uses a written list of questions as a guide while still having the freedom to digress and probe for more information" (Mackey and Gass, 2015, p. 225). Just like the structured interview, questions in the Semi-structured interviews are predetermined; yet, the researcher may change their order and limit himself to open ended-questions. However, it entails that "The interviewer approaches the interview with the aim of discussing a limited number of topics, sometimes as few as one or two, and frames successive questions according to the interviewee's previous response" (Fox, Hunn, and Mathers, 1998, p. 4).when using the unstructured interview, the researcher does not limit himself to one type of questions. Thus; s/he can use open-ended as well as closed-ended questions and in a flexible order, as well, some questions may be prepared and planned while others can be generated during the conversation.

The underlying need for data collection methods is to generate data that will be analyzed to answer the research problem. Thus, choosing the expedient data collection method for any research study is not a random process. Researchers need to be aware of the limitations as well as the advantages of each tool and what type of data it generates. In case any inadequacies in selecting these methods occur the researcher may lose the track and fail to address the objectives of the study.

3.1.5 Data Analysis Procedures

Once data is collected, the researcher has to analyze that data to identify relationships between variables and draw inferences. There are many different data analysis methods, depending on the type of research. Thus, the procedures selected for analyzing data must be in accordance with the research questions, objectives and most importantly, they have to be as specified by the type data being collected (Dornyei, 2007). Not to mention, the levels of measurement of both qualitative and quantitative research studies dictate the procedures of describing and analyzing data. Stevens (1946, p. 680) asserts that measurement is "the assignment of numerals to things so as to represent facts and conventions about them" (cited in Matthews, 2017, p. 1). Hence, the way a set of data or variables are measured by applying a standard scale is called its level of measurement. Namely, nominal scale level, ordinal scale level interval scale level and ratio scale level. Nominal scale deals with nominal data that cannot be ordered or calculated; however, nominal data can be assigned a code that represents a category. Like nominal scale, ordinal scale level measures categorical data. The only difference is that within this scale data is ordered. On the other hand, interval scale level and ratio scale level deal solely with quantitative data, in which the former identifies the degree of difference between values with no zero or starting point whereas in the latter there the ratios and intervals between measurements are measured as it has a ratio starting point (Dornyei, 2007).

Accordingly, quantitative and qualitative data would be analyzed differently through quantitative and qualitative data analysis procedures respectively. The process of analyzing quantitative data is done based on mathematical procedures subsequent to describing these data through descriptive statistics. In other words, to analyze quantitative date, the researcher needs to conduct two procedures, these are descriptive and inferential statistics. Trochim (n.d.) states that" descriptive statistics are used to present quantitative descriptions in a manageable form. In a research study we may have lots of measures. Or we may measure a large number of people on any measure" Descriptive statistics help us to simplify large amounts of data in a sensible way. Each descriptive statistic reduces lots of data into a simpler summary" (para 3). Descriptive statistics allow the researcher to convert a mass of raw data into meaningful insights whereby summarizing and organizing the collected data takes place in such a way that serves to answer the research question.

The main function of descriptive statistics is to summarize and display data using two categories of measures. They are measures of central tendency and measures of dispersion or variation. The former" tell us the point about which items have a tendency to cluster. Such a measure is considered as the most representative figure for the entire mass of data" (Kothari, 2004. P. 128). Therefore, Central tendency is the value that describes the entire data set using a single

measurement or position within these data. Specifically, it involves three primary measures which are the mean, median, and mode. Measures of dispersion: nevertheless, indicates how dispersed or varied the scores are in a dataset as it describes the spread of the values around the central tendency (Kothari, 2004; Trochim, n. d.). The range and standard deviation are the most commonly used measures of dispersion, along with variance.

Though it is an initial data analysis phase that paves the way for data processing, descriptive statistics is insufficient to draw conclusions about the sample; consequently, conducting inferential statistics procedures is requisite. Kern (2014, p.3) defines as an "attempts to create conclusions that reach beyond the data observed. It satisfies specific questions raised prior to the study". That is to say, inferential statistics help testing hypotheses, making inferences and drawing conclusions based on the data being gathered and organized. Moreover, Kothari (2004, p 131) contends that "inferential analysis is concerned with the various tests of significance for testing hypotheses in order to determine with what validity data can be said to indicate some conclusion or conclusions". deciding whether or not to accept the hypothesis depends on precise statistic procedures that measure the probability that the results would have occurred under the null hypothesis; therefore, determining their significance. This can be achieved using statistical tests or mathematical formulas which chosen depending on the design of the study and the nature of variables (Miller, 1984).

It is noteworthy that descriptive statistics is not restricted to quantitative research; nevertheless, the way quantitative and qualitative data are displayed using descriptive statistics procedures is different, while quantitative data are displayed through the histogram and polygon, researchers may use the bar graph and pie chart to display qualitative data (Mann and Lacke, 2010). Moreover, processing and analyzing data in a qualitative study depends upon how these data are presented. Typically, qualitative data consists of terms, observations and even symbols, according to Kumar they can be communicated and analyzed as follows:

> Broadly, there are three ways in which you can write about your findings in qualitative research: (1) developing a narrative to describe a situation, episode, event or instance; (2) identifying the main themes that emerge from your field notes or transcription of your in-depth interviews and writing about them, quoting extensively in verbatim format; and (3) in addition to (2) above, also quantify the main themes in order to provide their prevalence and thus significance. (2018, p. 277)

Developing a narrative does not require in-depth analysis; rather, the researcher needs to consider the sequence of events or actions for precise description. The other two methods: however, which are identifying the main themes of data that have been collected and quantifying the same, depend upon content analysis. As mentioned by Dornyei (2007), content analysis is

"an analytical method of examining written texts that involves the counting of instances of words, phrases, or grammatical structures that fall into specific categories" (p. 245). This entails that content-based analysis procedure is mainly used to analyze the content of observational field notes or in-depth interviews throughout exploring, examining and summarizing large amounts of textual data. Eventually, these data are categorized into chunks or themes for analysis. Mohajan (2018) suggests four steps for the process of content analysis. Foremost, the researcher has to carefully examine the descriptive responses given by the interviewees. Although they may be expressed differently, understanding the meanings conveyed allows the researcher to develop broad themes out of these meanings. Subsequently, assigning codes to each theme takes place. This depends on whether or not the researcher intends to count the developed themes and frequencies of occurrence of particular ideas. Having assigned the codes, if needed, s/he classifies responses under the main themes by identifying those that belong to the same thematic category. Eventually, the researcher Integrate themes and responses into the analysis in order to draw theoretical conclusions.

3.1.6 Sampling Techniques

Due to time constraints and the large size of the population, the research may not be able to involve all elements nor does he afford resources to analyze each one separately. As a result, s/he may select a small number of people from the entire population as participants in the study. This process is referred to as sampling. Correspondingly, a sample is defined as "a set of elements selected in some way from a population. The aim of sampling is to save time and effort, but also to obtain consistent and unbiased estimates of the population status in terms of whatever is being researched" (Sapsford and Jupp 2006, p. 26). Besides, Kothari (2004), asserts that sampling is" the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group". The main goal of selecting a sample is to save time and effort while obtaining consistent and unbiased conclusions about the population. Thus, drawing a representative sample from a population with an adequate size is needed.

According to Dawson (2007), there are a variety of methods of sampling, this procedure depends upon some factors such as the area of study, the research methodology and requirement along with the preference of the researcher. Therefore, two methods of sampling are common. They are the probability sampling and the non-probability sampling techniques. Probability sampling is a method of sampling in which "each element of the population has a known non-zero probability of selection" (Showkat and Parveen, 2017, p. 2). With this technique every member of the population has an equal specifiable chance or probability of being included in the

sample without being influenced by the researcher's preferences or the selection of other elements within the population (Kothari, 2004). Random sampling, systematic sampling, stratified random sampling, and cluster sampling are all examples of probability sampling. Random sampling helps the researcher to describe, interpret, and generalize the result to the entire study population. In other words. Probability sampling techniques generate a representative sample that shares and accurately reflects the characteristics of the population.

On the other hand, in case the non-probability sampling techniques are employed, the participants have no equal chance of being selected in the sample. Predominantly, the number of elements in a sample are selected based on the researcher's subjective judgment, rather than a random assignment of participants (Kothari, 2004). Consequently, the conclusion that would be drawn from the sample using non-probability sampling techniques are ungeneralizable, this is due to the reason that the sample does not represent the whole population, thus; the results cannot be extended beyond the sample of the study (Showkat and Parveen, 2017). This sampling design is used when the number of elements in a given population is either anonymous or cannot be identified individually (Mohajan, 2018). Non-probability sampling techniques include, convenience sampling, quota sampling, dimensional sampling, purposive sampling, and snowball sampling.

3.2 Research Methodology for this Study: Choices and Rationale

What follows is a portray of the methodological choices adopted in the current study and the rational for these decisions; particularly, research paradigm, research approach, research design, data collection methods, data analysis procedures and sampling techniques.

3.2.1 Research Paradigms

Since the philosophical orientation is the main foundation that shapes the methodological framework of any research, and when considering the requirements of the current study as well as its main objective. Namely, investigating the effect of peer assessment as a formative assessment strategy on learners' grammatical accuracy in writing, a combination of qualitative and quantitative data was requisite to address the research problem. With this in mind, we adopted the conceptual framework that embraces the qualitative and quantitative assumptions and behaviors. Simply put, the pragmatic paradigm was practically appropriate to conduct the present study. That was due to the epistemological and ontological orientations within this paradigm that allow the researcher to embed qualitative and quantitative methods to gain a thorough understating of the phenomenon under investigation. Thus, a mixed-method approach was thought to fit the nature of our research along with providing sufficient and adequate data that meet the need of the study.

3.2.2 Research Approach(es)

Considering the aim of the study that is the investigation of the effect of peer assessment on promoting EFL learners' grammatical accuracy; as well, reporting teachers and learners' attitudes towards implementing this pedagogical tool, the incorporation of both qualitative and quantitative approaches is requisite to comprehensively cover the different aspects of the study. On this account, the researchers opted for a mixed-methods sequential explanatory approach as it serves to collect quantitative and qualitative data respectively in order to address the current research problem and validate the obtained results using different methods. Therefore, the researchers used a mixed-method approach for two main reasons: to achieve an elaborate understanding of the problem under investigation from various angles i.e., using both quantitative and qualitative data which are prescribed by the research objectives. Besides, presenting converging results obtained from different methods allow for validating the conclusion and corroborating the results' interpretation.

3.2.3 Research Design(s) / Strategy(ies)

This study is based on the mixed-methods sequential explanatory approach which necessitates the combination of both qualitative and quantitative perspectives within a single inquiry. Hence, in order to gain in-depth understanding of the research problem a quasi-experimental design along with a case study design were used. These research designs were not arbitrarily combined and integrated: however, they were embedded as they best serve to achieve the current research objectives. Mainly, investigating the effect of peer assessment as a teaching strategy on students' grammatical accuracy in writing, besides, discovering teachers' and students' attitudes towards its use. On one hand, with regard to the research requirement and the need to obtain a multi-faceted understanding and in-depth data about the problem. Most importantly, in its natural context, employing the case study was felicitous as a qualitative strategy as it provides data that would not be practically obtained using other research designs along with offering deep insight into the phenomenon in its real situation, particularly, to approach the problem under inquiry in classroom context. Moreover, since the collected data and the conclusions drawn from this study were not intended to and could not necessarily be generalized and as a large-scale sample was not affordable for researchers, the case study strategy was more suited for this research;

On the other hand, in order to answer the second research question and to measure the effect of peer assessment strategy on the grammatical accuracy in writing, a quasi-experimental design was employed. This is due to the current research requirements; particularly, a true-experimental design was not valid for this research study as the case in similar social sciences studies, due to the reason that the true- experimental design requires random assignment of

participants to either the treatment or the control group, which was not possible in this study. Besides, in the true- experimental design, it is mandatory to control all factors that may affect the phenomena under investigation; accordingly, by considering the intervening extraneous factors related to human nature that could not be thoroughly controlled or measured in the current study, a quasi-experimental was more convenient; most of all, the latter does not seek to generalize the results to a wider population nor to establish a theory or generate a law. Furthermore, while true-experimental design requires a large number of participants, this study was conducted using a small-scale sample, All the above-mentioned reasons left the researchers with no choice but to use quasi-experimental for the treatment; particularly, one group pre-test post-test design.

3.2.4 Data Collection Methods

With respect to research the designs, questions and objectives, it was appropriate for this study to employ diverse data collection tools for the sake of gathering qualitative and quantitative data. Clearly stated, the researchers opted for students' semi-structured questionnaire, the test and teachers' semi-structured interview.

3.2.4.1 The Tests Along with the semi-structured questionnaire and semi-structured interview, tests were employed in this study as data collection methods. Mainly, a pre-test and post-test were conducted before and after the treatment respectively. These data collection methods generated the required data to achieve the present research objectives. Most importantly, investigating the extent to which peer assessment strategy may improve EFL learners' grammatical accuracy in writing.

3.2.4.1.1 Structure and Aim The aim of the pre-test was represented into two equally critical aspects. It served as a placement test that is a tool to measure the participants' level of accuracy in terms of grammar use prior to the treatment, this allowed the researchers not only to examine their current level of grammatical accuracy in writing, but also to select the treatment's strategic plans that feed the study's requirement and help achieve its main objectives. Another aim of undertaking the pr-test was to determine the areas of grammar that are most challenging for students. The latter were used by participants throughout the treatment sessions to indicate grammatical errors in their peers' writings. It is worth mentioning that in order to conduct the pre-test, students were required to write an argumentative essay of thirty lines on the importance of academic writing. This theme was chosen with the assistance of the academic writing teacher of the target population based on the syllabus of the same course. Not to mention, For the sake of identifying any statistically significant difference in the participants' grammatical accuracy in writing. a post-test took place subsequent to peer assessment treatment sessions. Correspondingly, to ensure the credibility of the results, the participants were asked to write an argumentative essay on "how to avoid plagiarism" with the same length as the pre-test essay

3.2.4.1.2 Piloting and Validation Due to time constraints, and since the current study has been already conducted with a small-scale sample, a pilot group was not feasible. However, validating both tests was requisite. For this to take place, two teachers who are considered to be specialized in the field of academic wring were asked to assess the themes of the pre-test and post-test. The researcher consulted the two teachers about the suggested themes of both tests. Eventually, there were agreed to be utilized after discussing their degree of difficulty and whether or not they fit the participants' level of proficiency.

3.2.4.2 The Students' Questionnaire Due to time constraints, conducting pre-questionnaire and post-questionnaire was not affordable. As a result, one questionnaire was used in this study. It was distributed to participants to collect data regarding their attitudes and perceptions towards the use of peer assessment as a pedagogical tool for improving grammar use and accuracy in writing.

3.2.4.2.1 Structure and aim This data collection method was designed in order to gain clear and accurate information about the participant's attitudes towards and reaction to peer assessment. Not to mention, conducting the questionnaire with participants enabled the researchers to explore their perceptions towards the grammatical aspects that they developed subsequent to peer assessment treatment sessions. The data collected from the questionnaire were used side by side with the data gathered from the pre-test and post-test to accept or reject the research hypotheses. In addition to what has been stated, the semi-structured questionnaire adopted for this study provided detailed factual, behavioral, and attitudinal questions. Moreover, different types of items were used depending on the type of study, the research questions and objectives. Therefore, open-ended and close-ended questionnaire items were integrated. Table 3.1 demonstrates the structure of the questionnaire, and the objectives of each section.

3.2.4.1.2 Piloting and Validation. In order to guarantee the credibility and reliability of the results, piloting and validation are fundamental in any research study. Hence, this step was taken by researchers before applying the data collection method to the target sample. Accordingly, the questionnaire was sent via email to three teachers who are experts in the field and knowledgeable of the area of our research, their remarks with regard to the layout, wording and content as well as the structure of questions were taking into consideration. Foremost, the supervisor provided insightful feedback, his remarks with respect to language accuracy and precision were implemented and modifications were made accordingly. As well, the researcher asked two other teachers to validate the questionnaire of this study. To illustrate, one of the teachers recommended to reformulate the question number eight (8) in section two, by replacing it with the following; "How do you assess your general level of proficiency in English grammar?" Instead of "How would you assess your general English grammar knowledge in

English? She suggested changing the word "knowledge" to "level of proficiency" while the other one focuses on remarks with regard precision, he proposed to replace the word" ameliorate" with "improve" and to adjust spacing to show adherence to the American Psychological Association*s* standards which is appropriate for social sciences research.

Subsequently, the piloting stage takes place whereby the questionnaire was electronically forwarded to seven students from the population, but not from the sample, to assess its efficiency and identify any potential problems in the questions used. After piloting the questionnaire and checking the responses, no problems, difficulties or ambiguities were detected regarding the questions; therefore, no changes or modifications were needed.

Table 3.1

The Questionnaire Sections, Items, and the Reasons for their Inclusion

Section	Items	Content	Objectives
Section one	1-3	General Information	To reveal personal information about the respondents and who they are (gender and learning objectives)
.Section two	4-12	Grammatical Accuracy	To explore the respondents' experience about grammatical accuracy in writing and what grammatical difficulties they face when they write.
Section three	13-17	Peer assessment	To unravel the respondents' attitudes and perception to peer assessment after the treatment.

3.2.4.3 The Teachers' Interview. In addition to other data collection methods, the interview was used. The latter was meant to gather data about teachers' attitudes regarding the use of peer assessment strategy. Mainly, teachers who are in charge of written expression and academic writing courses.

3.2.4.3.1 Structure and Aim Fundamentally, The spread of the COVID-19 pandemic has influenced academic research all over the world (Radecki and Schonfeld, 2020). The current investigation is no exception. Therefore, due to time constraints and the teachers' overcrowded agenda, conducting face-to-face interview was not affordable for researchers. As a result of the above-mentioned factors, three phone-interviews were used to answer the second research question of the current study which aimed at investigating the teachers' attitudes, beliefs and perspectives towards implementing peer assessment as a formative assessment strategy in academic writing classes. The phone- interviews were conducted after receiving the authorization and approval from the interviewees to be recorded. Since the interview was semi-structured, it was designed and developed using both close-ended and open-ended questions that were divided into three sections. The table 3.2 demonstrates the title, content and objectives of each section.

3.2.4.3.2 Piloting and Validation. To eliminate any redundancy or inadequacies, validating the interview questions was required. The interview was sent via email as a word document to three teachers who were asked to check its validity. As for the content and structure, one of the teachers suggested no changes. While another recommended the researcher to conclude the interview by asking the interviewee this question "Any additional information?" instead of "Is there anything you want to add?". Additionally, another teacher recommended the researcher to add an additional item so that to ensure the smooth move of questions. Eventually, all remarks regarding accuracy and wording were taking into consideration. After testing its validity, the interview was piloted. Again, since the data gathered in the piloting stage were not intended to be used in the study, the interview was sent via email to two teachers as a word document. Altimetry, the researchers concluded that the interview items were relatively clear and none of them were appeared to be obscure or vague.

Table 3.2

The Interview Sections, Items, and the Reasons for their Inclusion

Section	Items	Content	Objectives
Section one	1-3	General Knowledge	To achieve information about the Interviewees' teaching experiences as well as their profiles
Section two	4-6	Teachers' Practice in the Teaching of Grammar	To uncover the main grammatical difficulties encountered by students and the strategies used in assessing students' grammatical accuracy.
Section three	7-10	Peer Assessment	To identify the reasons that hinder teachers from implementing peer Assessment in their writing classes. To investigate their attitudes towards using this strategy along with discovering the extent to which peer assessment help improve the grammatical accuracy in writing.

3.2.5 Data Collection Procedures

The researchers employed three data collection methods for the sake of gathering the relevant and necessary data. The data collection Procedures; therefore, were undertaken through these stages. Foremost, the participants who have already accepted to be involved in the study were pre-tested. Subsequently, the treatment sessions took place wherein the setting was not static; rather, it was changing based on the empty rooms available. Besides, the researchers conducted a post-test in order to measure any significant improvement in performance. Further, distributing the students' questionnaires was part of the data collection process. The latter has been completed by conducting interviews with teachers.

3.2.6 Data Analysis Procedures

As discussed in this chapter, the current research study sought to investigate the effect of peer assessment on EFL learners' grammatical accuracy in writing. Considering the research approach, objectives, as well as the required data to answer the research questions, both qualitative and quantitative data analysis procedures were incorporated. Simply put, as the

fundamental premise of applying the mixed-method approach in this study was to permit a deep understanding of the problem at hand through integrating data from both trends, applying qualitative and quantitative data analysis procedures was inevitable. Accordingly, as far as the analysis of quantitative data is concerned, the researchers used two types of statistics. These are descriptive and inferential statistics. The former served to provide description of the quantitative findings and graphic representation of the numerical data whereas the latter enabled the researchers to draw inferences and reach conclusions; therefore, accepting or rejecting the hypotheses.

The analysis of qualitative data; on the other hand, depended upon other procedures. This is due to the nature of categorical data which involves non-statistical verbal information; typically, properties, attributes and attitudes in the form of words and textual data. Thus, to decipher the interview transcribed in this study as well as achieving a comprehensive interpretation from the qualitative dataset, content analysis procedures were appropriate. For this to take place, the researchers first transcribed the interviews, then, words, sentences and phrases were labeled with codes using numbers and colors. Thereafter, themes were identified and aligned to data by classifying the codes into categories and subcategories before objectively describing them and drawing conclusions.

3.2.7 Population / Sampling Technique

Since a true-experimental design was not possible in this research and with respect to the philosophical underpinning along with randomization which could not be realized, a case study along with quasi-experimental designs were used. With this in mind, the researchers opted for a small-scale sample as the intention was not to generalize the findings to a larger population. The latter consisted of master one EFL students at Biskra University in the academic year 20201 and teachers in charge of academic writing and written expression courses. To select the sample, mainly, the one pre-posttest group, the non-probability purposive sampling technique was employed. This implies that the researchers did not randomly choose participants; however, owing to the aforementioned reasons, they deliberately assigned the sample based on the participants' characteristics as well as the purpose of the study. Thus, 17 students were selected; particularly, students who appeared to have some deficiencies regarding using grammatical structures. Besides, having studied for more than three academic years at university, students at master one level would have developed a thorough basis regarding knowledge of grammatical rules, structures and patterns. Further, three teachers in charge of the academic writing and written expression courses were purposively selected to be interviewed.

3.3 The Treatment Implementation / or The Educational Phenomenon Description

As far as the implementation of the study is concerned, the process was undertaken over four weeks. Yet, in order to gain time, the pre-test took place one month prior to the first treatment session. Including the pre-test and post-test, the intervention encompassed six sessions of one hour for each. 17 participants who expressed their consent and take the initiative to participate in the study. took the pre-test. The latter was completed in a form of a written assignment and just like the other treatment sessions, the pre-test was not conducted in regular class time; therefore, the researchers devoted one hour so that participants could complete the task. For this to take place, each participant was required to develop an argumentative essay on" the importance of academic writing". The researchers selected this theme mainly due to the reason that it was part of their academic writing courses. the participants; hence, were supposed to have prior knowledge that enabled them to easily construct their ideas. Thereafter, the researchers sought to provide participants with the theoretical background with regard to the current research before the practical treatment sessions were undertaken. It is noteworthy that to ensure the validity of data and; therefore, credibility and reliability of the results obtained, the participants completed peer assessment activities using a set of error correction codes throughout all the treatment sessions which were fundamentally designed based on the classifications of grammatical errors by Betty Azar (1990).

Session One

In order to make the participants aware of the objectives of the treatment as well as recognize the rational of the study, they needed to understand the relationship between peer assessment and grammatical accuracy. Wherefore, the first session was chiefly dedicated to explain and clarify basic concepts with reference to peer assessment; particularly, the participants received handouts (Appendix 1) clarifying its definitions, objectives and benefits along with introducing the peer assessment process to participants. Once they have grasped the fundamental aspects within the framework of peer assessment, the researcher enlightened them about the relationship between peer assessment and the accurate use of grammatical structures in writing. To achieve this goal, basic definitions of grammar and its main components were briefly introduced to students. Subsequently, the researchers emphasized the sub-elements that are embedded within grammar. These were the syntactic categories that were the core of the treatment. Furthermore, as in introductory training to peer assessment process, the researcher distributed copies of one of the participants' pre-test essay who was anonymous and asked them to carefully read the text and indicate the grammatical errors. Ultimately, the researchers gave the participants a written assignment whereby each was required to develop a composition on the advantages and disadvantages of technology and bring them in the coming session. It is worth

mentioning that during the session, the participants were free to ask for clarifications, more explanation and exchange ideas.

Session Two

The second session was predominantly practical; however, the researcher first recapitulated the major points that were discussed in the previous session in order to refresh the participants' memories reminding them of the theoretical concepts related to the study and check their understanding. Afterward, the researchers made sure that all participants brought their compositions that were written on blank sheets and leaving space between each line and another, this enabled them to provide the feedback clearly, easily and in an organized way. Since the researchers thoroughly explained peer assessment process in the first session, the second one was only a reminder. Thus, we briefly inform students about their roles within the process. Further, with respect to the pre-test results, the researchers have earlier designed a set of error correction codes (Appendix 2) including the syntactic categories being explained in the first session. The participants were required to use these codes throughout the treatment. Having distributed the codes' sheets, the researcher asked them the participants to check them; meanwhile, each code was briefly explained and the procedures in which these error correction codes would be used. After receiving all the participants' questions regarding their use and make sure that they become sufficiently comprehensible to them, peer assessment took place. The participants were required to exchange their writings and carefully read their peers' compositions; then, whenever they spotted an error, they underlined or highlighted the latter to indicate its type using the error correction codes and provide correction to the erroneous form. Once they completed the activity which lasted for around 25 minutes, the participants retrieved their papers, the researcher encouraged them to freely discuss, examine the feedback given by their peers, ask for clarification, and negotiate the errors' types and its correction. As well as, adjusting and rewriting their compositing through incorporating the feedback they received from their peers. Not to mention, the researchers continuously examined the feedback provided by peers to treat any problematic area and revised them to detect any misleading comments beside providing support and help whenever needed.

Session Three

Prior to the third session, the participants were informed to write another composition on "their experience of studying at university". The researchers asked them to write their compositions in advance in order to gain time as the time partition allocated for the treatment sessions (one hour only for each) was considered insufficient to both complete the written assignments and peer assessment activity as well. Just like the previous session, the participants exchanged their compositions to conduct peer assessment. It is worth mentioning that the

activities were not done in groups; rather, in pairs in all sessions. Moreover, to ensure that the participants received feedback from different sources and; therefore, correcting and become aware of the potential types of errors on their written materials, the researcher did not restrict the participants to continuously work in the same pairs in all sessions: however, we encouraged them to work with any other participant who was sitting beside or behind them. This was mainly due to the reason that one participant may not be aware or able to detect all the erroneous grammatical structures of all types in their peers' writings. The researcher circulated throughout the class to ensure that participants were performing the task and to answer their questions. Unsurprisingly, when they retrieved their papers, and each pair discussed the feedback they received, there were cases where some participants did not agree on the feedback provided by their peers, claiming that the erroneous structures that were indicated cannot be considered as errors as; according to them, they were no deviation from the English grammar rules. To solve this problem, the intervention of the researcher was inevitable who asked the participants to use the dictionary to check the grammatical forms. Again, after they agree on its accuracy and adequacy, the participants were required to consider their peers' feedback and implement it to adjust their compositions.

Session Four

Just like the previous sessions, the participants were asked to attend the fourth one and bring their written assignments. However, some participants did not develop their compositions in advance. Therefore, the researcher devoted 30 minutes from the time of the session so that the participants can complete their writings. At this level, the researchers asked the students who brought their compositions with them to exchange their writings, carefully read them and indicate the erroneous forms if any. Meanwhile, the researcher circulated throughout the class to make sure that the participants are completing their tasks. Once the participants were able to complete the writing task, they exchanged their papers to conduct peer assessment activity before discussing the feedback they received. Meanwhile, the other participants who finished with error correction, were asked to start the discussion and exchanging comments as well as correcting the mistakes indicated in each participants' piece of writing. It could be noticed that this session was less homogeneous, while some students were providing the feedback, others have done with the oral discussion. However, all participants have completed peer assessment in terms of feedback provision and oral discussion.

Session Five

The last session was dedicated to the post-test whereby the participants who attended all the treatment sessions were asked to develop an essay on "how to avoid plagiarism". It was chosen since they have dealt with in academic writing course. For more validity, the participants

were not informed about the theme of the post-test, nor about the required length for the essays until they attended the test. Most importantly, the researchers ensured that the post-test essays were as long as the pre-test ones. Therefore, achieving precise and valid data. Once they completed the post-test and submit their pieces of writing. The researcher distributed the questionnaires, participants were asked to respond to the questions and provide their responses before they left, some could not fill in the questionnaire in the allocated time; hence, it was sent to them via email and they resend their responses using the same means.

It is worth mentioning that although conducting this study in a large time span would provide more reliable data, this was not affordable due to different factors; most importantly, the unprecedented challenge that was led by the COVID-19 pandemic which in turn affected the current circumstances including time constraints and the approachability of participants.

Conclusion

This chapter shed light on the fundamental methodological aspects of any research study. They were approached holistically ranging from the philosophical underpinning of the investigation until the purely practical procedures to analyze the collected data. Accordingly, this chapter described the methodological choices that were appropriate for the present study including the research paradigms, approaches, strategies, data collection methods. As well, this chapter elucidated the procedures that were undertaken to analyze data and conducting the treatment. The following chapter will be devoted to summarizing, displaying, interpreting and discussing quantitative and qualitative findings.

Chapter Four: Results and Data Analysis

Introduction

4.1 Results of the Study

4.1.1 Results of Tests

4.1.1.1 The pre-test and post-test results

4.1.1.2 The paired sample t-test

4.1.2 Results of the Students' Questionnaire

4.1.3 Results of the Teachers' Interview

4.2 Discussion and Summary of the Findings

Conclusion

Introduction

Since the previous chapter described the methodological framework and the decisional processes under which the current study was conducted, this chapter is devoted to displaying, analyzing and interpreting data wherein reporting findings of the current investigation takes place. The latter consists of both quantitative and qualitative data which were originally generated from three data collection methods. Namely, the pre-test and post-test, students' questionnaire and teachers' interview. Similarly, this chapter provides a summary and discussion of the obtained results with reference to the correspondent research questions.

4.1 Results of the Study

What follows is a detailed description and analysis of qualitative and quantitative findings. As data were collected in two consecutive phases, a mixed-methods sequential explanatory design was used. Therefore, qualitative data will be reported subsequent to quantitative results.

4.1.2 Results of Tests

The subsequent section aimed at demonstrating the quantitative data obtained from the pre-test and the post-test. To put it clearly, the pre-test and posttest were scored out of 20, each grammatical error equals minus point. Table 4.1andTable 4.2respectively reveal information which demonstrates the participants' performance in applying grammar rules and using syntactic categories prior to and after the treatment

4.1.1.1 The pre-test and post-test results

Table 4.1 *The Participants' Pre-test Scores*

Error Type	Participants						
	01	02	03	04	05	06	07
Subject- Verb Agreement	01	00	02	02	02	01	01
Wrong Word	00	01	01	00	00	00	00
Punctuation	02	00	03	02	02	01	01
Preposition	00	01	00	00	01	00	02
Pronoun	00	01	00	00	01	00	00
Wrong Tense	01	00	00	01	03	00	00
Article	00	00	00	00	01	01	00
Spelling	03	02	04	05	01	02	05
Missing word	00	00	00	01	00	01	00
Conjunctions	01	02	00	00	01	01	01
Unnecessary Word	01	00	00	00	00	00	00
Capitalization	01	02	03	00	02	00	00
Adverb Order	01	00	00	00	00	00	00
The Total Score	06	11	07	08	05	13	10

Error Type	Participants						
	08	09	10	11	12	13	14
Subject- Verb Agreement	02	04	01	00	01	03	03
Wrong Word	00	00	00	00	00	00	01
Punctuation	00	03	01	01	00	02	02
Preposition	02	00	00	01	02	00	00
Pronoun	00	01	00	00	00	00	00
Wrong Tense	01	00	01	00	00	00	01
Article	00	01	00	00	00	00	00
Spelling	01	02	01	02	05	04	03
Missing word	00	00	00	00	01	00	01
Conjunctions	01	03	00	00	01	00	01
Unnecessary Word	00	00	00	00	01	00	00
Capitalization	01	02	02	00	00	03	00
Adverb Order	00	00	00	00	00	00	00
The Total Score	15	06	13	17	10	07	08

Table 4.1 elicits the participants' scores in the pre-test along with detailed information with respect to the syntactic categories and the number of grammatical errors made by participants for each type. They were errors in association with subject-verb agreement, wrong words, punctuation, preposition, pronoun, wrong tense, article, spelling, missing word, conjunction, using unnecessary word, capitalization and adverb order errors. The latter were designed based on the classifications of grammatical errors by Azar (1990) which were similarly used by participants in the treatment sessions as well as the analysis of their errors in the pre-test and post-test. As Table 4.1 displays, 12 participants representing 86% of respondents made errors regarding the use of subject in agreement with the verb; however, only 02 participants (14%) used wrong words and inappropriate pronouns in their pre-test essays. In addition, 11 participants (79%) failed to use punctuation accurately, the problem has occurred repeatedly in 07 essays out of 14. This proves that the failure to use adequate grammatical syntactic structures in the pre-test essays stem from purely linguistic factors i.e., they cannot be accurately classified as mistakes; rather, they were estimated to be errors.

A proportion of 36% representing 05 participants encountered problems in using tenses while only 03 participants (21%) who did not use articles correctly. Furthermore, data reveal that the total number of participants (100%) frequently misspelled words in writing; thus, spelling mistakes have occurred from 01 to 05 times in the pre-test essays. Besides, 09 participants (64%) encountered difficulties in using conjunctions. While there were missing words in04 participants' essays (representing 29%), only 02 (14%) of the entire number used unnecessary words in their writings. Table 4.1; further, shows that adverb order error appears only once. However,08 (57%) participants faced problems associated with capitalization. A quick look at the pre-test total scores demonstrates that 07 participants who represent (50%) scored below the average (10) meanwhile, 02(43%) participants' scores were equal to the average while only 05 scores were above the average. Therefore, the treatment sought to reduce the proportion of participants who failed in the pre-test (50%). To measure any significant difference in the participants' performance, a post test was conducted subsequent to the treatment. The Tables that follow; namely, Table 4.2 and Table 4.3 represent the post-test scores and both pre-test and post-test scores respectively.

Table 4.2 *The Participants' Post-test Scores*

Error Type	Participants						
	01	02	03	04	05	06	07
Subject- Verb Agreement	01	01	02	01	01	03	01
Wrong Word	00	00	00	00	00	00	00
Punctuation	02	00	01	00	02	02	01
Preposition	00	00	00	00	01	01	00
Pronoun	00	01	00	00	01	00	00
Wrong Tense	01	00	01	01	03	02	00
Article	00	01	00	01	01	00	00
Spelling	03	01	02	03	01	05	02
Missing word	00	00	00	00	01	00	00
Conjunctions	01	01	00	00	00	00	00
Unnecessary Word	00	00	00	00	01	00	00
Capitalization	01	01	00	01	00	00	00
Adverb Order	01	00	00	00	00	00	00
The Total Score	09	15	13	12	09	15	12

Error Type	Participants						
	08	09	10	11	12	13	14
Subject- Verb Agreement	00	03	00	00	01	02	01
Wrong Word	01	02	02	00	00	01	02
Punctuation	02	02	00	00	00	03	01
Preposition	00	00	00	00	02	00	00
Pronoun	00	00	00	00	01	00	00
Wrong Tense	00	00	00	00	00	00	02
Article	00	00	00	00	00	00	00
Spelling	03	02	02	01	03	02	01
Missing word	00	00	00	00	00	00	00
Conjunctions	01	01	00	00	00	00	00
Unnecessary Word	00	00	00	00	01	00	00
Capitalization	00	00	01	00	00	02	00
Adverb Order	00	00	00	00	00	00	00
The Total Score	13	10	15	19	12	10	13

Table 4.2 displays the participants' performance in the post-test after the treatment, the scores were achieved using the same assessment criteria to ensure the validity and reliability of the results. As shown in the above table, the number of errors made by participants in the level of 11 syntactic categories decreased, yet, not entirely eradicated. However, when comparing the scores obtained in both tests, it could be noticed that while in the pre-test 12 (86%) participants inappropriately used punctuation, only0 9 (64%) of them did in the post-test. Similarly, half of the pre-test proportion(43%) which represents the participants who encountered difficulties in using prepositions shows that they have used this syntactic category adequately in the post-test essays. Having measured the participants' pre-test and post-test scores, further understanding can be achieved from Table 4.3. The latter reveals the entire scores of participants in the pre-test and post-test and the difference in their performances seeking information on whether there was any improvement in grammatical accuracy. .

Table 4.3 *The Participants' Pre-test and Post-test Scores*

Number of Participants	Pre-test Scores	Post-test Scores
01	06	09
02	11	15
03	07	10
04	08	12
05	05	09
06	13	15
07	10	12
08	15	13
09	06	10
10	13	15
11	17	19
12	10	12
13	07	10
14	08	13
Σ=	136	174

Table 4.3 shows the pre-test and post-test scores of the 14 participants prior to and after the treatment along with the sum of these sores. It could be noticed that there is a significant difference and variation in the participants' performance in both tests. A close inspection of the results elicits the scores obtained in post-test are relatively higher than pre-test scores. While the highest mark in the pre-test was 17, the highest mark in the pre-test was 19achieved by the same participant. Another observation demonstrates that the lowest score in the pre-test was 05, this score increased to 09 scores in the post-test. Further, the results displayed above demonstrate that for 07 (86%) participants who failed in the pre-test as their scores were below the average, unsurprisingly, 05 of them achieved scores that were either equal to or higher than 10, this is an indication that (71%) of participants who failed in the pre-test have notably improved in performance after the treatment sessions. For the 02 participants who scored below the average in the pre-test, they did not achieve the average in the post-test; however, they made fewer mistakes in the post-test essays compared to the pre-test one; hence, there was an improvement in grammatical accuracy.

As for the participants who scored above 10 in the pre-test, the post-test results unveil that there was evident improvement in their performance after the treatment, their scores ranged from 12 to 19.A quick glimpse of the sums obtained in both tests displays another evidence of the participants' improvement in grammatical accuracy after participating in peer assessment sessions. Accordingly, the post-test total scores summation is 174 whereas the overall scores of participants in the pre-test were 136. Hence, there was an improvement in the participants' performance in the post-test compared to the pre-test results. Since descriptive statistics is not restricted to frequency distributions, graphical representations further displays the spread and frequency of both data sets; therefore, the scores attained in the pre-test and post-test along with the difference between these scores are intelligibly revealed in the following bar chart, Figure 4.1
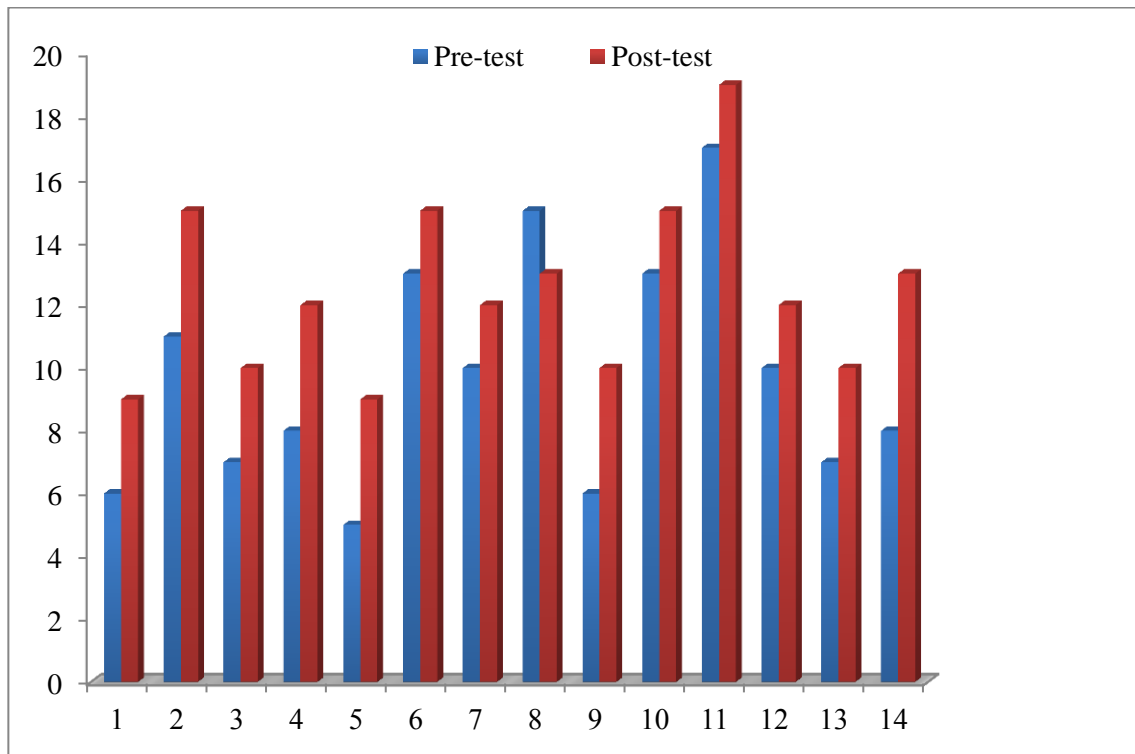
Figure 4.1. The pretest and posttest scores

The above bar chart displays and compares the participants' scores in the pre-test and post-test in order to indicate any significant change in performance as a result of the treatment. The rectangular bars are color-coded; therefore, the pre-test scores are represented in blue while the post-test ones are in red. The horizontal axis illustrates the number of participants and the vertical axis shows the obtained scores. At the first glance; Figure 4.1 shows that the pre-test scores are far from each other with a peak point of 17 and the range of 12, the latter represents the difference between the highest and the lowest score in the diagram. On the other hand, the post-test scores show improvement in performance which indicates that the number of erroneous forms within all post-test essays were less than the pre-test ones, except participant number 08 who did not show any significant improvement. With this in mind, it could be initially inferred that the grammatical accuracy of 93 % of participants has been improved after attending peer assessment sessions. Additionally, using a quick calculation; it could be noticed that the post-test range is 10 as the peak or the highest value achieved in the post-test was 19. This signalizes that the post-test scores are statistically much more dispersed compared to the post test scores.

In addition to measures of dispersion, measures of central tendency are needed to identify the center of distribution within a set of data. Hence, the comparison of the participants' means scores obtained with respect to grammatical accuracy in both tests would provide a comprehensive description of the current study's numerical datasets. Therefore, the mean ($\bar{x}$) or the arithmetic average refers to the sum of the value of each observation in a dataset divided by the number of values. It is calculated by summing all the values in the data set divided by the count of values in that data set. It is calculated using the following formula:

$$\bar{x} = \frac{\Sigma\, x}{N}$$

Σ x is the sum of all scores in the sample

N   is the number of scores in the sample

Using the above formula, the means of the pre-test and post-test scores along with both means difference were calculated and compared in order to detect any change in the participants' performance; particularly, in terms of grammatical accuracy after having been introduced to peer assessment strategy.

1. The Pre-test Mean:

$$\bar{x}pre = \frac{\Sigma\, x\,pre}{N}$$

$$\bar{x}pre = \frac{136}{14} = 9.71$$

$$\bar{x}pre = 9.71 \approx 10$$

2. The Post-test Mean:

$$\bar{x}post = \frac{\Sigma\, x\,post}{N}$$

$$\bar{x}post = \frac{174}{14} = 12.42$$

$$\bar{x}post = 12.42 \approx 12$$

Table 4.4 *The Means Difference ($\bar{x}$ dif)*

Pre-test Mean	Post-test Mean	Means difference
x̄pre =9.71	x̄post =12.42	$\bar{x}Dif = \bar{x}post - \bar{x}pre = $ 12.42- 9.71
x̄Dif = 2.71		
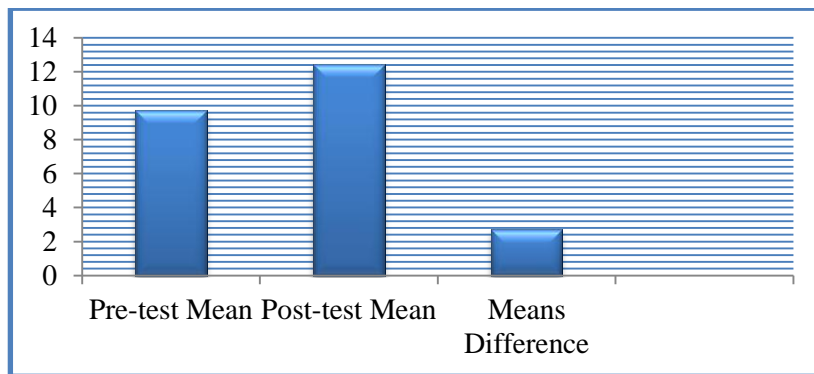
Figure 4.2. The Pre-test and Post-test Means Difference

As demonstrated in Table 4.4 and Figure 4.2, the participants' mean scores obtained in the pre-test is apparently higher than the mean scores obtained in the post (12.42> 9.71) with a difference of 2.71 between both values. As the pre-test and post-test means difference is higher than zero (2.71> 0), this confirms that the pre-test scores are higher than the pre-test scores; hence, there is a significant development in the participants' performance after the treatment. Apart from the mean, a deeper description can be drawn from calculating the median and the modes as measures of central tendency along with the standard deviations as a measure of spread or dispersion of the pre-test and post-test scores.

Table 4.5*The Pre-test and the Post-test Modes, Medians and Standard Deviations*

The Sample Size	Test	Mode	Median	Standard Deviation
N=14	The Pre-test	7, 8, 10	9	3.66
	The Post-test	10, 12, 15	12	2.84

Table 4.5 displays the modes, medians and standard deviations of the scores obtained in the pre-test and post-test, as for measures of central tendency, the pre-test median is relatively

lower than the post-test one in which the point where half of the scores fall above and the other half fall below in the pre-test is 09. On the other hand, post-test median is equal to 12. Although the mode is largely used to describe categorical data, this measure can further be used for numerical values. As for this study's data set, it provides another observation. Table 4.5 reveals that the pre-test mode is clearly concentrated around 7, 8 to 10 scores, these values increased in the post-test to reach 10, 12 and 15 scores that are all, unlike in the pre-test, above the average. This proves that there is a remarkable improvement in performance compared to the pre-test results. Moreover, when looking at the values of standard deviations of both tests, it could be deduced from the first glance that the pre-test standard deviation is greater than the standard deviation in the post-test. Correspondingly, the pre-test scores are more dispersed relative to the mean than the post-test ones; in other words, the post-test values lie nearer from their mean than the pre-test-ones. It can be drawn that more homogeneity was secured in the post-test scores.

Despite being fundamental in summarizing and describing raw data to make them more informative; descriptive statistics are not revealing in their own as they make no inferences or predictions on the data gathered. Up to this point, the researchers are not certain whether the results occurred randomly i.e. due to chance, or they were attributable to the treatment; Hence, the researchers can not solely rely on descriptive statistics to draw conclusion, the latter can only be practically achieved using test statistic, Miller(1984) affirms that "test statistic is a numerical value that is used to decide whether to accept or reject the null hypothesis statistical test is simply a device for calculating the likelihood that our results are due to chance fluctuation between the groups" (p. 42). With this in mind, inferential statistics are needed to discern whether or not the difference between the pre-test and post-test scores was statistically significant and whether the change occurred as a result of the study's treatment along with testing the hypotheses. For this to take place, inferential statistics employ a wide range of statistical tests which are not randomly used; rather, it depends upon the distribution of data around the mean. Therefore, in order to choose the appropriate statistical analysis, the researchers have to check the distribution of the data sets, for normally distributed data, parametric tests such as t-test, One-Way ANOVA, and Pearson correlation can be used; nevertheless, non-parametric tests including Mann-Whitney test, Kruskal walis test and Speaman correlation can be used in case data are not normally distributed.

Therefore, the first step within, inferential statistics is to identify whether or not the values in both tests are normally distributed in order to decide on the statistical test appropriate for testing the hypothesis and inferring the existence of any statistically significant difference between the pre-test and post-test scores. For this purpose, the following histograms and Q-Q Plots were designed using the Statistical Package for the Social Sciences (SPSS),
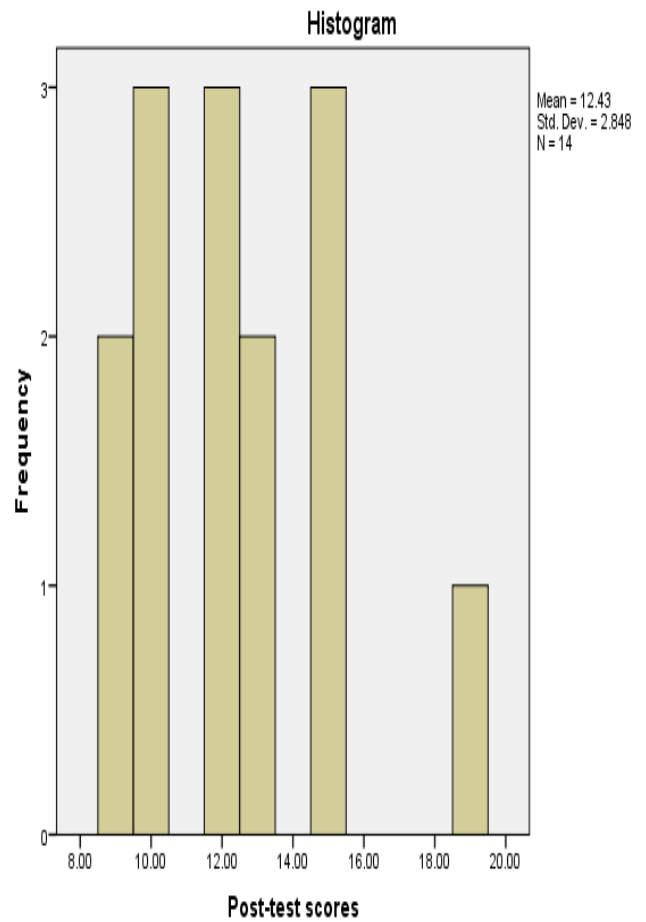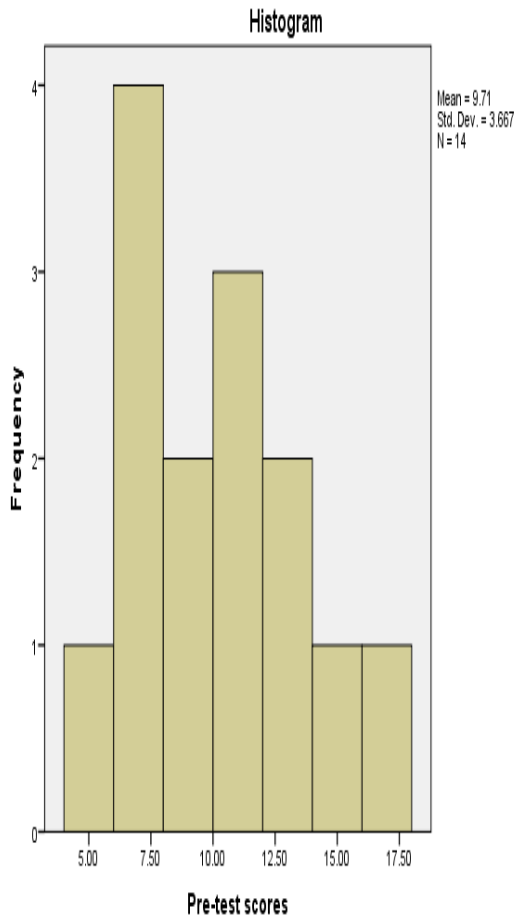
Figure 4.3. Histograms Displaying the Frequencies of the Pre-test and Post-test Scores
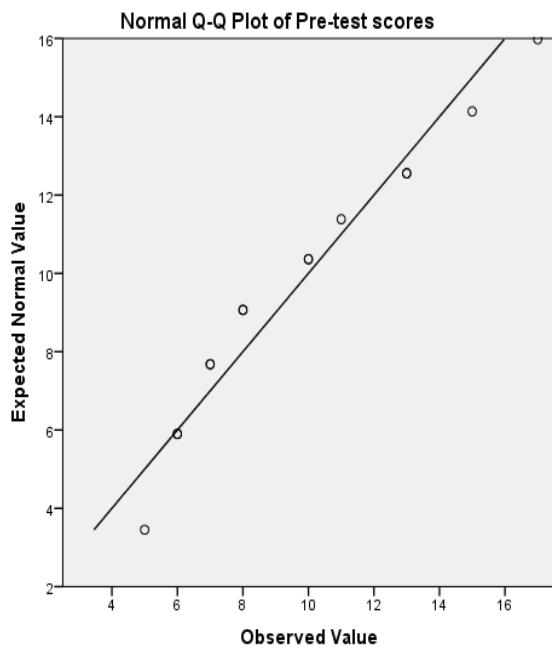
Figure 4.4. Q-Q Plots Displaying the
Distribution of Scores in the Pre-test
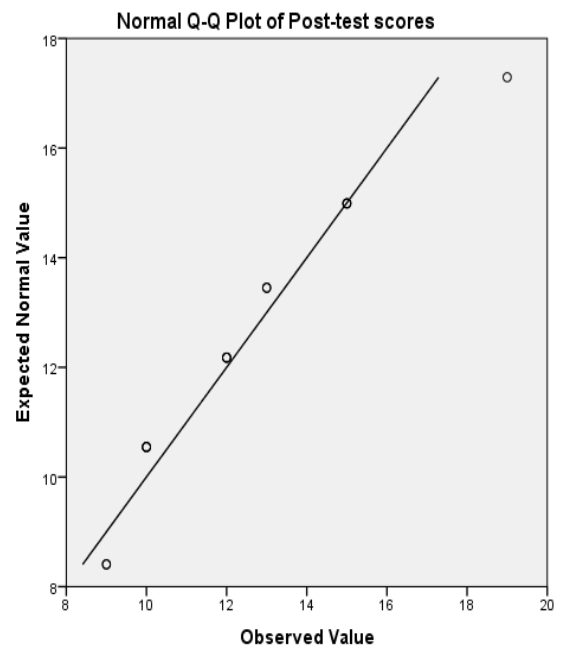
Figure 4.5. Q-Q Plots Displaying the
Distribution of Scores in the Post-test

As shown in Figure 4.3 which displays the histograms of both tests frequencies as well as Figure4.4 that shows the quantile-quantile (Q-Q) plots of pre-test scores and Figure 4.5representing the (Q-Q) plots of the post-test scores, it could be noticed from the histogram that the scores are in approximate bell curve and the quantiles of both (Q-Q) plots are along the line although the middles of the Q-Q plot start to deviate from the straight line. Moreover, the data distribution is symmetric; in other words, the mean and median of the pre-test as well as of the post-test are approximately equal. This indicates that data are normally distributed in the pre-test and post-test. Therefore, the paired samples t-test is appropriate to test the hypothesis. Further evidence for using this parametric test can be drawn from mathematical calculations. For this purpose, it is necessary to check for the skewness and kurtosis z-values of both the pretest and post-test that must be in accordance with the normality assumption. Correspondingly, to estimate that data are normally distributed, the skewness and kurtosis z-values have to fall in the acceptable range of normality which is from -1.96 to +1.96. Using the SPSS, the following numerical values were revealed.

Table 4.6 *The Skewness, kurtosis, Skewness Z-Values and Kurtosis Z-Values of the Pre-test and Post-test Scores.*

Test	Skewness	kurtosis	The skewness z-value	The kurtosis z- value
Pre-test	0.637	-0.571	1.127	-1.686
Post-test	0.821	0.582	0.224	-0.572

Table 4.6 presents the skewness, kurtosis, skewness z-values and kurtosis z-values of the pre-test and post-test scores. While the skewness of the pretest is equal to 0.637, the kurtosis value of the same test is equal to -0.571. On the other hand, the post-test skewness is 0.821 and its kurtosis equals 0.582. Considering the standard errors of both tests' skewness and kurtosis where:

The standard error of the pre-test skewness = 0.597

The standard error of the pre-test Kurtosis = 1.154

The standard error of the post-test skewness = 0.597

The standard error of the post-test Kurtosis = 1.154

 Having divided each measure by its standard error, it is found that

The pretest skewness z-value = -1.127

The pretest kurtosis z-value = -1.686

The posttest skewness z-value = 0.224

The posttest kurtosis z-value = -0.572

Since the four values do not differ significantly from normality as they are in the span of -1.96 to +1.96, it could be assumed that the pre-test and post-test data sets are normally distributed in terms of skewness and kurtosis. Accordingly, the parametric test; particularly, the dependent sample t-test is appropriate for this study.

4.1.1.2 The Dependent (Paired) Sample t-test

With respect to the above evidence and regarding the current study's treatment which was conducted using a one group pre-test post-test, the researchers opted for the paired sample t-test in order to test the current research hypotheses. This view is further supported by Miller's (1984, p93) claim who states that "the t-test does not require a large sample, nor does it assume that the standard deviation of the population is known". This parametric test; therefore, compares the means of two sets of scores obtained from the same group wherein the participants are tested twice (before and after the treatment). As far as the current research is concerned, this test sought to determine whether the pre-test scores are significantly different from post-test scores in which the aim is to prove whether using the treatment; distinctly, peer assessment improved students' grammatical accuracy in writing. It is worth noting that if the observed value of the t-test is equal to or greater than the critical value for the correspondent degree of freedom for the one-sample test, the null hypothesis is rejected in favor of the alternate hypothesis. In such case, it would be deduced that there is a statistical significant difference between the means of both scores; therefore, the dependent variable (peer assessment) has an effect on the independent variable (grammatical accuracy in writing). Accordingly, only one of the following hypotheses would be accepted.

- The null hypothesis (**H0**) assumes that the mean of the pretest is less than or equal to the mean of the posttest. In other words, there is no significant difference between the pre-test and post-test means scores and this difference is equal to or less than zero.

- The alternative hypothesis (**H1**) assumes that the mean of the pretest is higher than the mean of the posttest; therefore, there is a significant difference between the pre-test and post-test means scores and this difference is higher than zero.

For this purpose, before computing the test, it is required to choose the level of statistical significance (α) that is the probability of rejecting the null hypothesis due to the reason that it defines the critical value and; therefore, the inferential findings. Further, it gives confidence that the change occurred, if any, is not due to chance. Conventionally, $\alpha = 0.05$ is used as a level of statistical significance in social science research.

Additionally, the degree of freedom has to be calculated, it represents the maximum number of independent values that have the freedom to vary (Ganti, 2021). The latter depend on the number of items within the sample or the sample size. For the paired sample t-test, the degree of freedom is found by subtracting 01 from the sample size (N) Therefore; the paired sample t-test uses a t-distribution with N-1 degrees of freedom.

Having identified the level of statistical significance (α) and the degree of freedom, Miller (1984) suggests the following steps to calculate the dependent t-test value, the latter will be used in this study.

1. Calculating the difference (d) between each pair of score d= (Xpre−Ypost).

2. Summing the scores of the difference ($\sum d$)

3. Squaring the difference of each score (d²)

4. Summing the squared difference ($\sum d^2$).

5. Calculating of the mean difference in which $\bar{d} = \frac{\sum d}{N}$

6. Calculating the standard deviation of the difference

$$SD = \sqrt{\frac{\sum d^2}{N} - \bar{d}^2}$$

7. Calculating the t-test value using the subsequent formula:

$$t = \frac{\frac{\sum d}{N}}{\sqrt{\frac{\sum d^2 - \left(\frac{\sum d}{N}\right)^2}{(N-1)(N)}}}$$

Table 4.7 *The Pre-test and Post-test Scores with the Difference and Difference Squared*

Participants	Pre-test Scores (x)	Post-test Scores (Y)	Score Difference d= (X-Y)	Score Difference d²= (X-Y)²
01	06	09	-03	09
02	11	15	-04	16
03	07	10	-03	09
04	08	12	-04	16
05	05	09	-04	16
06	13	15	-02	04
07	10	12	-02	04
8	15	13	02	04
09	06	10	-04	16
10	13	15	-02	04
11	17	19	-02	04
12	10	12	-02	04
13	07	10	-03	09
14	08	13	-05	25
N=14			$\sum d = -32$	$l^2 = 1024$

Table 4.7 reveals the pre-test and post-test scores with the difference and difference squared. The next step is to compute the mean difference as follow:

Calculating the Mean Difference

$$\bar{d} = \frac{\sum d}{N}$$

$$\bar{d} = \frac{-32}{14} = -2.28$$

Therefore, the t-test value is computed:

$$t = \frac{\frac{\sum d}{N}}{\sqrt{\frac{\sum d^2 - \left(\frac{\sum d}{N}\right)^2}{(N-1)(N)}}}$$

$$t = \frac{-2.28}{\sqrt{\frac{1024 - (-2.28)^2}{(14-1)(14)}}}$$

$$t = \frac{-28}{\frac{1024 - 5.19}{13 \times 14}}$$

$$t = 5.59$$

Having defined the t-test value, the next step is to compare the latter with the critical value. As we have stated above, the level of statistical significance and the degree of freedom have been identified prior to conducting the mathematical calculations. Accordingly, Df= N-1=13 whereas the level of significance α = 0.05. The former value along with the way the hypotheses are formulated (one-tailed or two-tailed) dictate the critical value with which the t-test value is compared. It is worth mentioning that this study sought to detect the effect of peer assessment on the participants'' grammatical accuracy in writing under a single direction. Hence; by taking into consideration that the current research hypotheses were one-tailed as well the degree of freedom is 13(Df=13) and by referring to the t-distribution critical values table (Appendix 4), it is noticed that the critical value is 1.771.

Interpretations

Since the t-test value (5.59) is greater than the critical value (1.171) for 13 degree of freedom (t> cv), we infer that there was a significant difference between the pre-test and post-test scores as the former were statistically higher than the latter which confirms that the participants' grammatical accuracy in writing has been improved as a result of the treatment; therefore, the participants were able to produce written products with less grammatical errors and erroneous forms due to peer assessment treatment sessions. In other words, they were able to

show more accuracy and adherence to English grammar in post-test essays compared to the pre-test ones. Based on these results, we reject the null hypothesis in favor of the alternative hypothesis concluding that there was an effect of the independent variable (peer assessment) on the dependent variable (grammatical accuracy in writing) and that the improvement was due to the treatment

4.1.2 Results of the Students' Questionnaire

The purpose of using students' questionnaire (Appendix 5) is to depict the students' attitudes towards and perception of employing peer assessment in EFL context. As well, this data collection method aimed to delineate any improvement in the participants' ability in using different aspects of grammar after the treatment.

Section One: General Information

Item 1. Students' Gender

Table 4.8 *Gender Distribution*

Option	Number	Percentage (%)
a) Male	02	14 %
b) Female	12	86 %
Total	14	100 %
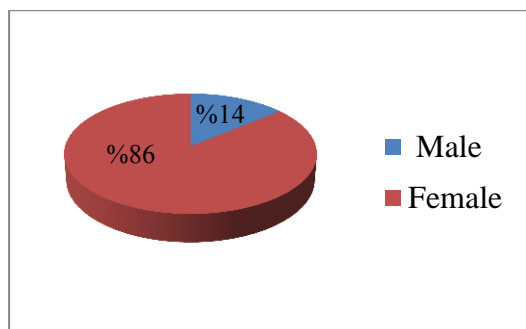
Figure 4.6. Gender Distribution

This question meant to elicit gender distribution or the representation of each gender in the current study. Table 4.8 and Figure 4.6 show that 14% of respondents were males whereas 86% were females. In other words, out of 14 participants, only 02 were males. Since male respondents were outnumbered by females, the former are considered to be less interested in attending language courses. Particularly, studying English as a foreign language is more proffered by females due to the reason that the latter are the prevailing gender of master students of English.

Item 2. The participants' EFL Educational Background

Table 4.9 *EFL Educational Background*

Option	Number	Percentage
For 04 years	02	14 %
For11 years	09	64%
For 13years	03	22%
Total	14	100 %

This question was designed to determine the number of years the respondents have spent studying English so far. This elicits the extent to which they developed knowledge regarding the English language conventional standards. With respect to the percentages, table 4.9 indicates that the respondents spent from 04 to13years studying English. Precisely, 02 (14%) respondents have been studying English for 04 years, those respondents seemed to consider their academic years at university solely without counting middle school and high school academic years. Table 4.9; further, illustrates those 09 (64%) respondents have been studying English for11 years, those are the respondents who have studied in regular schools where they received English courses over four years at middle school, three years at high school in conjunction with 04 years of studying English as a foreign language at university. In addition, 03 (22%) respondents indicated that they have been studying English for 13years, this implies that those respondents have failed two academic years, or they may have studied English in private schools for two years prior to receiving courses in English in middle public schools.

Item 3. Application for Master's Degree.

Table 4.10 *The Choice Regarding the Application for Masters' Degree*

Option	Number	Percentage (%)
a) Your own choice	13	93 %
b) Your parents' choice	01	07 %
c) Someone's advice	00	00%
Total	14	100 %

The aim of this question was to determine whether the respondents' application for master degree was due to their own choice, parents' choice, or someone's' advice. As table 4.10 demonstrates, 13 (93%) respondents out of the total number decided to proceed the course of their master's studies based on their own choices, inclinations, and personal preferences; thus; they were not imposed by their parents' decisions nor others' advice. Despite none of the respondents followed someone's advice (0%), only1) of them who is represented by 7 % whose application for the master's degree was determined by her parents' choice. These results allude that 02(7%) of respondents were demotivated, reluctant and had less desire to pursue the master's degree; yet, they were encouraged by their parents whereas13 (93%) respondents were intrinsically motivated to extend and process advanced knowledge of this field of study and achieve higher performance level in English language which: in turn, reflect their satisfaction of the subjects designed for master studies.

Table 4.11 *The Reasons behind the Application for Master Degree*

Option	Number	Percentage (%)
a) To enhance the level of education	02	14 %
b)To have more job opportunities	04	29 %
c) To develop research skills	02	14 %
d) All of them	06	43 %
Total	14	100 %

This question was chiefly designed for respondents who stated that their decisions of applying for master degree were derived from their personal choices. Mainly, to investigate their motives behind pursuing the master's studies. Table 4.11 suggests that 2 (14%) respondents applied for the master's degree due to the reason that they want to enhance their level of education solely while the same proportion's decision (14%) was particularly driven by research purposes and developing research skills. This table; further, demonstrates that 04 (29%) believed that having a master's degree would make them eligible for more occupations and provide them with more job opportunities. Since all the above reasons are interrelated, 06 respondents who are represented by (43%) indicated that enhancing the educational level, having more job opportunities and conducting research were all reasons that push them to pursuing the master's studies. However, none of the respondents mention another reason.

Section Two: Grammatical Accuracy in Writing

Item 4. The Correction of Grammatical Mistakes

Table 4.12 *Correcting the Grammatical Mistakes by Teachers*

Option	Number	Percentage (%)
a) Yes	08	57 %
b) No	06	43 %
Total	14	100 %
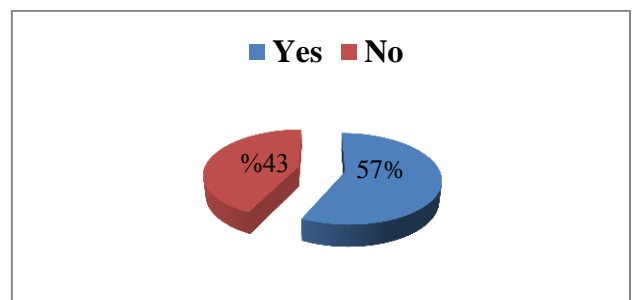
Figure 4.7. Correcting the Grammatical

Mistakes by Teachers

The purpose of this question was to identify whether or not EFL teachers focus on correcting the grammatical mistakes in their students' assignments. Table 4.12 and Figure 4.7 show the results reported by respondents of this study. 6 (43%) respondents viewed that their teachers' do not emphasize correcting grammar mistakes in the written assignment which

indicates that they focus on content rather than the grammatical structures. On the other hand, 8(57%) respondents estimated that their teachers do correct grammatical mistakes, in which they do not only pay attention to content, but also to the overall structure.

Item 5 In-class Writing Activities

Table 4.13 *The Frequency of Asking the Students to Write in the Classroom*

Option	Number	Percentage (%)
a) Always	00	00%
b) Often	09	64%
c) Sometimes	04	29%
d) Never	01	07%
Total	14	100%

Item 6. Writing outside Classrooms

Table 4.14 *The Frequency of Asking the Students to Write outside the Classroom*

Option	Number	Percentage (%)
a) Always	05	36%
b) Often	07	50%
c) Sometimes	02	14%
d) Never	00	00%
Total	14	100%

Question 05 and 06 sought to identify the frequency in which students are asked to write inside and outside the classroom respectively. Table 4.13 demonstrates that only01 (07%) reported that writing never occurs in the classroom while 09 (64%) has often been asked to complete writing activities inside the classroom; on the other hand, 04 (29%) reported that they have sometimes been asked to do so. The aforementioned proportions elicit that in-class writing activities occurred but not in the same rate. Conversely, Table 4.14 represents the frequency of writing outside the classroom. The results' percentages range from Always (36%) representing 05 respondents, often (50%) representing 07 respondents and sometimes (14%) representing 02 respondents. Additionally, none of the respondents claimed that they never wrote inside classroom. The results embodied in Table 4.14 reveal that writing is more frequent outside the educational setting where students have sufficient to develop and edit their written productions.

Item 7. Correction of Grammatical Mistakes by Students.

Table 4.15 *Students Checking for Grammatical mistakes after they Finish Writing*

Option	Number	Percentage (%)
a) Yes	11	79 %
b) No	03	21 %
Total	14	100 %

Item 07 was mainly designed to ascertain whether or not the respondents were aware of correcting the grammatical mistakes in their written products. From the result shown in Table 4.15, it can be noticed that 11 out of 14 respondents claimed that they do proofread and check for grammatical mistakes as long as they finish writing, this proportion represents 79 % from the sample assigned in this study. This table; furthermore, displays that 03respondent who represent 21 % of the sample confessed that they do not take the correction of grammar mistakes into consideration. From the aforementioned results, it can be deduced that unlike the former proportion, the latter paid less attention to grammatical accuracy. Moreover, they need to further develop self-correction skills since they were less aware of its effect on the text credibility, readability as well as adequacy.

Item 8. Level of proficiency in English grammar?

Table 4.16 *Students' Level of Proficiency in English Grammar*

Option	Number	Percentage (%)
a)Advanced	00	29%
b)Intermediate	08	57%
c)Prei-ntermediate	02	14%
d) Beginner	00	00%
Total	14	100%
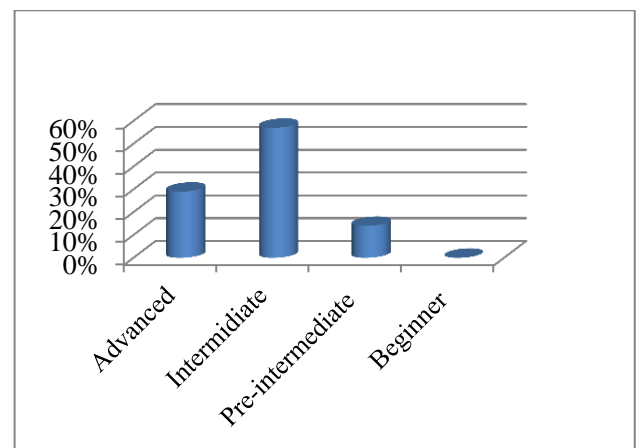
Figure 4.8. *Students' Level of Proficiency   in English Grammar*

This question aimed to gather data that help to identify the respondents' current level of proficiency in English Grammar. Table 4.16 and Figure 4.8 display the results which indicate that (29%) representing 04 respondents who affirmed that they have an advanced level of

proficiency regarding grammar use while 08 (75%) reported that are neither advanced nor pre-intermediate, rather they have an intermediate level of English grammar. The same table shows that only 02 (14%) respondents reported that they level is pre-intermediate. It could be drawn that the respondents possessed a certain level of proficiency in English grammar that allow them to accurately use grammatical structures; therefore, the erroneous forms that may appear in students' writing may not necessarily represent any deficiencies in grammar as they may not fundamentally emerged from the lack of knowledge regarding English grammar rules, per se. Hence, it may rise from non-linguistic factors. This view is supported by the results displayed in Table 4.17 and Figure 4.9 respectively.

Item 9. Learning grammar rules in English classes?

Table 4.17 *The Frequency of Teaching Grammar to Students in English Classes*

	Very often	Often	Sometimes	Seldom
In middle school	43%	36%	21%	00%
In high school	07%	29%	64%	00%
In university	36%	43%	14%	07%
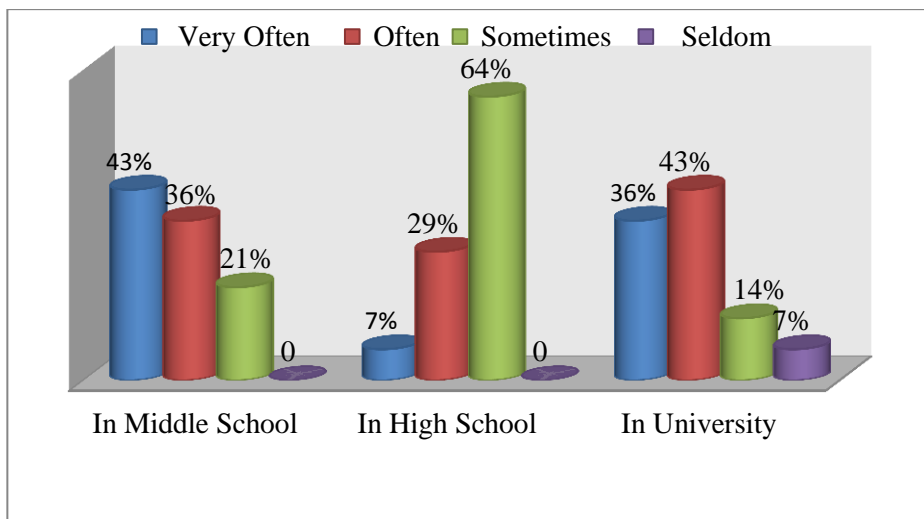
Figure 4.9. The Frequency of Teaching Grammar to Students in English Classes

Table 4.17 and Figure 4.9 portray the results of question 08 which sought to delineate the frequency in which the respondents has been taught grammar rules in middle school, high school, and in university. 06 respondents (43%) claimed that they have very often been taught grammar rules in middle school whereas 36% which represent 05 respondents reported that they have often been taught grammar rules in this level; however, only 03 respondents (21%) stated that they have sometimes received lessons of grammar in middle school while no respondent (00%) expressed that grammar has not or has seldom been taught at middle school. With respect to the percentages calculated for high school proportions, according to 01(07%) respondent, grammar rules have very often been taught, 04 respondents representing (29%) asserted that they have often been taught grammatical rules in this level whilst the lowest proportion (07% representing 01 respondent) affirmed that they were not frequently studying grammatical rules in high schools: however, they have sometimes been taught grammar as a part of the syllabus. Furthermore, as for participants of this research who decided to study English as an academic field at university, grammar have very often been taught according to 05 respondents who represent (36%) from the sample; on the other hand, the highest proportion is 43% which represent06 respondents. The latter reported that they have often received courses in grammar; on the contrary, 05 respondents (36%) only have sometimes been taught grammar and01 respondents (7%) who believed that grammar has been seldom studied at university. It could be noticed that at all the above-mentioned educational levels, students have been frequently receiving the fundamental principles and rules of English grammar despite this can be done with different rates and frequencies with respect to the curriculum planned by higher authorities and the syllabus which is designed based on learning underlying objectives.

Item 10. Importance of grammatical accuracy in writing?

Table 4.18 *Students' Opinions about the Importance of Grammatical Accuracy in Writing*

Option	Number	Percentage (%)
a) Very important	10	71 %
b) Important	04	29 %
c)) Not important at all	00	00%
Total	14	100 %

This question was designed to reveal the respondents' attitudes towards the importance of grammatical accuracy in writing. Table 4.18 shows that 10 respondents (71%) viewed that grammatical accuracy in writing is very important,04 respondents (29%) considered it as an important aspect of language while none of them (00%) claimed that is not important at all. It

could be drawn from these results that the respondents were fundamentally aware of the significance of grammatical accuracy and the use of adequate structures in writing.

Item 11. Problems in applying your grammar knowledge while writing

Table 4.19 *Students' Encountering Difficulties in Applying their Grammar Knowledge*

Option	Number	Percentage (%)
a) Yes	13	93 %
b) No	01	07 %
Total	14	100 %

Table 4.20 *Types of Grammatical Difficulties in Writing*

Option	Number	Percentage (%)
a) The inability to use conjunctions and linking words	00	00%
b) Difficulty in using correct tenses	00	00%
c) The inability to use modal verbs appropriately	01	07%
d) Problems with using prepositions	00	00%
e) The inability to use articles correctly	00	00%
f) The inability to use punctuation correctly	02	14%
g) Failure to identify words that need capitalization	01	07%
h) Difficulty in using adverbs	00	00%
I) Failure in ordering words within a sentence	00	00%
j) Failure to use plural or singular	00	07%
k) All of them	04	29%
a+c+e+j	01	07%
b+d+g+I	01	07%
a+c+d+f	01	07%
a+c+h+j+i	02	14%
a+c+d+f+I	01	07%
Total	14	100%
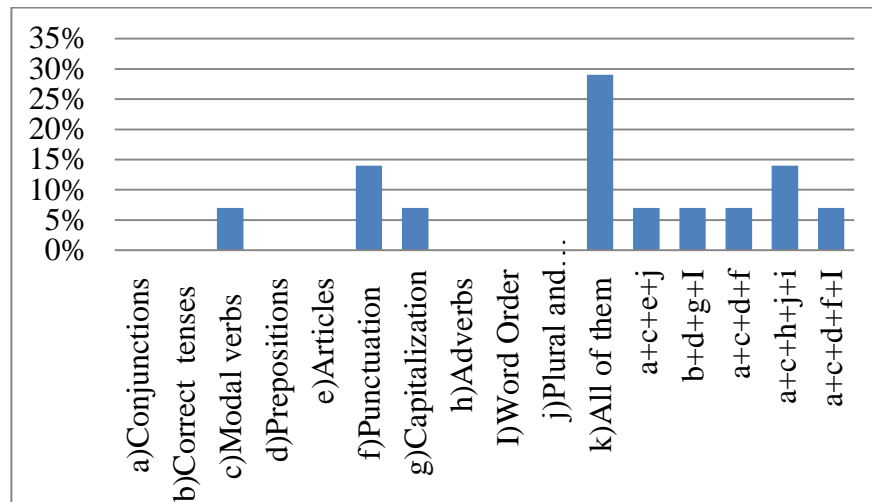
Figure 4.10. Types of Grammatical Difficulties in Writing

Although the results of previous items elicited that the respondents have been frequently taught the fundamental aspect regarding grammar rules and their use, This question sought to investigate whether the respondents have any difficulties in applying their grammar knowledge in writing and the types of these difficulties, Table 4.19, Table 4.20 and Figure 4.10 respectively display the findings. The results regarding the existence of grammatical difficulties reveal that only one respondent represented by 7% who indicated that she can easily apply her grammar knowledge into writing whilst 13 (93%) respondents who represent the highest proportion definitely stated that they face difficulties in taking their knowledge of grammar into writing. Taking these percentages into consideration, it can be deduced that achieving the required grammatical accuracy seemed to be practically challenging for participants in the way they form grammatically syntactic and morphological structures. The next Item is a follow-up question to deeply delve into these difficulties. As Table 4.20 demonstrates, the respondents faced various difficulties in grammar; particularly, 02 respondents (14%) indicated that when they write, they cannot use conjunctions and linking words appropriately and they find difficulties in applying modal verbs; beside these deficiencies, the same proportion affirmed that they are unable to correct words within a sentence, nor can they use singular or plural form adequately. The table; further, explains that only 01 respondent (07%) encounters difficulties in using modal verbs solely; however, 02 respondents (14%) stated that the only difficulty they face is the use of correct punctuation whist (07%) which represents 01 respondent fails to identify words that need capitalization.

Unsurprisingly, since the aspects of grammar are interrelated, problems related to using appropriate articles, adverbs, conjunctions, modal verbs and linking words as well punctuation were indicated more than once and with conjunction to other aspects differently. It can be noticed that 04 participants who represent the highest proportion (29 %) affirmed that they have

deficiencies in applying rules with respect to all the above-mentioned grammatical aspects. Therefore, by considering the aforementioned percentages, despite receiving the fundamental principles regarding grammar rules and developing knowledge with respect to the morphological and syntactic structures required to meet the English language conventional standards, the participants are still encountering difficulties in applying this knowledge into writing, The latter which is the core of the current investigation, differ and vary from in complexity and rate for one participant to another; in other words, the respondents did have problems regarding applying grammar rules but not necessarily in identical linguistic areas.

Section Three: Peer Assessment

    Item 12. Peer assessment in writing classes

Table 4.21 *The Frequency of Asking Students to Correct each other's Writings in Class*

Option	Number	Percentage (%)
a) Always	00	00%
b) Often	00	00%
c) Sometimes	03	21%
d) Never	11	79%
Total	14	100 %
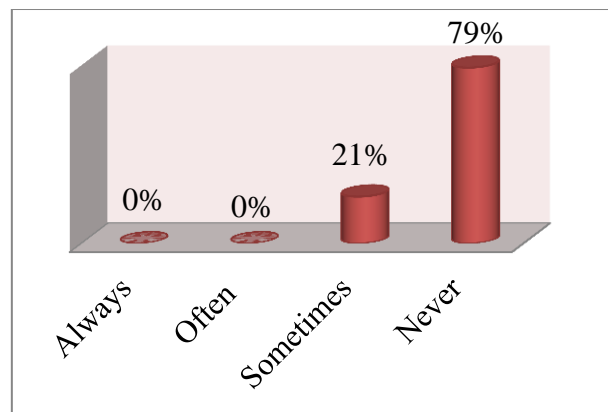
Figure 4.11 The Frequency of Asking Students to Correct each other's' Writings in Class

    The goal of this question was to identify the frequency to which the respondents were engaged in peer assessment in their regular sessions prior to the treatment. Table 4.21 and Figure4.11 elicit those 11 respondents (79%) have never corrected their classmates' writings in classroom while 03 respondents (21%) asserted that they have sometimes been asked by their teachers to check for grammatical errors in their classmates written products. However, the results show that none of the respondents (0%) have been always or often completed peer assessment tasks in classroom. Therefore, it could be deduced that peer assessment strategy is not regularly employed in EFL context; instructors may rely mostly on other strategies or their feedback to correct students' grammatical mistakes.

Item 13 Familiarity with peer assessment

Table 4.22 Students' Familiarity with Peer Assessment Strategy before attending peer assessment sessions

Option	Number	Percentage
a) Yes	09	64 %
b) No	05	36 %
Total	14	100 %
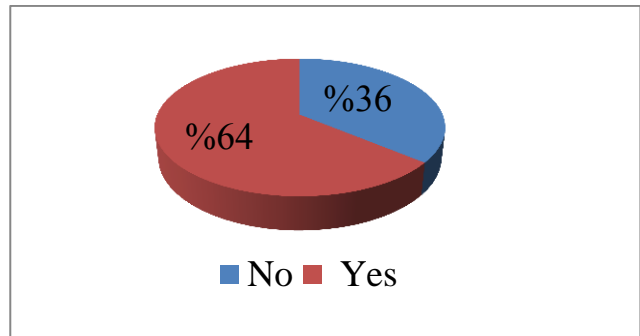
Figure 4.12 Students' Familiarity with Peer Assessment

Item 14. Having attended peer assessment sessions, briefly indicate what it is

Adding item 13, the researcher wanted to depict students' familiarity with peer assessment and whether they were aware of this strategy before participating in this study. As elicited in Table 4.22 and Figure 4.12, 09 (36%) of respondents were not familiar with peer assessment while only 05 (36%) of respondents heard about this strategy. In order to inspect whether the respondents become sufficiently familiar and aware of peer assessment strategy subsequent to the treatment, the researchers designed this question 14. With regard to the responses, all the respondents provided definitions that were adequate, communicating the same meaning and correspondent to the definitions suggested in the literature. To illustrate, some definitions were as following:

Def 01: "It is a process in which you are assessed or evaluated by your colleague or your classmate"

Def 02: "It is about the assessment and correction of the work of one student by another one and giving feedback later"

Def 03: "It is when you write a piece of information, paragraph or any assignment and ask for a friend to check to correct the mistakes"

Def 04: "To let your friend correct your work"

Def 05:" It is the process when two students, scholars or learners assess and evaluate each other's' performance"

Def 06: "it a an assessment strategy in which each student assesses his classmate performance"

Def 07:"Peer assessment is when students engage in a certain activity and then the teacher asks them to evaluate each other's work by giving appropriate feedback"

Def 08: " It is when students take the role of assessors by assessing the works of each other, correcting each other and providing feedback"

Def 09: "It is a method of exchanging writing work with classmate and correct it together."

Def 10 "peer assessment is the process by which a student assesses and evaluates the work of his colleague and vice versa"

Although they were differently expressed, the above definitions reflect the respondents' understanding of peer assessment strategy and its main objectives after being engaged in the treatment sessions whereby they were thoroughly informed about its theoretical as well as practical facets.

Item15. Knowing that peer assessment engages students in making judgments about the work or the performance of other students, it may involve them giving feedback of a qualitative nature or in marking Do you believe that peer assessment helped you improve your grammatical accuracy in writing?

Briefly, justify your answer

Table 4.23 *Students' Attitudes towards the Effect of Peer Assessment on Grammatical Accuracy in writing*

Option	Number	Percentage
a) Yes	13	93 %
b) No	01	07 %
Total	14	100 %

Item 15 sought to unravel the respondents' attitudes towards employing peer assessment and its effect on their grammatical accuracy in writing. Table 4.23 shows that 13(93%) respondents who represent the highest proportion agreed that their grammatical accuracy has been improved after attending peer assessment sessions while only 01 respondent who represents (07%) affirmed that she did not notice any improvement in her accuracy in grammar. To gain further evidence, the respondents were required to justify their answers. Accordingly, The respondent who stated that she did not benefit from the treatment sessions on improving her grammatical accuracy, clearly elaborated that" students have no enough knowledge that enables them to judge and correct my mistakes, The instructor is the only responsible of students and I believe that it should be from an experienced teacher". However, for (93%) respondents who responded to the question by "yes", multiple answers were given; yet, they all indicate their positive attitudes towards the effect of the aforementioned strategy on their grammatical accuracy in writing.

In this context, one of the respondents asserted that "for many times, teachers do not have

time to correct all students' works and may not correct all the grammatical mistakes due to the huge amount of works, but through peer assessment makes me feel more responsible when correcting my classmates' compositions and even I can discuss the mistakes with him more freely. That's why peer assessment helped me manage my future works and avoid some basic mistakes that my friends marked on my paper. It also helped me avoid the mistakes I found in other students' works". Another respondent noted that he was able to learn from the errors made by other participants. Similarly, one respondent expressed that "with time, peer assessment made me more aware of my grammatical mistakes because teachers do not have time to correct all our mistakes". From these answers, it could be noticed that the respondents' positive view to peer assessment on improving the grammatical accuracy stem from their belief that it saves time and provides more opportunities for students to be aware and enlightened about the potential types of errors they may make due to the reason that teachers may not have time to provide and discuss feedback with each student.

Another respondent highlighted the social aspects of peer assessment besides improving grammatical accuracy. He declared that this strategy made him enjoy learning; particularly, when receiving and exchanging feedbacks with peers gave him the chance to discuss and discover further types of errors as he stated" having a feedback from friends on my work makes it easier and funnier to discuss our answers together". another respondent; similarly, denoted that through peer assessment she became more engaged in learning and aware of the areas of deficiencies regarding grammar, she added that by correcting the mistakes of others, she become more encouraged and motivated to improve her level in writing and remedy her deficiencies. In addition, according to other respondents, receiving feedback from peers enable them to improve their work and write a better version of it. To illustrate, one denoted that "It (peer assessment) showed me the mistakes I do, I become able to correct them and do it in more accurately way in the coming time and discover the weakness of other students". Another one claimed that "it provides me a fresh view of the grammatical mistakes on my partner's composition which I would avoid in the future writing". Furthermore, some respondents emphasized that the feedback provided by peers is easier to be remembered and to be taken into consideration. This view was expressed by one respondent as following: "Because the feedback by classmates helps me grasp the information for a long time". This idea was differently stated as" peer assessment helps me correct my mistakes and remember to avoid them, I think that I feel more comfortable to discuss my mistakes with a friend, it is more suitable and simpler when it is among students". Although expressed in different ways, the above statements provided by respondents' highest proportion (93%) denoted that they have evidently noticed improvement in using the grammatical structures in writing as a result of peer assessment sessions.

Item 16. Statements about peer assessment

Table 4.24 *Percentages of participants' Attitudes towards Different Statement Related to Peer Assessment*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Peer assessment sessions helped me learn more about grammar.	00%	00%	00%	21%	79%
Peer assessment sessions helped me become aware of correcting my grammar mistakes.	00%	14%	00%	00%	93%
Peer assessment sessions made me improve word order in my Essays	00%	14%	00%	00%	86%
Peer assessment helped me correct spelling errors in my essays	00%	00%	00%	29%	71%
Peer assessment sessions made me use punctuation appropriately In my essays	00%	07%	00%	00%	93%
Peer assessment sessions helped me become aware of correcting my mistakes in using preposition	00%	00%	00%	57%	43%
I become able to use articles correctly through peer assessment	00%	21%	00%	36%	43%
Peer assessment helped me correct my mistakes in using capitalization	00%	21%	00%	36%	43%
I enjoyed giving my classmates feedback on their compositions.	00%	00%	00%	21%	79%
I enjoyed receiving feedback on my compositions from my classmates	00%	0%	14%	0%	86%

At this level, the researcher sought to investigate and exhibit the respondents' perception towards a set of statements with regard to peer assessment and the extent to which this strategy helps improve different grammatical aspects in writing, these statements were in accordance with the grammatical aspects that were discussed in Item 11. The latter was designed to elicit the

main areas of deficiencies regarding grammatical structures and syntactic categories that the respondents encounter in writing. Item 16; however, aimed to unravel the respondents' views on the extent to which these grammatical areas were developed, if any, subsequent to the treatment, Table 4.24 displays the extent to which the respondents agreed and disagreed with the above statements.

With this respect, 79% which represents 11 respondents indicated that they strongly agreed that peer assessment sessions helped them learn more about grammar while 21% of respondents only agreed about the same statement. Yet, none of the respondents disagreed, strongly disagreed or was neutral regarding the same matter which suggests that all respondents have developed their knowledge in grammar after participating in peer assessment activities. Additionally, 13 respondents (93%) strongly agreed that peer assessment sessions helped them become aware of correcting their grammatical mistakes; on the other hand, only1 respondent (7%) was neutral, this could be due to the reason that the latter prefers to receive feedback from the teacher solely, she may not consider the students to be a legitimate source of feedback. As for the third statement, the respondents showed distinct perspectives. Therefore, 02 respondents (14%) disagreed upon the idea that peer assessment sessions helped them improve word order in their writings. However, the highest proportion 12 respondents (86%) strongly agreed upon this statement, it could be drawn that not all respondents, mainly (14%), derived benefit from peer assessment through using adequate word order in writing, they even may not have any difficulties with this grammatical aspect from the beginning; therefore, no improvement was achieved.

From another perspective,10 respondents (71%) strongly agreed that peer assessment helped them correct spelling errors in their essays; meanwhile, 04 respondents (29%) just agreed upon the same statement while none of them disagreed or was neutral, this shows that the respondents used to have problems with spelling words accurately which , according to them, was diminished through peer assessment. Furthermore, although 01 respondent (07%) disagreed that she became able to use punctuation more correctly, 14 respondents (93%) who represent the highest proportion strongly agreed that this strategy made them use punctuation appropriately in writing. With reference to the data elicited in Item 11, it could be deduced that 57% of respondents who confessed that they encounter difficulties in using punctuation, strongly agreed that they become more capable to appropriately use this syntactic category in writing after being continuously assessed by other participants.

Similarly, as far as prepositions are concerned, 57% of respondents clearly agreed that peer assessment enabled them to be more aware when using this aspect of grammar while 06 respondents (43%) strongly agree on that. Expectedly, 09 respondents (64%) strongly agreed

about that they become able to use articles correctly through peer assessment and 05 respondents (36%) just agreed upon the same statement. Regarding the use of capitalization, 03 respondents (21%) disagreed that they peer assessment enabled them to use punctuation more adequately whilst 06 respondents (43%) strongly agreed upon that; however, only 06 (43%) just agreed upon the same statement. From these percentages, it could be noticed that the highest proportions of respondents; although with varied degrees, agreed that they become more capable to use correct articles and prepositions subsequent to peer assessment sessions. Moreover, 21% representing 03 respondents agreed that they enjoy giving their classmates feedback on their compositions; on the other hand, 79% representing 11 respondents strongly agreed about the same claim. Additionally, 12 respondents (86%) strongly agreed that they enjoyed receiving feedback on their compositions while only 02 (14%) of them were neutral towards this statement. It is; therefore, noticed that the respondents agreed with different degrees upon enjoying receiving and providing feedback from and to their peers, this proportion indicates that the process of peer assessment was not hard, nor complicated or even boring. The participants were engaged and liked being assessed by other students with approximate proficiency levels.

Item 17 Comments or suggestions

Adding this item, the researchers sought to elucidate whether or not the respondents have any additional remarks, comments or recommendations with respect to the current research investigation. All respondents expressed their satisfaction after participating in peer assessment sessions. One of the respondents expressed that" Thank you for this impressing experience, I really liked the way this strategy make us more active, for many times, my classmates showed me mistakes that I was not aware of". Another one added, "I wish if we could practice more on that, it was really interesting to have such experience". Moreover, 03 respondents affirmed that participating in peer assessment sessions helped them remember the feedback on their grammatical errors more easily; this is, according to them, due to the reason that they not merely receive the feedback, but also discuss and negotiate it. In this context, one stated that" I see that this is a very effective way of correcting mistakes, when my friends give the feedback on my compositions, I was able to remember them in the test of academic writing and I did my best to not repeat the same mistakes, I remembered when we were discussing and exchanging ideas". Similarly, another one highlighted that" what I most like in peer assessment is discussion, it helped me discover my errors through discussion with my classmates that I was not aware from in the past". Other respondents emphasize that peer assessment can save the teacher's time and effort. One highlighted that" peer assessment is a very effective strategy to improve the language accuracy of the learner as it saves teachers' time. In addition, this strategy gives a chance for students to experience new learning method". Moreover, one respondent asserted that they need

to further practice such activities in classroom not only to improve grammatical accuracy but for other aspects of learning.

4.1.3 Results of the Teachers' Interview

This data collection method (Appendix 6) was designed to unravel the teachers' attitudes towards adopting peer assessment as a pedagogical tool and whether they support the claim that it enables EFL learners to use more accurate grammatical structures in writing. The questions were semi-structured as following.

Section One: General knowledge

Q01. Would you specify your degree?

Table 4. 25 Teachers' Degrees

Option	Number
a) Master	00
b) Magister '	02
c) Doctorate	01
Total	03

Q02. How long have you been teaching English at University?

Table 4. 26

Teachers' Career of Teaching English

Interviewers	Number of Years
A	14 years
B	07 years
C	08 years

To enquire about the interviewees' profiles as well as their teaching experiences, Questions 01 and 02 were designed. Mainly due to the reason that teaching experience is associated with the choice of pedagogical methods and teaching strategies. In light of this, Table 4.25 reveals that out of 03 teachers who are in charge of the writing course, only 01 of the interviews holds a doctorate degree while the rest (02 teachers) have magister degrees. It is apparent that not all the interviewees hold the same academic degree, this contributes to enlarging the scope of the data gathered. By inspecting Table 4.26 which represents teachers' careers of teaching English, It could be noticed that while one of the interviewees(A) has been teaching English for 14 years, interviewee(B) stated that he spent 07 years in this career; on the other hand, interview (C) has

been teaching English for 08 academic years. It could be observed that the period of which they have been teaching English at university, ranges from 07 to 14 years, this variation practically invigorates and strengthens the interview's results.

Q03. How do you find teaching grammar?

Adding this question, the interviewer aimed at eliciting the interviewees' perceptions towards teaching grammar at university. They were asked to select one of three different options; yet, they all agreed on the same response, stating that teaching English grammar is not easy neither difficult; rather, it was considered a challenging process. Since these answers were too limited, we further probed deeply to intensively examine the reasons behind this issue. Therefore, the interviewer asked the interviewee to further elaborate on their answers. Four major themes were generated. These are, mother tongue interference (1), learning differences whereby the learning style influences the teaching method and approach (2) and students' motivation and willingness to learn grammar (3). The first theme was clearly stated by interviewee (A)who declared that "The challenge arises from the fact that our students are extremely influenced by their mother tongue and here I mean Arabic language of course and this is due to language interference some learners, for instance, say scared from and not scared of it's just an example that shows the interference of the mother tongue on English. So, I always tell my students to think in English to avoid problems of grammatical errors". Besides, Interviewee (B) emphasized the second theme saying that" you know that grammar can be taught inductively or deductively and here is the problem some students can learn grammar rules in a direct way, it means to give them the rule than some examples to deepen their understanding and this is not the case for all learners; for example, some learners prefer to learn deductive grammar through short stories or songs to eventually infer the rule. So, sometimes it is challenging to satisfy all learners and teach them grammar in both methods". The same teacher added "Also, the lack of practice outside class is above all, the majority of students depend on practice inside the classroom but not outside, they do not practice a lot alone that is why they struggle to use correct grammar".

On the other hand, teacher(C) suggested that what makes teaching grammar challenging is the lack of students 'motivation and the variety of learning styles; thus, two different themes were integrated. For more details, Teachers(C) asserts that" well, it's challenging because of many reasons first I think that learners are basically different I mean they came from different background; most importantly, they have varied learning styles. So, teaching a foreign language in general and teaching its grammar in particular become even harder for teachers to decide on the strategies that are more suitable and can meet the needs for all learners another factor is that grammar is theoretical, it is somehow rigid and learners are not that motivated to study such subject especially at university level where learners unwisely focus on improving their

pronunciation more than their grammatical accuracy".

Section Two: Teachers' Practice in the Teaching of Grammar

Q04. Do your students have any difficulties in grammar?

If yes, would you please specify them?

By asking this question, the interviewer sought to exhibit the grammatical difficulties, if any; those students encounter in writing. Unsurprisingly, all interviewees answered this question by "yes". Accordingly, Table 4.27 demonstrates these difficulties based on the responses provided by each interviewee.

Table 4. 27 *Grammatical Difficulties in Writing*

Interviewees	Grammatical Difficulties
A	Sentence structures
	Tense use
	Linking words
	Mixing between rules of French and English
	Tense agreement
B	Question form
	Linking words,
	Tenses To be/ to do
	Subject-verb agreement
	Punctuation
	Punctuation
C	Spelling words
	Subject-verb agreement
	Irregular forms

Table 4.27 portrays the grammatical difficulties faced by EFL students at Biskra University from the interviewees' perspectives. As shown in the above table, some problems regarding grammar such as tense use, subject-verb agreement and using appropriate conjunctions have been mentioned more than once which indicates that the latter are common and frequently occur in students' writing. To illustrate, interviewee (A) expressed that his students suffer from problems related to sentence structure, this can be demonstrated by the failure to construct basic sentence parts accurately to form entire sentence or clause. In addition, the same interviewee mentioned other problems in grammar associated with tense use, linking words along with mixing between rules of English and French. According to interviewee (A), although French and English are not derived from the same language family, the influence of French on English

pertains not only to the lexicon but also to syntax and grammatical patterns. As for interviewee (B), she noted that the main aspects of grammar which are difficult for students to apply are constructing question forms, linking words, using appropriate tenses; particularly ,to be and to do, subject-verb agreement and punctuation. Besides, for interviewee (C), students have deficiencies in applying grammar rules with regard to punctuation, spelling words, subject-verb agreement and irregular forms. These limitations in grammar may arise from memorization of grammar rules without firm understanding and enough practice. Interviewee (C) spotlighted that what makes grammar difficult to apply is exceptions which cannot be easily acquainted.

Q05. Do you think that the process of frequently providing feedback on students' grammar mistakes in writing is challenging? Please explain.

Table 28. *Whether Providing Feedback on Students' Grammar Mistakes in Writing is Challenging*

Interviewees	Yes/ No
A	No
B	Yes
C	Yes

this question, the interviewer strived to know whether or not providing feedback to students on their grammar mistakes in writing is considered to be challenging for teachers. Hence, Table 4.28 shows that interviewee (A) did not perceive this process as challenging, as evidently stated that "No, it is not challenging, it is a duty, students will use immediately the correct form and save it and if we do not correct the errors made by learners, they will be repeated again; as a result, correcting these errors will take longer time because the students get accustomed to the wrong forms if not immediately corrected". Contrarily, for interviewee (B) and (C), providing feedback to students on their grammar mistakes does present some challenging aspects for them. These aspects were assigned to themes with respect to the responses that were provided by teachers. One theme was defined as time "constraints and classroom size"(3). The latter was generated by interviewee (B) who explained that "learners need frequent feedback and it is almost impossible for the teacher to spot all the grammatical mistakes in writing, due to the huge number of students he is teaching, and the lack of time". This issue entails that teachers need to identify the error type and whether its correction has to be delayed or immediate.

Another theme regarding these challenges is "errors correction strategies"(4). It was again extracted from the response provided by interviewee (B) who added that feedback on grammatical errors requires teachers to consider the when, the how, and the quantity of giving

this feedback to students which makes this process is challenging as it effects the student's motivation for learning as well as performance in classroom. Adopting effective teaching strategies whereby the students are guided to find their own mistakes and if not, the teacher has to draw the students' attention so that they become aware and find their own mistakes. The aforementioned themes (3) and (4) subsequently appeared in the response provided by interviewee (C) who stated that" It is challenging because it is so sensitive, teachers cannot correct all mistakes for example you may have six groups and in each group there are a lot of students to read their works and correct their mistakes and errors while you still have other responsibilities like preparing for lectures and other stuff, so yes it is challenging, students sometimes complain that they do not receive feedback on their writings, we often correct the mistakes, but there is no time to dedicate one session for the correction and discussion, still at least they need to practice that is why the more they write ,the better they can overcome the problems in grammar". Similarly, another theme was taken from the answer given by interviewee (C), this is "context interference strategies" (5). Saying that " So yes, as I said it is, 50% it is challenging and the rest should be left to them through context inference strategies to develop their autonomy" The interviewer asked the interviewee (C) to elaborate, he added " context inference strategies are teaching language learners how to infer meaning from the context. It is a skill of inferring that is very important for learners".

Q06. Do you use strategies of assessment alternative to the teacher feedback?

If yes, what strategies?

Table 4.29 *Strategies of Assessment Alternative to the Teacher Feedback*

Interviewees	Yes/ No	Strategies if any
A	No	/
B	Yes	Paired drills and self-assessment
C	Yes	Group work and homework

Since there are various assessment strategies that can be used in EFL context, adding this question, the interviewer wanted to identify whether these strategies are implemented in the writing course and which are largely used. Table 4.29 elicits and summarizes the responses. Apart from the teacher feedback, no alternative assessment strategies were used by interviewee (A) who firmly believed that the teacher is the reliable source of feedback. On the other hand, interviewee (B) and (C) affirmed that they employ various assessment strategies. While interviewee (B) employed paired drills and self-assessment strategies, group work and homework are used by interviewee (C). For more information, we asked interviewee (B) and

(C) who answered with "yes" on the frequency in which they make use of these strategies in written expression and academic writing course, both asserted that they do not often do. interviewee (C) affirmed that" I sometimes use group work when I have extra time" whereas interviewee (B) said that "actually not often, you know due to the pandemic, the time of sessions become shorter, so we don't have sufficient time for doing these activities, my goal now is just to make sure that my students have grasped the information". Two main themes were deduced from these responses. The lack of time and doubting the credibility of students feedback reliability are two reasons that hinder the interviewees from relying on various assessment strategies in writing.

Section Three: Peer Assessment

Q07. Do you employ peer feedback in your writing classes?

If yes, how does this strategy help your students overcome their difficulties in writing?

Table 4.30 *The Possibility of Employing Peer Feedback in Writing Classes*

Interviewees	Yes/ No
A	No
B	Yes
C	No

Question 07 was meant to investigate whether the interviewees practically adopt peer assessment in their writing classes, and, if the latter were used, what benefits this strategy brought to students in overcoming their difficulties in writing. Table 4.30 displays that only interviewee (B) frequently made use of peer assessment while interviewee (A) and (C) did not. Therefore, the interviewer(B) was exclusively further asked to explain the way this strategy effected the students' performance in writing who; Correspondingly, added that "yes, sure it helps them because we always notice that the learners need to receive feedback from a variety of sources even from one another, many of them do not bother themselves to read the feedback they got from the teacher but when it comes from another student this will definitely make them more motivated and involved and willing to write more accurately and take the comments giving by their friends into account".

Q08. If not, what are the reasons that hinder you from implementing peer feedback in your   writing classes?

Table 4. 31 *The Reasons that Hinder Teachers from Implementing Peer Assessment*

Interviewees	Reasons
A	No sufficient time
	Students' low proficiency level
	To avoid misleading feedback
C	Students unwillingness to be assessed
	by Peers
	Time restriction
	Lack of training

This question was addressed to interviewees (A) and (C) since they stated that they do not frequently use the aforementioned strategy. Through this question, they were required to list the reasons that hinder them from implementing peer feedback in written expression course. As portrayed in Table 4.30 Both interviewees chiefly agreed that time constraint is the main reason that hinders them from adopting and using peer assessment in their classes. As mentioned by interviewee (A): "One of the main reasons is time we don't generally have enough time to do the peer assessment or peer review it takes time that's why I prefer to collect their writings and do the correction myself I do believe it's of paramount importance but time does not allow us to engage learners in this strategy". The same reason was highlighted by interviewee (C) who maintained that" Because time is limited since it takes longer time especially in these circumstances. We have only one hour to deliver the lesson and doing more activities may take a longer time".

Moreover, another reason was stated by interviewee (A) which is students' low proficiency level, the latter makes teachers mainly rely on their own feedback as it may help students overcome problems in using grammar rules compared to other sources of feedback. According to interviewee (A)" not all students are proficient in English grammar they still have many problems that is why I give them my feedback once they get rid of the common grammatical difficulties that we mentioned like tenses the use of passive and active voice I may dedicate some time for it". Besides, He stated that among the reasons that hinder teachers from using peer assessment is to avoid the potential occurrence of misleading comments given by students. Interviewee (C) shed light on the students-related factors. Accordingly, she maintained that some students like to be assessed by teachers only. Besides, the lack of training which according to the same interviewee is required" students need to be trained first on how to provide

feedback and correct mistakes to achieve fruitful outcomes"

Q09. Do you think that peer assessment helps students improve their accuracy in grammar?

    Whatever your answer, please justify

Table 4. 32*Teachers Attitudes towards whether Peer Assessment may Contribute to Improving the Students' Grammatical Accuracy in Writing*

Interviewees	Yes/ No
A	Yes
B	Yes
C	Yes

At this point, the interviewer aspired to shed light on the interviewees' attitudes towards whether peer assessment can help students improve their grammatical accuracy in writing. As elicited in Table 4.32, all interviewees agreed that this strategy may contribute to improving the students' grammatical accuracy in writing; yet, the justification of this answer varied from one interviewee to another, this variation results in different themes. These are satisfying different needs of students and using peer assessment as a preliminary stage for learning. Interviewee (A) explained that "students generally learn more from their peers, some learners are able to understand from their peers better than from teachers. So, as a teacher I think it is necessary to give chance for all learners to improve their performance including accuracy in grammar, this matter has to do with the different styles of learning. So, why not helping those students who prefer to receive feedback from peers to do this through peer assessment at least as an intermediate stage before teacher's intervention". The above theme (satisfying learners' different needs) was apparently generated in the response provided by Interviewee (B) who indicated that "Yes to some extent. I think it works better with shy students. They might feel less embarrassed when corrected by their peers. However, it can be challenging and embarrassing for good achievers, and they may feel humiliated if they were mistaken because they think they know better and only the teacher has the right to correct them". As far as interviewee (C) is concerned, the latter emphasized the issue of continuous practice stating that" if you have students who are really open to their classmates, they will benefit a lot from peer assessment. Students may help each and one another in discovering mistakes and errors and exchanging feedback if they consider it to be a normal classroom activity or part of their daily learning of the language", In other words, the more students are practically engaged in peer assessment strategy, the greater they can benefit from its advantages,

4.2 Discussion and Summary of the Findings

Since the above section was devoted to summarizing and displaying the findings and due to the reason that drawing conclusions cannot be attained solely through displaying and interpreting data, but also through discussing and summarizing the same, in this section, a review of the research findings takes place which was led by three data collection methods. Namely, the pre- and post-tests, semi-structured questionnaire and semi-structured interview respectively. The latter were designed and administrated to answer the research questions and obtain a better understanding of the subject under investigation.

With regard to the research objectives which were set at the preliminary stage, this study was conducted to investigate the effect of peer assessment on EFL learners' grammatical accuracy in writing. As well, it attempts to unravel the attitudes of teachers and students at Biskra University towards applying this strategy as a pedagogical tool in EFL context. Not to mention, one of the main concerns within this investigation is to examine the predominant grammatical aspects that are most challenging for students and hinder them from producing grammatically accurate written productions. Along with the main factors that hinder EFL teachers from applying the aforementioned. Within the framework of the pragmatic paradigm which supports employing methods of both trends: precisely, qualitative and quantitative methods this research was conducted under the mixed-method approach following an explanatory sequential design wherein the qualitative data were gathered subsequent to quantitative data to support its findings. .

To answer the first research question which meant to investigate the extent to which peer assessment influences the student's grammatical accuracy in writing, a quasi-experimental design was used. The one-tailed hypothesis with regard to this research question assumed that peer assessment strategy may contribute to enhancing EFL students' accuracy in grammar. As the latter was merely a temporary assumption, it was sought to be either confirmed or rejected through the experimental treatment. Fundamentally, the treatment was conducted subsequent to the pretest, the results of the latter was statistically compared to post-test scores. Correspondingly, testing the aforementioned hypothesis proceeded in two stages. Comparing the means of pre-test and post-test scores obtained by the participants along with following the paired t-test procedures to pinpoint any significant change in performance.

In light of these considerations, the comparison of both tests' means values reveals that the post-test mean was higher than the pre-test scores mean which evidently substantiate that students' performance in the post-test was improved compared to the pre-test. In conjunction with a remarkable improvement in using grammatical structures and syntactic categories which was noticed when analyzing the post-test essays developed by participants. In terms of the

syntactic categories which were the core of the current study, it was drawn that the number of erroneous structures in each syntactic category made by each participant has been apparently decreased. Hence, to prove that this difference was statistically significant and not due to chance; rather as a result of the treatment, a paired-sample t-test was used. Consequently, comparing the t-value with the critical value that corresponds to the degree of freedom for the sample, it was proved that t-value with higher than the critical value. Eventually, we concluded that there was a statistically significant improvement in students' grammatical accuracy and this improvement was not random; however, it was as a result of peer assessment sessions.

With this in mind, the treatment was considered to be significant as it yields positive results, and that the independent variable (peer assessment) influenced positively the grammatical accuracy of students in writing. Eventually, the null hypothesis was rejected in favor of the alternative hypothesis.

The results questionnaire generated further evidence of the effectiveness of the aforementioned strategy on the participants 'accuracy in grammar. Namely, items 15 and 16 that elicited that the participants have noticed an evident improvement in their use of linguistic structures as a result of the treatment. Similarly, the researchers sought to outwardly reveal more indications of this improvement. Hence, in the light of the above evidence. The participants were urged to pinpoint the syntactic structures that were most developed in their writing skill subsequent to the treatment, they were ahead asked to elucidate the grammatical difficulties that they encounter in writing. It is worth noted that the latter apparently appeared in the pre-test essays. When comparing the results of both items, it was noticed that the grammatical aspects which were demonstrated by participants were similarly indicated among the aspects which they improved after the treatment. In light of the above evidence, we conclude that the results of the treatment confirm the current research hypothesis. Therefore, peer assessment strategy improves EFL students' grammatical accuracy.

In conjunction with the aforementioned research question, this study aimed to investigate the attitudes of teachers and students towards employing peer assessment strategy. We hypothesized that learners and teachers may develop positive attitudes toward employing peer assessment .By referring to the students semi- structured questionnaire that was particularly addressed to the participants who were involved in the treatment, along with teachers' interview which was conducted with teachers who were in charge of written expression and academic writing courses, With regard to the questionnaire results, the respondents showed positive attitudes toward using peer assessment, they expressed their satisfaction assuming that by using this strategy, their mastery of grammatical components have been improved. They estimated that peer assessment provides them with immediate and discussable feedback whereby they were

able to smoothly negotiate ideas and correct each other's errors. It is worth mentioning that, the teachers are the most legitimate and reliable source of feedback; therefore, this strategy; as the literature suggests; is not an alternative; rather, supportive to the feedback provided by teachers. This was elicited by one respondent who stated that error correction is the responsibility of instructors and the teacher is responsible for providing feedback to students.

On the other hand, other respondents evidently expressed their positive perception towards peer assessment in general, and as a pedagogical tool for improving grammatical accuracy in particular. The results elicited that peer assessment not only increased their awareness of their own areas of deficiencies, but also enlightened them about other students' errors. Besides, they assumed that they become able to avoid these erroneous structures in their future writing. Unsurprisingly, the social aspect was highly emphasized, responses for items 15 and 16 highlighted that the participants enjoyed receiving and providing comments on their classmates' writing pieces which in turn positively affected their motivation and willingness for learning where he latter is considered to be an influential and leading factor for their performance and academic achievement.

From teachers' perspective, only one of the interviewees frequently employed this strategy. Nevertheless, they all developed positive attitudes towards applying peer assessment in EFL context. They firmly believed that this strategy is effective when considering the students' different learning styles, this was further supported by the claim that this strategy can most work with extrovert learners; however, one of the interviewees estimated that it is helpful with shy students as it makes them more involved and active agents in the learning process. From this perspective, interviewee (C) shed light on using this strategy formatively rather than summatively, emphasizing the need for continuous practice along with understanding the assessment criteria from the part of the assessor and assessee.

In addition, all interviewees agreed on the significance of error correction, they stated that despite being challenging, it is fundamental to remedy any deficiencies in the learner's performance. The challenges that error correction on students' writing products considerably takes time and effort; especially, in large classes. Furthermore, although they use varied assessment activities, the interview data revealed that not all teachers apply the aforementioned strategy, the reasons behind teachers' reluctance to use peer assessment were sought to be depicted. The hypothesis with respect to this issue was formulated assuming that the reasons that may interfere with the employing peer assessment in EFL context may arise from the level of students' proficiency, time constraints and students who did not receive enough training on the way peer assessment proceeds. The latter was confirmed by the interviewees' responses. Accordingly, the interviewees stressed that one of these reasons is time constraints which hinders

them from frequently using peer assessment in writing classes; taking this into consideration, applying this strategy may take longer time compared to the delivery of the lesson. Another factor stems from the level of students' proficiency which may result in exchanging misleading comments among students. Therefore, students would be less willing to be assessed by peers, this reason was further delineated, assuming that in order to do peer assessment, students must receive training so that they learn how to assess and give other students' constructive feedback. As for the fourth research question, the latter aimed to investigating the main grammatical difficulties faced by EFL learners in writing, we hypothesized that the main difficulties are using correct tenses, linking words, punctuation and word order. To answer this research question, evidence was sought from the three data collection methods .i.e., testing, the questionnaire and the interview.

Correspondingly, the pre-test scores for each syntactic category exhibited that the participants made errors with relation to all the grammatical aspects classified by Azar (1990), including subject-verb agreement, wrong words, punctuation, preposition, pronoun, wrong tense, article, and spelling, missing word, conjunction, using unnecessary word, capitalization and adverb order. These erroneous forms; however, did not necessarily occurr in all students' productions. Hence, one grammatical rule could be difficult for one student to apply but not conditionally for another. From the students' questionnaire, we deduced that the difficulties were repeatedly indicated by students as problematic; yet, with different rates. Where some aspects; particularly, using capitalization, modality and liking words were rarely mentioned in isolation. All these difficulties were indicated by respondents in conjunction with others. As a result, they are firmly interrelated. These findings were confirmed by the interview results whereby teachers collectively emphasized that tense agreement using correct question forms, liking words, tenses, subject-verb agreement, punctuation and spelling are the common problems faced by EFL students in writing. In light of the above evidence, the finding of the questionnaire, the interview and the tests confirmed the hypothesis; nevertheless, the grammatical difficulties that EFL students suffer from are varied and not requisitely in identical aspects.

Conclusion

This chapter strove for providing a detailed description and display of the quantitative and qualitative data that were gathered using the aforementioned data collection methods. It further delineated the analytical procedures undertaken for both numerical and categorical information embedded within this study. These analytical procedures varied from content-based analysis for textual data that were encompassed within students' questionnaire and teachers' interview along with adopting the statistical processes; namely, descriptive and inferential statistics that paved the way to making inferences and drawing conclusions. With regard to the research questions

which were previously formulated, this chapter culminated with a summary and thorough discussion of its findings to; eventually, conclude that the hypotheses were valid and practically confirmed.

General Conclusion

Stemming from the theoretical and pedagogical components of EFL teaching and learning in which it is arguably established that teaching English is akin to teaching its grammar, from this perspective, English is seen as a rule-governed phenomenon whereby grammar is a subset that encompasses those rules which; in turn, govern the configurations assumed by the English language morphology and syntax. On this account, EFL students need to internalize the grammatical rules and structures and most importantly, applying these rules in real communication, the latter frequently occurs and exhibits in form of written products. However, based on our observation; achieving the grammatical accuracy required is not attainable for all master students at Biskra University as they encounter many problems in using different syntactic categories when they complete written assignments. To resolve this problem, we suggested through this research applying peer assessment strategy as an attempt to diversify the range of assessment processes in EFL context. This assessment strategy was assumed to yield positive outcomes regarding the use of grammatical rules and syntactic categories. For this reason, 17 master one EFL students were chosen as a sample by following the non- probability purposive sampling for the current investigation. The latter was led by and strove for answering four research questions:

RQ1**:** To what extent does the use of the peer assessment strategy influence students' grammatical accuracy in writing?

RQ2: What are the main grammatical difficulties in writing faced by EFL students?

RQ3**:** What are the reasons that hinder the use of peer assessment in EFL context?

RQ4: What are the teachers and students 'attitudes regarding the use of peer assessment to improve EFL students writing performance in terms of grammatical accuracy?

These research questions were; correspondingly, accompanied with four hypotheses. Therefore, we hypothesized that peer assessment strategy may bring about a positive effect on students' grammatical accuracy in writing; thus, Students who receive frequent assessment from their peers would develop the use of syntactic structures. In addition, it was assumed that learners may face difficulties in using correct tenses, linking words, punctuation and word order. Moreover, it was expected that the reasons that may interfere with employing peer assessment in EFL context may arise from the level of students' proficiency, time constraints and students who did not receive enough training on the way peer assessment proceeds. Finally, it was hypothesized that students and teachers may develop positive attitudes toward the

implementation of peer assessment. With respect to the above research questions and in light of the hypotheses, the philosophical underpinning of the pragmatic paradigm was deemed appropriate for this research as it supports positivism, post-positivism and interpretivism worldviews. In other words, conducting this research under the pragmatic paradigm allowed the researchers for incorporating qualitative and quantitative data due to the reason that a mono-paradigmatic orientation would not yield the desired outcomes or meet the study's main objectives. Mainly, to investigate the effectiveness of peer assessment on improving grammatical accuracy of masters one students at Biskra University. On account of this, a mixed-method research approach was considered to be felicitous through embedding data and procedures from both trends. As the quantitative and qualitative data collection and analysis were not simultaneously addressed; however, the collection, analysis as well as interpretation were set of quantitative data prior to qualitative data collection and analysis, a mixed-methods sequential explanatory design was used.

Therefore, three data collection methods were originally employed. These were student's pre-test and post-test, students' questionnaire and teachers' interview. In addition, to ensure the reliability and validity of the results and to guarantee that the designed data collection methods would enable the researchers yields relevant and informative data, all of these methods were validated, as for the questionnaire and the interview, they were piloted and validated before the data collection phase. Accordingly, a quasi-experimental design along with a case study was employed, the former meant to depict the effect of using peer assessment on students' grammatical accuracy in wring while the latter sought to discover teachers' and students' perceptions of and attitudes regarding the use of this strategy. In light of the aligned objectives of this research and when considering the varied range of the data gathered, applying both quantitative and qualitative analysis procedures were inevitably interlaced; expressly, descriptive statistics, inferential statistics, and content analysis.

The findings generated from the students' questionnaire, teachers interview as well as both tests revealed that the EFL students face difficulties regarding various parts of linguistic forms: within the language precisely, subject-verb agreement, punctuation, preposition, pronoun, tenses, articles, spelling, conjunctions, capitalization and adverbs. Despite some aspectual distinctions in using these structures, they were apparently prevalent in the participants' pre-test written products.

Besides, based on the evidence drawn from the paired sample t-test, the treatment was proved to be significant as it brought about remarkable improvement on students' grammatical accuracy. Moreover, the comparison of the pre-test and post-test scores elicited the students' capability in using the syntactic categories more effectively and accurately; as well as, illegibly

overcoming; to some extent, the main grammatical difficulties or grammar forms they struggled with before participating in the study. This was practically clear in the post-test essays where some problems regarding specific grammatical categories were alleviated and in a number of essays completely eradicated. Not to mention, From the teachers' interview, various reasons that obstruct the frequent use of peer assessment in EFL context were delineated; namely, time constraints, the level of students' proficiency which may result in exchanging misleading comments, students' unwillingness to be assessed by peers and the lack of training in which students acquire assessment skills and giving other students' constructive feedback. Despite these constraints, teachers and students revealed positive attitudes towards using peer assessment in EFL writing classes where the participants in this study showed their satisfaction not only in the way this strategy effected their accuracy in applying grammar rules, but also in their overall performance through deepening their learning experience and increasing awareness of their role as active participants in the learning process.

Implications and Pedagogical Recommendations

With respect to the conclusions obtained and in order to achieve more effective results, this section is dedicated for a set of suggestions, considerations and guidelines for future research to be conducted in similar areas in accordance with using peer assessment strategy as a pedagogical tool to improve EFL students' grammatical accuracy in writing. It is worth noted that the implications and recommendations of the current study were exclusively in relation to the outcomes yielded; thus, they are not definitive: however, their effectiveness and validity need to be explored in further research. They were defined and summarized in the following points:

- Before actual application of peer assessment, students must be informed about the assessment criteria. The latter have to be demonstrably in relation with the intended learning outcomes, which is increasingly required to ensure the reliability and validity of this strategy through applying the assessment criteria more objectively.

- Although it has been proved to be significantly effective in a wide range of pedagogical aspects, peer assessment must be wisely employed by carefully selecting the areas where students can sufficiently provide informed judgments on other students' performance; therefore, whenever the expert feedback is needed there is no substitute for the teacher assessment.

- To deliver cooperative and collaborative skills, group-based assessment can be employed by bringing into the assessment framework skills and competencies which can be adopted in group works.

- The application of peer assessment would be more effective when the students are sufficiently aware of the importance of grammatical accuracy in writing, as the data of this research showed that not all students recognized its significance at the very outset.

- As this study was not concerned with the way students coped with the feedback they received from peers, it is recommended for future research to explore how they deal with constructive as well as deconstructive comments and specifically negative remarks on their works and disentangling their effects at the individual level.

- Offering anonymity to peer assessment would provide relatively different results unlike face-to-face peer assessment activities; hence, providing anonymity for assessor and assesse can be achieved in future lines of research. Using the Anonymous online peer assessment, anonymity is secured through two phases: when they give the feedback and when this feedback is discussed among peers.

- Monitoring the student-student and student-teacher interactive exchanges during the oral discussions as an integrated part in peer feedback could yield fruitful outcomes; particularly, in examining its effect on developing classroom discourse and enhancing classroom interactive activities.

- Maintaining continuous peer assessment as an integrated component not only in writing courses, but also as a regular activity and integral part of language instruction to enable students recognizes the benefits that could be drawn from peer feedback.

- Highlighting other aspects that could be promoted through peer assessment such as social interaction, deep learning, creativity, and motivation.

- To increase its efficacy, students should intensively receive peer feedback training prior to the treatment and actual application of this strategy as well as highlighting its potential benefits along with the reasons that lead taking decisions on whether students need to receive feedback from students of equal, lower or higher level of performance.

- It is recommended to take into consideration that peer assessment training should not be restricted to error correction; rather, it is crucial to train students on how to provide constructive feedback to peers in different language aspects including cohesion, coherence of the text, grammatical complexity and vocabulary.

- At the outset, teachers should introduce students to the concept of peer assessment due to the reason that building a theoretical view with respect to its benefits and main goals is substantial prior to the first assignment in order to help students give constructive feedback.

- To increase students' engagement and motivation for peer assessment, students need to be informed that this strategy aimed at improving the quality of their writings and achieving a

better version of their works; therefore, in case some students were reluctant to be assessed by peers, the teacher may highlight that this strategy may occur in professional settings since even published journal articles are peer reviewed although they were written by established scholars.

- Peer assessment sessions must not be randomly designed; therefore, developing well-structured peer assessment activities is requisite based on some considerations that teachers have to take into consideration including but not limited to: students' level of proficiency, time allocated to the course and students' familiarity with this strategy

- Designing practice sessions to prepare students to provide constructive comments and to receive negative remarks on their works

- Integrating technology-enhanced learning materials would support peer feedback activities in EFL writing classes by reducing the inconvenient atmosphere that would be revealed through face- to-face interaction and enhancing the flexibility of feedback reception and provision.

Limitations and Suggestions for Further Research

Despite reaching conclusions and answering the research questions that were formulated at the preliminary stage, this research faced some limitations that impacted the course of data collection and interpretation and reflected some challenges and constraints. The latter affected the overall research process starting from the methodological decisions to the practical procedures of data collection and analysis. Nevertheless, the challenges that were identified in this study need to be acknowledged as they raised other issues and contribute to valid set of suggestions for future research summarized as following:

Foremost, the spread of the novel coronavirus (COVID-19) pandemic has imposed extraordinary challenges not only for this research project, but also for academic research all around the world. As for this study is concerned, the researcher struggled with the participants' approachability, throughout this research students who participated in the study were not constantly available owing to the timing that was designed correspondent to the pandemic spread. With this regard, the participants were only available each two weeks which negatively influenced the accessibility of the sample: especially, since attendance was not compulsory and for each class. Furthermore, according to the participants their timetables were overloaded; hence, some of them did not show disciplined and consistent attendance to peer assessment sessions. Therefore, only the participants who attended all sessions were included in the study.

Besides, this study was conducted over three weeks with a pre-test undertaken one month before the treatment and data collection, this span of time is relatively short as the time allocated to investigate the problem and statistically measure the difference in performance was undertaken within the confines of the dissertation's due date. Therefore, the results obtained could be more reliable if the study was longitudinal. It is worth noted that since this study was

not conducted over an extended period, any conclusion established do not reflect a definitive result or established inferences on the effect of peer assessment strategy on EFL students' grammatical accuracy in writing.

Another substantial issue is related to the sample size, only 14 participants were included in the treatment, the latter influenced the interpretation and generalizability of the results. Unlike the case in a large-scale sample studies, extrapolating the findings of the statistical analysis for a larger population is not possible as the sample assigned was not representative and relatively small. In addition, considering the Z-score to which the sample size is directly proportional, Hence, the more the sample size is reduced the lower the confidence level of the study. This reflects the usefulness of the results obtained. With this regard, since the assigned sample was relatively small, the inferences drawn from this study cannot be extended or transferred to the population at large.

In light of these limitations, it is suggested for future research to investigate the effect of peer assessment on EFL students' grammatical accuracy in writing over a longer time, this would help yield rich and valuable data; hence, the effect of this strategy could be easily depicted. For the sake of generalizability, this study is recommended to be replicated in a large-scale sample which will enable the researcher to easily observe and define significant relationship between the data sets. Furthermore, constructing this study in a different academic context in which the same problem is addressed would generate further evidence on the effectiveness of this strategy. As has been noticed, the participants of this study were master one students who have developed a throughout basis regarding grammar knowledge which was evidently revealed through the data collection phase, future studies can be conducted addressing participants who are not all advanced learners of English,

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Appendix 1: Session One Handouts

Instructor: Ms. Taabli Fatma Zohra   **Duration: 01 hour**

Peer Assessment

1.   Definition of Peer Assessment

Peer assessment is defined as "an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners, then learn further by giving elaborated feedback and discussing their judgments with peers to achieve a negotiated agreed outcome" (O'Donnell & Topping, 1998, cited in Topping, 2017. P. 2)

Reinholz (2015) defined peer assessment as "a set of activities through which individuals make judgments about the work of others" (p. 1).

Definition of Peer Assessment in Writing

peer assessment in writing could be utilized to evaluate learners' English level. This is so because peer assessment is a way of assessing the output, or product, of student learning but it can be seen as a process of learning in its own right (Hounsell, 1997). Peer assessment can be defined as an arrangement for peers to consider the level, value, worth, quality or successfulness of the products or outcomes of learning of others of similar status (Topping ,1998). Consequently, different types of peer assessment might generate positive effects through different mechanisms through writing.

Peer assessment has also been defined as a strategy involving students' decisions about others' work that mostly occurs when students work on collaborative projects or learning activity. Peer assessment is usually intended as formative assessment in the learning process (Johnson, 2004)

Benefits of Peer Assessment in the ESL and EFL classroom

- Enhancing the quality of learning
- It helps students to become more autonomous, responsible, and involved.
- It encourages students to critically analyze work done by others, rather than simply seeing a mark.
- It helps clarify assessment criteria.
- It gives students a wider range of feedback. •More closely parallels possible career situations where a group makes a judgment.

General Objectives of Peer Assessment

- Empower students to take responsibility for and manage their own learning.
- Enable students to learn to assess and give others constructive feedback to develop lifelong assessment skills.
- Enhance students' learning through knowledge diffusion and exchange of ideas.
- Motivate students to engage with course material more deeply
- It reduces the marking load on the lecturer.
- Several groups can be run at once as not all groups require the lecturer's presence. (Center for   Teaching Innovation [CFTI], n.d.).

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Instructor: Ms. Taabli Fatma Zohra   **Duration: 01 hour**

Grammar

Definition of Grammar

Hering (2016) states that grammar refers to the rules that govern the use, classification and structure of words and syntactic structures to form cohesive and coherent communication.

Ur (1996) explains it as "the way a language manipulates and combines words or bit of words in order to form longer units of meaning". Particularly, grammar is concerned with the way words are structured and combined to form meaningful sentences. On this account, grammar is the study of the way sentences and utterances are structured.

Grammar describes the ways in which words are combined to form meaningful and acceptable sentences, and it consists of semantics, word meanings and their relationships, syntax - how we group and order words to form phrases, clauses, and sentences - and morphology - how words are changed according to their use in phrases, clauses, and sentences. (Ahangari and Barghi, 2012. p. 6)

Components of Grammar

The main components of grammar are morphology and syntax.

Morphology

Morphology is a sub-discipline of linguistics. It refers to the study of the internal structure of words and the correspondence between words' forms and meaning (Kurdi, 2016). In other words, it deals with the systematic relations of form and meaning at the level of words. It also refers to a part of grammar concerned with word formation and inflection. Hence, Morphology focuses on the analysis of words at the level of morphemes It studies the way morphemes are combined to construct words

Syntax

Hana (2011) affirms that the term syntax is derived from the Greek word "syntaxis" from syn (together) and taxis which means arrangement.

According to Nordquist (2020) syntax is a set of rules and patterns that govern words' combination to construct sentences, clauses and phrases. The structure and ordering of components within a sentence depends on their lexical categories; traditionally parts of speech. Along the same line.

Rangelova (2018) states that syntax is a sub-field of linguistics that studies the structure and function of syntactic patterns. Necessarily, the formulation of grammatically correct sentences., requires appropriate use of syntactic patterns.

1. Syntactic Categories

They are also called parts of speech which indicates how the word functions in meaning as well as grammatically within the sentence.

Nouns

A noun is the name of a person, place, thing, or idea. A noun is a word for a person, place, thing, or idea. Nouns are often used with an article (*the*, *a*, *an*), but not always. Proper nouns always start with a capital letter; common nouns do not. Nouns can be singular or plural, concrete or abstract. Nouns show possession by adding *'s*. Nouns can function in different roles within a sentence; for example, a noun can be a subject, direct object, indirect object, subject complement, or object of a preposition.

Pronouns

A pronoun is a word used in place of a noun. A pronoun is a word used in place of a noun. A pronoun is usually substituted for a specific noun, which is called its antecedent. In the sentence above, the antecedent for the pronoun *she* is the girl. Pronouns are further defined by type: personal pronouns refer to specific persons or things; possessive pronouns indicate ownership; reflexive pronouns are used to emphasize another noun or pronoun; relative pronouns introduce a subordinate clause; and demonstrative pronouns identify, point to, or refer to nouns.

Verbs

A verb expresses action or being. The verb in a sentence expresses action or being. There is a main verb and sometimes one or more helping verbs. ("*She can sing."Sing* is the main verb; *can* is the helping verb.) A verb must agree with its subject in number (both are singular or both are plural). Verbs also take different forms to express tense.

Adjectives

An adjective modifies or describes a noun or pronoun. An adjective is a word used to modify or describe a noun or a pronoun. It usually answers the question of which one, what kind, or how many. (Articles [a, an, the] are usually classified as adjectives.)

Adverb

An adverb modifies or describes a verb, an adjective, or another adverb.An adverb describes or modifies a verb, an adjective, or another adverb, but never a noun. It usually answers the questions of when, where, how, why, under what conditions, or to what degree. Adverbs often end in -ly.

Preposition

A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence.*by... with.... about... until.* A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. Therefore, a

preposition is always part of a prepositional phrase. The prepositional phrase almost always functions as an adjective or as an adverb. The following list includes the most common prepositions.

Conjunction

A conjunction joins words, phrases, or clauses. A conjunction joins words, phrases, or clauses, and indicates the relationship between the elements joined. Coordinating conjunctions connect grammatically equal elements: and, but, or, nor, for, so, yet. Subordinating conjunctions connect clauses that are not equal: because, although, while, since, etc. There are other types of conjunctions as well. (Butte College [BC], n.d.).

Butte   College   [BC],   (n.d.).The   Eight   Parts   of   Speech.   Retrieved   from
          http://www.butte.edu/departments/cas/tipsheets/grammar/parts_of_speech.html.

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Appendix 2: Error Correction Codes

Error Correction Codes

Students are required to use the following error correction codes to indicate grammatical errors

in their peers' writing.

Error Types	Error Correction Codes
Subject -Verb Agreement	S V
Wrong Word	W W
Punctuation(using punctuation inappropriately e.g., missing comma)	Punc
Wrong or missing Preposition	Prep
Pronoun	Pr
Wrong Tense	W T
Article	Art
Spelling	SP
Missing word	M W
Conjunction (e.g., conjunction is needed)	Conj
Unnecessary word	Un W
Capitalization	Cap
Adverb order error (e.g., misplaced adverb)	Adv

Appendix 3: The Participants' Productions

10

Technology is the set of Knowledge, Skills, experiences and techniques through which humans change

it increases the efficiency of a business process, We can perform more tasks in less time from shared drives to emails, communication, coordination, execution and implementation of a lot of business processes has become a Swift and hassle-free, all thanks to technology ease of Access to information the World Wild Web, abbreviated as WWW made the World a social Village, saves time innovation in many fields, better learning techniques.

In the other hand, technology can also be harmful

We can mention the social Disconnect
and Digital Media manipulation.
Technology is not inherently good or bad,
its the culture We build around it and the
Way We use it.

Participant 14

Nowadays, our life is effected by the various technology inventcontion which makes our life easy, but many people are over ly dependent on it. In the following lines the advomtages and disadvantages of techology is being discussed.

Currently, people can't live without technology because of its advantages. It makes communication easier and more efective, for instance using phones and internet become necessity and others home equipment like machines That almost every houswife rely on them. Beside, using techology make people aware about the latest news thanks to internet and the social media which makes life the small village.

However, technology also has negative effects. First, it makes people dependant technology equipement Also, they become lazy and less active, Not to mention. these technologies create a lot of crimes.

So, technology represent many positive sides but it has also negative effects, say

it waste time and make people completly
dependent on it.

1

Technology is important in our life-
it is the consequence of since and
engineering. However, there are some
advantage and disadventage of technology
First of all, Technology play important
an roles in a society because it made life easier
like technological machine that help people
in almost every espect in their life. Also
computer and internet are providing
information in simplest way. In addition
it is saving time for example, you can
travel in short time. Moreover, with
computer people can work in time and Also
inhence quality and provide suggestions.
In the contrary, technology also bring to the
harm to society. because it causes pollution
to the world, for example, the smok from
machies destroy the ozone layer. In
addition, technologies also create
financial problems, because machie
work instead of human.
to conclude, technology is good and bed

in the same time, But it's bemifits are more then its disadvantges, However we must use it effective Way.

Participant 03 =

Essay about advantages of studying at university:

We all know that education is very important and getting a degree has a big impact in our lives. And studying at university has many advantages such as wider employement, making a positive impact on society and learning how to become independent.

First of all, University gives you the chance for a career, not just a job, with a degree you will not only have an academic record of your hard work and learning, but a (nul) number of invaluable skills that gives you an advantage in the job market. Second of all, the educational and transferrable skills you pick up at university will lead you into making a more positive impact on society and the economy. Finaly, Gaining independonce is a big part of university lifestyh. Net only is it a chance to live away from home, it is the perfect time to challenge your existing views on life.

Also, it helps us make friendships an meet new people for share interests and ideas, moreover, having a lot of friends, also make us more sociable and open to other views. Studying in university gives us opportunity to have job and become active participant in society.

To sum up, everything that has been stated so for, studying at university has many.

Participant 9

Advantages of studying at university

Studying at university can be compared to having a job. many people (not only students) limit their thinking about this but precisely studing at university is more than that and there are other advantages we can get from that. firstly, yourexperience at university as a student will teach you how to become independent; i.e. independent learne takes responsality for their own learning. they are self motivated and accept that frustration in the present is worthwile to achieve futur success. Secondly life at university give you the chance to experience a different culture. University is a great to meet people from all across the country. making relationdships with people who have different backgrounds helps you be an open mind and in addition best friends are fond at university. To sum up, studying

at university as we said has many benifits additionally these are related to having a job. You will learn to becom independent and you will eventually have a change to know different cultures. Cop

Participant 11

Advantages of studying at university

Education plays ~~is~~ [WW] significant role in (may)
many aspects of our lives. Attaining a higher
education has many advantages for students which
can be concluded in the following points :

[CAP] [S] Studying at univesity can increase our opportunities
in providing a better job. Encourages creative and
independent thoughts [AND] [MW] ~~Students~~ are taught to ask
questions , to analyse information. They are
exposed to other cultures and backgrounds,
living in a new place will teachs students
many things and give them the opportunity to
experience things that never have before .
[MW] In addition , the educational skills that students
learn in the university lead them to make a
positive impact [PR] [IN] on society, having a accredited

(degree) dgree means that the student is Khnowledgeable in certain fields that keep society working. There are so much more than just these benefites of higher edilcation.

3

To facilitate their life, people creat, discover and envent so many things. Technology is the largest invention in world, it is considered to be a sort of colonisation because it effect. people daily life.

When technology become succeful to capture mind humanity was introduced to tv, this envention has influenced people with its destict sloves which become a sort of code lictionto people. For example when they have free time they run to attend a intersting program. Because they become cultivted and aware concerning daily life filds. Morover, Technology facilitate life and help people To work and study. In the contrary, technology also has many disavolvantages, when people use the internet they neglact their real life and become isolated, In addition, use of technology and robots make human suffer from unemployer ment. Not to mantion, it cause many disease like cancer.

All in all, we can't imagine life with no technology it makes world small and fasilitate life but we need to Know. have to use it.

Nowadays people rely a lot in techoloy, this is why it is viriotely spread. They use it in many domain espacially in the scientific field.

It represints so many benfits. For example, reading book is become easier because of effect of technology. as it facilitate searching about books. Also, people in the past used to farm land on many simple ways and this needs much effort and require time but after the development of technology they use every develop material.

However technology has drawbacks, For instance, it makes people lazy and dipendant to internet, some students rely for internet to make their homeworks. Further, it wastes time spacially children they pass long time playing vedio game.

Although there disaduantages, technology has become the control importance in the life, we should use it for our benefit.

Participant 12

In our country we have four levels
of education, primary, secondary, and high school
and university studies. Study is very important
nowadays, especially university studies because it's
the level which show students their futur and how
to achieve their goals as mature citizens. The
study at university represents a lot of advantages.
One of the advantages of going to university is
that it helps students achieve their goals in life.
this depends on the specialty of study. Whether
to teach, to be engineer or a teacher. also,
students become more hard workers to reach
their goals and achieve the goals they want.
Moreover university is a great place to meet new
friend, being sociable and friendly. studying

at university is helping in job and future life because it is important to talk politely and friendly to people, not to mention it builds students' confidence and personality. Moreover it increases student's reliance and make tham more responsible for themselves and of course that makes build strong personality. Actually, university studies is not the only way that help building personality and future job, job and training centers and formations are very helpful; Although university still the choice of the majority of students.

Participant 7

Technology has changed the society both in positively and negatively. It is inflvanced every aspect of our life, making it very easy and simple in many ways, sharing information, communication and social interactions ... etc. technology replaces basic skills and job and simply human tasks. The internet has make acess to information easilly because the information are stored effecently; for example, instead of going to (university) library, we can use internet and get handervals of results. Therefor, we can learn about any thing in a few moment. However, the excesive use of technology equip- ment and invention creates sort of problemes as :- polution and it make people socialy isolated, Technology also, decreases imployement opportunityies in addition to industriel watstes is thronn into rivers and the smoke from factories and vicles polluts air causing severe health problems. We conclude that, technology has make the worb a great place to live in.

There is no olening of how it make our life better and easier but it also has it's drawbacks. Some of recent inventions are being categorised as lazy aids

about different projects and take complex chalenges. Moreover, academic writing is useful for scholars to make a good communication in many situations. In addition to making formal and academic words, making coherence and cohesion between them and reference that is the most important technique in academic work.

As a conclusion, academic writing needs student to look at ideas and research from different perspectives, to think critically and objectively. All theses details are usefull skills that lead students to be a good research and use more formal and academic language in writing.

8

Advantages of studying at university

University education is considered as one of the basic and important elements in supporting human development around the world, althogh university education not only provides individual with the basic skills that needed for the job market, but also provide necessary in training for all individuals of all specialties, whether they are teachers, doctors, or nurses.

All those individuals who have been trained can develop and improve analytical capabilities and skills, which would advance the local economy, support civil society, and educate children in addition to increasing the ability to make necessary decisions that affects the entire community. It helps to get more job opportunities

compared to individuals who do not pursue education after getting Bachelor.

Also to increasing the self confident and self esteem. Last thing must be mention that the education is the only way to fight illiteracy and backwardness in societies, and university education is one of the most important stages that a person goes through (is) in his life. So, studying at university has many advantages in our life. Through making freindships and develp personalities as well as learning different skills and getting a degree for future carrer.

Appendix4: Table of Critical Values of the T- distribution: One-Tailed

Degree of freedom	$\alpha=0.05$
1	6.3138
2	2.9200
3	2.3534
4	2.1319
5	2.0150
6	1.9432
7	1.8946
8	1.8595
9	1.8331
10	1.8124
11	1.7959
12	1.7823
13	1.7709
14	1.7613
15	1.7530
16	1.759
17	1.7396
18	1.7341
19	1.7291
20	1.7247
21	1.7207
22	1.7172
23	1.7.139

24	1.7109
25	1.7081
26	1.7056
27	1.7033
28	1.7011
29	1.6991
30	1.6979
31	1.6955
32	1.6939
33	1.6924
34	1.6909
35	1.6896
36	1.6883
37	1.6871
38	1.6859
39	1.6849

Appendix 5: Students' Questionnaire

Dear Students,

You are kindly requested to respond to the following questionnaire. Your responses contribute to data collection for a master dissertation, entitled "The Effect of Peer Assessment on Improving EFL Learners Grammatical Accuracy'. With regard to the general aim, this research study seeks to improve the grammatical accuracy of master students through the implementation of peer assessment in academic writing classes. Your responses/ data will be anonymous and will b

Prepared by:

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Supervised by:

Dr. Tarek ASSASSI

Academic Year: 2020-2022

Q1. Would you specify your gender?

a) Male [   ]   b) Female [   ]

Q2. How many years have you been studying English?

…………………………….

Q3. Applying for the master degree was:

a) Your own choice   [   ]

b) Your parents' choice   [   ]

c) Someone's advice   [   ]

If it were your own choice, was it because:

a) You would like to enhance your level of education   [   ]

b) You would like to get more job opportunities   [   ]

c) You would like to have the opportunity to conduct   [   ]

academic research and develop your research skills

d) All of these   [   ]

Others, if there any

………………………………………………………………………………………………

………………………………………………………………………………………………

………….

Section Two: Grammatical Accuracy in Writing

Q4. When your teacher gives you an assignment, does s/he focus on correcting your grammatical

mistakes? a) Yes [   ]   b) No   [   ]

Q5. How often does your teacher ask you to write in class?

a) Always [   ]   b) Often [   ] c) Sometimes [   ] d) Never [   ]

Q6. How often does your teacher ask you to write outside class?

a) Always [   ]   b) Often [   ] c) Sometimes [   ] d) Never [   ]

Q7. After you finish writing, do you check for errors in grammar?

a) Yes [   ]   b) No [   ]

Q8. How do you assess your general level of proficiency in English grammar?

a) Advanced [   ]   b) Intermediate [   ]

c) Pre-intermediate [   ]   d) Beginner [   ]

Q9. How often have you been taught grammar rules in English classes?

In middle school	☐ Very often	☐ Often	☐ Sometimes	☐ Seldom
In high school	☐ Very often	☐ Often	☐ Sometimes	☐ Seldom
In university	☐ Very often	☐ Often	☐ Sometimes	☐ Seldom

Q10. How do you consider grammatical accuracy in writing?

a) Very important ☐   b) Important ☐   c) Not important at all ☐

Q11. Do you encounter any problems in applying your grammar knowledge while writing?

a) Yes ☐   b) No ☐

 If yes, what kind of difficulties?

a) The inability to use conjunctions and linking words appropriately ☐

b) Difficulty in using correct tenses ☐

c) The inability to use modal verbs appropriately ☐

d) Problems with using prepositions ☐

e) The inability to use articles correctly, ☐

f) The inability to use punctuation correctly ☐

g) Failure to identify words that need capitalization ☐

h) Difficulty in using adverbs ☐

I) Failure in ordering words within a sentence ☐

j) Failure to use plural or singular subject appropriate to the verb, and ☐

k) All of them ☐

Section Three: Peer Assessment

Q12. How often does your instructor ask you to assess your classmates' writings in class?

a) Always ☐   b) Often ☐   c) Sometimes ☐   d) Never ☐

Q13. Before attending peer assessment sessions, did you know what does this strategy refer to?

a) Yes ☐   b) No ☐

Q14) Having attended peer assessment sessions, briefly indicate what it is

……

……

……

……………………………

Q15. Knowing that peer assessment engages students in making judgments about the work or the

performance of other students, it may involve them giving feedback of a qualitative nature or in

marking. Do you believe that applying peer assessment helped you improve your grammatical accuracy in writing?

a) Yes [＿＿＿]   b) No   [＿＿＿]

Briefly, justify your answer

…………………………………………………………………………………………………

…………………………………………………………………………………………………*

Q16). To what extent do you agree or disagree to the following statements:

General Statements about peer assessment	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Peer assessment sessions helped me learn more about grammar					
Peer assessment sessions helped me become aware of correcting my grammar mistakes					
Peer assessment sessions made me improve word order in my compositions					
Peer assessment helped me correct spelling errors in my compositions					
Peer assessment sessions made me use punctuation appropriately in my essays					
Peer assessment sessions helped me become aware of correcting my mistakes in using prepositions					
I become able to use articles correctly through peer assessment					
Peer assessment helped me correct my mistakes in using capitalization					
I enjoy giving my classmates feedback on their compositions					
I enjoy receiving feedback on my my compositions					

Q17. If you would like to add any comments or suggestions, please feel free.

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Thank you for your collaboration

Appendix5:   THE INTERVIEW GUIDE FOR TEACHERS

Dear teacher,

You are kindly requested to respond to this interview. Your responses contribute to data collection for a master's dissertation entitled "The Effect of Peer Assessment on Improving EFL Learners' Grammatical Accuracy'. With regard to the general aim, this research study seeks to improve the grammatical accuracy of master students through the implementation of peer assessment in academic writing classes. Your responses/ data will be anonymous and will be used for research purposes only.

Prepared by:

Fatma Zohra TAABLI

Academic Year: 2020-2021

Section One: General Knowledge

Q01. Would you specify your degree?

a) Master ☐

b) Magister ☐

c) Doctorate ☐

Q02. How long have you been teaching English at University?

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

Q03. How do you find teaching grammar?

a) Easy ☐

b) Challenging ☐

c) Difficult ☐

Whatever your answer, please explain

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

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

………………………..

Section Two: Teachers' Practice in the Teaching of Grammar

Q04. Do your students have any difficulties in grammar?

Yes ☐   No ☐

If yes, would you please specify them?

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Q05. Do you think that the process of frequently providing feedback on students' grammar

mistakes in writing is challenging?

Yes ☐   No   ☐

If yes, please explain

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………………………………………………….

Q06. Do you use strategies of assessment alternative to the teacher feedback?

Yes ☐   No   ☐

If yes, what strategies?

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…….

Section Three: Peer Assessment

Q07. Do you employ peer feedback on your writing classes?

Yes ☐   No   ☐

If yes, how does this strategy help your students overcome their difficulties in writing ?

………
………
………
…….

Q08. If not, what are the reasons that hinder you from implementing peer feedback on your writing classes?

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………………
……………………………………

Q09. Do you think that peer assessment helps students improve their accuracy in grammar?

Yes ☐   No   ☐

Whatever your answer, please justify

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Q10. Any additional information?

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Thank you for your time and collaboration.

Appendix 6: The Opinionnaire

1. Are there any repetitive questions?

Yes No☐ ☐

- If yes, please specify them.

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2. Did you find any grammar/spelling mistakes in the questions?

Yes ☐ No ☐

-If yes, please notify them below.

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3. Are there any irrelevant questions that need to be removed?

Yes No☐ ☐

-If yes, please provide the number of the question(s) below.

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…………………………………………………………………………………………………

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4. Is the questionnaire of reasonable length?

Yes No☐ ☐

5. Are there any ambiguous questions that need to be reformulated and / or clarified?

Yes No☐ ☐

-If yes, please indicate which questions require rewording.

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…………………………………………………………………………………………………

……………………………………………………………………………………

7. What do you think of the layout?

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8. Are the response categories appropriate?

Yes [ ]   No [ ]

9. If there are any questions that you believe are of close relevance to the purpose of the

questionnaire but were not included, please write them below.

……

……

………

Thank you for your time and collaboration

ملخص الدراسة

يعد تطوير مهارة الكتابة أحد الأبعاد الأساسية في سياق تدريس اللغة الإنجليزية كلغة أجنبية. هذا الأخير يعتمد على جوانب مختلفة بما في ذلك استخدام القواعد. ومع ذلك ، فإن تحقيق الدقة النحوية المطلوبة غير ممكن لجميع متعلمي اللغة الإنجليزية كلغة أجنبية كما كان الحال بالنسبة لطلاب الماجستير في اللغة الإنجليزية في جامعة بسكرة على الرغم من تلقي المعرفة بشكل متكرر بقواعد قواعد اللغة الإنجليزية وهياكلها ؛ ومن المربك أنهم فشلوا في استخدام هذه المعرفة وتطبيق القواعد النحوية بشكل مناسب في الكتابة. وقد ظهر هذا في بعض أوجه القصور في استخدام الفئات النحوية للغة. في هذا الصدد ، اقترحت الدراسة البحثية الحالية استخدام تقييم الأقران كأحد استراتيجيات التقييم التكويني التي سعت إلى توفير ممارسة مستمرة للكتابة جنبًا إلى جنب مع المناقشة الشفوية. من الناحية المنهجية ، تم اختيار 17 طالبًا للمشاركة في الدراسة بإتباع أسلوب أخذ العينات الهادف غير الاحتمالي. بناءً على أسئلة البحث التي تطلبت جمع البيانات النوعية والكمية ، تم اعتماد نهج توضيحي متسلسل متعدد الأساليب في إطار النموذج العملي. ومن ثم ، قادت ثلاث طرق لجمع البيانات مرحلة جمع البيانات. وهي الاختبار واستبيان الطلاب ومقابلة المعلمين على التوالي. في ضوء ذلك ، تم دعم طرق الاختبار من خلال التصميم شبه التجريبي حيث تم تصميم دراسة الحالة باستخدام الاستبيان والمقابلة. كما تم الافتراض في البداية وبالرجوع إلى النتيجة ، تم تحسين الدقة النحوية للمشاركين في الكتابة: بعد جلسات تقييم الأقران ؛ على وجه الخصوص ، من حيث استخدام الفئات النحوية التي تم تقديمها ومناقشتها مع المشاركين في جلسة العلاج الأولى. أثبت التحليل الإحصائي أن هذا التغيير الإيجابي في الأداء لم يكن بسبب الصدفة. بدلاً من ذلك ، فقد عكست التطبيق العملي وفعالية هذه الإستراتيجية على الدقة النحوية للمشاركين بسبب اختلاف للعينة المزدوجة. إلى جانب t الدلالة بين نتائج الاختبار القبلي والبعدي والنتائج الإحصائية التي تم الكشف عنها باستخدام اختبار ذلك ، وجد أن الصعوبات النحوية الرئيسية التي واجهها طلاب اللغة الإنجليزية كلغة أجنبية في الكتابة كانت عديدة بما في ذلك الاستخدام غير الدقيق لعلامات الترقيم وحرف الجر والضمير والأزمنة والمقالات والتهدئة والارتباطات والكتابة بالأحرف الكبيرة والظروف. علاوة على ذلك ، على الرغم من تطوير المواقف الإيجابية تجاه استخدام تقييم الأقران وافتراض التطبيق العملي في فصول الكتابة باللغة الإنجليزية كلغة أجنبية ، فقد حدد الأشخاص الذين تمت مقابلتهم العوامل المؤثرة التي تعيق التطبيق المتكرر لهذا التقييم. من جانبهم ، أفصح المشاركون عن مواقفهم الإيجابية وأعربوا عن ارتياحهم لاستخدام هذه الإستراتيجية